

Moral and National Education

**Curriculum Guide
(Primary 1 to Secondary 6)**

Consultation Draft

**Prepared by
The Curriculum Development Council
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Acronyms

APASO	Assessment Program for Affective and Social Outcomes
APET	Actor, Place, Event and Time
EDB	Education Bureau
HKSAR	Hong Kong Special Administrative Region
KLA	Key Learning Area
KS1/2/3/4	Key Stages 1/2/3/4
MCE	Moral and Civic Education
MNE	Moral and National Education
P.A.T.H.S.	Positive Adolescent Training through Holistic Social Programmes to Adulthood: A Jockey Club Youth Enhancement Scheme
P1/2/3/4/5/6	Primary 1/2/3/4/5/6
S1/2/3/4/5/6	Secondary 1/2/3/4/5/6

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Foreword

Cultivating students' moral and national qualities has always been the main objective of school education. After the return of Hong Kong to China, promoting national education and increasing students' understanding of their country and national identity have become the common goals of primary and secondary schools in Hong Kong. Moral and Civic Education is one of the Four Key Tasks in the curriculum reform led by the Education and Manpower Bureau (Education Bureau) in 2001 and developing students' positive values and attitudes has become an integral part of the curriculum framework for primary and secondary schools. Learning elements of Moral and National Education (MNE) have been embedded in respective Key Learning Areas (KLAs) and subjects to facilitate whole-person development.

With the rapid development of Hong Kong society, the need to enhance the moral and national qualities of our youth has become stronger. In response to this, the Education Bureau introduced the *Revised Moral and Civic Education Curriculum Framework* in 2008 and enriched the contents of national education in relevant KLAs and subjects to further strengthen the implementation of moral and national education.

Primary and secondary schools in Hong Kong have been very supportive of MNE. It is taught in the classroom, during morning assemblies and class teacher periods. Elements of MNE are also incorporated into other relevant learning experiences such as mainland exchange programmes, visits, service learning and project learning to provide students with comprehensive and diverse learning experiences to cultivate their moral and national qualities.

Building on the above favourable conditions, the Chief Executive stated in the "Policy Address 2010-11" in October 2010 that the Curriculum Development Council would be invited to review the curriculum framework for moral and civic education at primary and secondary levels. To further strengthen national education, the "Moral and National Education" subject will be introduced to cultivate students' moral and national qualities in a systematic and sustainable manner.

The "Curriculum Guide on Moral and National Education (Primary 1 to Secondary 6)", prepared by the Curriculum Development Council of Hong Kong, sets out the objectives and vision of the curriculum and elucidates the curriculum framework, curriculum planning, learning and teaching, assessment and the use of learning and teaching resources. The key messages in each chapter are as follows:

Chapter I Introduction

- The Education Bureau attaches great importance to developing students' moral and national qualities, and primary and secondary schools in Hong Kong have been very supportive of MNE
- The subject is built on the existing foundation and strengths of schools and aims to enhance the provision of MNE to students in a systematic and sustainable manner
- The subject is student-oriented and is based on cognition, affection and action. The subject seeks to make use of current issues and life events to develop students' moral and national qualities through the establishment of positive values and attitudes and identity-building

Chapter II Curriculum Framework

- This subject embodies learning experiences of MNE across the four Key Stages. The curriculum covers five domains, i.e. personal, family, social, national and global domains
- The flexible curriculum framework enables the systematic integration of learning elements of MNE in various KLAs and subjects
- Schools are suggested to arrange MNE sessions (one to two sessions per week) flexibly to ensure that continuous and comprehensive learning experiences are provided to students

Chapter III Curriculum Planning

- The learning goals of this subject are embodied in various KLAs and related learning experiences. Schools should aim at developing students' positive values and attitudes and adopt the mode of implementation and learning content that suit both the school context and students' needs
- As lesson time has been provided in most schools, schools are suggested to adopt their existing mode to arrange corresponding lesson time for MNE
- The subject focuses on the development of moral and national qualities. Stakeholders, including school heads/principals, teachers and parents, are encouraged to participate actively to create an environment for the holistic development of moral and national qualities for our youth

Chapter IV Learning and Teaching

- The subject emphasises school-based experience. Schools are encouraged to build on their existing strengths and experience to adopt a student-oriented approach to raise students' awareness of , thinking and critical abilities on related issues
- The subject aims at helping students learn to identify and judge life events, uphold positive values and put them into practice
- It is suggested complementing classroom learning with other relevant learning experiences in order to enhance students' understanding of life events from different perspectives and put them into practice

Chapter V Assessment

- The assessment of the subject stresses the provision of positive feedback to students to recognise their achievements and facilitate their learning. It also provides teachers and other stakeholders with information that can form the basis for modifying and refining the curriculum
- It is proposed that assessment should be conducted at different stages of learning using diverse strategies to provide students with descriptive and directional comments
- Stakeholders are encouraged to join hands to recognise students' achievement in this subject through various different means

Chapter VI Learning and Teaching Resources

- The use of an array of learning materials embracing different perspectives, views and stances is strongly encouraged so that students can learn through life events from multiple perspectives
- There are a variety of learning resources for this subject, including texts,

multimedia materials, real-life exhibits, learning scenarios and personal experience sharing. Different kinds of resources have their own advantages and are complementary to each other

- The Education Bureau has been providing various kinds of teaching support, including teaching materials, lesson plans, professional development programmes, exchange programmes and experiential learning activities, to enhance teachers' knowledge and skills in teaching MNE

The Curriculum Development Council of Hong Kong is an advisory body that gives advice to the HKSAR Government on matters relating to curriculum development from kindergarten to senior secondary stage. Its members include school heads/principals, in-service teachers, parents, employers, and scholars from post-secondary institutions, professionals from relevant sectors or organisations, representatives from the Hong Kong Examinations and Assessment Authority and Vocational Training Council of Hong Kong, and personnel from relevant departments of the Education Bureau.

The Education Bureau suggests that primary and secondary schools should adopt this Curriculum Guide when implementing MNE subject. The Curriculum Development Council will review and revise the curriculum pursuant to actual circumstances in order to meet the changes and expectations of the society. Comments and suggestions on this Curriculum Guide can be sent to Moral, Civic and National Education, Curriculum Development Institute, Education Bureau, Room 402, 4/F, Kowloon Government Offices, 405 Nathan Road, Yau Ma Tei, Kowloon by mail, or to mcne@edb.gov.hk by email.

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Chapter I Introduction

This chapter aims to introduce the background of implementing the MNE subject (P1-S6), its position in the school curriculum, rationale and aims.

1.1 Background

- Since the return of Hong Kong to China, the Hong Kong Special Administrative Region (HKSAR) Government has spared no effort in promoting national education. In the curriculum document *Learning to Learn – Life-long Learning and Whole-person Development*¹ issued by the Curriculum Development Council in 2001, being able to “understand their national identity and be committed to contributing to the society, the nation and the world” is specified as one of the seven learning goals. Essential elements of moral and national education are incorporated into the respective KLAs and other related learning experiences.
- Subsequently, the importance of developing students’ moral and national qualities is emphasised in relevant curriculum documents: *Basic Education Curriculum Guide – Building on Strengths* (2002)² puts developing students’ recognition of their national identity as one of the priority values to be developed in basic education; the *Senior Secondary Curriculum Guide – The Future is Now: from Vision to Realisation (Secondary 4 - 6)* (2009)³ also puts “to be an informed and responsible citizen with a sense of global and national identity” as one of the seven learning goals of the senior secondary curriculum.
- The Education Bureau (EDB) has been actively promoting MNE. Relevant learning elements are embedded in KLAs or subjects at different Key Stages, such as General Studies at primary level; Civic Education, Integrated Humanities, Religious Education at junior secondary level; and Liberal Studies at senior secondary level, so that students can have a better understanding of positive values as well as the history, culture and situations of the nation from different dimensions and perspectives. There are also plans to organise exchange learning programmes to the mainland to enable students to develop a sense of belonging to the country through authentic learning contexts.

¹ *Learning to Learn – Life-long Learning and Whole-Person Development*, Curriculum Development Council (2001). Hong Kong: Government Printer.

² *Basic Education Curriculum Guide – Building on Strengths (Primary 1 - Secondary 3)*, Curriculum Development Council (2002). Hong Kong: Government Printer.

³ *Senior Secondary Curriculum Guide – The Future is Now: from Vision to Realisation (Secondary 4 - 6)*, Curriculum Development Council (2009). Hong Kong: Government Printer.

- MNE is continuously being promoted in primary and secondary schools. Besides learning opportunities such as morning assemblies, school assemblies, class teacher periods and co-curricular activities, schools also make use of other comprehensive learning experiences, including community services, visits, mainland exchange programmes and project learning to enhance students' understanding of the society and the nation, and at the same time help students understand and practise desirable moral and national qualities in different domains (e.g. family, society, nation and the world).
- With the continuous development of the society, the values and behaviour of our youth are influenced by various cultures and information, which results in an increasing demand for enhancing the development of personal qualities and positive values among students in schools. The rapid development of the nation also leads to a general consent in the society that national education is important to the future development of our youth and society.
- In response to the demand for strengthening MNE in the society, the Curriculum Development Council revised the Moral and Civic Education curriculum and issued the *Revised Moral and Civic Education Curriculum Framework (2008)*⁴, in which in addition to using life events as learning contexts, the importance of national education in the development of students' values is further stressed. Moreover, the EDB has enriched the General Studies Curriculum at primary level by enhancing the contents relating to the development of modern China so that students can have a comprehensive understanding of the current situations and developments of the nation. Life and Society at junior secondary level will also be introduced in 2012, the contents of which include the political, social and economic systems and the present situations of China.
- Achievements in implementing MNE are becoming evident. According to the "International Civic and Citizenship Education Study (ICCS) 2009" conducted by the International Association for the Evaluation of Education Achievement (IEA) in which 140,000 junior secondary students from 38 countries or regions were surveyed, Hong Kong students were ranked number five among the 38 participating countries or regions in terms of knowledge and performance in civic education and qualities while the respect for the national flag and anthem and sense of responsibility towards

⁴ *Revised Moral and Civic Education Curriculum Framework*, Education Bureau (2008). Hong Kong: Government Printer.

the nation were significantly higher than those of ten years ago. In addition, over 90% of the students showed concern about social issues; over 80% agreed that “I love my country”; nearly 75% believed they had responsibility for the development of the country; and more than half of them thought demands should be expressed in a peaceful and rational manner.

- To date, the society generally agrees that the government is committed to implementing National Education. Based on the existing solid foundation in the curriculum, the Chief Executive stated in the “Policy Address 2010-11” in October 2010 that the Curriculum Development Council would be invited to review the curriculum framework for moral and civic education at primary and secondary levels. To further strengthen national education, the “Moral and National Education” subject will be introduced to cultivate students’ moral and national qualities in a systematic and sustainable manner (Figure 1).

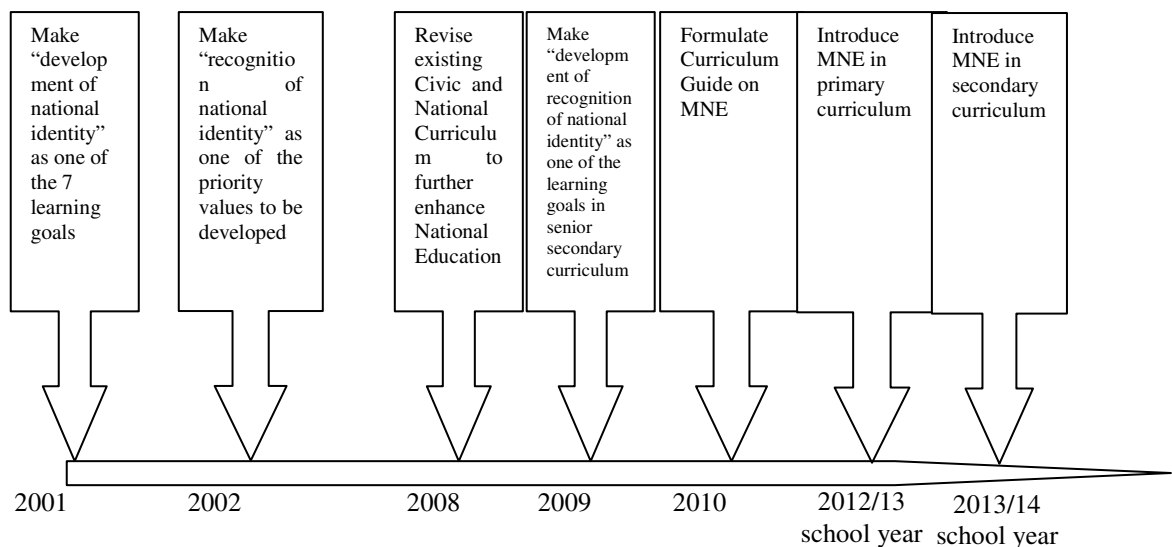


Figure 1: Development of MNE

1.2 Curriculum Aims

- **Rationale:** With positive values and attitudes as the basis, to facilitate identity-building through developing an affection for the country

Objectives:

Cultivating students’ positive values and attitudes through systematic learning; enabling each student to acquire desirable moral and national qualities with knowledge and skills as the basis so as to enrich the very essence of life; facilitating

students' identity-building in the domains of family, society, nation and the world; as well as fostering in students an aspiration to make contribution in the respective domains.

The curriculum aims cover values and attitudes, knowledge and skills, and focus on:

- **Development of moral qualities:** preserve Chinese virtues, develop an affection for the country, and help students develop positive values and attitudes (e.g. sense of responsibility, respect for others and integrity).
- **Recognition of identity:** raise students' recognition and sense of belonging towards their family, society, nation and the world and help them to be informed and responsible family members, citizens, nationals and world citizens.
- **Leading a meaning life:** by following the direction of “knowing oneself and facing the world with a foothold in Hong Kong but receiving support from the motherland”, students can experience and practise positive values and attitudes, be willing to care about their families and serve the society; recognise their national identity, be willing to act in the interests of the country and the public, be committed to contributing to the country and the world and establish a belief in meaningful life.
- **Growth in knowledge:** enhance students' knowledge of themselves as well as their roles and responsibilities in their family, society, nation and the world.
- **Judging reasonably:** help students develop the habit of independent thinking and the ability to discern the meaning and values embedded in life events in an objective and rational way, and make reasonable judgments.
- **Being responsible and rational:** help students develop desirable personal ethics and behaviour to face life events (including personal, family, social, national and global ones) actively and positively and react to them rationally and responsibly.

1.3 Positioning of MNE in school curriculum

- The MNE subject is based on the existing curriculum of different KLAs at primary and secondary levels and the curriculum framework of Moral and Civic Education. It aims at further enhancing moral, civic and national education and providing a systematic but flexible curriculum to develop students' moral and national qualities.

- This subject emphasises the development of values and attitudes. The content of the subject complements those in the existing KLAs and subjects (e.g. General Studies, Chinese Language and Liberal Studies) as well as Life and Society to be implemented in 2012, providing foundation on knowledge, skills and values. Matching life experiences gained from relevant learning experiences (e.g. mainland exchange programmes, project learning and community service) (Figure 2), positive values and attitudes of students towards different domains and identity recognition can be built to ensure the enhancement of their moral and national qualities.

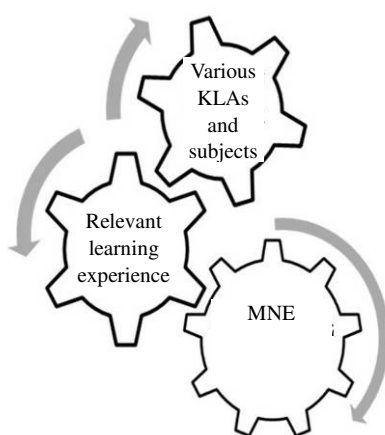


Figure 2: Close linkage with different KLAs and learning experiences

- Moral education and national education are integrated into one subject as they both aim at developing national qualities and the values involved are closely connected to each other. In particular, the positive values and attitudes towards individual, family and society developed in moral education, such as sense of responsibility and respect for others, are desirable qualities as nationals, and coincide with the values of national identity and commitment promoted in national education.
- The objectives of MNE are to develop students' moral and national qualities and help them develop positive values and attitudes. This subject is intended to consolidate and strengthen the relevant basic knowledge, skills and values related to the individual, family, society, nation and the world in various KLAs and subjects. It is not intended to replace other subjects and relevant learning experiences. In doing so, it helps students develop positive values, attitudes, nurture affection and recognize their identities in family, society and nation, and take up the responsibility as world citizens. To ensure that students can receive MNE in a comprehensive and systematic manner, they should study this subject at every Key Stage (Figure 3).

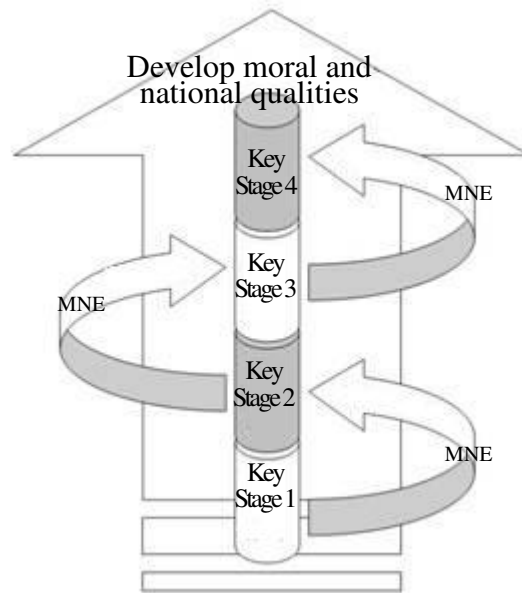


Figure 3: Implementing MNE at different Key Stages

- MNE has been actively promoted in primary and secondary schools in Hong Kong. On this basis, it is further strengthened as a subject due to the following reasons:
 - ◆ Providing organised learning objectives based on development of student's positive values and attitudes as the framework to ensure they can have comprehensive and sufficient learning experiences so as to develop moral qualities, nurture affection, enhance knowledge and skills.
 - ◆ Stressing the continuity and consistency of learning to ensure that every student receives learning experiences in MNE for the development of moral and national qualities at each Key Stage from junior primary to senior secondary levels.
 - ◆ Connecting the learning elements of MNE and related learning experiences in various KLAs and making use of the development of moral and national qualities to further enhance learning effectiveness.
- The curriculum framework and contents of this subject are based on the *Revised Moral and Civic Education Curriculum Framework* (2008) to further refine and implement MNE in schools in an organised way. (For information about the differences between the present Moral and Civic Education and MNE, please refer to

“Appendix I”).

Implementing MNE Experience and Strengths of Schools

Key Task with priority accorded

- The curricula of Hong Kong have always placed emphasis on MNE. Moral and Civic Education is one of the Four Key Tasks under the curriculum reform. It stresses the development of students’ positive values and attitudes in order to achieve whole-person education
- According to the “Survey on the Reform of the School Curriculum and the Implementation of Key Learning Area Curricula in Schools” (2004), over 90% of primary and 80% of secondary schools used Moral and Civic Education as the entry point to enhance learning and teaching effectiveness
- The *Revised Moral and Civic Education Curriculum Framework* in 2008 better accommodated the needs for student development and responded to the demands of the society
- The Chief Executive also mentioned in his four Policy Addresses from 2007 to 2010 that the government would further promote national education. It can be seen that both the schools and the society place emphasis on MNE, and schools have accumulated valuable experiences which formed a solid basis for MNE

Ample learning opportunities

- Primary and secondary schools have placed emphasis on MNE and managed to implement it with the participation of the whole school across groups and subjects. Lesson time is also adjusted accordingly
- Schools are accustomed to making use of various learning opportunities such as morning assemblies, school assemblies, class teacher periods, experiential activities, service learning, visits and exchanges to develop in students values like perseverance, responsibility, care and respect for others, so that students can contribute to their family, society, nation and the world
- Relevant government departments and non-governmental organisations strengthen the implementation of MNE by providing various learning programmes, supporting services at schools and different kinds of local and mainland visits and exchange programmes to strengthen the implementation of MNE

Quality resources and professional teams

- The EDB has been actively working with schools and various organisations to design rich and quality learning and teaching resources on MNE, such as teaching kits, resources websites and multimedia audio visual resources. Schools are able to make use of the resources in light of their own situations. School sponsoring bodies and schools themselves are also developing their own resources to suit the needs of students and the school context to enhance learning effectiveness
- The EDB have been consistently organising various thematic professional development programmes for school heads/principals and teachers, including curriculum leadership and enrichment programmes conducted by local and mainland experts to enable their professional teams to keep abreast of the latest developments
- Extensive experiences in implementing moral, civic and national education accumulated by school heads/principals, middle management personnel and frontline teachers of primary and secondary schools constitute a favourable environment for the introduction of the MNE subject

1.4 Principles and directions

The curriculum is developed based on the following principles and directions:

1.4.1 Identity-building

The focuses of the subject are on cultivating students' moral and national qualities as well as identity-building in different domains. The curriculum is designed to meet the features and developmental needs of students at different Key Stages. Through developing their moral qualities and establishing their identity in the domains of family, society (including friends, school, society and work), nation and the world, students will be able to lay a solid foundation for their growth and development. With enhanced understanding of the country and her culture together with a heightened sense of belonging to the country, students will be well prepared to practise what they believe and enthusiastically contribute to the future development of Hong Kong, nation and the world (Figure 4).

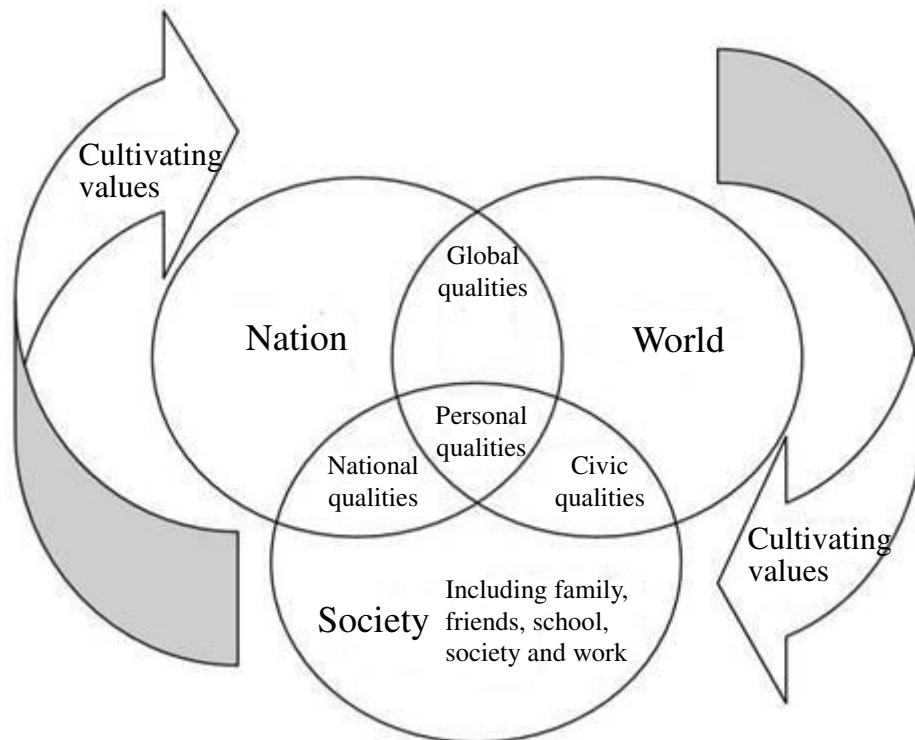


Figure 4: Cultivating values and identity building in different domains

1.4.2 Cultivating positive values

- Values are the indicator of what is attributed to an object by individuals. Though hard to realise by our own selves, it directs the way we think and behave (Baier,

1969⁵; Rokeach, 1973⁶). We tend to use our own values as the criteria and basis for judgment in the decision-making process.

- Positive values such as caring for others, pursuing justice and assuming responsibility not only comply with moral principles, legal provisions and social norms, but are recognised and supported by the general public. They are also the foundation of personal growth and the basis for the development of a sense of belonging in different social groups. Persons with positive values tend to consider factors beneficial to personal growth and the community interests as basis for making decisions.
- Dewey⁷, an American educational philosopher suggests that the establishment of values is the outcome of one's interaction with others and environment. As such, in order to develop positive values, not only do we need to help students obtain a good grasp of different values so that they can make reasonable value judgment (cognition), but we also need to help them learn to be steadfast in upholding their belief in positive values (affection) when facing different circumstances (action) (see Figure 5).

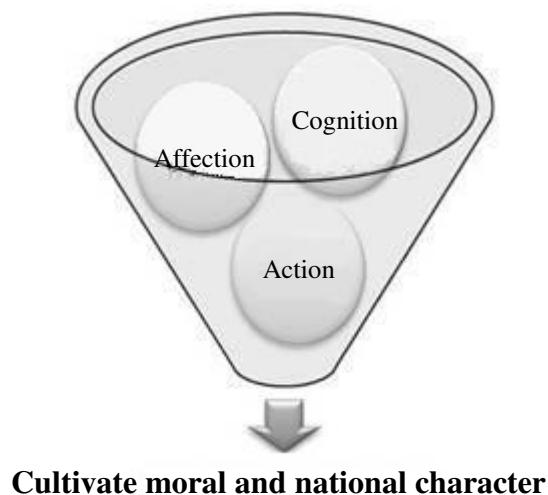


Figure 5: Holistic learning experience and cultivation of moral and national character

- Following the direction of the curriculum reform in 2001, the positive values and

⁵ Baier, K. (1969) What is value? An analysis of the concept. In K. Baier and N. Rescher (eds) *Value and the Future*. New York: The Free Press, pp 33-67.

⁶ Rokeach, M. (1973), *The Nature of Human Values*. New York: The Free Press.

⁷ Dewey, J. (1939). *Theory of Valuation*. Chicago: University of Chicago Press.

attitudes promoted in this subject, including the core values (i.e. perseverance, respect for others, responsibility, national identity, commitment, care for others and integrity) and sustaining values embedded in different domains⁸, the subject MNE emphasises the cultivation of students' perseverance in upholding positive values and attitudes and applying them in different life events (see Figure 6 for the positive values and attitudes suggested to be cultivated in various domains).

⁸ In the curriculum document “Learning to Learn – Life-long Learning and Whole-person Development” issued by the Curriculum Development Council in 2001, certain “core values” and “sustaining values” are suggested to be included in school curriculum. Please refer to “Appendix II” for the “core values” and “sustaining values”.

Cultivation of positive values and attitudes			
Core values		Sustaining values and attitudes (examples)*	
perseverance, respect for others, responsibility, national identity, commitment, care for others and integrity	Personal domain	Cultivating personal qualities through cognition, affection, health and morality	accepting optimistic enterprise self-discipline honesty modesty integrity cautious when being alone
	Family domain	Building identity as family member through the values of rights and responsibilities, communication and concern and responsibility undertaking	filial piety trust solidarity mutuality forgiveness appreciative positive optimistic
	Social domain	Building civic identity through the context of friends, school, society and work	forgiveness plurality open-minded equality altruism services law-abiding mutuality
	National domain	Building national identity through respective areas about natural resources, humanities, history and contemporary development	appreciative rationality solidarity broadmindedness participatory culture heritage sense of belonging patriotism
	Global domain	Building world-citizenship through universal values, concern for universal issues and world-citizen obligations	peace freedom democracy human rights plurality mutually beneficial sustainable development betterment of human kind

Figure 6: Suggested positive values and attitudes to be cultivated in various domains

* The values suggested to be cultivated in various domains are not limited to the given domains. Instead, they can be applied to other domains and exist in appropriate learning scenarios. In addition to the above values and attitudes, teachers can also arrange to cultivate other related values flexibly according to different learning content such as justice, simplicity and trust to achieve more focused learning that caters for students' needs.

- Take cultivating students to respect others as an example, teachers should focus on helping students learn how to apply and realise the positive values of “respect for others” in different domains:
 - ◆ keep one’s word and respect other’s feelings (moral education)
 - ◆ treat the growth changes and changes arising from physiological growth with respect (sex education)
 - ◆ respect one’s own body, not to do things that are harmful to one’s health and stay away from smoking, gambling and drug taking (health education)
 - ◆ abide by the law, respect other’s rights and undertake civic responsibilities (civic education)
 - ◆ respect the environment and the ecological balance of nature (environmental education)
 - ◆ respect and cherish the sanctity and uniqueness of life (life education)
 - ◆ be a person with principles and integrity, and be consistent in words and deeds (personal domain)
 - ◆ respectfully and whole-heartedly take care of the senior family members (family domain)
 - ◆ speak cautiously, exert self-discipline and get along with others in a rational and respectful manner (social domain)
 - ◆ cultivate national identity through understanding and respecting the emblems of the country such as the National Day, national flag, national emblem and national anthem (national domain)
 - ◆ respect different cultures and their peoples and nurture the spirit of inclusion (world domain)

- MNE also emphasises the enhancement of generic skills throughout different Key Stages, including collaboration skills, critical thinking skills, problem-solving skills and self-management skills, so that students know how to make judgment and put them into practice while upholding positive values.

- The above curriculum objectives are transformed into learning goals of various Key Stages according to students’ developmental features and needs at different stages to help teachers plan a holistic and structured MNE curriculum so that integrated and effective learning experience can be delivered to students (see “Chapter II: Curriculum Framework” for the learning goals of each Key Stage).

1.4.3 Catering for developmental needs

- MNE emphasises the balanced development of students in various aspects. Besides cultivating their qualities in different domains, the curriculum also develops students' abilities in objective thinking, deepens their understanding of family, social, national and global issues, establishes their identity in the family, society, nation and the world, and teaches them to be willing to make commitment and contribution. This subject makes reference to theories relating to youth development to provide a solid foundation for the curriculum framework and learning content, including:
 - ♦ Bandura's⁹ **social learning theory** which points out that parents, teachers and the society can be role models for students to understand the society and establish values
 - ♦ Erikson's¹⁰ **Stages of psychosocial development theory** which describes the identity crisis faced by the youth in the course of growth
 - ♦ Gilligan's¹¹ **theory of moral development** which points out the importance of "caring" and "human relationships" in moral development
 - ♦ Kohlberg's¹² **theory of moral development** which points out the changes in moral judgment competency at different developmental stages
 - ♦ Marcia's¹³ **theory of identity formation** which points out that young people hope and actively explore and commit to an identity in different life domains during identity development
 - ♦ Maslow's¹⁴ **theory of hierarchy of needs** which points out that throughout different stages, young people hope to be loved and respected. They also long for a sense of belonging and self-actualisation

⁹ Bandura, A. (1977) *Social Learning Theory*. New Jersey: Prentice Hall.

¹⁰ Erikson, E. H. (1982) *The Life Cycle Completed*. New York: Norton.

¹¹ Gilligan, C. (1982) *In a Different Voice*. Cambridge: Harvard University Press.

¹² Kohlberg, L. (1969) Stage and Sequence. In D.A. Goslin (Ed.), *Handbook of Socialization Theory and Research*. Chicago: Rand-McNally, pp.347-480.

¹³ Marcia, J.E. (1966) Development and validation of ego identity status. *Journal of Personality and Social Psychology* 3, pp.551-558.

¹⁴ Maslow, A. H. (1970) *Motivation and Personality* (2nd ed). New York: Harper & Row.

- ◆ Rest's¹⁵ **theory of moral development** which points out the importance of “context”, “cognition”, “judgment” and “courage” to the practice of moral actions
- ◆ Taylor's¹⁶ **social identity theory** which points out that the building of identity of individuals in a community can constitute their orientations towards the society and the world, and form their moral views and criteria to distinguish between right and wrong
- ◆ Ma's¹⁷ **theory of Chinese perspectives on moral development** which points out the importance of “altruism” and “human relationships” in moral judgment
- In formulating the direction and implementation strategies of MNE, reference has been made to relevant literature (see “References” for details) in various countries and regions (including the mainland, Taiwan and Hong Kong) to understand the experience of the implementation of moral and national education in these places, so that the MNE curriculum can cater for the society of Hong Kong and the needs of students.

1.4.4 Covering various domains

- In preparing the curriculum framework of MNE, reference has been made to the *Revised Moral and Civic Education Curriculum Framework* (2008). The subject aims at cultivating students' positive values and attitudes and identity recognition in different domains (i.e. personal, family, social, national and the global domains) (Figure 7) according to their development and competencies at different Key Stages.

¹⁵ Rest, J. R. (1986) *Moral Development: Advances in Research and Theory*. New York: Praeger.

¹⁶ Taylor, C. (1989) *Sources of the Self: The Making of Modern Identity*. Cambridge, Mass: Harvard University Press.

¹⁷ Ma, H.K. (馬慶強). (1988) The Chinese perspectives on moral judgment development. *International Journal of Psychology*, 23, 201-227.

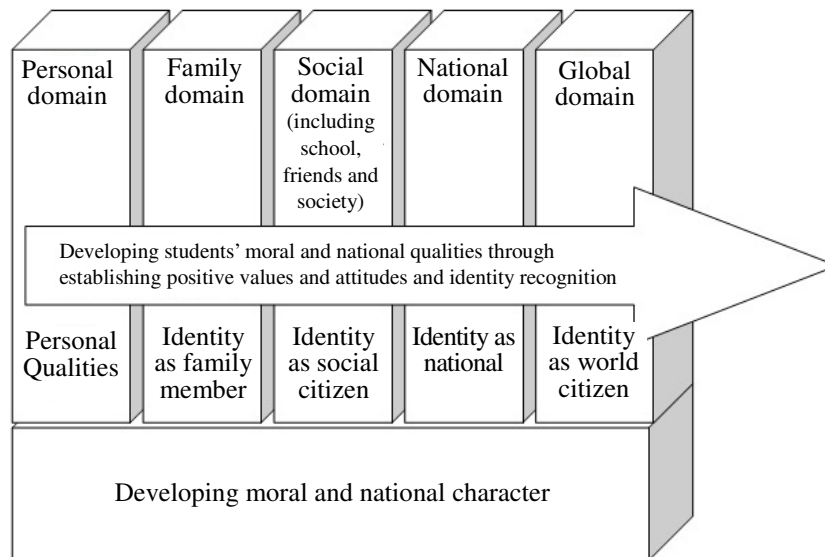


Figure 7: Developing students' moral and national qualities through establishing positive values and attitudes and identity recognition

- For example, with respect to the national domain at Key Stage One, students are suggested to “trace traditional Chinese customs and one’s ancestral home, and foster a sense of belonging towards the country and one’s ancestral home”. This is to arouse students’ interest in learning with understanding their own ancestral home as an entry point. As for the national domain at Key Stage Four, students are suggested to “understand the major contemporary achievements in the country in areas such as economy, diplomatic relations and technology to explore the role one can play in the development of the country, to strive for the well-being of the country and its people, and strengthen national unity and develop affection for the country”. This is to encourage students to think about their future career and life, so that they would plan for their own future and contribute to the development of the country.

1.4.5 Relation between moral education and national education

- The subject emphasises the establishment of students’ identity in different domains (including family, society, nation and the world) and focuses on the development of their moral and national qualities. Moral education and national education are closely related. Moral education cultivates and fosters students’ moral and national qualities while national education gives students the opportunities to learn about the country and establish their national identity to further enhance their national qualities.
- Personal and national developments are not two independent concepts. People are

important assets of the country and desirable personal qualities help promote the country's advancement and development, which are, in turn, beneficial to the people themselves. Moral qualities and national qualities are closely related in that they both are people-centred. Desirable personal qualities are the cornerstone of national qualities. Enhancing national qualities can promote whole-person development, so that individuals can make contribution to family, social, national and global domains.

- As stated in “Mencius, Li Lou”, “The Empire has its basis in the state, the state in the family, and the family in one’s own self.” Mencius concluded, “The principles an honourable man upholds are those of personal cultivation and Empire tranquility,” and suggested a people-centred approach that begins with the cultivation of personal qualities, then the enhancement of national qualities and establishment of global connection to embody the stages of whole-person development. Similarly, through the integration of moral and national education, this subject delivers a systematic and structured learning experience to enhance students’ moral and national qualities.

1.4.6 Relation between national education and civic education

- In the report issued by the Task Group on National Education of the Commission on Strategic Development, HKSAR Government in April 2008¹⁸, a number of suggestions were proposed for the implementation of national education along with examples from France, the US and Australia. Generally speaking, these countries focus on the cultivation of national identity and civic values among the youth when implementing national education. For instance, the French government places emphasis on deepening students’ understanding of the country and affirming their national identity to develop the youth into citizens who are equipped with a sense of responsibility, are familiar with the situations of the country and love their own country. The US government raises its nationals’ recognition and support for core values such as freedom, equality, democracy and justice through promoting civic knowledge and encouraging citizens to participate. The Australian government deepens students’ understanding of the country as well as fosters the development of its nationals into responsible citizens and world citizens.

¹⁸ Task Group on National Education of the Commission on Strategic Development (2008): “Promotion of National Education in Hong Kong – Current Situation, Challenges and Way Forward”. Hong Kong: Commission on Strategic Development, HKSAR Government. 24 November 2010 <http://www.cpu.gov.hk/english/documents/csd/csd_2_2008.pdf>.

- The direction of national education in Hong Kong is similar to those in other countries and regions. National education covers the learning elements of civic education. In addition to deepening students' understanding of and sense of belonging to the country, it focuses on heightening their sense of responsibility as citizens, nationals and world citizens and developing their generic skills so that they can understand social, national and global issues from multiple perspectives and make rational analysis and objective judgment.

1.4.7 Learning materials from life events

- The curriculum of this subject is based on the existing Moral and Civic Education Curriculum Framework for primary and secondary levels. Learning and teaching resources of MNE are readily available in schools, school sponsoring bodies, various government departments and non-governmental organisations. Considering the fact that personal qualities and identity building are cultivated imperceptibly, it is suggested that schools adopt different learning strategies and select learning content from life events to provide authentic learning contexts for the development of moral and national qualities.
- Teachers can also make use of the learning resources provided by the EDB and other organisations as supplementary teaching materials and collaborate with families, the community and the society to enhance the effectiveness of learning and teaching (please see “Chapter IV: Learning and Teaching” and “Chapter VI: Learning and Teaching Resources” for suggestions on learning and teaching strategies and the use of resources of this subject).

1.4.8 Diversified assessment strategies

- Diversified assessment strategies such as questioning, observation, self/peer assessment and project learning are suggested in order to understand students' learning performance and outcomes. Teachers can also modify their teaching strategies based on the assessment and provide timely and appropriate feedback to students to encourage reflection and growth to enhance learning and teaching effectiveness.
- Regarding the assessment of national education, school examinations of KLAs and subjects and relevant public examination questions can be used to assess students' knowledge about the country. The assessment of students' values and attitudes is included in the “Assessment Program for Affective and Social

Outcomes” (APASO) which has all along been used in schools.

- MNE subject is about enhancing students’ moral and national qualities. The curriculum covers the cultivation of individuals’ values and attitudes, knowledge and skills in the domains of family, society, nation and the world. It is difficult to use traditional tests and examinations to fully reflect students’ performance in this subject. It is suggested that schools adopt diversified assessment strategies and invite different stakeholders (e.g. teachers, peers and parents) to participate in the assessment so that students’ learning outcomes can be fully reflected and positive feedback provided to enhance learning effectiveness (please see “Chapter V: Assessment” for suggestions on assessment of this subject).

Chapter II Curriculum Framework

This chapter elucidates the curriculum framework of MNE (P1-S6), including design principles, learning content of each Key Stage, the linkage between MNE and various Key Learning Areas (KLAs) and subjects, as well as suggested modes of curriculum time arrangement. It aims at providing schools with the direction and framework for the implementation of this subject and assisting teachers in curriculum planning and the development of related learning activities, to ensure that students can achieve the curriculum aims.

2.1 Design principles

- The curriculum framework of MNE is in line with the direction of existing moral and civic education in schools to provide a student-centred curriculum that helps students develop positive values and attitudes through different learning contexts such as life events and topical issues. It also provides coherent and systematic learning experiences to students by making reference to the *Revised Moral and Civic Education Curriculum Framework* (2008).
- Although part of its learning objectives and contents are being covered in other KLAs and subjects as well as relevant learning experiences, this subject is not meant to replace any existing KLAs/subjects nor any relevant learning experiences at primary and secondary levels. Instead, it aims to establish a closer connection among the learning elements of MNE embedded in different KLAs, subjects and relevant learning experiences by providing a systematic and sustainable curriculum framework and a learning platform to further strengthen moral and national education in schools.
- The design principles of this curriculum framework are as follows:
 - ◆ To provide sustainable and holistic learning experiences across the four Key Stages in cultivating students' positive values and attitudes, and passion to facilitate identity-building in different domains and to enhance their moral and national qualities
 - ◆ To integrate the learning elements of MNE in various KLAs and subjects as well as related learning experiences in a systematic manner

- ◆ To enhance moral and national qualities in five domains, namely personal, family, social, national and global
- ◆ To help students to review, judge and handle life events related to themselves, their family, society, nation and the world with positive values and attitudes
- ◆ To provide a flexible curriculum framework that can cater for the school contexts and students' needs and provide students with curriculum relevant to their daily life and developmental needs

2.2 Curriculum framework

- MNE covers four Key Stages from P1 to S6 across primary and secondary levels. Each Key Stage comprises five domains, namely personal, family, social, national and global, with a view to promoting the development of positive values and attitudes as well as identity-building in students.
- Each domain consists of “learning objectives”, “examples of learning content”, “examples of related skills” and “examples of extended learning content”. Positive values as well as essential knowledge and skills in relation to identity-building are covered under “learning objectives” and “examples of learning content” while “examples of extended learning content” offers extensive coverage of life events and social issues which cater for students' differences in needs and interests, enabling them to enhance, in depth and breadth, their knowledge, skills as well as values and attitudes as specified under the “learning objectives” and “learning content”.
- Schools may make reference to the learning objectives and content of the MNE curriculum while taking into consideration the school contexts and the needs of students in designing the implementation modes for MNE. Care should be taken to ensure that students are provided with related learning opportunities, e.g. regular lesson time designated for MNE; or regular MNE lessons complementing the class teacher periods, religious education lessons or personal growth programmes; or covering the learning objectives and learning content in the class teacher periods/activities. School should complement MNE with learning opportunities provided by different KLAs, subjects and life-wide learning activities under the

School Curriculum Annual Plan and maintain good coordination among all these learning activities to strengthen learning effectiveness.

2.2.1 Learning objectives in the personal domain

- To cultivate students' positive values and attitudes based on their developmental needs, thus enabling them to become an individual with self-love, self-confidence, autonomy, self-discipline, be able to differentiate the right from the wrong, overcome difficulties, make decisions with autonomy, uphold the good, make reasonable judgment even when in doubts and dilemmas of conflicting values, and be committed to upholding and living out positive values.
- The learning objectives of different Key Stages in the personal domain are as follows:

Domain	Key Stage	Learning Objectives
Personal Domain	KS1 (P1-P3)	<ul style="list-style-type: none"> • Appreciate oneself, accept one's differences from others, learn Chinese virtues and enhance moral and national qualities • Differentiate the right from the wrong, uphold the good and detest the evil, and preserve integrity
	KS 2 (P4-P6)	<ul style="list-style-type: none"> • Accept with optimism both the physical and mental changes in the course of their growth • Develop a healthy lifestyle, resist temptation, and not commit any inappropriate behaviour like smoking, gambling, drinking, taking drugs, etc.
	KS 3 (S1-S3)	<ul style="list-style-type: none"> • Adopt a positive attitude and face adversities with broadmindedness • Uphold the good and make reasonable judgments even when caught in dilemmas of conflicting values
	KS 4 (S4-S6)	<ul style="list-style-type: none"> • Develop one's interests, build up strengths, establish objectives and expectations for one's life, and strive for the future • Be a person with principles and integrity, and be consistent in words and deeds

2.2.2 Learning objectives in the family domain

- Family as one of the main institutions where children and youngsters learn and grow up exerts profound impact on their development of the sense of security and

self-image. In the family domain, emphasis is placed on cultivating students' positive attitudes towards their family such as care, sincerity and mutual respect, and enhancing their commitment to taking on responsibilities as members of the family. In addition, it is also important to help students develop positive family values, maintain good relationships with family members, and establish and maintain a harmonious family.

- The learning objectives of different Key Stages in the family domain are as follows:

Domain	Key Stage	Learning Objectives
Family Domain	KS 1 (P1-P3)	<ul style="list-style-type: none"> • Recognise the responsibility as a son/daughter and younger generation to foster family harmony • Show love and concern for family members, and establish and maintain harmonious relationships
	KS 2 (P4-P6)	<ul style="list-style-type: none"> • Show concern for the feelings and needs of family members and be willing to shoulder the responsibilities as a member of the family • Respectfully and whole-heartedly take care of the senior family members
	KS 3 (S1-S3)	<ul style="list-style-type: none"> • Actively share responsibilities to take care of senior and junior family members • Be able to face family changes and challenges with perseverance and optimism
	KS 4 (S4-S6)	<ul style="list-style-type: none"> • Be willing to communicate with family members in a rational, respectful and caring manner • Strengthen family ties and foster family harmony; Bravely undertake responsibilities to solve problems when the family is in adversity

2.2.3 Learning objectives in the social domain

- As students are growing up, they start building identities and interpersonal relationships and social networks in different social domains including friends, school, society and work. Students are encouraged to cultivate positive values and attitudes such as forgiveness, plurality, open-minded, equality, altruism, services, law-abiding and mutuality on the basis of identity and self-image building. Students are expected to actively understand society and be committed to developing the well-being of society, thus becoming informed citizens with

independent thinking.

- The learning objectives of different Key Stages in the social domain are as follows:

Domain	Key Stage	Learning Objectives
Social Domain	KS 1 (P1-P3)	<ul style="list-style-type: none"> • Establish a loving and inviting campus and learn actively • Respect others and be able to demonstrate the right etiquette on different occasions • Take on responsibilities towards the society, e.g. cherishing public property, obeying rules and abiding by the law
	KS 2 (P4-P6)	<ul style="list-style-type: none"> • Be willing to take on responsibilities as a student through proactively serving schoolmates and the school, thus showing a sense of belonging to the school, and establishing good teacher-student relationships • Speak cautiously, exert self-discipline and get along with others in a rational and respectful manner • Understand the “Basic Law” and the essence of "One Country, Two Systems", and respect the emblems of Hong Kong such as the regional flag, regional emblem, Hong Kong Special Administrative Region Establishment Day
	KS 3 (S1-S3)	<ul style="list-style-type: none"> • Discuss varied social issues in a rational and reasonable manner and show concern for the well-being of Hong Kong • Learn to deal with peer pressure and resist having any inappropriate behaviour • Recognise the importance of the “Basic Law”, and respect the essence of “Rule of Law” and “Human Rights”
	KS 4 (S4-S6)	<ul style="list-style-type: none"> • Develop an acute sense and discern the values embedded in social issues • Undertake civic responsibilities and be willing to improve the well-being of Hong Kong • Actively cultivate the attitude required for working in the society, such as punctuality, honesty, responsibility, and acquire the skills to get along with colleagues

2.2.4 Learning objectives in the national domain

- To develop students’ affection for the country and help them understand the national situations in four dimensions covering natural resources, humanities,

history and contemporary development. Through systematic learning about the situations of the country, students are encouraged to explore the opportunities and challenges and make informed decisions in a passionate and rational manner. Students' national qualities are developed and their national identity enhanced. In parallel, students are enabled to appreciate Chinese cultural heritage, be committed to the well-being of the country and its people, enhance national unity and harmony, and foster a sense of affection for the country.

- The learning objectives of different Key Stages in the national domain are as follows:

Domain	Key Stage	Learning Objectives
National Domain	KS 1 (P1-P3)	<ul style="list-style-type: none"> • Appreciate the richness and beauty of the country through observing its landscape and antiquities • Cultivate national identity through understanding and respecting the emblems of the country such as the National Day, national flag, national emblem and national anthem • Trace traditional Chinese customs and one's ancestral home, and foster a sense of belonging towards the country and one's ancestral home • Learn the admirable qualities and virtues of outstanding figures from various fields such as politics, technology, culture, art and academic studies in the country
	KS 2 (P4-P6)	<ul style="list-style-type: none"> • Develop an awareness and concern towards the nature and environment conservation through caring about changes in climate, use of natural resources and environment conservation in the country • Acknowledge the close relationships in the development between our country and Hong Kong, and care about our counterparts, reflecting that we are of the same family • Capture the essence of the Chinese culture, practise virtues such as love, filial piety, integrity and thrift • Trace the development of the Chinese race, understand, respect and appreciate the cultures of ethnic minorities, and foster an open attitude to promote national unity • Acquire a better understanding of the situations of the country from a historical perspective and broaden horizons to affirm national identity

Domain	Key Stage	Learning Objectives
	KS 3 (S1-S3)	<ul style="list-style-type: none"> • Understand the country’s achievements and efforts made in natural resources conservation, and care about the way forward of the country’s sustainable development • Explore the relationship between the constitution of the country and its important government organisations and the Hong Kong Special Administrative Region, and enhance understanding of the concepts of the state and “One Country, Two Systems” • Understand the opportunities and challenges facing the country through rendering concern for its important developments and plans • Learn to appreciate the Chinese culture and understand the interest and essence embedded therein to enhance national qualities • Understand the development of the country from a historical perspective and commit to taking up one’s responsibilities for the country
	KS 4 (S4-S6)	<ul style="list-style-type: none"> • Explore the relationship between the use of resources and development of the country, understand one’s responsibilities for the sustainable development of the country, and enhance awareness of protecting natural resources • Care about the development of people’s livelihood, take the initiative to understand the significance of the social and economic development and its impact on the improvement of people’s livelihood, be willing to render support to social and economic development, and cultivate care and concern for the people and their livelihood • Understand the major contemporary achievements in the country in areas such as economy, diplomatic relations and technology to explore the role one can play in the development of the country, be willing to strive for the well-being of the country and its people, and strengthen national unity and develop affection for the country • Explore traditional thinking and beliefs that shed light on a positive lifestyle and enrich the very essence of life, and

Domain	Key Stage	Learning Objectives
		<p>exemplify the traditional wisdom and virtues in daily life</p> <ul style="list-style-type: none"> • Gain a deeper understanding of the essence of the Chinese culture such as harmony and peace embedded in areas such as architecture, literature, music and art, be proud of being a member of the country and enhance the national qualities • Probe into significant historical events in the country from a holistic perspective and draw comparison with major world events of the age, understand the course of the internal hardships and external challenges facing the country prior to its reform and opening-up, and realise the adversities, struggles, development and accomplishments during the course

2.2.5 Learning objectives in the global domain

- In the global domain, it aims to guide students to recognise their roles as members of the world with a view to enabling students to think globally, respect diverse cultures, show concern for universal issues, and actively commit to fostering world peace, justice and sustainable development. Students will also be equipped with critical thinking skills and be able to interpret controversial global issues and make sound judgment in a rational and passionate manner by adopting a global perspective and having a good grasp of the situations of the country.
- The learning objectives of different Key Stages in the global domain are as follows:

Domain	Key Stage	Learning Objectives
Global Domain	KS 1 (P1-P3)	<ul style="list-style-type: none"> • Get along with peoples of different cultures with sincerity, acceptance and a liberal attitude • Develop an awareness of sustainability and an environmentally-friendly lifestyle
	KS 2 (P4-P6)	<ul style="list-style-type: none"> • Get to know the issues of global concern so as to gain a global perspective and embody the spirit of humanitarianism • Acknowledge and support core values of the age such as equality, respect, democracy, freedom, rule of law and human rights, and develop an awareness of

Domain	Key Stage	Learning Objectives
		world-citizenship. Promote integration of these values with the Chinese culture
	KS 3 (S1-S3)	<ul style="list-style-type: none"> • Broaden horizons of the world, understand the interplay between the development of Hong Kong, the country and the world • Respect different cultures and their peoples, and embody the spirit of inclusion
	KS 4 (S4-S6)	<ul style="list-style-type: none"> • Understand the meaning of world citizenship, show concern for the well-being of people at large, and respect for the rule of law, human rights, equality, democracy and freedom • Build up the identity of a global citizen with good grasp of the situations of the country, and be able to make rational decisions on global issues

2.3 Linkage between MNE and KLAs/subjects

- Core learning elements under different KLAs/subjects are complementary to those of the MNE in terms of values, attitudes, knowledge and skills.
- Schools may make reference to the learning objectives and content of the MNE curriculum, while taking into consideration the school mission and contexts when planning the objectives, content and teaching arrangements between MNE and different KLAs/subjects, and make adequate adaptation to cater for the students' needs.
- MNE has a clear position and curriculum objectives. The subject is not to replace the roles of other subjects in moral and national education, but to further strengthen moral and national education. Therefore, teachers should focus on the learning objectives of this subject, and in planning MNE curriculum to provide students with a learning platform which allows integration of MNE-related values and attitudes, knowledge and skills students acquired in different subjects. This helps reinforce cultivation of moral and national qualities with learning content adopted from life events that suit their developmental needs (for suggestions for curriculum planning of MNE, please refer to Chapter III: Curriculum Planning).

2.4 Connections among various domains

- Cultivating desirable personal ethics lays the foundation for shaping desirable national qualities. As family is the first place a person learns social norms, wholesome and cohesive families form the pillar of a harmonious and stable society. The country is a part of the world and its development is essential to foster the development of the world. Therefore, five domains covered in MNE are not standalone but connected with each other (Figure 8).

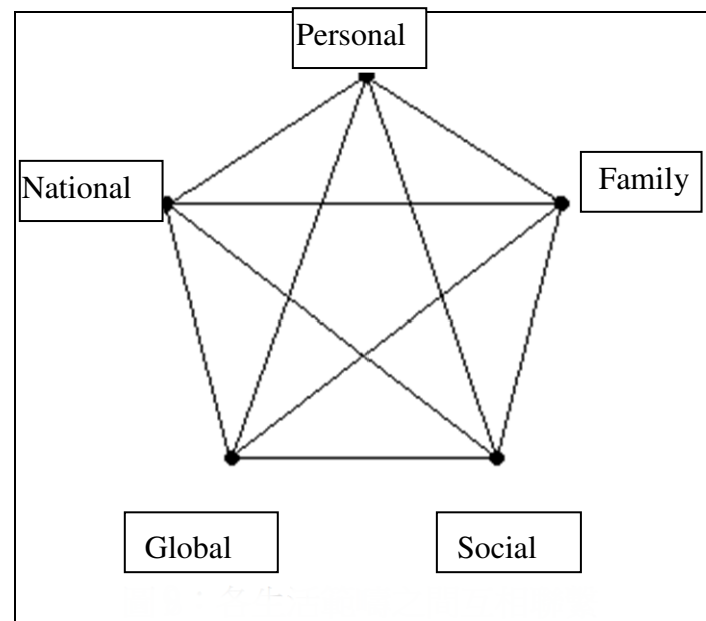


Figure 8: Connections among various domains

- In the course of learning, in addition to the emphasis on the importance of developing personal ethics and qualities, the message that various domains are interconnected should also be brought out during discussions on specific topics or learning activities as appropriate to provide students with new insights and perspectives. Students can learn to reflect positive values and attitudes, as well as their identity in cross-domain life events. For example:
 - ♦ Personal domain \leftrightarrow Family domain: When individuals need to make choices, would they consider the impact of their choices on their family members and their responsibilities in the family? How can we help in the difficulties of their families?
 - ♦ Personal domain \leftrightarrow Social domain: When we need to plan for our future, will the well-being of other people or society be taken into consideration?

- ◆ Social domain \leftrightarrow National domain: When the country's stability and security is under threat, how should we, as members of society, respond?
- ◆ National domain \leftrightarrow Global domain: With a growing economy, how should the country respond to demands from different countries, regions or organisations?
- ◆ Personal domain \leftrightarrow Global domain: Under globalisation, how should an individual understand, identify and judge views of different cultural backgrounds and values?

2.5 Curriculum content of different Key Stages

- The following curriculum content (including learning objectives, examples of learning content, examples of related skills, values and attitudes, and examples of extended learning content) are to provide teachers with better understanding of the relevant topics and possible aspects and perspectives for teaching. Teachers may make appropriate adjustment and enrichment by taking into consideration the school contexts and the interests and needs of students.

2.5.1 Key Stage One

(a) Personal domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Appreciate oneself, accept one's differences from others, learn Chinese virtues and enhance moral and national qualities 	<ul style="list-style-type: none"> • Identify one's personal characteristics such as appearance, body size and shape, and ability. Reflect on the meaning of personal appearance to oneself and others • Learn Chinese traditional virtues of modesty and thriftiness; abstain from bad traits such as arrogance and improvidence 	<ul style="list-style-type: none"> • Abilities of self-care, self-management, and self-control; good living habits 	<ul style="list-style-type: none"> • Accepting • Respect for others
<ul style="list-style-type: none"> • Differentiate the right from the wrong, uphold the good and detest the evil, and preserve integrity 	<ul style="list-style-type: none"> • Learn the importance of virtues (e.g. pursuit of goodness and beauty, integrity, resistance to indulgence in comfort and pleasure, be honest to others and prudence) and the importance of one's virtues to oneself and others • Discuss how to deal with evil intention such as laziness, idleness or greediness 	<ul style="list-style-type: none"> • Critical thinking • Ability of moral judgment • Ability of self-reflection 	<ul style="list-style-type: none"> • Modesty • Integrity • Honesty • Righteousness

Examples of extended learning content

- To become an individual with self-love and self-discipline who appreciates, respects and treasures life and has good living habits
- Understand and accept changes at the start of primary education. Appreciate one's growth and develop courage for trying and pursuing

improvement

- Discuss how inappropriate behaviours such as bad manners, lying and vandalism affect oneself and others through historical events, stories of famous people, current issues or life events

(b) Family domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Recognise the responsibility as a son/daughter and younger generation to foster family harmony 	<ul style="list-style-type: none"> • Understand and perform in daily life, the roles and responsibilities of a son/daughter and younger generation in a family. For example, learn to take care of oneself, be receptive to parents' and seniors' advice, address parents and seniors properly, speak to parents and seniors with courtesy and greet parents when you leave or return home • Understand the concept of the five cardinal relationships in Chinese culture and traditional family values such as filial piety and the importance of respect for ancestry in the support of modern families 	<ul style="list-style-type: none"> • Identify the role and responsibility of a son/daughter and younger generation 	<ul style="list-style-type: none"> • Sense of responsibility • Care for others • Filial piety • Commitment • Solidarity • Mutuality
<ul style="list-style-type: none"> • Show love and concern for family members, and establish and maintain harmonious relationships 	<ul style="list-style-type: none"> • Learn and put into practice the ways to promote communication and support among family members, e.g. consider more the position and feeling of family members, be willing to share items with them, be 	<ul style="list-style-type: none"> • Be able to communicate and live with family members appropriately. Show care and support to family members 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
	courteous to each other, comfort and take care of family members in illnesses, help siblings with their study, encourage family members with unsatisfactory academic performance, and console family members who face difficulties in their work		

Examples of extended learning content

- Learn Chinese virtues through stories reflecting virtues of family ethics found in traditional literature and modern society. Some examples of stories relating to family ethics and virtues are about upbringing (e.g. Mencius' Mother Moving House Three Times), and love and respect between siblings (e.g. Kong Rong giving up pears)

(c) Social domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
• Establish a loving and inviting campus and learn actively	<ul style="list-style-type: none"> • Learn how to adapt to a new environment and join a new learning environment with an optimistic and positive attitude • Explore the benefits and methods of cooperative learning. Care about the classmates, help each other and be willing to learn together • Learn how to deal with the challenge of learning and actively seek ways to overcome related difficulties 	<ul style="list-style-type: none"> • Acquire the skills of collaborative learning, cooperation and complementing each other • Grasp the methods to 	<ul style="list-style-type: none"> • Perseverance • Care for others • Law-abiding • Respect for others • Mutuality

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
	<ul style="list-style-type: none"> • Understand the importance of respect for teachers and seniors and put it into practice, e.g. follow their advice, be disciplined and pay attention in class • Understand the spirit, principles and importance of school rules and become an obedient student, e.g. respect each other and go with order when participating in group activities 	<ul style="list-style-type: none"> overcome difficulties in studies • Develop respect for teachers and principles, and the ability to comply with school rules 	
<ul style="list-style-type: none"> • Respect others and be able to demonstrate the right etiquette on different occasions 	<ul style="list-style-type: none"> • Learn how to make new friends and build friendships, e.g. treating others with an active, friendly and caring attitude • Learn the right etiquette on different occasions, e.g. showing respect to others when they are expressing opinions, and maintaining good grooming manner in classroom and in line to show courtesy • Learn how to resolve conflicts between their peers and friends, e.g. mutual understanding, considering others' feelings or interests, and learning to handle one's own emotions 	<ul style="list-style-type: none"> • Acquire social skills of making new friends and building friendships • Be able to demonstrate the right etiquette on different occasions 	<ul style="list-style-type: none"> • Forgiveness • Commitment
<ul style="list-style-type: none"> • Take on responsibilities towards society, e.g. cherishing public property, obeying rules 	<ul style="list-style-type: none"> • Understand the roles and responsibilities of an individual in society, e.g. through understanding current issues or participating in simple services, taking the initiative to care about society, enhancing recognition of citizenship • Learn the importance and the ways of getting along with neighbours 	<ul style="list-style-type: none"> • Acquire social skills of living amicably with their neighbours • Use community facilities properly 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
and abiding by laws	amicably, e.g. showing courtesy and offering timely help <ul style="list-style-type: none"> • Understand the basic facilities of a community and the ways of making good use of them, and care about the community, e.g. cherish and make good use of public facilities, observe public order, and maintain environmental hygiene in the community • Understand how the HKSAR government maintains law and order and how individuals should work with the government to maintain social order 	<ul style="list-style-type: none"> • Develop the ability of abiding by laws • Acquire the skills of collecting information on current issues 	

Examples of extended learning content

- Learn Chinese virtues through stories reflecting virtues of friendships found in traditional literature and modern society. Some examples of stories relating to friendship and virtues are the friendship between Yu Boya and Zhong Ziqi and the friendship between Guan Zhong and Bao Shuya. They well illustrate the admirable virtues of friendship valued in Chinese culture

(d) National domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
• Appreciate the richness and beauty of the country	• Understand the features of the country's landscape, feel the richness and beauty of the vast territory and foster appreciation and gratitude towards them	• Identify the locations of China, provinces, autonomous regions,	<ul style="list-style-type: none"> • Appreciative • Rationality

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<p>through observing its landscape and antiquities</p>	<ul style="list-style-type: none"> • Get to know the country's geographical location and appreciate the natural beauty of the country such as its location on the world map and the locations, full names and abbreviations of provinces or autonomous regions • Appreciate major landscapes of the country, e.g. the Five Great Mountains, the Three Great Rivers, as well as the attractions and antiquities they bear, including the natural and cultural heritages; develop conservation awareness and gratitude for the natural heritage • Study the country's population structure and development; develop a sense of gender equality and respect for the elderly and care for the young. Cultivate love and care for all people • Learn the name of the People's Republic of China, its major cities such as the capital, provincial capitals, municipalities and special economic zones; understand the importance of division of regions to land management 	<p>the capital, major cities, and important landscapes and attractions and antiquities on the map</p> <ul style="list-style-type: none"> • Obtain the basic data of population of the country 	<ul style="list-style-type: none"> • Solidarity • Tolerance • Patriotism • Sense of belonging • Culture heritage
<ul style="list-style-type: none"> • Cultivate national identity through understanding and respecting the 	<ul style="list-style-type: none"> • Understand that the contemporary national development advances with the times, keep abreast of international development and significant progress made in different areas to meet the needs of people and the society. Individuals should strive to contribute to the 	<ul style="list-style-type: none"> • Identify the contemporary national leaders • Identify the emblems of 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<p>emblems of the country such as the National Day, national flag, national emblem and national anthem</p>	<p>country</p> <ul style="list-style-type: none"> • Identify current national leaders (such as the President, Premier of the State Council); understand the challenges and opportunities facing them, as well as their efforts and contributions to improve the livelihood of the people • Learn about the establishment and the emblems of the country, including the date and significance of the National Day; the design and meaning of the national flag and national emblem as well as the occasions and regulations regarding their use; the etiquette of raising the national flag and hanging the national emblem; the name, melody, lyrics and meaning of the national anthem as well as the occasions it is to play and relevant etiquettes • Understand the contemporary scientific and technological developments and its significance in improving people's livelihood, including the establishment of transportation systems (e.g. express rail link and construction of large bridges); achievements in space technology (e.g. the manned space flight projects and the lunar exploration programmes). These will help understand that technological advancement is favourable for further and continuous development of the country enhancing national pride 	<p>the country</p> <ul style="list-style-type: none"> • Learn to sing the national anthem and the etiquette of raising the national flag and hanging national emblem • Identify major contemporary achievements in science and technology 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> Trace traditional Chinese customs and one's ancestral home, and foster a sense of belonging towards the country and one's ancestral home 	<ul style="list-style-type: none"> Search for the racial origin, appreciate different local customs and cultivate an inclusive mind Starting from family, learn about major family relationships and family history, ancestral home, its location, the local products and culture, as well as its current development in order to develop an attachment and a sense of belonging to the ancestral home Understand the customs of traditional festivals and their meanings. Among the festivals, for example, the Mid-Autumn Festival as a symbol of family reunion; the Dragon Boat Festival praising the patriotism of Qu Yuan; customs like Chinese New Year visits reflecting harmony among people; land worshipping placing emphasis on agriculture and earth. These give an understanding of the characteristics and inheritance of Chinese culture Study the relationship between festive customs and geographical locations, starting from one's students' ancestral home. For example, ingredients and flavours of moon cakes vary in different regions, reflecting features of local food cultures. Embrace the diversified Chinese culture through studying the characteristics of festive customs of different regions 	<ul style="list-style-type: none"> Show the relationship among major family members with a chart Identify the location of ancestral home on the map Compare different Chinese traditional festive customs Identify the characteristics of Chinese culture 	
<ul style="list-style-type: none"> Learn the admirable 	<ul style="list-style-type: none"> Understand that history comes from the past and extends to the 	<ul style="list-style-type: none"> Collect information 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<p>qualities and virtues of outstanding figures from various fields such as politics, technology, culture, art and academic studies in the country</p>	<p>future. Achievements in innovation are evolving results of past experience</p> <ul style="list-style-type: none"> • Identify current national leaders (such as the President, Premier of the State Council); understand the challenges and opportunities facing them, as well as their efforts and contributions to improve the livelihood of the people • Select historical events that illustrate the evolution of continuation into innovation, e.g. the overland and maritime routes of the Silk Road had been explored by people of different eras. An order was gradually formed and it finally became a major route for travel and communication between the East and the West • Select outstanding historical figures from various fields (e.g. politics, military, science and technology, culture, art and academic studies) that illustrate the evolution of continuation into innovation. Get to know their virtues and contributions through their stories 	<p>from different sources to identify a number of important historical events, and understand the significance of the relevant events</p>	

Examples of extended learning content

- Study the developments of different regions, landscapes, provinces or autonomous regions and cities from different perspectives. For example, to know about the prosperity of Bianliang (known as Kaifeng today) from the famous North Sung Dynasty drawing “Along the River During the Qingming Festival”; to learn the relationship between the Yellow River and people’s livelihood from the story “Great Yu Controls the Water”; to know the scenery of northern Shaanxi Province from the modern song “Nanniwan”

- Discuss the efforts and contributions that political leaders of different times to improve people's livelihood according to the backgrounds and needs of their times
- Look into different aspects of various festive customs for deeper understanding. For example, to understand the inheritance and changes of festivals in modern society through food production (e.g. numerous types of modern moon cakes for the Mid-Autumn Festival are produced to meet the needs of varied customers), to learn festive customs from literature (e.g. Double Ninth, Missing My Shandong Brothers — Wang Wei (Tang Dynasty) that describes the custom of planting cornel during Chung Yeung Festival). In addition, a comparison can be made between Chinese and foreign festivals that are similar in nature, e.g. to compare the customs of the Chinese Yu Lan Festival and the Western Halloween
- Study the course of development of historic cities such as Xi'an, Nanjing and Beijing. Understand that re-planning has been made to meet the needs of modern society and the characteristics of continuation and innovation

(e) Global domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Get along with peoples of different cultures with sincerity, acceptance and a liberal attitude 	<ul style="list-style-type: none"> • Acknowledge their identity as part of the world and that human beings are interdependent and influential on each other • Develop learning interests in different countries and cultures of our global family and show friendliness and respect for people from different cultural backgrounds 	<ul style="list-style-type: none"> • Collect pictures, stamps, postcards and other items that reflect different cultural practices. Appreciate their diversity and essence • Suggest ways to solve environmental problems 	<ul style="list-style-type: none"> • Diversity • Mutual benefit • Sustainable development • Sense of responsibility to protect the environment
<ul style="list-style-type: none"> • Develop an awareness of sustainability and an 	<ul style="list-style-type: none"> • Acquire an initial understanding of sustainable development and be willing to start practising it from lifestyle and 		

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
environmentally-friendly lifestyle	consumption habits, e.g. practising low carbon living and energy saving in order to contribute to environment protection		

Examples of extended learning content

- List examples of world natural hazards, and select and study one of them in which assistance and relief were provided by our community to the affected countries/regions and its meaning behind. Reflect on how individuals can practise the concept of “Think Globally, Act Locally” in their daily lives, i.e. to think from a global perspective, and practise it in their communities

2.5.2 Key Stage Two

(a) Personal domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> Accept with optimism both the physical and mental changes in the course of their growth 	<ul style="list-style-type: none"> Understand personal growth and its resulting changes in life and to learn the values of self-love, self-acceptance and self-affirmation Analyse the sources of stress in daily life and deal with stress with a positive attitude 	<ul style="list-style-type: none"> Self-care Self-reflection Stress management strategy 	<ul style="list-style-type: none"> Care for others Optimistic Identity-building Self-discipline Simplicity Integrity Righteousness Sense of responsibility
<ul style="list-style-type: none"> Develop a healthy lifestyle, resist temptation, and not commit any inappropriate behaviour like smoking, gambling, drinking, taking drugs, etc. 	<ul style="list-style-type: none"> Learn to live a healthy lifestyle, reflect on the effect of personal consumption attitudes on oneself and others and learn to appreciate a simple lifestyle Understand the harmful impact of tobacco, alcohol, drugs and gambling. Learn how to resist temptation and to deal with related matters in daily life in a responsible manner 	<ul style="list-style-type: none"> Analytical skill and the ability to identify issues rationally Critical thinking Skills to resist temptation 	

Examples of extended learning content

- Discuss the ways of solving learning problems, managing time, developing interest, equipping oneself and broadening one's horizon in an

active manner

- Understand one’s ability through reflecting on and learning from failures and improve thereafter
- Avoid being egocentric and learn to appreciate and adopt the right behaviour in the process of becoming independent
- Reflect on what they have and what they want to have in their life , the phenomenon about people’s never-ending materialistic desire and the limited resources (including life) and the effect of materialism has on life

(b) Family domain

Learning objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Show concern for the feelings and needs of family members and be willing to shoulder the responsibilities as a member of the family 	<ul style="list-style-type: none"> • Understand the important role of family in Chinese culture, and the roles and responsibilities of family members, e.g. sharing of housework and being supportive to each other • Learn to show concern to each other and reinforce communication within the family to contribute to family harmony 	<ul style="list-style-type: none"> • Identify the roles and responsibilities of family members • Grasp the ways of maintaining family harmony 	<ul style="list-style-type: none"> • Sense of responsibility • Commitment • Care for others • Filial piety • Trust • Solidarity • Mutuality • Respect for others
<ul style="list-style-type: none"> • Respectfully and whole-heartedly take 	<ul style="list-style-type: none"> • Learn how to concern for the elders to maintain good communication, e.g. proper use of language with courtesy and respect their opinions 	<ul style="list-style-type: none"> • Show concern for the elders in proper ways • Learn to deal with family conflicts 	<ul style="list-style-type: none"> • Appreciative

Learning objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
care of the senior family members	<ul style="list-style-type: none"> Understand the causes of conflict and acquire the effective ways of dealing with contention and conflicts, e.g. express views calmly, analyse the situation objectively and discuss possible solutions 		

Examples of extended learning content

- By different means, learn the venues(e.g. ancestral and study halls) or activities (e.g. worship customs, festivals and ceremonies) related to kinships and families to understand the importance of family relationships in Chinese culture

(c) Social domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> Be willing to take on responsibilities as a student through proactively serving schoolmates and the school, thus showing a sense of belonging to the 	<ul style="list-style-type: none"> Understand the roles and responsibilities of students, and the meanings of taking initiatives to serve their school and schoolmates, e.g. cleaning the classrooms and the school, cherishing school properties, and maintaining environmental hygiene of the school Learn how to face frustration in the course of learning and improve learning effectiveness, e.g. learning to reflect on past 	<ul style="list-style-type: none"> Set practical learning objectives Grasp skills of self-reflection and solving learning difficulties 	<ul style="list-style-type: none"> Sense of responsibility Commitment Services Mutuality Respect for others

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
school, and establishing good teacher-student relationships	<p>experiences, and willing to learn and ask questions</p> <ul style="list-style-type: none"> • Understand how to establish a good teacher-student relationship, e.g. being aware of the proper etiquette and attitude in classroom and paying respect and showing gratitude to teachers 		
<ul style="list-style-type: none"> • Speak cautiously, exert self-discipline and get along with others in a rational and respectful manner 	<ul style="list-style-type: none"> • Learn to get along with peers and develop friendship, e.g. being polite, treating others with sincerity, care and friendliness, showing respect for friends and people’s feelings, and being considerate 	<ul style="list-style-type: none"> • Develop interpersonal skills 	<ul style="list-style-type: none"> • Care for others • Forgiveness
<ul style="list-style-type: none"> • Understand the “Basic Law” and the essence of “One Country, Two Systems”, and respect the emblems of Hong Kong such as the regional flag, regional emblem, Hong Kong Special Administrative Region Establishment 	<ul style="list-style-type: none"> • Understand the principles of “Basic Law” and the essence of “One Country, Two Systems” and their importance to Hong Kong • Understand and respect the regional flag and regional emblem of Hong Kong and Hong Kong Special Administrative Region Establishment Day to enhance recognition of Hong Kong citizens’ identity 	<ul style="list-style-type: none"> • Understand the “Basic Law” and the essence of “One Country, Two Systems” • Identify the emblems of Hong Kong Special Administrative Region 	<ul style="list-style-type: none"> • National Identity • Law-abiding

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
Day			

Examples of extended learning content

- Understand the structure and functions of the HKSAR Government, including the composition and function of major departments as well as the roles of Chief Executive, the Executive Council, the Legislative Council and regional organisations
- Take initiatives to learn civil rights and responsibilities, show concern about social issues in Hong Kong, e.g. showing respect for the law, realising the importance of fairness, observing public order and making comments on social policies
- Learn cultures of different races in Hong Kong, appreciate and accept the plurality of Hong Kong community, e.g. religion, race, language, ideology, culture and living habits

(d) National domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Develop an awareness and concern towards the nature and environment conservation through caring about changes in climate, use of natural resources and environment conservation in the country 	<ul style="list-style-type: none"> • Develop an awareness and concern towards nature and environment conservation through understanding the climate, natural resources and environmental ecology in the country and showing an appreciation for the diversified resources of the country • Develop an understanding of the climate, e.g. temperature distribution, the condition of different thermal belts, variation in precipitation in different seasons and locations, and monsoon system activities and the affected areas • Develop an understanding of land resources, e.g. treasuring land resources through understanding the situation of the agricultural land and the availability of land • Develop an understanding of water resources and marine resources, e.g. treasuring resources through understanding the distribution of water resources and aquatic resources • Develop an understanding of the abundant animal resources of the country, including rare species, and the relationship between animal resources and environment/ecology and develop love and care for animals • Develop an understanding of the tourism resources, including well-known natural tourist spots and attractions, so as to enhance the awareness of ecological protection 	<ul style="list-style-type: none"> • Identify the types, distribution and usage of important national natural resources of the country • Understand how different natural resources and human activities can shape the characteristics of a region 	<ul style="list-style-type: none"> • Appreciative • Tolerance • Sense of belonging • Patriotism • Rationality • Solidarity • Cultural heritage • Participatory

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> Acknowledge the close relationships in the development between our country and Hong Kong, and care about our counterparts, reflecting that we are of the same family 	<ul style="list-style-type: none"> Learn about the cooperation between our country and Hong Kong in joint constructions and improvements, and understand the close relationship that we are of the same family and the joint efforts for prosperity Understand the current cooperation projects developed between the country and Hong Kong such as: <ul style="list-style-type: none"> infrastructure, e.g. energy, water supply, transportation and communications economy and livelihood, e.g. finance, trade, logistics and tourism education and culture, e.g. training, exchanges, film and media Understand the important role and contributions of Hong Kong in the current development of the country (e.g. Hong Kong's geographical advantage and international connections) as well as the connection between the mainland and the world, and understand the bond between the two places Pay attention to the current issues of the country and be able to show concern for our counterparts on the motherland through appropriate channels 	<ul style="list-style-type: none"> Collect and select the information to study the current cooperation projects developed by the country and Hong Kong Understand the relationship between our country and Hong Kong, and learn about the opportunities and challenges 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
		created in future development between our country and Hong Kong	
<ul style="list-style-type: none"> • Trace the development of the Chinese race, understand, respect and appreciate the cultures of ethnic minorities, and foster an open attitude to promote national unity 	<ul style="list-style-type: none"> • Trace the development of the Chinese race, appreciate the cultures of different regions and foster an open attitude • Realise the long history of Chinese through understanding the development of the Chinese race and the distribution of different races • Understand the cultures of ethnic minorities, e.g. architecture, clothing, arts and customs to realise their distinct ethnicity and to foster an open attitude as well as the virtue of seeking common ground while allowing differences 	<ul style="list-style-type: none"> • Identify the cultural difference between the ethnic minorities and the Han • Understand that different ethnic groups have their own customs, habits and traditions 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
		<ul style="list-style-type: none"> • Develop study plans to collect information about the cultural features of ethnic minorities 	
<ul style="list-style-type: none"> • Capture the essence of the Chinese culture, practise virtues such as love, filial piety, integrity and thrift 	<ul style="list-style-type: none"> • Capture the wisdom in classics, develop virtues and elegance, and put them into practice in daily life • To develop virtues by capturing the wisdom in materials such as the 24 solar terms, stories and Chinese proverbs, for example: <ul style="list-style-type: none"> - the 24 solar terms, e.g. keeping body temperature carefully when “light snow” and “heavy snow” come, which also reminds us of coping with adversity with perseverance, lives begin anew in “the beginning of spring” and “spring shower”, which encourage people to seize their opportunities - Stories, e.g. “Nuwa created human beings” that shows care and love, “Shennong Tasting Herbs” that advocates real practice and some stories in “The Twenty-four Filial Exemplars” 《二十四孝》 that promotes filial piety - Proverbs, e.g. virtues of love, filial piety, integrity and thrift from “Three 	<ul style="list-style-type: none"> • Identify the traditional virtues and wisdom in Chinese culture as shown in solar terms, proverbs and stories • Demonstrate Chinese 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
	<p>Character Classic” 《三字經》, “Standards for Students” 《弟子規》and “Wisdom in Chinese Proverbs” 《增廣賢文》</p> <ul style="list-style-type: none"> • Understand what virtues in Chinese culture mean in modern society and practise the virtues in different aspects, e.g. family life, school life and friendship 	<p>virtues and applying them in daily life</p> <ul style="list-style-type: none"> • Be aware of current issues and news. Show concern and participate in relief activities organised by various organisations for disasters on the mainland 	
<ul style="list-style-type: none"> • Acquire a better understanding of the situations of the country 	<ul style="list-style-type: none"> • Understand that historical development evolves continuously and its sequence through exploration. Learn about the country and broaden horizons in different ways • Learn the important periods in Chinese history and appreciate the long and profound history and culture 	<ul style="list-style-type: none"> • Grasp the knowledge of the important periods in 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<p>from a historical perspective and broaden horizons to affirm national identity</p>	<ul style="list-style-type: none"> • Select and study historical events that reflect the process from exploration to establishment of orders, for example: <ul style="list-style-type: none"> - Voyages of Zheng He's in the Ming Dynasty to navigate and explore have achieved progress in the development of foreign affairs, trades and cultural dissemination, etc. - Reform suggestions proposed in the late Qing Dynasty and the 1911 Revolution that set the new order for the country and became the pioneer of social reform • Identify the outstanding historical figures who demonstrated spirits of exploring and establishing orders from various fields such as politics, military, technology, culture, art and academic studies and learn their admirable qualities and contributions through stories • Learn the important inventions in Chinese history such as compass, paper, printing and gunpowder, which contribute to the progress of world civilisation through continuous exploration and modification so as to enhance national pride • Actively participate in learning experiences to understand our country in various ways such as reading materials, participating in competitions, participating in exchange programmes on the mainland, service learning experiences to broaden horizons, and to be ready to share with others their learning experiences of national education 	<p>Chinese history</p> <ul style="list-style-type: none"> • Collect information from various sources to identify certain outstanding historical figures and understand the reasons for winning our admiration • Collect information from various sources to identify important 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
		<p>historical events and understand the meanings of these events</p> <ul style="list-style-type: none"> • Make good use of various sources to broaden the knowledge about the country • Share with others the learning outcomes and experiences of national education in appropriate ways 	

Examples of extended learning content

- Further understand the condition of the country's natural resources, including vegetation resources such as different types of vegetation, cultivated plants and crops, as well as mineral resources such as precious metals, nonferrous metals, coal and rare earth and study the relationship between the vegetation and mineral resources and the environmental ecology
- Understand the crucial role the country is playing in the current development of Hong Kong, e.g. the opportunities for sustainable development of Hong Kong brought by the potential of and the demand for services in the mainland's market
- Learn the traditional toys and entertainment for children such as kites, spinning tops, windmills, tangram, etc. together with the study of Chinese ethnics and customs as well as virtues and teaching, and appreciate the long history of the Chinese
- Starting from a neighboring region, study the connection of historical figures, events and venues in Guangdong with Hong Kong to deepen the understanding that Guangdong and Hong Kong are of the same family

(e) Global domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Get to know the issues of global concern so as to gain a global perspective and embody the spirit of humanitarianism • Acknowledge and support core values of the age such as equality, respect, democracy, freedom, rule of law and human rights, and develop an awareness of world-citizenship. Promote integration of these values with the Chinese culture 	<ul style="list-style-type: none"> • Get to know the issues of global concern and their impacts, and understand that active communications and cooperation are the best way to promote peaceful development of the world to promote the awareness that human beings should be united and should help each other and seek common development • Learn the spirit behind international cooperation to address common issues of concern, e.g. mutual benefit, the phenomenon that human beings are born equal and are born with basic rights, and to learn to live harmoniously with others with universal values • Understand that universal values are compatible with Chinese culture, e.g. the concept of “love for others” is complementary to the concept of love for one another in traditional Chinese culture 	<ul style="list-style-type: none"> • List the types or examples of issues of global concern • Identify major international cooperative organisations with brief descriptions of their characteristics and contributions • Identify universal values and list the universal values that are compatible with Chinese culture 	<ul style="list-style-type: none"> • Human rights • Freedom • Rule of law • Democracy • Plurality • Mutually beneficial • Responsibility for cultural conservation and inheritance • Commitments to solidarity, mutuality and harmony of human beings

Examples of extended learning content

- Carry out a case study for the disasters in a specific country/region (e.g. the Great East Japan Earthquake, the tsunami in South East Asia, and the Chile Mine disaster), study how contributions are made to the rescue through international cooperation and communications with a view to facilitating the betterment of human kind

2.5.3 Key Stage Three

(a) Personal domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Adopt a positive attitude and face adversities with broadmindedness 	<ul style="list-style-type: none"> • Understand that difficulties and adversities are parts of life, explore the possible outcomes arising from adopting various attitudes of treating others and handling issues, learn to adjust the attitudes when facing adversities • Understand the establishment of personal values, reflect on the implications of money, material, clothing, idols and other’s comments on themselves 	<ul style="list-style-type: none"> • Problem-solving skills: improve the abilities to solve problems and establish emotional support based on their own interest and strength • Creativity: explore the meaning of life, life goals, expectations as well as the strategies to achieve the goals step by step 	<ul style="list-style-type: none"> • Perseverance • Enterprise • Self-determination • National Identity • Rationality • Self-love • Sense of responsibility
<ul style="list-style-type: none"> • Uphold the good and make reasonable judgments even when caught in dilemmas of conflicting values 	<ul style="list-style-type: none"> • Reflect on what it takes to respect life, the preciousness and noble value of life, to live with dignity, not to objectify oneself to trade for other things • Discuss the possible impact of every decision in life, learn to “think before you act” and have the courage to take the consequences of their own actions 	<ul style="list-style-type: none"> • Problem-solving skills: how to keep away from going astray and protect themselves even in adverse conditions • Critical thinking: analyse the implications of each decision and consider both sides of the matter to develop the ability of making logical judgments based on positive values 	

Examples of extended learning content

- Reflect on the values other than money and compare them with human dignity, explore how to enhance self-esteem and protect it from being hurt through enhancing personal quality
- Understand the physical and mental health conditions, working and resting times, abilities to manage time and money, check if there is any tendency to be indulged; cultivate the attitude of self-reflection and self-discipline in daily life, and uphold these attitudes all the time even when being alone
- Understand the damage brought by undesirable information, e.g. distorted values and addiction, review and reject undesirable information with an open yet critical attitude
- Discuss the common marketing strategies adopted by the media to mislead the consumers, pay attention to objective evidence to decide what is believable and develop a prudent consumption pattern

(b) Family domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Actively share responsibilities to take care of senior and junior family members 	<ul style="list-style-type: none"> • Understand the importance of actively share responsibilities in family and cooperation with family members as well as practise it in the family • Practise the Chinese virtues of filial piety and taking care of junior family members by taking care of senior and junior family members in daily life 	<ul style="list-style-type: none"> • Be able to take care of basic needs of senior and junior family members including their living and health 	<ul style="list-style-type: none"> • Sense of responsibility • Commitment • Filial piety • Solidarity • Mutuality
<ul style="list-style-type: none"> • Be able to face family changes and challenges with 	<ul style="list-style-type: none"> • Be able to seek advice from family members when encountering difficulties and setbacks 	<ul style="list-style-type: none"> • Learn about the ways of dealing with family changes and adversities 	<ul style="list-style-type: none"> • Perseverance • Trust • Tolerance

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
perseverance and optimism	<ul style="list-style-type: none"> • Understand the ways of dealing with family changes and adversities, e.g. know how to reduce the burden on family members when facing financial difficulties • Be able to resolve the conflicts with family members with a caring and considerate attitude • Get to know family support services and actively seek help to solve problems with a rational attitude 	<ul style="list-style-type: none"> • Be able to resolve conflicts with family members • Learn about the channels available for family support services 	<ul style="list-style-type: none"> • Positive • Optimistic

Examples of extended learning content

- Explore the wisdom in the Chinese family motto, select appropriate materials (e.g. family rules, clan rules and poems/stories for children) for discussion and apply the wisdom in daily life

(c) Social domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Recognise the importance of the “Basic Law” to the prosperity and stability of Hong Kong, and 	<ul style="list-style-type: none"> • Understand the main principles of the “Basic Law” and its importance to Hong Kong • Understand the rights and obligations of nationals, safeguard the peace of the living environment, maintain public safety and order, be aware of the law and law-abiding; be able to strike a 	<ul style="list-style-type: none"> • Understand the main principles of the “Basic Law” and its importance to Hong Kong • Exercise rights and perform 	<ul style="list-style-type: none"> • Respect for others • Sense of responsibility • Equality

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
respect the essence of “Rule of Law” and “Human Rights”	balance between the rights and obligations	obligations properly under different circumstances and through different ways	<ul style="list-style-type: none"> • Law-abiding • Perseverance • Integrity • Forgiveness • Commitment • Care for others • Altruism • Services • Mutuality
<ul style="list-style-type: none"> • Learn to deal with peer pressure and resist having any inappropriate behaviour 	<ul style="list-style-type: none"> • Learn the skills of dealing with peer pressure • Learn to affirm and express oneself appropriately • Know the priority of sticking to principles over peer recognition, e.g. do not commit any inappropriate behaviour like smoking and gambling even when under peer pressure 	<ul style="list-style-type: none"> • Know the skills of self-affirmation, self-expression and not committing inappropriate behaviour 	
<ul style="list-style-type: none"> • Discuss varied social issues in a rational and reasonable manner and show concern for the well-being of Hong Kong 	<ul style="list-style-type: none"> • Understand the varied ways of community participation (e.g. District Council, street associations and community organisations) to develop a positive attitude towards participation in community activities • Know how to care about the issues in their community and be willing to make improvement • Learn how to develop the awareness of social issues in Hong Kong and know the ways to care about the long-term well-being of Hong Kong, hold a sense of belonging and responsibility towards the society, and recognise one’s identity as a citizen 	<ul style="list-style-type: none"> • Learn about various ways of social participation • Care about the social issues in Hong Kong through various channels • Learn about the ways of performing civic obligations with a positive and rational attitude 	

Examples of extended learning content

- Understand the importance of listening and empathy as well as the basic skills; develop the abilities of putting themselves in other people’s

shoes, understanding other people’s thoughts and feelings and responding to others so as to enhance interpersonal relationship and communication skills

- Develop positive attitudes towards dating relationship and sex, learn to develop healthy dating relationships and know how to deal with issues related to sex with positive values and attitudes
- Understand their own expectations for further studies and employment, work towards the goals and make preparation for further studies and employment
- Learn Chinese virtues from the stories that show respect for teachers in traditional literature and modern society so as to develop the proper attitudes towards teachers and express gratitude to them

(d) National domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Understand the country’s achievements and efforts made in natural resources conservation, and care about the way forward of the country’s sustainable development 	<ul style="list-style-type: none"> • Understand the country’s achievements and efforts made in natural resources conservation in accordance with the features of different regions as well as the developments of green industries and environmental industries • Understand the developments of renewable and non-renewable energy (e.g. wind power, solar power, hydro-electric power and nuclear power), explore its challenges and opportunities as well as the impacts on the environment and ecology so as to consider the development of energy and sustainable environmental development from different perspectives 	<ul style="list-style-type: none"> • Consider the balance between industrial development and environmental conservation from different perspectives • Identify the views of different groups on environmental conservation nowadays and establish their own standpoint 	<ul style="list-style-type: none"> • Participatory • Patriotism • Rationality • Solidarity • Broadmindedness • Sense of belonging • Appreciative • Culture heritage

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
	<ul style="list-style-type: none"> • Understand pollution control measures such as sewage and waste disposal, energy conservation and carbon reduction measures, reflect on their own responsibilities for environmental protection through understanding the country's pollution control measures 		
<ul style="list-style-type: none"> • Explore the relationship between the constitution of the country and its important government organisations and the Hong Kong Special Administrative Region, and enhance understanding of the concepts of the state and “One Country, Two Systems” 	<ul style="list-style-type: none"> • Appreciate the contemporary national development based on Chinese cultural tradition with emphasis on peace and integration as well as seeking common ground while allowing differences • Understand the implementation of the Constitution and the functions of important government agencies (e.g. the State Council, the National People's Congress and Chinese People's Political Consultative Conference (CPPCC)) and their relationship with the Hong Kong Special Administrative Region so as to enhance understanding of the concepts of the state and “One Country, Two Systems” • Understand political organisations such as the National People's Congress and CPPCC with members coming from different regions and sectors that facilitate acceptance of different opinions and reflect the cooperative political culture 	<ul style="list-style-type: none"> • Be able to explain the structure and functions of important agencies of the Central and regional governments with charts • Understand the relationship between the Central government and the Special Administrative Regions under “One Country, Two Systems” • Understand the relationship between local identity and national identity 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Understand the opportunities and challenges facing the country through rendering concern for its important developments and plans 	<ul style="list-style-type: none"> • Discuss the impacts of important contemporary national plans on social development, understand the process from formulation of concepts, planning and to implementation as well as the opportunities and challenges encountered • Understand the important contemporary national plans such as reform and opening up, the Twelfth Five-Year Plan as well as the impacts on the livelihood of the community so as to understand the opportunities and challenges facing the country nowadays • Understand the important development philosophy and projects in various areas including education (e.g. the University Town), environmental protection (e.g. green and low carbon life), transport (e.g. the four vertical and four horizontal transport networks) and technology (e.g. satellite technology) to show concern about the contemporary achievements and development of the country 	<ul style="list-style-type: none"> • Collect and select information to explain the major state policies and the current development projects 	
<ul style="list-style-type: none"> • Learn to appreciate the Chinese culture and understand the interest and essence 	<ul style="list-style-type: none"> • Understand that literature and art were originated from life, appreciate the interest and essence embedded therein to enhance national qualities • Appreciate the rich meanings and touching sentiments in 	<ul style="list-style-type: none"> • Identify the types, works and authors of important literatures and art • Appreciate literature and art 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<p>embedded therein to enhance national qualities</p>	<p>literature, such as poems that carry deep sentimental meanings in short sentences and classic novels that carry living images and attractive plot, and understand the interest embedded therein through looking at the Chinese literature</p>		
<ul style="list-style-type: none"> • Understand the development of the country from a historical perspective and commit to taking up one's responsibilities for the country 	<ul style="list-style-type: none"> • Appreciate the uniqueness and greatness of art and craft to enhance interest in life and experience the heritage of Chinese culture. Take architecture as an example, the decorations of roof ridge imply expectations and the design of buildings reflects human relationships. Another example is Chinese opera that centres around singing, speech delivering, acting and acrobatic fighting and blends with other skills of art such as mask make-up, costume design, music and rhythm, etc. • Understand the diverse and integrated features of historical development and the coexistence of various cultures to appreciate the concept of seeking common ground while allowing differences • Select and study certain historical events that show the spirits of diversity and integration, e.g. the coexistence of various schools and theories during the Spring and Autumn Periods, and the Warring States Period • Select certain outstanding historical figures who show the 	<ul style="list-style-type: none"> • Collect information from various sources, identify certain important historical events and understand the meanings of these events • Collect information from various sources, identify certain outstanding historical figures and understand why they win our admiration • Make good use of various ways to enhance understanding of the country • Share with others learning 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
	spirits of diversity and integration from various fields such as politics, military, science and technology, arts and culture and academic studies, and explore their qualities and contributions <ul style="list-style-type: none"> • Reflect on their responsibilities as nationals with broadminded and rational attitudes 	outcomes of national education and experiences in appropriate ways	

Examples of extended learning content

- Select a specific topic and compare the situations in different regions, provinces or autonomous regions and cities, e.g. compare the geographical environment of coastal and inland areas, compare the products from different provinces or autonomous regions, and compare population growth of different cities, so as to understand the elegance and magnificence of the landscape and the abundance of resources
- Explore the basic principles of the country's diplomatic development such as safeguarding sovereignty, safeguarding world peace, respecting peaceful coexistence, developing new international political and economic order, to show concern about the achievements and developments of the country in the area of foreign affairs, to further understand the features of broadmindedness and acceptance in the contemporary diplomatic policy of the country
- Understand the features and contributions of Chinese characters as a carrier of the Chinese culture, e.g. some ethnic minorities in China and neighboring countries borrowed the Chinese characters for their use, which shows the contributions of Chinese characters to the developments of different civilisations
- Understand the diverse and integrated features of historical development from the geographical perspective. For example, compare the territory of China in different eras and discuss the changes shown such as shift of the political or economic focus and ethnic migration and fusion so as to understand the historical development from diversification to integration. Besides, cities that are known for Chinese and foreign cultural exchanges, such as Xi'an and Dunhuang, the major cities along the overland Silk Road, or Quanzhou and Guangzhou, the

hubs of Maritime Silk Road, can be chosen to understand the features of diverse cultures in the development of history

(e) Global domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Broaden horizons of the world, understand the interplay between the development of Hong Kong, the country and the world 	<ul style="list-style-type: none"> • Understand the interplay between global environmental problems, poverty, resource contention and other issues and their impacts on Hong Kong, China and the world; find a mutually beneficial solution for joint development from a global perspective. • Think about the relationship between global issues and individuals; be willing to contribute to environmental protection by changing lifestyles; care for the disadvantaged; promote social justice and equality through social participation 	<ul style="list-style-type: none"> • List the topics and concerns faced by the world and suggest action plans that help solve the problems for individual issues; compare the different ways to solve problems and identify the key factors that affect the decision • Understand the situation of uneven distribution of resources throughout the world and the responsibilities of developed countries for assisting developing countries • Promote the messages of obligations of world-citizenship such as environmental protection, poverty relief, donation, rescue, care for the disadvantaged 	<ul style="list-style-type: none"> • Human rights • Plurality • Mutually beneficial • Sustainable development • Environmental protection • Upholding social justice and peace • Promotion of global sustainable development
<ul style="list-style-type: none"> • Respect different cultures and their peoples, and 	<ul style="list-style-type: none"> • Understand that every ethnic and culture have their unique features and values in the global family; be willing to get along with people from different cultural backgrounds with an open-minded and tolerant attitude for seeking common ground to 	<ul style="list-style-type: none"> • Respect cultural differences and be able to get along with people from different cultural backgrounds peacefully 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
embody the spirit of inclusion	promote the peaceful and joint development of all parts of the world		

Examples of extended learning content

- Investigate the uneven distribution of global resources (e.g. the uneven distribution of water resources or food) and the resulting shortage of these resources in poor countries, collect data relating to the crisis of one of the above shortage; show concern about the crisis faced by the poor and think about their own responsibilities in respect of the use of resources and care for the disadvantaged

2.5.4 Key Stage Four

(a) Personal domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Develop one's interests, build up strengths, establish objectives and expectations for one's life, and strive for the future 	<ul style="list-style-type: none"> • Investigate the importance of a life with vision and plan to self-fulfillment; explore and develop plans of self-transcendence such as self-enhancement, helping the disadvantaged and contributing to the country and the world, and put them into practice • Review one's responsibilities as a member of the family, society, country and the world and try to make commitments in all these aspects 	<ul style="list-style-type: none"> • Be able to make long-term planning for their life • Explore their uniqueness, interests, potentials, strengths and achievements • Reflect on one's roles and responsibilities as a member of different aspects of life 	<ul style="list-style-type: none"> • Care for others • Enterprise • Self-determination • Honesty • National identity • Commitment • Rationality • Righteousness • Integrity
<ul style="list-style-type: none"> • Be a person with principles and integrity, and be 	<ul style="list-style-type: none"> • Understand how to uphold positive values under different types of pressure • Understand the expectations that the community may have on the conducts of people of different positions or roles; investigate how to realise the 	<ul style="list-style-type: none"> • Develop rational thinking and decision-making skills • Develop the ability to make moral judgment • Develop self-discipline and self-regulation 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
consistent in words and deeds	positive values and attitudes in dilemmas of conflicting values		

Examples of extended learning content

- Reflect on what virtues an individual should possess to win appreciation and admiration and how to enhance personal qualities to further recognise one's own value
- Investigate how to face the challenges of issues such as high demands and new lifestyle with a positive and active attitude; understand the expectations of others; strengthen the ability of facing adversity; promise not to escape from reality by drug abuse or self-injury
- Understand “pathological addiction” (e.g. addiction to Internet and slimming) that is common among the youth in Hong Kong and its harmful effects and treatments; and investigate how to uphold principles of self-regard and self-discipline when facing choices and temptations

(b) Family domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none">• Be willing to communicate with family members in a rational, respectful and caring manner	<ul style="list-style-type: none">• Understand the ways of strengthening effective communications with family members to enhance family relationships, e.g. courtesy, respect for opinions of family members and expressing opinions appropriately• Grasp how to actively maintain relationships with family members, e.g. to actively participate in community activities, social service or volunteer work with family members• Learn how to strike a balance between social, family and school life; be able to maintain a close relationship with family members and respect family members apart from learning to be independent and extending social network• Always be grateful to the family members who brought them up; learn how to express love and gratitude to family members	<ul style="list-style-type: none">• Grasp and strengthen the skills of maintaining family harmony• Learn to strike a balance between social, family and school life	<ul style="list-style-type: none">• Respect for others• Responsibility• Commitment• Care for others• Filial piety• Trust• Solidarity• Perseverance• Mutuality• Positive• Optimistic

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> Strengthen family ties and foster family harmony; bravely undertake responsibilities to solve problems when the family is in adversity 	<ul style="list-style-type: none"> Understand common family issues and their causes and impacts; understand that all family members bear responsibilities for promoting family harmony Undertake responsibilities in the family; learn the ways of easing and solving family problems such as actively expressing opinions on important family decisions 	<ul style="list-style-type: none"> Get to know common family issues and their causes and impacts Learn the skills of dealing with family issues 	

Examples of extended learning content

- Understand the different reactions when facing conflicts and know how to deal with conflicts properly (including mediation skills); strengthen interpersonal relationships and communication skills to foster harmonious family life
- Understand that the relationship between husband and wife and the meaning of commitment, family and marriage system are of great importance in Chinese culture and investigate the elements of building a harmonious marriage life

(c) Social domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> Develop an acute sense and discern the values embedded 	<ul style="list-style-type: none"> Understand and recognise the importance of rule of law, human rights, democracy, equality, freedom and 	<ul style="list-style-type: none"> Actively observe and get to know universal values 	<ul style="list-style-type: none"> Commitment Responsibility

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
in social issues	justice to the society, e.g. be able to analyse controversial issues objectively with various principles of universal values • Understand different ways of showing concern about social issues; actively care about the social problems in Hong Kong • Learn how to discern the values embedded in social issues with critical thinking	through various means • Grasp how to show concern about social issues with a positive and rational attitude • Acquire an acute social sense and critical thinking	• Open-minded • Equality • Altruism • Services • Mutuality • Respect for others • Integrity • Forgiveness
• Undertake civic responsibilities and be willing to improve the well-being of Hong Kong	• Understand civic participation and put it into practice to develop social recognition, e.g. taking part in mock elections, service learning and participating in community activities	• Grasp how to perform civic participation with a rational attitude	
• Actively cultivate the attitude required for working in the society, such as punctuality, honesty, responsibility, and acquire the skills to get along with colleagues	• Grasp how to equip oneself for employment and the preparatory work, such as actively understanding the requirements for their ideal jobs and striving for their goals • Actively learn the attitude and etiquette required for working in the society, such as punctuality, honesty and responsibility • Understand the importance of upholding personal	• Grasp how to equip oneself for employment and the preparatory work • Set practicable goals • Acquire positive working attitude and the skills to get along with colleagues	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
	integrity and professional ethics; recognise integrity as an important cornerstone for the development of the society		

Examples of extended learning content

- Be able to solve learning problems and understand the ways to cope with pressure from study. Cope with the pressure arising from public examinations and further studies with an optimistic and positive attitude
- Understand one's own aptitude; know the factors that affect the plans of further studies and employment; know the preparatory work for leaving school and working in the society (e.g. job-seeking channels and the related skills) as well as broaden horizons and develop potentials; prepare and plan for the desired life in the future

(d) National domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Explore the relationship between the use of resources and development of the country, understand one's responsibilities for 	<ul style="list-style-type: none"> • Understand the relationship between the use of resources and development of the country, enhance the awareness of protecting natural resources and promote sustainable development • Understand how the country regulates the mining industries and balances market demand and environmental needs, such 	<ul style="list-style-type: none"> • Give examples on the country's solutions to improve production and operation or land use in recent years • State the impacts of 	<ul style="list-style-type: none"> • Rationality • Sense of belonging • Patriotism • Appreciative • Participatory

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<p>the sustainable development of the country, and enhance the awareness of protecting natural resources</p>	<p>as fostering rare tree species, converting farmland back to woodland, fish moratorium and mining of rare-earth resources, to enhance awareness of protecting natural resources</p> <ul style="list-style-type: none"> • Pay attention to the use of natural resources through understanding how the country makes use of the resources in different regions for its development, such as South to North Water Diversion Project, West-East Gas Transmission Project and West-East Electricity Transmission Project • Investigate the relationship between Chinese culture and sustainable development, such as harmony but not uniformity, biodiversity and respect for nature and ecological balance; understand the spirits of Chinese culture embedded in the country's policies and measures for sustainable development 	<p>unfavourable natural environment on people's livelihood and comment on the national strategies to tackle the challenges from natural environment</p>	<ul style="list-style-type: none"> • Culture heritage
<ul style="list-style-type: none"> • Care about the development of people's livelihood, take the initiative to understand the significance of the social and economic 	<ul style="list-style-type: none"> • Understand the basic economic environment and system of the country and investigate their impacts on people's livelihood • Understand the change of consumption pattern of nationals and the rise of living standard since the reform and opening-up, appreciate the devotion of the country in 	<ul style="list-style-type: none"> • Understand the major economic systems and measures of the country • Collect information about different regions and compare the changes in the 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<p>development and its impact on the improvement of people's livelihood, be willing to render support to social and economic development, and cultivate care and concern for the people and their livelihood</p>	<p>improving the financial status of nationals</p> <ul style="list-style-type: none"> • Understand the important economic systems and measures of the country such as finance, trade, real estate; investigate the impacts on the society and people's livelihood, and be aware of the development of people's livelihood 	<p>society and livelihood before and after the reform and opening-up</p>	
<ul style="list-style-type: none"> • Understand the major contemporary achievements in the country in areas such as economy, diplomatic relations and technology to explore the role one can play in the development of the country, be willing to 	<ul style="list-style-type: none"> • Investigate the development of livelihood centred around the people and the related policies and measures to achieve this goal • Understand the major contemporary achievements in the country in areas such as economy, diplomatic relations and technology. For example, <ul style="list-style-type: none"> - Understand the development and achievements of the country in technology, such as agriculture, aerospace, energy, water resources, environmental protection and express rail link 	<ul style="list-style-type: none"> • Understand the major contemporary achievements of the country in the society and livelihood and get to know some related examples and data 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<p>strive for the well-being of the country and its people, and strengthen national unity and develop affection for the country</p>	<ul style="list-style-type: none"> - Understand the development and achievements of the country in diplomatic relations such as its role and participation in international organisations and conferences • Understand the development of people’s livelihood such as the significance of the Twelfth Five-Year Plan in improving people’s livelihood in aspects of education, healthcare, welfare, etc. • Investigate the opportunities and challenges encountered in the development of the country; think about the role one can play therein; be willing to strive for the well-being of the country and its people 		
<ul style="list-style-type: none"> • Explore traditional thinking and beliefs that shed light on a positive outlook on life and enrich the very essence of life, and exemplify the traditional wisdom and virtues in daily life 	<ul style="list-style-type: none"> • Investigate the inspiration of traditional thinking and beliefs to life to enhance personal qualities • Investigate the philosophy of life of Confucianism, Buddhism, Taoism, Mohism and Legalism, such as the “four origins” and “five relationships” in Confucianism, “non-interfering” and “all beings are the same” in Taoism, “universal love” and “not attacking others” in Mohism and “save all beings from suffering” in Buddhism, and apply the wisdom of Chinese 	<ul style="list-style-type: none"> • Identify the major traditional thinking and beliefs and the profound impacts on the sociality and culture • Encourage self-reflection through traditional thinking and beliefs, learn to respect 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
	<p>culture in daily life</p> <ul style="list-style-type: none"> • Understand the social and cultural meaning reflected in folklore beliefs, e.g. worshipping the Wen Chang Di Jun implies the importance of knowledge, the belief of Guan Di praises loyalty and integrity, and the belief of Tian Hou shows the care about the livelihood of fishermen 	<p>life and establish a positive mind</p>	
<ul style="list-style-type: none"> • Gain a deeper understanding of the essence of the Chinese culture such as harmony and peace embedded in areas such as architecture, literature, music and art, be proud of being a member of the country and enhance the national qualities 	<ul style="list-style-type: none"> • Understand that literature and art come from life; appreciate the joy and cultural spirits embedded within; and enrich personal qualities • Study the relationship between different forms of culture such as architecture, literature, music and art. For example, the poetry in literary works can be blended with music and dancing so that the joy of literature and art can be felt • Understand the underlying meaning and spirits of Chinese culture embedded in different forms of culture such as calligraphy, architecture, literature, music, drawings and landscape architecture. For example, literature, drawings, music and landscape architecture usually use natural sceneries as subjects, together with the creativity of the authors, the spirit of blending the nature with art is expressed 	<ul style="list-style-type: none"> • Identify the types, works and authors of important literature and art • Appreciate literature and art 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Probe into significant historical events in the country from a holistic perspective and draw comparison with major world events of the age, understand the course of the internal hardships and external challenges facing the country prior to its reform and opening-up, and realise the adversities, struggles, development and accomplishments during the course 	<ul style="list-style-type: none"> • Understand how the history developed from idea to implementation so that the unification of one’s knowledge and behaviour could be exemplified • Choose and study historical events that can show the process from idea generation to actual implementation, including <ul style="list-style-type: none"> - Reform movement (such as Shang Yang’s Reform in the Warring States Period, Wang Mang’s Reform in Xin Dynasty, Emperor Xiao-Wen’s Han Movement in North Wei Dynasty, Self-strengthening Movement in Qing Dynasty and the Reform and Opening-up in present days) for predicting the future by reviewing the past - Development process (for example, the 100-year process from Zheng Guanying and Liang Qichao, the scholars in late Qing Dynasty, proposing to hold a world exposition to Expo 2010 Shanghai China, and the 100-year process from the magazine of “Tianjin Youth” raising 3 questions of Olympic Games in 1908 to Beijing 2008 Olympic Games) for understanding that implementation is as important as ideas 	<ul style="list-style-type: none"> • Collect information from different sources, identify important historical events and understand their significance • Collect information from books and other sources, identify outstanding historical figures and understand why they are respected • Recognise the differences between historical facts and understanding • Analyse the causality of historical events from different dimensions and perspectives 	

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
	<ul style="list-style-type: none"> • Choose some outstanding historical figures who can show that implementation is as important as ideas (from areas such as politics, military, technology, literature and art and academic studies) and study their qualities and contribution • Probe into the causes and consequences of major historical events from different perspectives and understand the impacts on the development of the country to foster the attitudes of concerning the development of history 		

Examples of extended learning content

- Understand the natural disasters in the country (such as rainstorm, flooding, snow disaster, sand storm, drought and earthquake) and the efforts of relieving the disasters from the central and local governments, military and police, non-governmental organisations and local residents in order to understand the solidarity, perseverance and morale when facing adversity
- Understand contemporary urban development of the country, such as Pearl River Delta Urban Agglomeration, Yangtze Delta Urban Agglomeration, Bohai Rim Urban Agglomeration, and probe into the significance of urban agglomeration development in promoting the overall development of the country
- In accordance with the conditions of schools and interests and abilities of teachers and students, design related learning experiences such as works appreciation, experiential creation and learning day/week to promote the learning of literature and art. Schools can also set up different organisations for promotion such as literature studies club, calligraphy club, Cantonese opera club and Chinese music club, or arrange exchange programmes in or outside Hong Kong to foster students' interests in literature and art and let them experience the diversity of Chinese culture

- Probe into the development of history from a holistic perspective, choose some important Chinese historical events or figures and draw comparison with the historical events of the similar ages

(e) Global Domain

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
<ul style="list-style-type: none"> • Understand the meaning of world citizenship, show concern for the well-being of people at large, and respect for the rule of law, human rights, equality, democracy and freedom • Build up the identity of a global citizen with a good grasp of the situations 	<ul style="list-style-type: none"> • Recognise the characteristics and implications of globalisation, various perspectives and different interpretations of the idea of globalisation, and relationship between globalisation and Hong Kong • With the country rising in peace, investigate what contribution the country, as a member of the global village, could make to the world on global issues. For example, through learning about UNESCO CHINA, understand the efforts and contribution of the country in promoting sustainable development of the society, economy and environment, and the exchange and inheritance of cultures in different regions • Identify oneself as a member of the global village and think about the qualities that a global citizen should possess. Establish a faith of “I can make a difference too” and be willing to promote the betterment of human kind through participation • Develop the skills required for undertaking the responsibilities of a global citizen, including rational analysis and critical thinking, communication and problem-solving skills in order to enquire global issues from different perspectives 	<ul style="list-style-type: none"> • Grasp various perspectives of implications of globalisation • Identify the “interest of the country” and the “interest of the earth” and be able to tell whether they constitute a “causality” or “interaction” relationship or both • State the qualities that a global citizen should possess and its importance to the development of 	<ul style="list-style-type: none"> • Peace • Rule of law • Democracy • Equality • Human rights • Plurality • Mutually beneficial • Sustainable development • Betterment of human kind • Maintenance of peace • Creation of a sustainable world

Learning Objectives	Examples of Learning Content	Examples of Related Skills	Values and Attitudes
of the country, and be able to make rational decisions on global issues	<ul style="list-style-type: none"> • Understand the interaction between the development of the country and the world. Building the identity of a global citizen with a good grasp of the situations of the country to understand and consider controversial issues, and be able to make rational decisions and strengthen the communication and cooperation between the country and the global family 	individuals, Hong Kong, the country and the world <ul style="list-style-type: none"> • Grasp the situations of the country, together with a global citizen's perspectives and critical thinking to analyse controversial issues rationally 	<ul style="list-style-type: none"> • Promotion of betterment of human kind

Examples of extended learning content

- Investigate how to help mediate and solve problems for the sustainable development of the world through negotiation and agreement by governments in international conference and the participation and action of international bodies or non-governmental organisations by studying a case of international conflict over environmental preservation and economic development

2.6 Suggestions on curriculum time arrangement

- Different countries and regions may have their own arrangements in respect of the curriculum time of Moral and National/Civic Education. For example,
 - ♦ Two sessions of “Moral Thinking” (junior secondary level) and “Political Thoughts” (senior secondary level) curricula per week are arranged on the mainland;
 - ♦ About two to three sessions per week are arranged for the “Civics and Moral Education” curriculum in Singapore;
 - ♦ About one to two sessions of “Moral Education” per week are arranged in South Korea;
 - ♦ About two to three sessions of “Social Studies” (junior secondary level) and “Citizens and Society” (senior secondary level) per week are arranged in Taiwan;
 - ♦ One session of “Moral Education” (lower primary to junior secondary levels) per week is arranged in Japan;
 - ♦ One session of “Civic Education” (senior secondary level) per week is arranged in Italy;
 - ♦ One session of “Civic Education” (upper primary level) per week is arranged in Belgium;
 - ♦ About one hour of “Civic Education” (senior secondary level) per week is arranged in France;
 - ♦ About 70 hours of “Civic, Social and Political Education” (junior secondary level) per academic year are arranged in Ireland;
 - ♦ About one to two sessions of “Social and Civic Education” (upper primary and junior secondary levels) per week are arranged in Greece;
 - ♦ One session of “Civic Education” (primary and junior secondary levels) per week is arranged in Portugal.
- In general, one to two regular sessions per week are arranged to promote Moral and National/Civic Education in different parts of the world. Meanwhile, most primary and secondary schools in Hong Kong arrange regular lessons to promote MNE under the school-based curriculum through class teacher periods, school assemblies, life education lessons, moral education lessons, etc.
- According to the *Basic Education Curriculum Guide* (2002) and the *Senior Secondary Curriculum Guide* (2009) issued by the Curriculum Development Council, schools have set aside curriculum time for their flexible use for moral

and national education, reading, and counselling programmes:

- ◆ Approximately 19% of the curriculum time (around 902 hours in 6 years) during Key Stages One & Two (Primary One to Primary Six)¹⁹
 - ◆ Approximately 8% of the curriculum time (around 220 hours in 3 years) during Key Stage Three (Secondary One to Secondary Three)¹⁹
 - ◆ Approximately 5% of the curriculum time (around 135 hours in 3 years) during Key Stage Four (Secondary Four to Secondary Six)²⁰
- In this connection, appropriate allocation of curriculum time in different modes is available for schools to promote Moral and National Education. Schools should flexibly arrange 1 to 2 sessions per week (around 25-50 hours per academic year, on the basis of 190 days per academic year, 5 days per cycle and about 40 minutes per session) for this subject. Moral and National Education could also cover related learning elements under Religious Education, big projects such as P.A.T.H.S. and Healthy Schools.
 - Since every KLA and subject (such as General Studies, Chinese Language, Chinese History, Liberal Studies, and Life and Society) has covered some learning elements of MNE, schools should use this curriculum guide as guidance to adjust and optimise the MNE curriculum in the light of the conditions of implementation.
 - Schools may also actively provide appropriate enrichment learning opportunities based on the existing cross-subjects and life-wide learning experiences (such as community service, mainland exchange programmes, flag raising training programmes, co-curricular activities and project learning). Apart from making use of the curriculum time more flexibly and efficiently, this arrangement can enrich students' learning experiences and cultivate them to be active and responsible social citizens, nationals and global citizens (Figure 9).

¹⁹ Including (i) promoting Moral and Civic Education; or conduct counselling to complement values education in cross-KLAs; (ii) adding more common reading time; (iii) promoting values education in cross-KLAs through school assembly or class period; (iv) providing counselling or enrichment programmes for every KLA or cross-KLAs; and (v) developing other learning experiences such as community service, co-curricular activities and sports and art activities for life-wide learning.

²⁰ The *Senior Secondary Curriculum Guide* suggests allocating at least 5% of the total curriculum time (or equivalent learning hours), or approximately 135 hours, for “Moral and Civic Education”, “Community Service”, and “Career-related Experiences” under “Other Learning Experiences”.

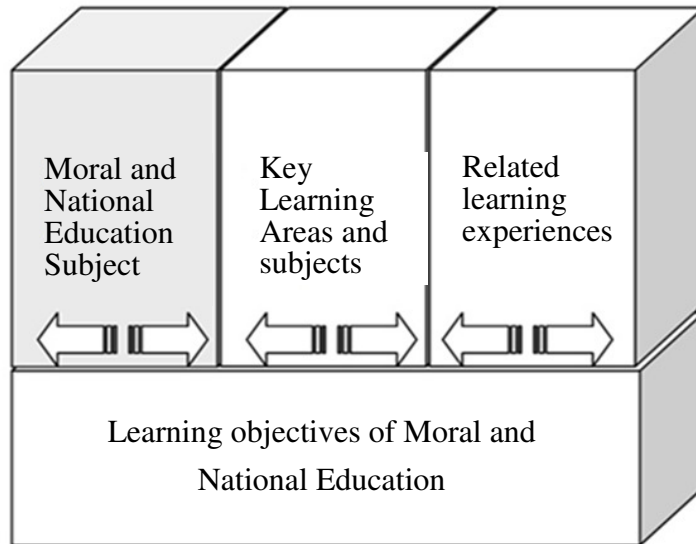


Figure 9: Flexible curriculum time arrangement

Benefits of implementing “Moral and National Education”

Adding value to learning and teaching

- Primary and secondary schools have accumulated extensive experience in implementing MNE. The introduction of Moral and National Education subject is to strengthen the structure and continuity of the contents of moral, civic and national education curriculum based on the existing foundation by adopting a subject approach.
- This curriculum is not to deny the effective implementation strategies adopted and the strength of schools, but to closely connect moral education and national education to further strengthen and optimise the implementation of MNE.
- This curriculum, covering personal, family, social, national and global domains, provides structured learning objectives centred on cultivating students’ positive values and attitudes. It complements the existing curriculum and knowledge, skills, attitudes and values in relevant learning experiences across primary and secondary levels.

Establishing a learning platform

- MNE establishes a learning and teaching platform on a common basis and connects and matches the curriculum and learning experiences inside and outside the classrooms to enhance the effectiveness of learning and teaching.

Focusing on learning and teaching

- The establishment of this subject encourages the continuation of experience and achievements of schools acquired in cultivating students’ moral and national qualities and the application of such experience and achievements to subject learning. Through systematic curriculum planning, the learning and teaching of MNE is more focused, leading to better learning outcome.

Chapter III Curriculum Planning

This chapter aims to present the principles for the planning of the MNE curriculum, and provide suggestions on the implementation modes and the curriculum framework, with a view to helping schools develop comprehensive, structured and sustainable plans based on their existing strengths. In addition, this chapter specifies each stakeholder's unique role in promoting the curriculum and calls for joint efforts among all parties involved to create a favourable learning environment for the cultivation of students' moral and national qualities.

3.1 Principles for planning

- Based on the existing foundation and achievements, the MNE subject offers schools a comprehensive and structured curriculum framework, and integrates relevant learning elements of the various Key Learning Areas (KLAs)/subjects and other learning experiences, to reinforce the cultivation of students' moral and national qualities. Set out below are some principles for curriculum planning:
 - ◆ The MNE subject, together with other KLAs/subjects and other learning experiences, should be viewed as a single entity for developing students' moral and national qualities. Therefore, schools should enhance the coordination between the MNE subject and relevant knowledge, skills, values and attitudes covered in other KLAs/subjects when planning the MNE curriculum, and make appropriate adjustments according to the arrangements for life-wide learning experiences.
 - ◆ The MNE subject aims to enhance students' identity in various domains and help students develop positive values and attitudes through structured and sustainable learning for whole-person development. Schools are advised to make reference to this curriculum framework to ensure that students are provided with comprehensive and sufficient learning experiences.
 - ◆ Schools should set a framework which aims to help students develop positive values and attitudes when planning the MNE curriculum. Schools should also make adaptation and design flexible modes of implementation and learning contents by taking into account the school contexts (e.g. the philosophy, history and strengths of the school) and the student needs (e.g. the background, life experience, ability and interests of students).

- ◆ The MNE subject focuses on developing students’ moral and national qualities from three perspectives, i.e. “cognition”, “affection” and “action”. For this purpose, in addition to classroom teaching, schools should also consider using other learning experiences such as service learning, visits and field study, to help students build their personal qualities and aspiration, enhance their national identity and sense of belonging and put the same into practice.

3.2 Planning strategies

- The MNE subject covers four Key Learning Stages and each Key Stage comprises five domains, namely the personal, family, social, national and global domains, with two to six learning objectives set for each domain. When planning the curriculum, teachers should ensure that every objective is sufficiently addressed, and should make flexible arrangements and adaptation, taking into account both the school contexts and the student needs, so that the weighting of each domain reflects the content of the existing curricula and relevant learning experiences.
- Schools can implement the MNE subject flexibly by, for example,
 - ◆ regular lesson time designated for the MNE subject;
 - ◆ regular MNE lessons complementing class teacher periods, religious education lessons or personal growth programmes; and
 - ◆ having the MNE learning objectives and learning content covered in class teacher periods and related learning activities.

3.2.1 Close connection between MNE and KLAs/subjects

- The MNE subject aims to provide a comprehensive and complete framework to develop students’ moral and national qualities. KLAs and subjects such as General Studies for the primary level, Life and Society for the junior secondary level, and Liberal Studies for the senior secondary level provide the foundation of knowledge, skills and attitudes to achieve related learning objectives. In the MNE subject, teachers may help students apply relevant knowledge, skills and attitudes acquired from these KLAs and subjects to enhance the discussion on and exploration of relevant values and improve the development of students’ moral and national qualities (Figure 10).

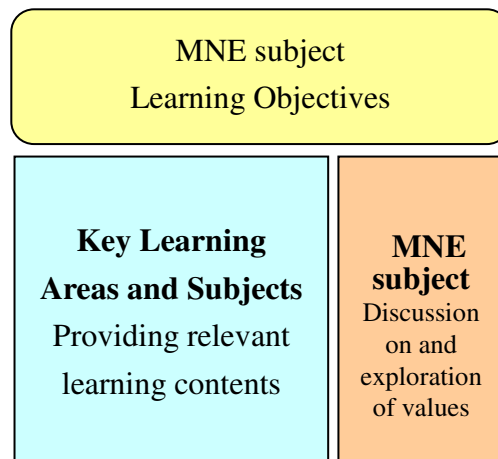


Figure 10: Close connection between the MNE subject and other Key Learning Areas/subjects

- The following are some examples of implementation modes:

Connection with General Studies for primary schools

Through the learning and teaching of “Learning Domain 1: Health and Life” in General Studies for primary schools, students are able to achieve the learning objectives of “Appreciate oneself, accept one’s differences from others, learn Chinese virtues and enhance personal and national qualities” in the “Personal Domain” of the MNE. In a General Studies or MNE class, the teacher may guide students to discuss related issues by applying what they have learnt in General Studies. By doing so, students will understand how to deal with the differences between themselves and others in appearance and ability through upholding positive values and attitudes, including “accepting”, “respect for others”, “understanding” and “equality”.

3.2.2 Coordination with other learning experiences and life-wide learning

- Over the years, primary and secondary schools in Hong Kong have adopted diversified strategies to develop students’ personal qualities. To build upon the existing strengths, it is recommended that, apart from classroom learning, regular cross-curricular or life-wide learning experiences such as school assemblies, class teacher periods, exchange programmes, and service learning, can be incorporated into the MNE subject, with a view to reinforcing and consolidating the learning effectiveness and accomplishing the learning objectives of the MNE

subject (Figure 11).

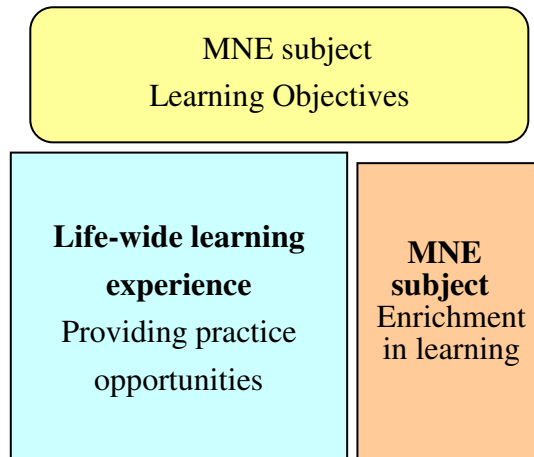


Figure 11: Coordination between the MNE subject and life-wide learning experiences

- The following are some suggestions on the implementation strategies:

Coordination with the learning experiences in the school assemblies/class teacher periods

The content and forms of the school assemblies and class teacher periods are so flexible that they can respond promptly to current social and national issues or hot topics. Therefore, schools are encouraged to make the most of the school assemblies or class teacher periods to discuss or share with students some current issues relevant to the MNE subject. In addition to responding to the expectations of students and society, this practice also provides students with suitable learning experiences at appropriate times to help them accomplish relevant learning objectives.

Coordination with learning experiences in mainland exchange programmes

Classroom learning is important for forging in students a sense of identity and belonging to the country as well as fostering their commitment to the future of the country and the well-being of the people. Nonetheless, learning experiences in authentic contexts is equally important in enabling students to understand and experience Chinese culture and the national situations, and to build their national

identity. For this purpose, it is recommended that every student should participate in at least one mainland exchange programme sponsored by the Government at primary or secondary level. Such activities will enhance their understanding of the Chinese culture and the latest development of the country. These will also enable them to integrate these real-life learning experiences with the content of the MNE subject. By doing so, relevant learning objectives can be accomplished and the implementation of national education further enhanced.

Coordination with service learning experiences

Student learning in the MNE subject could be further consolidated and enhanced if it can be coordinated with service learning, which has long been implemented in schools. For example, students may serve as monitors, student leaders or members of the executive committee of the student union, and participate in voluntary services or community services. By doing so, students can learn relevant values, attitudes, knowledge and skills from the MNE subject and practise them in daily life contexts through service learning.

3.2.3 Value-based learning experiences

- The MNE subject provides students with learning experiences based on the cultivation of values, and helps them build their moral and national qualities. Curriculum planning should focus on helping students know how to realise and practise positive values in various domains.
- However, the MNE subject is not intended to “instil” in students certain values, nor is it meant to require students to memorise the definitions of specific values. Instead, the MNE subject provides students with life events of various domains as learning materials. The purpose is to enable students to uphold positive values and attitudes in addition to understanding the events themselves, and more importantly, to use positive values as the basis for judgement so as to accomplish the learning objectives of the MNE subject.

3.2.4 “Student-centred” and “school-based” curriculum planning

- The MNE subject provides a flexible curriculum framework for schools to adjust the learning content by taking into account both the school contexts and the student needs so as to accomplish the learning objectives more effectively. The following are some suggested implementation strategies:

“Student-centred” adaptation

- ◆ If the school consists of students from different types of families, e.g. families with divorced parents, or families with parents separated geographically, or families that leave children in the care of relatives, teachers may adjust the learning content of the “Family Domain” according to students’ circumstances.
- ◆ If most students of the school come from families that hire foreign domestic helpers, teachers may include discussions on relevant topics when planning the “Global Domain”. This will enable students to develop positive values and attitudes, including “care for others”, “equality” and “respect for others” towards people of diverse ethnic groups.
- ◆ If the school consists of many new arrivals from mainland China, when planning the “National Domain”, the school may include student-led learning activities or activities which involve students providing information. In addition to keeping track of the latest national development, the MNE subject can also provide students with lively and authentic learning experiences, enabling them to learn from one another. By doing so, the implementation of national education can take into account both passion and reason.

“School-based” adaptation

- ◆ For schools with a long history, the varied life experiences of their alumni, who have worked in different sectors of society for a long time, may serve as learning resources for the MNE subject. For example, when planning the “Social Domain”, the school may arrange some exchange programmes or work placements to enhance students’ understanding of the positive values and attitudes towards “working life”.
- ◆ Schools with a religious background have always emphasised the spiritual development of students as the main basis for cultivating their personal qualities and positive values. Such schools may combine their mission with the learning objectives of the MNE subject and design MNE curriculum content with school-based characteristics.
- ◆ Some schools may offer school-based curricula such as “Personal Growth”, “Life Education”, “Moral Education” and “Service Learning” to cater for the needs of both the school and students. The school may consider integrating these school-based curricula with the MNE subject for better coordination and for more flexible and efficient timetabling and use of manpower and learning resources.

- Primary and secondary schools that have allocated a slot for the MNE subject in their timetables may choose an implementation mode for the subject in response to their existing circumstances. For example, schools may (i) set regular lesson time for the MNE subject; (ii) integrate the MNE subject with some other learning experiences (such as morning assemblies and class teacher periods) and relevant school-based curricula (such as Life Education and Moral Education); (iii) integrate and coordinate the MNE subject with life-wide learning experiences (such as service learning and mainland exchange programmes). The following modes may serve as references for the implementation of the MNE subject:

Suggested Implementation Mode 1

Converting some of the morning reading sessions to the MNE subject

Primary/secondary schools may replace two morning reading sessions with MNE sessions:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Assembly					
	MNE subject	Morning reading	Morning reading	Morning reading	MNE subject
1	***	***	***	***	***
2	***	***	***	***	***

*** Lessons for Key Learning Areas and subjects

Figure 12: Suggested Implementation Mode 1

Suggested Implementation Mode 2

Making flexible timetabling arrangements to make time for the MNE subject

Primary/secondary schools may reduce the duration of every session by five minutes two days each week and include an MNE session on these two days:

Period	Monday	Tuesday	Period	Wednesday	Thursday	Friday
1	***	***	1	***	***	***
2	***	***	2	***	***	***
3	***	***	3	***	***	***
Recess			Recess			
4	***	***	4	***	***	***
5	***	***	5	***	***	***
6	***	***	6	***	***	***
Lunch			Lunch			
7	***	***	7	***	***	***
8	***	***	8	***	***	***
9	MNE subject	MNE subject				

***Lessons for Key Learning Areas and subjects

Figure 13: Suggested Implementation Mode 2

Suggested Implementation Mode 3

Coordination with relevant school-based curricula

Primary/secondary schools may replace the existing two-session Life Education Lesson (LEL) with the MNE subject, or link the MNE subject with LEL and teach MNE subject in LEL sessions:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1-6	***	***	***	***	***
Lunch					
7	***	***	***	***	***
8	***	***	***	***	LEL/MNE subject
9	***	***	***	***	

*** Lessons for Key Learning Areas and subjects

Figure 14: Suggested Implementation Mode 3

Suggested Implementation Mode 4

Coordination with the class teacher periods

Primary/secondary schools may convert two class teacher periods in the morning into MNE sessions; or link the MNE subject with the class teacher periods:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Assembly					
1	Class teacher period	Class teacher period	Class teacher period/MNE subject	Class teacher period/MNE subject	Class teacher period
2	***	***	***	***	***
Morning Break					
3-6	***	***	***	***	***
Lunch Break					

*** Key Learning Areas and subjects

Figure 15: Suggested Implementation Mode 4

Suggested Implementation Mode 5

Coordination with the life-wide learning curriculum

Primary/secondary schools may convert the two sessions of Life-wide Learning each week to Life-wide Learning/MNE sessions:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1-6	***	***	***	***	***
Lunch Break					
7	***	***	***	***	Life-wide Learning
8	***	***	***	***	***
9	***	***	Life-wide Learning/MNE subject	***	Life-wide Learning/MNE subject

*** Key Learning Areas and subjects

Figure 16: Suggested Implementation Mode 5

- In addition, schools may adopt a “mixed mode” by using a combination of the above arrangements based on the school contexts so that the lesson time can be arranged more efficiently. For example, schools may appoint a few teachers to implement the MNE subject to make timetabling more flexible and to allow better concentration of resources to facilitate the implementation of the MNE subject.

3.2.5 Dealing with differences in races and cultural backgrounds among students

- In line with the multicultural characteristic of the Hong Kong society, the implementation of the MNE subject should start with the development of students’ personal qualities, and gradually extend to their understanding of different communities, and finally to the fostering of the qualities of world citizenship, including understanding of universal values.

- Through the MNE subject, students in Hong Kong, regardless of their ethnic or cultural backgrounds, can further understand the diverse cultures of Hong Kong and learn to avoid conflicts or misunderstandings resulted from such differences. They will learn to seek common ground while respecting differences and appreciate one another for the purpose of social harmony.
- The Hong Kong Special Administrative Region is an integral part of the People's Republic of China. Any student who lives and receives education in Hong Kong, regardless of their ethnic or cultural backgrounds, should learn to first understand the Hong Kong society and then develop an understanding of the national situations of China. By doing so, they will become more open-minded and learn to accept, appreciate and understand different countries or regions. This will enhance their identity as modern citizens.

3.2.6 Integrating learning with assessment

It is not advisable to compare or assess student performance in MNE, particularly in the areas of values and national qualities separately. Curriculum planning and assessment in the MNE subject should be carried out concurrently. The assessment strategies suggested in this Curriculum Guide aim to encourage teachers to record systematically students' learning, the data of which will help to further improve teaching. With the help of effective assessment strategies, students can understand what they should do to make progress (For assessment strategies for the MNE curriculum, refer to "Chapter 5 Assessment" hereof).

3.3 Curriculum design

- National education has been offered in primary and secondary schools since the return of Hong Kong to China and the implementation of moral education can be traced back long ago. Schools have, over the years, accumulated plenty of successful experiences and strategies in relation to curriculum planning, which are worthy of extension and promotion. The MNE subject is not intended as a call for schools to abandon their existing effective implementation modes, but rather to further reinforce moral and national education.
- The curriculum framework and learning objectives suggested herein for the MNE subject may help schools carry out holistic and systematic curriculum planning. Taking an overview of the content and learning experiences as specified in the existing curricula related to moral and national education, we can

review whether they cover all the learning objectives of the MNE subject or not, and make enrichment and improvement through the implementation of the MNE subject. The ultimate goal is to offer students a complete, comprehensive and sustainable moral and national education curriculum. Schools may refer to the following mode when planning the MNE subject (Figure 17):

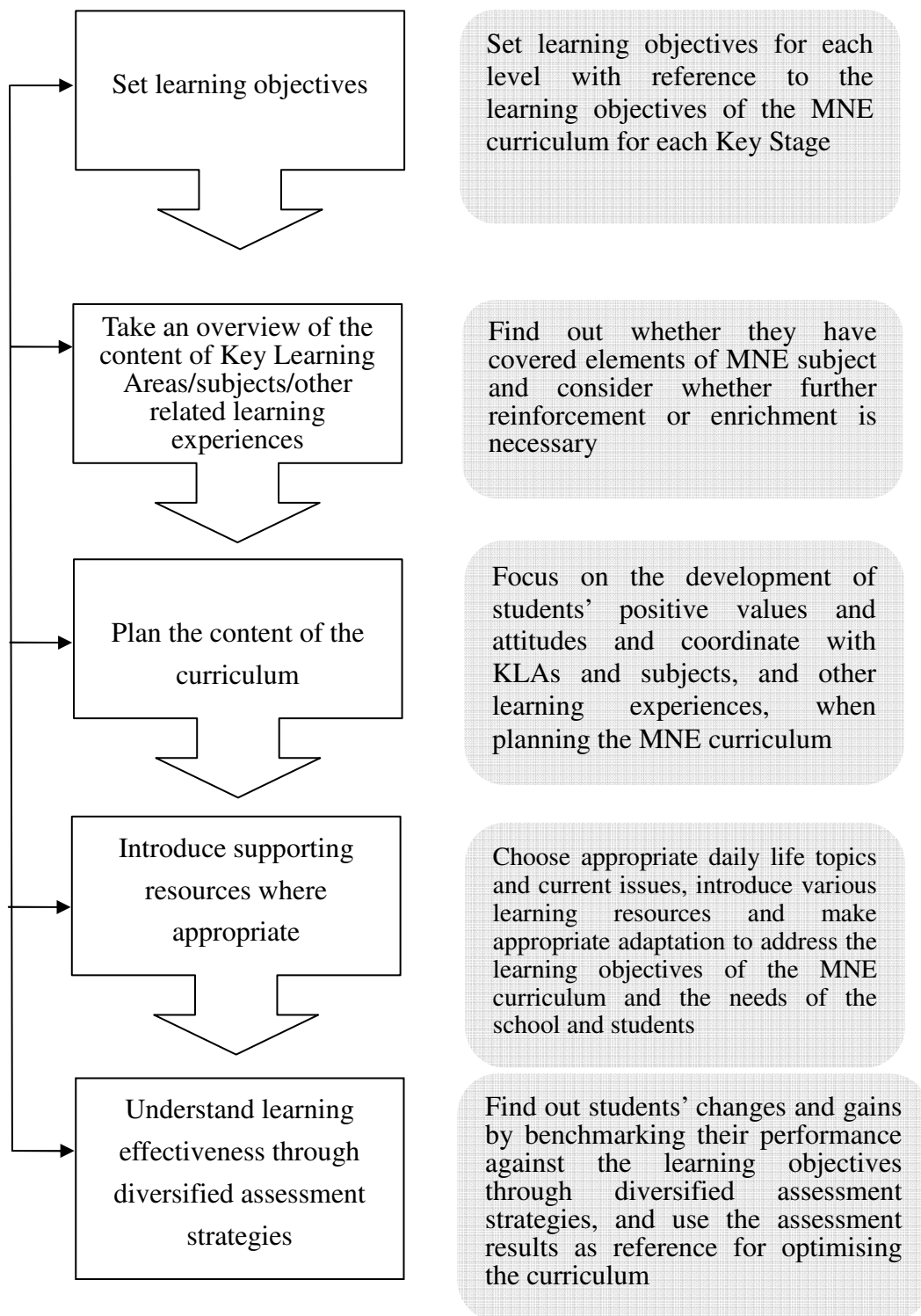


Figure 17: Suggested Mode for the Planning of the MNE Subject

- All KLAs and subjects (e.g. General Studies, Chinese Language, Chinese History, Liberal Studies and Life and Society) can readily complement with MNE because they contain learning elements of MNE. Schools should plan the

learning sessions for each domain of the MNE subject in a flexible manner. (For example, if the learning content of the Personal Domain has been covered in other subjects, and the National Domain requires additional sessions, the school may re-allocate sessions accordingly.)

- Schools are advised to use curriculum audit tools to plan the learning content of the MNE subject (please refer to “Appendix III” for details of the curriculum review tools for the MNE subject) so as to ensure comprehensive and sufficient learning experiences for students²¹.

3.4 Roles of stakeholders

3.4.1 School heads/principals

- To lead all teachers, students and stakeholders to set the overall direction and mode of implementation according to the learning objectives of the MNE subject, taking into consideration the school context, including the philosophy of the school and the conditions of the school, and the student needs, with a view to driving stakeholders towards the common goals.
- To select, appoint or authorise a teacher to take charge of the planning and implementation of the MNE subject. The teacher appointed should report regularly to the school heads/principal on the implementation of the MNE subject and the students’ learning outcomes.
- To encourage teachers to take part in professional development programmes related to the MNE curriculum; to promote a culture of lesson observation and exchange, both within school and outside school, to enhance teachers’ professionalism.
- To model desirable personal and national qualities and integrate the learning objectives of the MNE subject with the daily operation and arrangements of the school, creating a favourable environment for students to develop positive values and attitudes.
- To keep in close contact with different community organisations, government departments and relevant organisations; to coordinate the participation of

²¹ The content of Key Learning Areas/subjects related to the learning objectives of the MNE curriculum will be provided in future professional training programmes for teachers to facilitate professional exchange.

different stakeholders, and to introduce various kinds of resources and support to drive forward the implementation of the MNE subject, enhancing the effectiveness of their efforts.

3.4.2 Curriculum coordinator

- To understand fully the rationale, curriculum framework and implementation strategies of the MNE subject, enabling all stakeholders to understand the significance of the implementation of the MNE subject; to lead MNE teachers; to coordinate all KLAs, subjects and learning experiences to cultivate students' moral and national qualities.
- To communicate and collaborate with subject coordinators and relevant administration committees (e.g. Discipline Committee, Counselling Unit, and Student Growth Unit). For example, they may work together to set relevant learning and teaching strategies, arrange cross-curricular learning experiences and coordinate the use of resources to increase the overall learning effectiveness.
- To keep a close watch on the current issues and life events; to arrange the learning content of the MNE subject flexibly in response to the ever-changing social environment in order to provide students with authentic learning experiences.
- To lead MNE teachers to work out the learning objectives, learning content and learning, teaching and assessment strategies for the MNE subject; to encourage active participation and allocate teaching tasks based on their personality, interests and capability.
- To arrange for the cooperation between teachers of the MNE subject and teachers of other KLAs/subjects; to facilitate the discussion, planning and implementation of cross-curricular assignments, learning activities, workshops and other learning experiences at all levels for the purpose of cultivating positive values in students.
- To promote a culture of professional exchange; to encourage teachers of the MNE subject to observe and learn from one another, prepare for lessons together, assess students' learning regularly, and use the information as the basis for future curricular planning; to request additional resources from the school head/principal when needed.

- To lead teachers of the MNE subject to set up a comprehensive subject assessment system which records and provides feedback on the learning outcomes of students in the MNE subject and serves as a reference for the enhancement of learning and teaching.
- To conduct search for learning and teaching resources and training materials for the MNE curriculum; to create opportunities for professional development including training and exchanges, and to encourage teachers to make good use of the resources and participate in training and exchanges.

3.4.3 MNE teachers

- To understand the rationale, objectives and curriculum framework of the MNE subject; to understand the relationship between the MNE subject and other KLA/subjects and related learning experiences; to take an active part in the preparation of the curriculum content and strategies for learning, teaching and assessment; to develop identity and a sense of belonging to the MNE subject.
- To share experiences and resources with one another, discuss and design learning activities, and produce and prepare all necessary learning and teaching materials in subject meetings or collaborative lesson planning sessions.
- To show concern about the growth and needs of students; to pay attention to current issues and life events; to adapt the content of the MNE subject for the implementation of the curriculum in a close-to-life manner.
- To participate actively in training and exchange programmes related to the MNE subject, put into practice what have been learnt, to enable teaching to meet the needs of students, to be in line with social changes and to meet the expectations of different stakeholders, with a view to enhancing the effectiveness of learning and teaching.

3.4.4 Other teachers

- To understand the objectives and strategies for the implementation of the MNE subject, and recognise that it is the mission and shared responsibility of all teachers of the school to cultivate students' positive values and attitudes.
- To complement “teaching in words” with “action” and set a good example to

students.

- To think about how to capitalise on various learning opportunities and (e.g. visits and exchanges, community services and workshops) to help students practise those positive values and attitudes that reflect the learning objectives of the MNE subject; to encourage students to enhance their learning effectiveness through discussion and sharing after such activities.

3.4.5 Parents

- To understand the learning objectives and content of the MNE subject and consider what they can do to complement the curriculum in the family setting.
- To recognise the importance of close school-family cooperation, keep in touch and maintain good communication with the school, and work with the school to create a holistic learning and living environment for the cultivation of their children's moral and national qualities.
- To support the school in its learning activities to promote MNE and take an active part in these activities, e.g. participating in mainland exchange programmes or voluntary services together with their children, with the aim of widening the vision of their children and building their personal qualities and national identity.

Considerations in the planning of the MNE subject

Team building

- ◆ How to build a team of core members to plan and implement the MNE subject collaboratively
- ◆ How to encourage colleagues to participate in professional development programmes actively to enhance their understanding of the MNE subject and their mastery of the teaching strategy

System optimisation

- ◆ How to plan an efficient workflow to facilitate the implementation
- ◆ How to build a learning resource platform to collect, compile and update the relevant learning resources
- ◆ How to keep the content of the MNE curriculum updated in line with changes in society and responsive to the needs of students
- ◆ How to achieve systematic development and continuity for the MNE curriculum to ensure a sustainable development of learning effectiveness
- ◆ How to set up an effective assessment mechanism to keep track of students' learning in a comprehensive and systematic manner

Synergy

- ◆ How to liaise with the coordinators of KLAs and related learning activities to integrate the content of the MNE curriculum into all learning experiences
- ◆ How to encourage all teachers to model desirable moral and national qualities to set good examples to students and create a favourable environment for learning
- ◆ How to liaise with different stakeholders and invite relevant external support to further enhance the effectiveness of the learning and teaching of the MNE subject
- ◆ How to enhance stakeholders' understanding of the learning content of the MNE curriculum and collaborate to promote its implementation

Exchange and promotion

- ◆ How to promote a culture of collaboration and sharing to disseminate effective experiences or strategies to teachers of the same school or other schools so as to enhance students' learning effectiveness
- ◆ How to present to stakeholders the information about the learning of students in a clear and systematic manner

Chapter IV Learning and Teaching

- The learning and teaching of the MNE subject is student-centred. It encourages students to explore, think about and judge different life events, and to learn to uphold positive values and attitudes. By doing so, students will develop personal qualities, build solid identity (including their identity in family, society, nation and the world), and demonstrate desirable moral and national qualities.
- The guiding principles and strategic suggestions in relation to the learning and teaching of the MNE subject in this chapter aim to assist teachers in planning for the implementation of MNE. Owing to the differences in learning objectives and content under the different domains of MNE, there is no single learning strategy that meets all needs.
- This guide aims at providing some commonly adopted learning strategies for teachers' reference. They are not the only approaches set for the teaching of MNE. Teachers should choose and use different learning strategies as appropriate for the learning objectives and content of this subject and take into account the needs and ability of students so as to enhance the effectiveness of learning and teaching MNE.

4.1 Developing moral and national qualities by building up values

- MNE aims at enhancing students' moral and national qualities by cultivating their positive values and attitudes. Regarding the learning and teaching process, we suggest working on the following three aspects: (i) in respect of **cognition**, to deepen students' understanding of positive values, attitudes and identity building (including their identity in family, society, nation and the world) ; (ii) in respect of **affection**, to foster students' affection for upholding positive values and attitudes and identity building; (iii) in respect of **action**, to encourage students to put positive values and desirable national qualities into practice under the different domains of life; to accomplish the learning objectives of the MNE subject.
- MNE puts emphasis on the provision of learning opportunities for students to comprehend, analyse and judge events with positive values and attitudes they uphold to enable them to make reasonable decisions. This direction is in line with the ever-changing living environment of today, and will enable students to demonstrate personal moral and national qualities in face of different life events

at different ages of life.

4.2 Guiding principles

- Primary and secondary schools in Hong Kong have been actively promoting moral and national education. Effective learning and teaching strategies and implementation experiences have been accumulated and should be retained. The learning and teaching strategies for MNE as presented in this chapter are not models intended to replace the existing learning strategies of moral and national education implemented by schools. Instead, by listing some feasible strategies for learning and teaching, adaptation and improvement of existing learning strategies can be made by schools according to their own circumstances and strengths in order to instil positive values and attitudes in students and develop students' moral and national qualities more effectively.

4.3 Suggested strategies for building up positive values and attitudes

- Based on the guiding principles for the learning and teaching of MNE, we have the following six suggestions for the cultivation of positive values and attitudes:
 - ◆ valuing school-based practical experience
 - ◆ promoting “student-centred” learning experiences
 - ◆ adopting learning materials that relate to daily life and interest
 - ◆ creating a favourable learning atmosphere
 - ◆ providing learning experiences that integrate both experience and action
 - ◆ expanding understanding of various life domains in diversified ways

4.3.1 Valuing “school-based” practical experience

- The implementation of moral and national education has a long history. In primary and secondary schools, there is a team of experienced teachers who are skilled in cultivating students' positive values and attitudes and national qualities effectively. The unique strengths of some schools, e.g. Cantonese opera, Chinese painting, Chinese music, debating and community service can be used to demonstrate school-based characteristics. Against such a background, the MNE subject applies these effective learning and teaching strategies in an appropriate and systematic manner in order to provide students with diversified learning experiences to meet their needs and develop their moral and national qualities.

- One school makes great efforts to promote traditional Chinese culture and has set up various interest clubs such as a Chinese orchestra, a lion dance group, a dragon boat team and a Chinese martial arts club. Teachers may capitalise on such strengths and invite members of these interest clubs to share their learning experiences and knowledge in classes that touch on the MNE content related to Chinese culture so as to increase students' interest in Chinese culture.
- Another school has formed a sister-school relationship with a special school. The two schools organise frequent exchange learning activities. Such an arrangement allows teachers to hold discussions and simulations during class time and enhance students' knowledge about government policies on helping the disadvantaged integrate into the society. This cultivates students respect and care for people of different abilities.

- Schools may take the initiative to find out if their staff possess any unique knowledge, skills, experiences or talents that are related to MNE, and invite them to share them with MNE teachers and even students. This will enhance students' knowledge of relevant domains and increase their learning interest.

4.3.2 Promoting “student-centred” learning experiences

- Rather than simply delivering knowledge to students, the MNE curriculum aims at allowing students to understand more deeply about positive values and attitudes. Moreover, it aims to help them recognise their identities and put positive values and attitudes into practice at different stages of their life. Therefore, the MNE subject advocates learning and teaching that emphasises both “affection” and “rationality” to help students develop the determination in upholding positive values (“affection”) and the ability to discern positive values in life events (“rationality”).
- The learning and teaching of the MNE subject should be student-centred. Students should be encouraged to explore, think about and judge different life events, and instil positive values that are sustainable, so that desirable moral and national qualities can be well demonstrated. Therefore, the role of teachers is not

instilling in students a set of designated values to replace the existing ones but to guide students in achieving the following objectives:

- ◆ enhancing students' sensitivity to life events related to moral and national education
- ◆ guiding students to identify the values embedded in life events
- ◆ helping students master the skills of using positive values as standards to comprehend, discern and judge matters
- ◆ encouraging students to uphold and put positive values and attitudes into practice

How to develop positive values in students through the discussion of controversial life events

- Encourage students to search for information about different views and standpoints, and discover and identify the different values and attitudes underlying them
- Value the thinking and judgment process experienced by students. Provide them with a conceptual framework, discussion skills, analytical perspectives and decision-making models, etc.
- Emphasise the importance of independent thinking to avoid thoughtlessly taking the side which happens to be the view more accepted by the public. Take different perspectives into consideration and embrace “independent thinking” as the principle of judgment and understand the values behind these perspectives and avoid following suit.
- Teachers may have their own standpoints and views, but they need to create an open ambience and make sure that students holding different views are treated equally without bias and given equal opportunities for expression throughout the discussion.
- Teachers should not play the expert, conclude a discussion by accepting opinion from a single perspective, or suppress diverse opinion through the use of public pressure.
- The focus of a discussion should be the promotion of thinking and differentiation of the right from the wrong, instead of winning a debate or instilling teachers’ own views and values in students.
- During discussion, if the class is indifferent to the subject of discussion or come to a thoughtless or unjustified consensus on a topic, teachers may play the devil’s advocate and challenge students’ opinion or point out the contradictions in their opinion. It can stimulate thinking and raise their learning incentive.
- During discussions, teachers may act as a facilitator for learning through questions and simulation activities. This helps students analyse a topic from multiple perspectives, and make decisions by incorporating positive values to the topic discussed.
- For example, when discussing the topic “Shall we report to the teacher if we find our good friend cheating in an exam?”, we hope answers that our students would go beyond individual-oriented answers such as “His parents will punish him hard if they find out.” or relationship-oriented answers such as “He is my good friend. I am not going to turn him in.” We want students to provide answers based on the judgment of values, such as justice and honesty, and agree that “If everybody cheats, the exam will become meaningless.”, or “Being his good friend, I cannot allow him to continue making the same mistake. It will do greater harm to him if he is “bankrupt of honesty” in future.”

- The learning experience should help students make reasonable judgment when they face the ever-changing events at different stages of their life and uphold positive values and attitudes as the basis for their judgment and action. Therefore, the learning experience must be enlightening and students' prior knowledge and values should, to a certain degree, be challenged so that students are driven to make attempts to find new knowledge and perspectives to adjust their own values, and strengthen their competence in moral judgment as the foundation for future judgment to make.

4.3.3 Adopting learning materials that relate to daily life and interest

- In general, people have different interpretations of values, but they all believe that positive values are precious and worth upholding. In real situations, however, positive values could hardly be put into practice because of different constraints. Therefore, daily life experiences of students form an ideal platform to explore values.
- It is essential to develop students' desirable moral and national qualities, and enable them to practise these personality traits. Commendation or punishment of their behaviour can only help students distinguish the right from the wrong within certain scenarios, but cannot help them cope with the ever-changing society.
- In the design of learning activities for MNE, schools should help students learn and develop positive values while providing learning experiences that teach students to identify and practise positive values in different life situations. For this reason, MNE encourages teachers to adapt learning materials from current affairs, life events, and interesting topics for analysis and discussion with students so that students can learn how to uphold and practise positive values and make rational decisions in different life situations.

4.3.4 Creating a favourable learning atmosphere

- MNE aims to enhance students' moral and national qualities by developing their positive values and attitudes. In comparison with other knowledge-based subjects, MNE emphasises creating an effective learning environment to achieve the learning objectives of MNE. Wilson (1993)²², a moral psychologist, clearly

²² Wilson, J.O. (1993). *The Moral Sense*. New York: Free Press.

points out that increasing the knowledge of positive values alone is not enough to cultivate desirable moral qualities in young people. Environment factors such as schools, peers, families and the society play a more important role in helping them feel and experience the practice of desirable moral qualities such as self-discipline, honesty and courtesy, so they will recognise and continue to uphold these personality traits.

- Teachers play a key role in schools. Besides providing instruction in the lessons, teachers display their values and attitudes towards life through their manner, classroom management, daily interaction with students, etc. All these have profound impact on students' values development. According to Bandura's *Social Learning Theory* (1977)²³, children and teenagers acquire social norms by observing the speech and behaviour of adults. Students regard teachers as their role models in thinking and behaviour, and they follow how their teachers speak and behave. Therefore, "explaining" and "teaching by example" are equally important in creating a favourable learning environment and cultivating students' moral qualities.
- Support from the family members is also influential in the effectiveness of MNE. It is proposed that schools involve parents' participation in designing the learning activities and worksheets for MNE in addition to informing parents of the learning objectives and content. By encouraging the active participation of parents, a holistic and favourable learning environment can be provided for students to cultivate moral and national qualities.

4.3.5 Providing learning experiences that integrate both experience and action

- Although the learning and teaching of MNE takes place in the classroom, students can obtain unique learning experience if it is integrated with life-wide learning, e.g. on-site visit and study, mainland exchange programmes, and service learning.
- In an MNE classroom, students may enhance their understanding of the discussion content from the macro perspective and in different aspects. Learning that combines both experience and action can provide rich learning content consisting of elements such as time, scenes, characters and events. Furthermore, it provides plenty of authentic contexts for learning that allow students to learn how to deal with problems and make decisions in real-life situations. More

²³ Bandura, A. (1977) *Social Learning Theory*. New Jersey: Prentice Hall.

importantly, it cultivates the affection in students and allows the learning effectiveness to sustain.

- Take service learning as an example, students may gain experience and reflect on their social service so as to cultivate their moral qualities and sense of civic responsibility, and enhance their national qualities. There is a wide range of targets covering individuals, groups, institutions and organisations as well as monuments and antiquities for students to choose from and serve. By integrating services and learning, students can understand other people or social affairs, care for others or the society, and make contributions accordingly. The learning objective of integrating cognition, affection and action is thus achieved.
- Service learning is applicable to learning objectives and content which can be translated into first-hand experience and action, with an aim to build up a learning attitude integrating cognition, affection and action.

Cultivating a sense of belonging to the community through heritage conservation service learning

Service learning may be introduced in the Social Domain of the MNE curriculum at Key Stage Four. It provides students with authentic daily learning experiences and cultivates a sense of care and belonging within the community.

Learning Objective:

- To perform civic responsibility, show concern and actively explore these directions that contribute to the long-term well-being of the society.

Learning Content:

- Understanding and taking part in civic participation, such as mock elections, service learning and community activities, so as to build students' identity within the society.

Suggested Teaching Procedures

1. Students collect information about those monuments and antiquities near their school or home.
2. Teachers design classroom learning about the conservation of monuments and antiquities to raise students' awareness of heritage conservation.
3. In groups, students take part in service learning activities that involve monuments and antiquities conservation. They pay regular visits to the locations of these monuments and antiquities and carry out such activities as inspection and recording, tidying up and cleaning, tourist interview and voluntary guided tours. They may even write to the District Councillors and relevant authorities to express their opinions on the conservation of monuments and antiquities.
4. Teachers arrange sharing sessions for students to share their experiences based on what they have learnt in order to enhance their sense of belonging within the community.

4.3.6 Expanding understanding of various life domains in diversified ways

- MNE covers a range of domains and rich learning content. Students' prior knowledge of MNE may vary due to different backgrounds and life experiences. Teachers can make use of different ways (such as giving direct instructions, reading textbooks and references, and watching videos), together with effective questioning techniques, to deliver knowledge and information which is new to students.
- Teachers can discuss with students topics of their concern, e.g. interpersonal relationships, attitudes towards romantic love, career planning, etc, and give feedback according to the viewpoints expressed by students and lead them to reflect on the thinking and values underlying their viewpoints. Teachers can further encourage students to practise self-reflection, providing them with a learning framework through questions. This is to guide them to develop positive values and attitudes so as to achieve the desired learning objectives.

Expanding students' knowledge of the family domain with the use of authentic contexts

Situated learning mode can be adopted in delivering the learning content of the Family Domain of MNE. Students may be given different roles and identities to think of effective strategies to solve problems and deal with conflicts, and cultivate the value of “care for family” .

Learning Objective:

- To face changes and challenges within the family with perseverance and optimism.

Learning Content:

- Resolving conflicts among family members with a caring and understanding attitude.

Suggested Teaching Procedures

1. Students form groups to discuss family conflicts they have experienced, or come up with a case of family conflict.
2. Each group creates a short drama out of a case of family conflict. Select a key scene and dramatise it in a freeze-frame format.
3. Each group performs the short drama in turns. Actors and actresses freeze at the key scene to allow students to discuss the scene and propose solutions to the family conflict.
4. Teachers lead students to examine how to avoid conflicts among family members, and discuss means to maintain and foster a harmonious relationship within the family.

Expanding students' knowledge of the social domain through the use of debates

Debates can be organised in the learning and teaching of the Social Domain of MNE at Key Stage Two. Debates deepen students' knowledge of a topic by providing opportunities for them to analyse it from multiple perspectives and express their opinions. Students can make use of their thinking skills independently and from different perspectives to make reasonable judgments.

Learning Objective:

- To speak cautiously, exercise self-discipline and learn to get along with others as rational and respectful individuals

Learning Content:

- Learning interpersonal skills and friendship-building techniques, such as being courteous, showing sincerity, care and friendliness, expressing respect for friends, and being considerate and thoughtful of others.

Suggested Teaching Procedures:

1. Set as a debate topic "Nick-naming does no harm to others" and allow students to choose their stance. Both the affirmative and opposition teams present their points of views first and then take turns to present their arguments.
2. Let students share their experiences of nick-naming others or being nick-named in groups. This allows students to reflect on the motivation and intention behind such a behaviour, and understand the possible consequence of nick-naming others.
3. Provide feedback on the reflection. Point out that tolerance of nick names vary from person to person. One cannot assume that because one is tolerant, the same will hold time for others. Every one should respect others' wishes and feelings.
4. Duly emphasise the importance of the values of "be respectful" and "speak cautiously" and "exercise self-discipline" in class.

4.4 Strategy suggestions for the learning and teaching of national education

- Based on the guiding principles for the learning and teaching of MNE, there are three suggested learning and teaching strategies for national education:
 - ♦ The basis for the learning and teaching of national education: to be triggered by “passion”
 - ♦ Lesson organisation for national education: the APET national situations learning model and multiple-perspectival learning approach
 - ♦ Promotion of national education: complementing classroom learning with visits, exchange programmes and learning activities

4.4.1 The basis for the learning and teaching of national education: to be triggered by “Passion”

- Learning in the national domain of MNE is more than about the growth of knowledge in students. Learning should be triggered by “passion” so that students can understand the four dimensions of “national situations”, “affection”, “feeling” and “emotion”. The relationship among these four aspects are shown in the figure below:

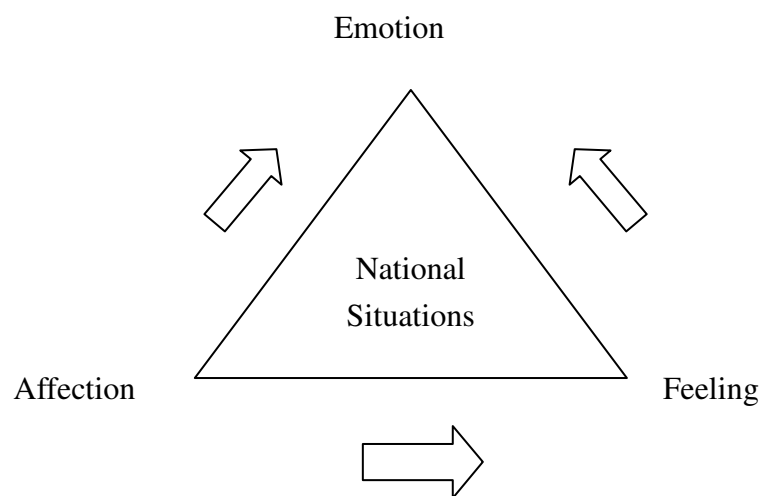


Fig.18: “Passion-based” national situations learning

- As for the learning in the National Domain, students should first establish an understanding of “national situations”. It refers to the country’s conditions in various areas including politics, economy and culture. It is an integrated and dynamic rather than a static and unchanging concept. The essence of national situations can be classified into four learning themes, including natural resources, history, humanities and contemporary development. Under natural resources, the aim is to let students understand the exploitation and use of natural resources by

the country, the potentials of the country and the opportunities and challenges facing the country. Under history, students are encouraged to study the important eras, figures, events and regions in the history of the country as well as the pulses of major developments. Under humanities, the learning of the country's cultural achievements and of its fine heritage is covered. Under contemporary development, the topics cover politics, economy, diplomatic relations and technology, enabling students to study and explore the current national situations, and look into the future of the country. With the four themes forming a framework and the addition of relevant learning content, students can have a better grasp of the major concepts and achieve systematic learning.

- The learning of the national situations attaches great importance to “affection”, which is derived from the emotional connection between an individual and their country. Teachers should develop students’ affection for the country. The cultivation of national identity cannot be separated from the development of affection for the country. Memorising information alone cannot animate the learning of our country’s situations. Human emotion should be emphasised to enliven learning. Teachers should enable students to understand that they share the same root with our country and we are closely linked to our country in history, race and culture.
- The learning of the national situations focuses on “feeling”. Teachers should help students appreciate their affection for the country through access to information related to the national situations, so that they will be moved by the strong feelings behind the information. At the same time, the learning of the national situations emphasises genuine communication between one another. A thorough understanding of the development of our country does not rely solely on information from books or the media. Apart from classroom learning, students should pay visits to the motherland and participate in exchange programmes to learn more about the development of our country with all their senses.
- The learning of the national situations should originate from “emotion”. To implement the learning of the national situations, teachers and students should show equal devotion and engage in mutual encouragement. To successfully promote national education, teachers should devote themselves to moving their students if their attempts are to be affecting. National education is not simply about the accumulation of knowledge. It is through interactions between teachers and students and mutual encouragement that true emotions can be nurtured to

become the impetus behind national education.

- The “human” factor in the learning and teaching process of this subject should not be underestimated. Affection, feeling and emotion can be traced back to human’s understanding of the national situations. A human-centred and emotion-based national education can therefore be carried out at both rational and emotional levels.

Exploring Chinese culture through rational and emotional way

- The learning objectives for the National Domain of the MNE curriculum at Key Stage Three include appreciation of the Chinese culture and understanding of the interest and essence embedded therein. Students can focus on the roof ridge decorations of traditional architecture and explore them at the rational or emotional levels.
- Using rational thinking as the starting point, students can study roof ridge decorations in an objective manner and then examine the relationship between the decoration on the one hand, and architecture and life on the other. They then express their feelings through emotional ways like drawing and clay work.
- Students can also make speculations on the expectations behind the roof ridge decorations after looking at relevant pictures, drawings, etc. They then collect information on the designs and styles of roof ridge decorations and the impact on the manufacturer. For example, Shiwan, a town in Foshan in the Guangdong province, is well known for its pottery and clay is widely-used in roof ridge decorations. Students can explore the impact of Foshan’s pottery industry on the local economy, society and people’s livelihood.
- The rational and emotional levels are complementary to each other during the learning process. They motivate students to appreciate the Chinese culture from various perspectives.

4.4.2 Lesson organisation for national education: the APET national situations learning model and multiple-perspectival learning approach

4.4.2.1 The APET national situations learning model

- A learning model (the APET national situations learning model) for teachers to adopt is proposed for the learning and teaching of the National Domain of the MNE Curriculum in the classroom. The learning model comprises four perspectives, namely Actor, Place, Event and Time. Through analysing from the political, social, humanities and technological perspectives, students will be able to think from multiple perspectives and arrive at a multi-dimensional understanding of the development of the country.
- The details of the four perspectives, i.e. Actor, Place, Event and Time, included in the APET national situations learning model are as follows:
 - ◆ Actor - People who have made tremendous contributions to the country from the perspectives of politics, military, economy, culture, art and technology and the people involved in the course of the development of the country
 - ◆ Place - Places of great significance to the development of our country such as economic development zones, congress venues and industrial centres
 - ◆ Event - Events of great significance to the development of our country such as system reform, promulgation of policies or regulations, innovations and inventions, and technological breakthroughs
 - ◆ Time - Eras of great significance to the development of our country such as philosophical movements, research, backgrounds of cultural exchanges and important dates.
- Four entry points, i.e. time, place, actor and event, are identified in the APET national situations learning model. They represent four analytical angles, namely political, social, humanities and technological, which improve classroom learning effectiveness and build a clear and multi-dimensional picture of learning that students experience during the process of observation, questioning, discussion, analysis and thinking in class. Details of the four analytical angles are as follows:

- ◆ Political - Study the country's decision-making and management system such as formulation of state policy, policy implementation, law establishment and system operation.
- ◆ Social - Show concerns over the development of people's livelihood such as housing, education, medical care and welfare.
- ◆ Humanities - Appreciate cultural development originating from daily life such as language and literature, ideology and religious beliefs, etiquette, customs, skills and traditions.
- ◆ Technological - Think about the direction for the country's technological development such as scientific ideology, technological development, application of achievement and sustainable innovations.

Promoting the learning of contemporary national situations with the APET national situations learning model

As for the National Domain at Key Stage Three, teachers can choose “Guangzhou-Shenzhen-Hong Kong Express Rail Link” as the focus and adopt the APET national situations learning model to improve learning effectiveness.

Learning objectives:

- To understand the opportunities and challenges facing the country through raising concerns for its developments and important plans

Learning content:

- Exploring the opportunities and challenges facing the Guangzhou-Shenzhen-Hong Kong Express Rail Link

Suggested teaching procedures

1. Teachers take actor, place, time and event as the entry points to propose the four learning focuses of “Guangzhou-Shenzhen-Hong Kong Express Rail Link” below:
 - Actor - People living along the Guangzhou-Shenzhen-Hong Kong Express Rail Link
 - Place - The terminal locations of the Guangzhou-Shenzhen-Hong Kong Express Rail Link
 - Event - Construction of and discussion about the Guangzhou-Shenzhen-Hong Kong Express Rail Link
 - Time - 2005 (construction of the Guangzhou-Shenzhen section when the Guangzhou-Shenzhen-Hong Kong Express Rail Link commenced)
2. Teachers guide students’ to use the four analytical angles as follows during their studies:
 - Political - The co-ordination between the Guangzhou-Shenzhen-Hong Kong Express Rail Link and the country’s rail transport policies
 - Social - Considerations for and impacts of site selection for the terminals of the Guangzhou-Shenzhen-Hong Kong Express Rail Link
 - Humanities - The impact of the Guangzhou-Shenzhen-Hong Kong Express Rail Link on people’s livelihood
 - Technological - The co-ordination between the Guangzhou-Shenzhen-Hong Kong Express Rail Link and scientific development, industrial manufacturing and urban planning
3. Teachers may guide students to compare the Guangzhou-Shenzhen-Hong Kong Express Rail Link with the national high-speed rail network development, e.g. the operation of the Zhengzhou-Xi'an High-speed Rail Link which commenced in 2010. In addition, students can explore the Ministry of Railways’ Medium- and Long-term Railway Network Plan, which proposes the construction of the four vertical and four horizontal high-speed rail networks planning in order to understand the country's long-term development of high-speed railway.

In addition, students can compare the high-speed rail link development of our country with those in other countries or regions such as Japan, South Korea, Turkey, France, Germany and United States in terms of network planning, technology application, considerations for site selection, impact on the local economy and people’s livelihood during construction and after opening to traffic so as to further understand the railway development of our country.

4.4.2.2 A multiple-perspectival learning approach

- A multiple-perspectival learning approach is suggested for the learning and teaching of the National Domain in the MNE curriculum. Classroom learning design based on the multiple-perspectival learning approach comprises learning at four levels, namely, cognition, affection, practice, problem-solving and creativity levels. Visits to the mainland and exchange programmes are also complementary to achieving systematic learning of the national situations.
- Learning at the cognitive level aims to develop students' understanding of the national situations and to help them grasp the basic facts of our country. Apart from gaining an understanding of the current situations of the country, students should analyse the national situations through multiple-perspectival thinking and with an inquisitive attitude for knowledge and truth.

Promoting the learning of the national situations in natural resources at cognitive level

- The learning of the national situations in natural resources is the focus of all four Key Stages in the National Domain of the MNE curriculum. Take land resources, included in the learning theme of natural resources, as an example. In learning at cognitive level, students will understand that land resources are closely related to the concept of a country's geographical boundaries. Apart from understanding the country's territory from the narrow geographical sense and admiring the vast territory of our country, students can take into account the population development and civil land use situation. In this way, other than knowing about our country's famous vastness of territory and richness of resources, students can learn that land resources are not inexhaustible when we compare the continuous population growth against the actual available land and they have to think of ways to cope with the opportunities and challenges the country faces during the development and application of land.
- Learning at the affective level aims to develop students' affection for the country and enable them to connect their personal emotions to the country's development by learning the true side of the country situation and empathises with the state of its situation. It aims at enabling students to care about our compatriots and be proud of the country's rapid development so as to achieve the goal that "students

being proud of the country today will be the pride of the country in the future” and connect students to the state.

Promoting the learning of contemporary national situations at affective level

The learning of contemporary national situations is a major focus of the National Domain of the MNE curriculum at all four Key Stages. The learning and teaching of contemporary national situations can take place at the affective level to explore the achievements of our country in various areas, e.g. diplomatic development, aerospace science and technology, infrastructure and economic development. This will enable students to take pride on the country’s rapid development and connect their personal emotions with the country’s development, making them more prepared to make commitment and contribution to the country’s sustainable development.

- The learning at practice level aims to foster in students a spirit of commitment to the country and enable them to learn more about the national situations through action. To start with, students, as individuals, should understand and experience the country’s development via simple and practical steps in order to strengthen the relationship between individual and the country, and subsequently build up their sense of commitment to contribute to the country.

Promoting the learning of historical national situations at the practice level

The learning of historical national situations is a major focus of the National Domain of the MNE curriculum at all four Key Stages. It encourages teachers to use reference materials about historical figures who had made great contribution in various areas and organise these materials for classroom learning. Teachers can guide students to explore the contributions made by the thinker Confucius and focus on the learning at the practice level. Apart from guiding students to know about Confucius' words and deeds, teachers can also encourage students to put the Confucius teaching, including benevolence, virtue, loyalty, forgiveness, etiquette and righteousness into practice as a means to pass on and promote the Chinese culture.

- The learning at the problem-solving and creativity levels aims to stimulate students' creative thinking on national situations so that their learning can progress from the cognitive, affective and practice levels to problem-solving through the study of the opportunities and challenges facing the country, related reforms as well as ways to carry on the past and create a bright future. The process of problem-solving should not be restricted by conventions. It emphasises thinking and creativity to meet the ever-changing and ever-innovating needs of the country.

Promoting the learning of national situations in humanities at problem-solving and creativity levels

Learning of the national situations in humanities is a major focus of the MNE curriculum at four Key Stages. The New Year picture is a treasure of traditional arts and craft. Teachers can use it as the learning material for the learning of national situations in humanities at the problem-solving and creativity levels. Apart from guiding students to know and appreciate the characteristics of New Year pictures, teachers can also encourage students to think about how New Year pictures can be interpreted with modern life with innovative results. Students can be encouraged to put forward viable strategies such as integrating New Year pictures into contemporary interior design or developing them into various kinds of decorative accessories and daily necessities. Students may also take the New Year picture as a starting point and make feasible recommendations for how to tract issues found by the declining traditional arts and crafts sector so as to learn more about national situations in the process of creative thinking and practice.

- Learning objective and learning content related to the national domain can be organised and presented through systematic classroom learning which helps enhance learning effectiveness.

Enhancing national identity through focusing on emblems of the country in classroom learning

The learning objective of the National Domain of the MNE curriculum at Key Stage One includes understanding and respecting the national symbols of the country. This learning objective can be achieved through appropriate classroom learning activities designed to deepen students' understanding of relevant topics and develop their national pride.

Learning objectives:

- To build national identity and develop the pride of being Chinese through understanding and respecting the national symbols of the country such as the National Day, national flag, national emblem and national anthem.

Learning content:

- Knowing the symbols of the establishment of the nation and national sovereignty, including the date and significance of the National Day; the design and meaning of the national flag and emblem; regulations governing when and where they can be used; the etiquette to observe during the raising of the national flag and the display of the national emblem; the name, melody, lyrics and meaning of the national anthem, and when and where it is to be sung and the etiquette to observe when it is sung.

Suggested teaching procedures:

1. Teachers guide students to discuss the importance of their birthdays. Then, draw forth the meaning of the National Day and discuss ways to celebrate the birthday of the country.
2. Teachers show the national flag of the People's Republic of China and introduce the concept underlying the design.
3. Teachers use pictures or videos (e.g. showing different national teams parading into the stadium and holding up their national flags at the opening ceremony of the Olympic Games); Chinese athletes holding the national flag and circling around the field to acknowledge the audience's cheers after winning an event; the national flag being raised while the national anthem being played in the background when a Chinese athlete is awarded with a medal in an international contest) to illustrate the occasions for the use and the etiquette to observe, enabling students to understand that the national flag is an emblem of the country and of great significance to national unity.
4. Teachers play the national anthem and lead students in a discussion of the occasions when it is sung and the etiquette to be observed. Teachers then teach students to sing the national anthem to feel the love for the country embedded in the rhythm and lyrics of the national anthem.
5. Students can further understand and experience the significance of the symbols of the country such as the National Day, national flag, national emblem and national anthem through classroom learning and revisit scenes recreated by different media. Hence, their national identity will be enhanced and they will learn to respect the emblems of the country and their significance better.

Understanding the opportunities and challenges facing the country through classroom learning of the contemporary national situations

In the national domain at Key Stage Three of MNE, students can deepen the understanding of the contemporary development and explore the country's current situations and challenges from different perspectives through the study of the automobile industry development.

Learning objectives:

- To understand the opportunities and challenges facing the country through rendering concern for its developments and important plans

Learning content:

- Exploring the impact of the country's important contemporary plans on social development. Learn about the process from conceptual planning to real practice and the opportunities and challenges facing the country.

Suggested teaching procedures:

1. Students split into groups and search for information in various fields regarding the topic "automobile industry development of the country". Examples of fields and key study areas are as follows:
 - Policies and regulations: the relationship between relevant policies and regulations and the development of the automobile industry such as "The Twelfth Five-Year Plan" and automobile manufacturing standards
 - Environmental protection: the efforts of the automobile industry to keep in line with energy-saving, emission-reduction and green and low-carbon agenda
 - Urban management: the impact of increasing use of automobile on urban roads and license management
 - People's livelihood: the relationship between the development of the automobile industry and the growth of the economy and people's livelihood
 - The development of automobile industry: development direction of the automobile industry (such as establishing Sino-foreign joint ventures and its own brands)
 - Brand creation: promotion of automobile of national and foreign brands in the mainland market
 - International trade: the significance of China's entry into the WTO to the development of the automobile industry
 - International cooperation: The contributions to the development of automobile industry made by cooperation between Chinese and foreign enterprises as well as cooperation in scientific research and technology between China and foreign countries
2. Each group sets questions about the field it has worked on for other groups to discuss. Each group is required to think about the "automobile industry development of the country" from different perspectives based on the information initially obtained.
3. Each group presents the results of the discussion. The group responsible for setting the question will comment on and supply further information to the discussion results to demonstrate the effectiveness of cooperative learning.
4. Teachers guide students to summarise the learning outcomes of each group to study the contemporary national situations from automobile industry and learn the opportunities and challenges facing the country.

4.4.3 Promotion of national education: complementing classroom learning with visits, exchange programmes and learning activities

- Apart from achieving the learning objectives in the national domain of MNE through classroom learning, teachers are also advised to organise visits, exchange programmes and learning activities to promote national education and improve the learning effectiveness.

Promoting learning in the National Domain by complementing classroom learning with visits, exchange programmes and learning activities

One of the learning objectives in the National and Social Domains of the MNE curriculum at Key Stage Three is to appreciate the Chinese culture and understand the interest and essence embedded to enhance students' national qualities. Teachers may plan a unit about Hakka culture and complement classroom learning with visits, exchange programmes and learning activities in order to help students appreciate the diversity of the Chinese culture using Hakka culture as a gateway.

Learning objective:

- To learn to appreciate the Chinese culture and understand the interest and essence embedded to enhance one's national qualities

Suggested teaching procedures

1. Teachers set "Hakka culture" as the topic for classroom learning. Appropriate approaches can be used to guide students to know the history and traditions of Hakka and the development of Hakka culture in contemporary society. Teachers may also illustrate with examples and cases, including those aspects of Hakka culture which are listed as National Intangible Cultural Heritage (e.g. Hakka folk songs, Hakka snacks, marriage customs, Guangdong Han Music, Hakka opera) and Hakka groups or personalities who made significant contributions to the society.
2. Teachers can complement the above classroom learning and teaching with relevant local and mainland visits and exchange programmes. Local visits to Sam Tung Uk Village in Tsuen Wan and Tsang Tai Uk in Sha Tin, which show the architectural features of Hakka, could be arranged. On the mainland, students may visit the Hakka districts to visit and talk to the people there. They can learn how the local government preserves the Hakka culture and helps in construction and improvement works to promote sustainable development.
3. Teachers guide students to integrate their classroom learning with learning from visits and exchange programmes to develop a thorough understanding of the topic. Through acquaintance with the Hakka culture, students can learn more about the close relationship between the country and Hong Kong and understand the efforts made by each other to contribute to the advancement and prosperity of our contemporary society.
4. Students can extend their learning by consolidating their learning outcomes through other learning experiences (e.g. project learning and sharing sessions) and through reflection. This allows classroom learning to be complemented with visits, exchange programmes and learning activities for enhanced learning effectiveness.

- The learning objectives and learning content in the National Domain can be deepened and strengthened through systematically organised visits and exchange programmes. Apart from reading materials, students also need to have their classroom learning and other learning activities complemented with visits and exchange programmes so as to understand the country's development from multiple perspectives. When arranging exchange and learning programmes, teachers need to consider consolidating and extending learning before, during and after the programmes.

Promoting learning in the National Domain through systematically organised visits and exchange programmes

- The learning objective of the National Domain of the MNE curriculum at Key Stage Two is to build understanding of the close relationship between the development of our country and Hong Kong. Teachers may arrange visits and exchange programmes focusing on the architecture of ancestral halls in the Guangdong Province and Hong Kong to complement classroom learning. This would pave the way for exploring the cultural heritage of the Guangdong Province and Hong Kong, and nurturing the feeling that we are of the same lineage.

Learning objective:

- To understand the close connection between the development of our country and Hong Kong, and to show care for our compatriots at appropriate times, to reflect that we are of the same lineage

Suggested learning procedures:

1. Before the exchange programme:
 - Students are required to conduct information search about the architecture of ancestral halls and the relationship between the Guangdong Province and Hong Kong, and set an investigation subject, e.g. exploring the relationship between ancestral hall architecture and the rise of the social status of clans.
 - Students also determine the learning purposes and prepare a learning scheme, approaches and steps according to the subject to be studied.
2. During the exchange programme:
 - Students are required to visit ancestral halls with distinguishing features in the Guangdong Province and Hong Kong, conduct information search and compare it with the information collected before the visit.
 - Students can think about the symbolic meaning behind the crab-shaped roof ridge during their visit. Crabs, a type of shellfish, reflect the wish to come top in the imperial examination during the ancient times. It also reflects the great importance attached by the clans to the imperial examination, hoping that their descendants could obtain excellent results and bring about a rise in the clans' social status.
 - Apart from observing, students can also interview people living near the ancestral halls to gain an in-depth understanding of the impact of the ancestral halls on improving the social status of the clan.
3. After the exchange programme:
 - Students are required to compile and analyse the information they collected and present their learning in different ways, e.g. reports, webpages, models, short films, role-play games or drama related to the subject. They should share with teachers, classmates, parents and different sectors in the society their learning experiences and knowledge gained in a lively and interesting way, and build learning communities to extend and deepen the effectiveness of their learning in the exchange programme.

- As there is a wide range of visits, exchange programmes and learning activities to complement classroom learning, teachers may design learning activities of different forms such as project learning and campus activities according to the needs of their students to enhance learning and teaching effectiveness of national education.
- Project learning can be carried out by individuals or in groups to complement classroom learning, visits and exchange programmes. Students can demonstrate their learning through words, images and other forms, e.g. contextual models, video clips and e-books, to help consolidate and extend their learning. In addition, students can share their projects through different channels, e.g. websites, weblogs, publications, exhibitions, reporting sessions and campus TV programmes, to promote national education.
- Campus activities can also be promoted to be in line with classroom learning, visits and exchange programmes. For example, competitions, drama performances, lunch meetings and study day/week can help build learning communities in the campus, enable students from different classes to exchange their knowledge gained and expand the reach of national education, all of which can enhance the teaching and learning effectiveness.

Chapter V Assessment

- The purpose of this chapter is to illustrate the important roles of effective assessment strategies in the learning and teaching of the MNE subject. It elaborates the importance, necessity and functions of diversified assessment strategies in reflecting and enhancing students' learning effectiveness. This chapter also illustrates the ways to strike a balance among reliability, validity and promotion of learning to maximise learning effectiveness. To enhance student learning, schools should formulate the assessment strategies according to the aims, learning objectives and learning contents of this subject, and refer to the assessment principles proposed herein.

5.1 Aims of Assessment

- Assessment as Learning: Encourage students to reflect on and evaluate their performance in MNE so as to enhance their learning and seek ways to make progress.
- Assessment for Learning: Provide positive and specific feedback for students' improvement and reflect their learning effectiveness. Help students build identity and develop a sense of belonging of their multiple roles in family, society, nation and the world through demonstrating their learning effectiveness.
- Assessment of Learning: Provide information on students' performance for teachers and other stakeholders for curriculum adaptation and to make any improvement in the implementation (Figure 19).

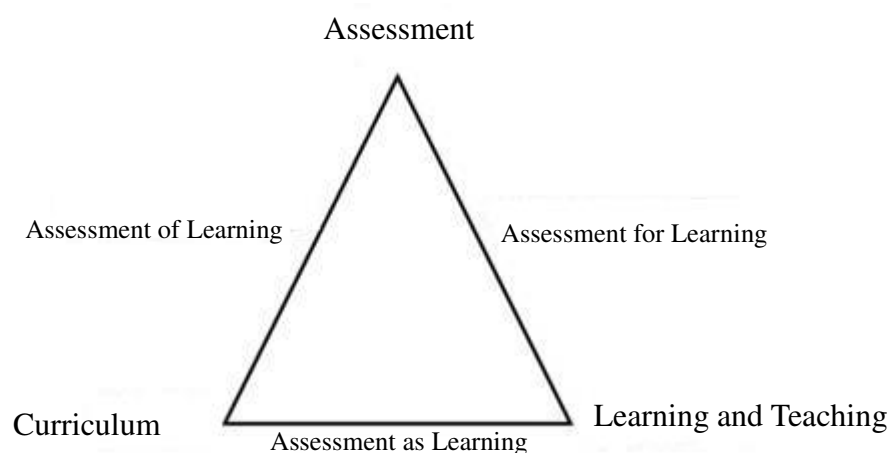
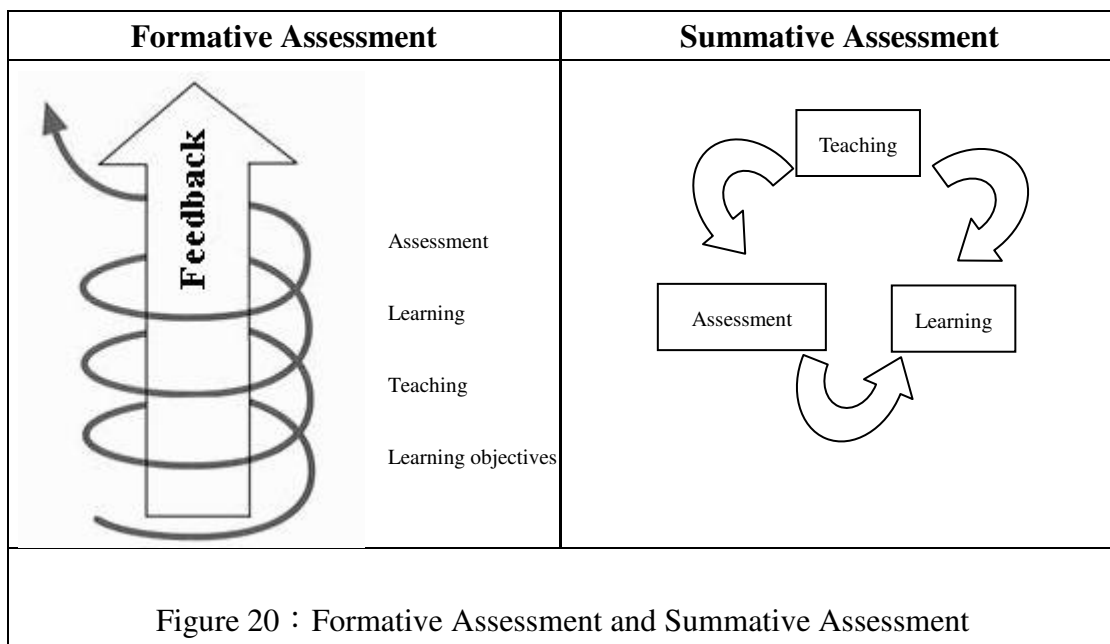


Figure 19: The functions of assessment in the course of learning

5.2 Formative assessment and summative assessment

- The curriculum reform recommends the use of assessment to improve student learning. Today, teachers have generally had a good grasp on **formative assessment** as shown in the on-going positive feedback given to students to improve their learning. Teachers are also able to adopt **summative assessment** to assess students' learning outcomes and inform different stakeholders on students' learning progress regularly. These serve as the basis for further development of the curriculum (Figure 20).



5.3 Relation between the characteristics of MNE and the assessment modes

- MNE cultivates students' positive values and attitudes so that they are equipped with positive values and will be able to uphold them and put them into practice when they are facing life events in different domains. For this reason, MNE suggests schools **adopt diversified assessment strategies** (including formative assessment and summative assessment) such as paper-and-pen test, self-assessment, peer-assessment, teachers' observation, etc., through which students' learning outcomes in MNE are fully revealed.
- MNE stresses students' identity-building in different domains of their lives, meeting their developmental needs. Assessment is primarily intended to promote learning rather than to assess whether or not students' values are "correct" or compare and decide who has "better or poorer" moral and national qualities. The assessment strategies should be the ones that **provide descriptive and directional feedback** to help students get a thorough understanding of their

performance in the subject (descriptive) and a clear direction for improvement (directional).

- MNE provides students with systematic and ongoing learning experiences to shape their moral and national qualities. The assessment should **be carried out at different stages of learning**, which include daily classroom learning, at the beginning and the end of semester, other related learning experiences, etc. It aims to help understand students' learning progress and provide them with guidance so as to promote learning.

Reflection on learning and teaching effectiveness (1)

Awareness of Values

- Does it raise students' consciousness of the values attached to their words and deeds, thoughts and habits in daily life? (e.g. teachers may help students realise that being punctual means that one values the promises he makes and respects rules.)
- Does it provoke students' thinking and help them understand the importance of personal, social and universal values? (e.g. teachers may inspire students to develop respect over humanitarianism and respect life at the individual level, i.e. not hurting oneself; while at the global level, to practise mutuality and offer timely help regardless of territories and nationalities.)

Understanding of Values

- Does it enhance students' understanding of the values embedded in classroom learning or activities as well as the intrinsic and extended meaning of such values? (e.g. appropriate activities (such as life experience and national flag-raising ceremony, etc.) are arranged by teachers to help students grasp the values embedded therein. For example, life experience programmes are conducive to expanding students' understanding of different ways of life, displaying values of acceptance and inclusion; the respect for our country shown in the national flag-raising ceremony displays values of unity and respect. Meanwhile, teachers should help students understand such values.)
- Does it help students understand the ways in which values are presented and help them build their identity in the related communities, and hence have a sense of pride and belonging? (e.g. teachers help students build different identities of them and make them proud of being a member of the community. For instance, students develop a sense of belonging and pride to their family, school, society and country, or feel proud of being a member of the related teams, such as the flag-raising team or an exchange tour to the mainland.)

Conflict of Values

- Does it lead students to distinguish, compare and contrast different values? (e.g. teachers design a dilemma in which there is a conflict between two values and help students identify the conflict such as justice and compassion, freedom and life in order to further clarify the meaning of different values and think deeper about how to handle such kinds of conflicts between different values.)
- Does it encourage students to adopt rational thinking and multiple-perspectival analysis when facing conflict of values and make sensible and reasonable decisions? (e.g. teachers help students make diversified and multiple-perspectival considerations, prioritising values and hence making fair and reasonable decisions in situations of dilemma of values.)

Reflection on learning and teaching effectiveness (2)

Fostering Affection

- Does it appeal to students' affection and subsequently become the continued drive for good deeds? (e.g. teachers, in an appropriate way, draw students' attention to different issues in life, such as the uneven distribution of resources in the world, the wealth gap in the society and thereby foster in them empathy, compassion and care for others in the world.)
- Does it appeal to students' affection so that they will extend their care to others, bringing about positive changes in their lives? (e.g. teachers can arrange voluntary services for students to let them understand that it is more blessed to give than to take, so that they will gain satisfaction by offering help to others in daily life.)

Internalisation of Values

- Does it encourage students to consciously demonstrate virtues and related universal values in daily life? (e.g. teachers create an ideal learning environment to help students put into practice the virtues and related universal values, which shall become part of their learning. For example, teachers can ask students to work on group projects and arrange appropriate tasks according to each group member's interests and needs. Even without meeting to discuss the work every day, students can adhere to the assigned tasks. They are willing to participate in learning activities, share their experience and views with others, respect the opinions of others, and join efforts to achieve the learning objectives of and contributions to the team.)
- Does it encourage students to willingly take responsibilities in different domains of their lives? (e.g. teachers help students realise their respective responsibilities in different domains, taking responsibilities willingly, and setting goals for actions. For example, in the family domain, students should face and shoulder the responsibilities as a member of the family, and commit themselves to promoting harmony in their families. In the social domain, take the responsibilities as a member of the society by respecting the law; in the national domain, take the initiative to learn about the history, culture and contemporary developments of their own country, and contribute to the sustainable development of the country willingly; in the global domain, make good use of resources and contribute to the protection of the ecological environment.)

Formation of Habits

- Does it inspire students to consciously demonstrate virtues and related universal values in daily life and form consistent habits on the basis of such values? (e.g., teachers help students in demonstrating virtues and related universal values in daily life. For example, in the personal domain, act cautiously and introspectively when browsing websites alone and using online message boards; in the social domain, stay honest, keep promise, show respect to others and never discriminate against others. In addition, actively broaden one's horizons, learn about news and current issues in Hong Kong, China and the world, and carry out objective analysis with make rational judgment.)

5.4 Assessment principles

- The aim of MNE curriculum (see “chapter 1.2 Course objectives” herein) covers the promotion of students’ moral and national qualities at cognitive, affective and practice levels. For example:
 - ◆ Cognitive level: Promote students’ awareness of their roles and responsibilities in domains such as personal, family, social, national and global domains.
 - ◆ Affective level: Raise the recognition and sense of responsibility of students and develop their empathy for their families, the society, the country and the world so that they will show love and care for their family, society, country and the world and become knowledgeable and responsible family members, citizens, nationals and world citizens.
 - ◆ Practice level: Broaden students’ horizons. By following the direction of “understand yourself, secure a foothold in Hong Kong, with the backing of the motherland, and face the world”, students can experience and realise positive values and attitudes, and be willing to care about their families and serve the society; learn about their national identity, and be willing to act in the interests of the country and the people, committed to contributing to the country and the world.

Thus, the assessment strategy should not be monotonous and restricted to paper-and-pen test, but should be closely connected with cognitive level, affective level and practice level of MNE. On-going and diversified assessment strategies should be adopted to help understand students’ learning outcomes comprehensively and systematically, as well as to allow teachers to provide positive feedback and reveal such progress to promote students’ learning effectiveness.

5.4.1 Cognitive level

- To understand changes in students that take place at cognitive level, which includes the ability to think rationally and render moral judgment and mastering of related life skills, on top of understanding moral concepts (such as the definitions of the sense of responsibility and social morality) and related knowledge.
- Besides traditional paper-and-pen test, teachers may connect assessment to

learning more closely by integrating it into daily learning and teaching, such as raising questions, group discussion, project learning and so on. These can assist teachers in obtaining students' learning progress at different learning stages and providing clear and positive feedback promptly. It helps students know their learning progress and enhance their rational thinking and moral judgment abilities.

- ◆ Example One: During the discussion of “shall we report to the teacher if we find our good friend cheating in an exam?”, if students' answers go no further than “he will be punished by the teacher”, teachers may guide students to approach this problem with the help of multiple-perspectival questions, such as “is cheating fair to other classmates?”, “are the exam results still meaningful after you cheated?”, “how valuable is integrity?”, “what defines success?”, and “the standard of being successful”, so as to help students find their own answers as well as enhance their abilities to perceive, think and judge.

- ◆ Example Two: During group discussions of topics related to the future development of the country, teachers may learn about students' understanding of the topic by leading them into discussion of the well being of the people and the long-term interests of the country apart from utilising worksheets and observation. These expand the width and depth of students' thinking and judgment while improving national qualities at cognitive level.

5.4.2 Affective level

- In order to know students' changes and development in moral and national qualities, teachers may pay attention to their changes from the triggered affection to the elicited attitudes through ways such as observation in the course of learning, students' self-assessment and parent-assessment.

- Attitude could change from feeling estranged and indifferent to attending willingly, actively accepting, approving, and joining with pleasure. The change could even be exhibited specifically in their behaviour. Instead of instant and fragmental ideas, such emotion should constitute a continuous and coherent transformation and development of attitudes, complemented by behaviours to reveal the internalised quality of life.

- Teachers may refer to the classification framework of the “Affective Domain” proposed by scholars like Krathwohl²⁴ (Figure 21a) to understand students’ transformation and achievements in moral and national qualities at “affective level” :

Performance				
				Characterisation
		Valuing	Organisation	Illustrative verbs such as: <ul style="list-style-type: none"> • Maintain • Practise • Appreciate • Appraise
	Responding	Illustrative verbs such as: <ul style="list-style-type: none"> • Join • Initiate • Justify • Differentiate 	Illustrative verbs such as: <ul style="list-style-type: none"> • Generalize • Integrate • Adhere • Synthesize • Combine 	
Receiving	Illustrative verbs such as: <ul style="list-style-type: none"> • Comply • Approve • Applaud • Read 			
Illustrative verbs such as: <ul style="list-style-type: none"> • Agree • Accept • Attend • Choose 				

Figure 21a: Classification of educational goals (Affective Domain)

- These five levels, namely “Receiving”, “Responding”, “Valuing”, “Organisation” and “Characterisation”, form a continuous and spiral structure. Behaviours at lower levels are specific and external while common and generalised behaviours can be found at higher levels.
 - Receiving–perceive and pay attention to an external object or environment
 - Responding–care about and react to such object or environment actively
 - Valuing–value such object or environment through caring about and reacting to them actively
 - Organisation–develop a complete value system by integrating newly learnt and previously acquired values
 - Characterisation–internalise this value system as part of one’s characters
- Teachers may use the classification above as the basis for reference to understand students’ change and learning outcomes at affective level. For instance, in assessing students’ identity and sense of belonging in different domains, the framework below (Figure 21b to Figure 21f) can be used to design the following indicators as standards for assessment (see assessment strategies in this chapter “5.6 Assessment Strategies”).

²⁴ Krathwohl, D.R., Bloom, B.S., & Masia, B.B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain*. New York: David McKay Co. Inc.

Performance				
				Characterisation
			Organisation	Example: uphold positive values, insist on principles and make one's deeds square with his words
	Responding	Valuing	Example:	
Receiving	Example:	Example:	change one's	
Example: accept one is different from others'	agree that "All men are born equal" and respect others' life	appreciate one's individuality and approve the value of one's own life	negative thinking and insist on the significance and value of life	

Figure 21b: Classification of educational goals (personal domain)

Performance				
				Characterisation
			Organisation	Example: be committed to undertake one's responsibilities as a family member and strive to maintain a harmonious family
	Responding	Valuing	Example:	
Receiving	Example:	Example:	summarise the emphasis on "family's opinions" and "personal will".	
Example: accept one's filial responsibilities	agree to the importance of family harmony	weigh the conflict of interest between "family's opinions" and "personal will"	Arrange or reprioritise them to achieve family harmony	

Figure 21c: Classification of educational goals (family domain)

Performance				
				Characterisation
			Organisation	Example:
Receiving	Responding	Valuing	Example:	perform one's
Example: accept one's rights and responsibilities in the society	Example: abide by the law and perform one's civic responsibilities	Example: support and participate in activities enhancing and promoting social development	compare "personal rights" with "social responsibilities". Value a society of solidarity and harmony while respecting rule of law, human rights and equality	Example: perform one's civic responsibilities and actively pay attention to the future welfare of the society

Figure 21d: Classification of educational goals (social domain)

Performance				
				Characterisation
			Organisation	Example:
Receiving	Responding	Valuing	Example:	shoulder and be
Example: realise one's responsibilities as Chinese	Example: agree that as Chinese, one should have a sense of belonging towards one's country	Example: feel proud of one's Chinese identity	combine one's identities of national citizen and world citizen and recognise one's multiple identities	Example: shoulder and be committed to one's responsibilities of improving the future welfare of one's country and its people

Figure 21e: Classification of educational goals (national domain)

Performance				
			Organisation	Characterisation
		Valuing	Example: compare Chinese culture with universal values and conclude their common characteristics	Example: appreciate diverse cultures and actively work for human well-being in terms of cultural inheritance and environmental protection
	Responding	Example: support diverse cultures and advocate cultural inclusion		
Receiving	Example: support green lifestyle			
Example: accept one's identity as a world citizen and pay attention to the sustainable development of the world				

Figure 21f: Classification of educational goals (global domain)

5.4.3 Practice level

- To assess and reveal students' moral and national qualities is more specific and easier at "practice level" than at "cognitive level" or "affective level". Teachers can observe the consistency of attendance and behaviour of students, such as whether they are committed to or enthusiastic about participating in a service during their learning activities.
- Teachers may also continue using the existing methods to record student behaviour at their schools. Letting students, peers and other stakeholders to undertake the observation, assessment and recording allows them to systematically understand and reveal students' achievements and changes at "practice level" (see "5.6 Assessment strategies" in next section for detailed assessment strategies).
- We should note that the assessment method for MNE is not fixed and there is an applicable area for each method. For example, paper-and-pen assignment in

worksheets is suitable for assessment at cognitive level, while teachers' observation and feedback, students' self-assessment, peer-assessment and parent-assessment are suitable for assessment at affective and practice levels. Teachers should make use of different assessment strategies in a flexible manner according to the specific context and keep exploring and innovating in learning and teaching practices to improve the diversified assessment strategies that help to achieve the learning objectives in full.

5.5 Remarks

- Based on the assessment concepts above, the following principles may be taken into consideration when formulating assessment strategies for MNE:
 - ♦ **Enhancing learning:** At appropriate times and ways, help students know their performance and direction for improvement throughout the whole course of learning in order to promote their learning effectiveness
 - ♦ **Providing positive feedback:** Respond in a positive way instead of finding mistakes for criticism. Reveal students' achievement in learning and facilitate their thinking of the direction for improvement to help them establish positive personal image
 - ♦ **Stating the assessment objectives clearly:** Stating the assessment objectives, methods and standards of MNE clearly to students helps them become a self-assessing learner who can control their learning progress, which improves the motivation and effectiveness of learning
 - ♦ **Adopting a multiple mode:** It is hard for a single assessment mode to reveal students' performance in full. Diversified assessment strategies should be adopted to reveal students' learning achievements in different domains and their life genuinely and systematically
 - ♦ **Avoiding simplistic differentiation:** Avoid labelling as well as differentiating students rashly into "ethical" or "unethical", "patriotic" or "unpatriotic", "responsible" or "irresponsible", and so on
 - ♦ **Encouraging participation of stakeholders:** Stakeholders, including teachers, parents, students, peers, etc., can be assessors of learning outcomes, who help reflect students' performance from different

perspectives; the participation of stakeholders helps reveal student's achievement in the learning of MNE more fully and specifically than depending on the observation and opinion of a single assessor

- ♦ **Systematic and sustained implementation:** Avoid relying on any one-off comprehensive assessment (such as the annual final test) to conclude students' achievement of the learning of MNE. Instead, give feedback systemically and continuously throughout different learning stages to help students of different abilities and performance reach their learning objectives gradually
- ♦ **Optimisation of the curriculum:** The assessment should have clear objectives and directions, emphasise recognising and revealing students' learning outcomes of MNE, and be able to provide teachers with information serving as an important basis for adjusting and optimising the course content. The assessment thus performs the functions of modifying and perfecting the curriculum

5.6 Assessment strategies

- Rather than to assess whether or not students' values are "correct" or compare and decide who has "better or poorer" performance, the assessment objectives of MNE are to provide positive feedback to students, highlight their achievements at different learning stages, facilitate their thinking of the direction for improvement and provide important information for the continuous optimisation of the curriculum.
- MNE suggests schools adopt a diversified assessment mode and establish a multiple-perspectival assessment system by inviting different stakeholders to be assessors. The following are some suggestions on diversified assessment strategies for teachers' reference. After taking into consideration the school contexts and student needs, teachers can adopt and adjust their strategies accordingly so that the assessment strategies suit the curriculum objectives of MNE, development of the schools and the students' needs.

5.6.1 During the course of learning

- **Timely questioning:** During lessons, teachers can learn about students' performance and learning progress, lead them to think from different perspectives immediately and enhance their judgment by asking questions as

well as listening and responding to their answers. In addition, with concrete, positive and immediate feedback, teachers can help students build confidence and their identity and learn the direction for improvement.

- **Combine with learning experiences:** Teachers can prepare worksheets, activity records, etc., in accordance with the learning content of MNE to obtain an overview of students' understanding of the knowledge covered by MNE. They can also find out students' views and approaches towards different life events so that teachers can provide further guidance and direction. Teachers can also provide students with positive and clear feedback and promote student learning when they are marking the assignments.

5.6.2 Inviting participation of stakeholders

- **Teachers as assessors:** Teachers can design and fill out "Teacher's Observation Form" to collect and record students' performance in their learning of MNE systematically while obtaining important information for recording and evaluating students' learning achievement (example available in Appendix IV). In addition, teachers should draw on the objectives of MNE, taking into consideration school contexts and student needs to design their assessment tool that fully reveal students' achievements in the learning of MNE for records of observation results (Figure 22).

<ul style="list-style-type: none"> • Can he/she plan his/her future and strive for his/her dreams? 	<ul style="list-style-type: none"> • Is he/she willing to undertake responsibilities to solve problems when his/her family is in adversity? 	<ul style="list-style-type: none"> • Can he/she analyse and judge current issues with rational and independent thinking? 	<ul style="list-style-type: none"> • Does he/she show concern for the development of the country and readiness to undertake the responsibility of serving the people? 	<ul style="list-style-type: none"> • Does he/she recognise the identity of a global citizen and understand global issues from the perspective of the situations of the country?
<ul style="list-style-type: none"> • Can he/she analyse life events from different perspectives, identify values involved and make reasonable judgments accordingly 	<ul style="list-style-type: none"> • Can he/she face family changes and challenges with perseverance and optimism? 	<ul style="list-style-type: none"> • Does he/she have an acute sense to current issues and the ability to study them from different perspectives? 	<ul style="list-style-type: none"> • Does he/she appreciate the Chinese culture and understand the underlying interest and essence? 	<ul style="list-style-type: none"> • Does he/she have broad horizons of the world, understand the interplay between local, the country and the world?
<ul style="list-style-type: none"> • Can he/she resist temptation from peers or outside and say no to wrong-doings? 	<ul style="list-style-type: none"> • Can he/she express his/her opinions to his/her family rationally and respectfully? 	<ul style="list-style-type: none"> • Can he/she perform civic responsibilities and show concerns for current issues proactively? 	<ul style="list-style-type: none"> • Does he/she understand the present situation of the country and can he/she make judgments based on his/her understanding? 	<ul style="list-style-type: none"> • Does he/she respect different cultures and their peoples, and embody the spirit of inclusion?
<ul style="list-style-type: none"> • Can he/she face the transition in life and changes during growth with a positive and optimistic attitude? 	<ul style="list-style-type: none"> • Can he/she actively share responsibilities such as taking care of senior and junior family members and housekeeping? 	<ul style="list-style-type: none"> • Can he/she abide by the law and exhibit good citizenship? 	<ul style="list-style-type: none"> • Is he/she aware of the nature and environment conservation of the country and can he/she develop concern for it? 	<ul style="list-style-type: none"> • Can he/she have a basic understanding of universal values such as equity, democracy and human rights?
<ul style="list-style-type: none"> • Does he/she know his/her weakness and strength and possess a positive personal image? 	<ul style="list-style-type: none"> • Does he/she know his/her responsibilities to parents and show his/her care to them actively? 	<ul style="list-style-type: none"> • Can he/she behave properly on different occasions? 	<ul style="list-style-type: none"> • Can he/she understand and respect the emblems of the country and foster a sense of belonging towards the country and his/her ancestral home? 	<ul style="list-style-type: none"> • Can he/she get along with people of different cultures with acceptance and a liberal attitude?
Personal Domain	Family Domain	Social Domain	National Domain	Global Domain

Figure 22: Examples of proposed assessment criteria for different domains of MNE

Students as assessors: (i) At the beginning and the end of each semester, students may act as the assessor for themselves by conducting pre-/post tests to understand their changes in learning expectation in MNE in that semester. Besides allowing students to better understand themselves and think about the direction for improvement, the stakeholders are provided with important information about the learning effectiveness of MNE; (ii) ask students to complete the “APASO” developed by the EDB to measure the performance and development of all or a group of students in related domains (such as Values, Ethics and Conduct, National Identity and Global Citizenship) (Details for the “APASO” are available at <http://apaso.edb.gov.hk/eng/default.htm>).

- **Peers as assessors:** After certain learning experiences such as voluntary service, exchange visits, project learning, etc., students can complete questionnaires to assess each others’ performance during those experiences (see example in Appendix V). It provides different views and perspectives for a comprehensive review of students’ performance in learning. This method, together with other assessment strategies, is able to reveal the learning effectiveness of MNE more comprehensively as well as to enhance collaborative learning.
- **Parents as assessors:** Inviting parents to complete questionnaires (see example in Appendix VI) allows teachers to learn further about the learning effectiveness of MNE and reveals students’ performance in the family domain. Moreover, the synergy of these learning activities and participation of parents creates a holistic learning and living environment for students to foster their moral and national qualities.

5.6.3 Demonstrating outcomes in different ways

- The following are a few suggested directions on how to demonstrate students’ achievements in MNE:
 - ♦ **State the objectives clearly:** As each assessment strategy has its advantages and limitations, interpretations of data collected by different strategies should be explained to stakeholders. For example: data collected by the “APASO” are only suitable for analysis at school level and should not be used for comparison of individuals. Qualitative descriptions of students’ performance are not suitable to be processed by statistical methods.

- ◆ **Avoid generalisation:** We should avoid misinterpreting the data derived from the results of the assessments and rashly labelling of “ethical/unethical”, “patriotic/unpatriotic”, etc. on students. More importantly, we should avoid students making personal attacks by exhibiting the outcomes of peer-assessment.
- ◆ **Establish a systematic mechanism:** Schools should establish a systematic assessment mechanism to keep track of students’ learning progress and performance as the basis for continuous enhancement of their learning and further improvement of the curriculum. Information could be delivered to stakeholders in different modes such as parent seminar, newsletter, project reports and portfolio.

5.6.4 Emphasising positive feedback

- Assessments in MNE, aimed at commending students for their achievements in learning, provide descriptive and directional comments instead of summarising students’ performance in MNE by scores or grades at the end of semester. The timely and appropriate positive feedback given and commendation to students enhance learning effectiveness while helping them establish positive values, attitudes and identity (including individuals’ identity in the family, social, national and global domains).
- Schools across primary and secondary levels have been using diversified modes to assess and reveal students’ commendable performance in the learning of MNE to enhance learning effectiveness and optimise the curriculum continuously:

◆ Example One:

Complementing Students' Learning Experiences with Assessment

During a mainland exchange programme organised by a primary school, participating students need to record life events and experience every day to report on in group sharing sessions at night. Teachers can give feedback and guidance according to students' reports. Throughout the whole course of learning and assessment, apart from learning about their own and others' viewpoints, the students can receive immediate response from teachers. Teachers are also able to review the effectiveness of the learning activity and make suggestions to enhance learning and teaching.

◆ Example Two:

Complementing Project Learning with Various Assessment Strategies

A secondary school asks students to study the development and challenges of the country for a project. After the project is completed, students have to report in groups on their insights and understanding of their topics and assess the performance of their group members in the course of learning. Students may also assess the reports of other groups and determine which group has the best performance. The teacher will assess the learning outcomes of each group and give opinion. The learning outcomes of all groups can be shown to the whole school on bulletin boards.

◆ Example Three:

**Understanding the Learning Effectiveness by Self-assessment
Questionnaire**

A primary school extracts questionnaires from the “APASO” for students to complete at the beginning and the end of each semester, and compares the two sets of results to study the general changes in certain development and values of students in that semester. In addition, the school adds other parameters such as grade, gender, academic performance and conduct in analysing the data collected to deepen its understanding of its students in different aspects. It also provides important information for the school curriculum.

◆ Example Four:

Reflecting Students’ Learning Outcomes in Student Report

In a primary school, class teachers write down positive and encouraging remarks related to students’ personal growth development, moral and attitudes on students’ report cards to inform parents. While handing out the report cards to parents, the school arranges a parents’ meeting to allow students to tell their parents face-to-face about their experience and difficulties in learning for the past year as well as their feelings and expectation of themselves. Teachers take this opportunity to provide positive feedback for students to help them understand their direction for improvement and establish positive self-image.

- Based on the existing foundation, schools can use various assessment modes to reveal students' learning outcomes in different learning experience of MNE to stakeholders, while providing important information for further curriculum development (see sample report of the seven-core-value assessment in Appendix VII), for example,
 - ◆ the changes as reflected in the self-assessment of students in general may be released through the school website, newsletter or report
 - ◆ teachers' observation of the learning outcomes of MNE of each student may be shown on the report card
 - ◆ the results of peer-assessment can be revealed through group report
 - ◆ parents' comments on students' performance in MNE can be displayed in newsletters to parents
 - ◆ use learning portfolios to record and reveal students' reflection and gains throughout the learning process
 - ◆ the results of tests in MNE can also be included in the transcript of studies

Chapter VI Learning and Teaching Resources

This chapter aims to introduce the learning and teaching resources for MNE, including selection criteria, types of resources as well as the management and development of resources. It also sets out applicable curriculum resources and support services which facilitates teachers to select, modify and flexibly apply appropriate learning and teaching resources to promote effective learning and teaching.

6.1 Selection criteria for learning and teaching resources

- **Upholding positive values and attitudes:** To help students strengthen their understanding about moral qualities and desirable national qualities, the learning materials should be able to illustrate the positive values demonstrated through the events and people discussed, “the importance of positive values” and “the way to uphold positive values and exhibit desirable national qualities.”. Positive values and attitudes should be clearly and concretely presented to students so that they are able to understand how to uphold and realise the desirable national qualities in different situations. In order to achieve the learning objectives, teachers should choose suitable learning materials from a variety of sources and tailor and modify them as appropriate.
- **A wide range of issues:** The subject aims to help students develop desirable moral and national qualities in different aspects of life. For this reason, we recommend teachers, when selecting learning and teaching resources, to adopt a wide range of learning materials with different perspectives, points of view, backgrounds, stands, values, ideologies so that students can reinforce their knowledge from multiple dimensions through making contrast, comparison, supplement and validation. Under the guidance of teachers, students can learn how to uphold positive values and attitudes and make rational judgment when different views and values are presented.
- **Diversified resources:** Hong Kong is a cosmopolitan city with flourishing development in information technology. Information from different types of media can be easily accessed, which provides a great variety of learning and teaching materials for MNE. Based on the curriculum content, learning objectives and needs of students, teachers can make the best use of various resources such as newspapers, magazines, publications, television programmes, movies and the Internet media. Without limiting the resources to a particular

type or source, students can not only enhance their learning experience, but also acquire skills to explore, understand, analyse and judge applicable contents from different sources.

- **Meeting students' needs:** The learning content of MNE is based on students' experiences and everyday life. To effectively develop students' moral and national qualities, when selecting learning materials, teachers should consider if the materials can align with students' growth and different qualities such as life experience, religion, interest and capability so that students will find the materials approachable. Students will have higher motivation and show more active participation, and learning effectiveness will be enhanced.
- **Appropriate modifications:** Relevant learning materials and support programmes of MNE are available from the EDB and various government departments, tertiary institutions, school sponsoring bodies, non-governmental organisations, etc. Teachers should take into consideration the school context and student needs when selecting appropriate teaching resources. They should use different types of learning and teaching materials flexibly, and make appropriate adaptation to align with the curriculum aims, learning objectives and content, pedagogies and students' learning needs for the effective development of students' moral and national qualities.
- **Building on experience:** Secondary and primary schools in Hong Kong have been actively promoting MNE and have accumulated valuable experience and school specific learning and teaching resources. Teachers can start off with existing resources to take advantage of individual schools' accumulated MNE achievements. Teachers should enhance and integrate relevant materials according to the curriculum aims, learning objectives and content so as to provide students with diversified and quality school-based learning and teaching materials.
- **Promoting proactive learning:** Teachers do not necessarily select and provide the learning and teaching resources all by themselves. They should encourage students in their course of learning to proactively search, screen and design various appropriate learning and teaching materials to enrich their learning experiences. Students with different backgrounds will have different understanding, experiences and perspectives in different sorts of life events, which enable them to enhance the learning materials selected by teachers. The

opportunity for students to engage themselves in the exploration of learning materials can help develop good learning attitudes and proceed towards life-long learning.

6.2 Different types of learning and teaching resources

- The commonly used learning and teaching resources for MNE can be classified as follows:
 - ♦ Textual materials, e.g. newspapers, magazines, books and periodicals
 - ♦ Multimedia materials, e.g. photographs, graphics, videos and music
 - ♦ Objects, e.g. national flags, relics, models, paintings and coins
 - ♦ Learning scenes, e.g. museums, historical buildings or sites and resource centres
 - ♦ Others' sharing, e.g. teachers, classmates, family members and the public
 - ♦ Curriculum resources and support services provided by the EDB, other government departments and non-governmental organisations, e.g. lesson plans, courseware packages, learning websites, school-based onsite support, training courses and guided tours

Different types of resources have their own advantages and can be complementary to each other. Teachers, when formulating their teaching plans, should consider extensively and prudently the resources from different sources and of different forms in order to make appropriate choices.

6.2.1 Textual materials

- The MNE curriculum covers different domains (including personal, family, social, national and global domains). Teachers should encourage students to read extensively and pay attention to different types of textual materials such as newspapers, magazines, books, periodicals, reports and documents to enhance their understanding of the learning objectives and content. Teachers should encourage students to form the habit of regular reading and learn from reading so that students will develop the enthusiasm to pursue knowledge proactively.
- Textual materials from different sources have their own advantages. Materials from the government or the community, local or non-local sources, organisations or individuals, can all be adopted as MNE learning materials. Students can analyse the textual materials from different sources from multiple

perspectives so as to develop a prudent and rational learning attitude. Teachers should note that textual materials from different sources may have their own stance, viewpoints and interpretations. Thus, one should not easily take a particular piece of material as the final conclusion, or rely on the information from a single source and use it as the basis for analysis and discussion.

- Besides selecting those learning materials that can help students reinforce their understanding about the various aspects of life, teachers should also take note of other learning materials that concretely present positive values and attitudes such as stories, fables, biographies, and ‘good people and good deeds’. These more interesting learning materials can better motivate students to learn, help arouse their feelings, encourage them to uphold and realise positive values and attitudes, and are contributive to the development of students’ moral and national qualities.

6.2.2 Multimedia and objects

- The everyday life, electronic media and the Internet media have made available a large stock of distinctive non-textual materials such as photographs, graphics, maps, videos, music and objects. Teachers can flexibly make use of them as learning materials.
- Non-textual materials have their unique advantages and can complement textual materials. Through visual and audio aids, non-textual materials can help express and explain the more abstract and difficult learning content and concepts in a simpler and more direct way. They are also more impressive and often make learning more interesting for students.
- In the National Domain in MNE, students are required to better understand and identify themselves with symbols of the country (such as the National Day, national flag, national emblem and national anthem). Besides textual explanations, learning can be supplemented with video clips about National Day celebrations, or objects display like the national flag and national emblem so that students are able to have a closer contact with the national symbols. It is hoped that these will arouse their feelings and they will develop respect and a more thorough understanding of the related concepts through a multi-sensory approach.

6.2.3 Learning scenes

- Different learning scenes such as museums, historical buildings and resource centres can be used as MNE learning and teaching resources. They can provide daily-life materials to enhance students' understanding of the subject. Teachers can organise visits for students based on the learning content and encourage them to learn proactively and carry out learning activities like observations, interviews and information collection, which serve as a basis for further studies and discussions as well as supplements to classroom learning. For example, students can have a personal understanding of the development of people's livelihood in China through mainland visits and exchange activities and deepen their understanding about related national learning content from different perspectives. Besides, teachers can also arrange community service for students, which provides opportunities for students to learn from an authentic situation so that they may put positive values and attitudes into practice in their daily life.

6.2.4 Others' sharing

- MNE attaches great importance to providing students with authentic and real life learning experience. Students are encouraged to carry out discussions and reflections so as to develop desirable moral and national qualities. Having contact with various types of people with different experiences and exposure such as teachers, classmates, family members and friends, students are provided with handy and interesting learning materials.
- Under the guidance of teachers, students can achieve the MNE learning objectives when they understand and are inspired by various people's viewpoints, personal values and life attitudes through interviewing and sharing with them. For example, according to the teaching pace, schools can invite experts/scholars, famous people or those who have rich knowledge and experience relevant to the learning content to conduct sharing sessions with teachers and students. This will help students strengthen their understanding about the learning content, allow them to appreciate the speakers' personality and virtues and be emotionally influenced to generate resonance.

6.2.5 Curriculum resources and support services

- Schools in Hong Kong and various sectors of our society have been paying much attention to MNE. The EDB and other government departments, tertiary

institutions, school sponsoring bodies and non-governmental organisations (such as voluntary organisations, civic groups, professional societies, academic bodies, community associations and commercial organisations) have provided various moral and national education resources and support services. Teachers can make appropriate modifications and use the resources flexibly to enhance learning and teaching effectiveness.

6.2.5.1 Curriculum resources and support services provided by the Education Bureau

- The EDB has been providing schools with various types of curriculum resources (e.g. teaching plans for life events and learning resources websites) and support services (e.g. professional training courses for teachers, mainland visits and exchange activities) to support MNE learning and teaching needs. Teachers can adopt appropriate resources and support services based on MNE learning objectives and content to enhance learning and teaching effectiveness.

Teaching plans for life events

- ♦ To support the active use of life events in secondary and primary schools to develop students' positive values and attitudes, the EDB has been continuously compiling teaching plans for life events covering various domains (including personal, family, social, national and global domains) to provide references for teachers in lesson design.
- ♦ The EDB has so far compiled over 360 teaching plans for life events, each of which includes details of learning and teaching objectives, learning key points, teaching flow, course materials and suggestions for extended activities for teachers to tailor and adopt, helping achieve different learning objectives (see Appendix VIII for the "List of teaching plans for life events").

Learning resources websites

- ♦ To cope with the development of the society, the EDB has made use of the Internet to create learning resources websites of different themes. These websites provide schools with timely and appropriate learning and teaching resources to enrich students' learning experience in MNE through information technology.
- ♦ The learning resources website of each particular theme provides relevant

learning materials (such as teaching plans, worksheets, graphics, animations and video clips), teaching strategies, suggested learning activities, practical experiences of schools, etc. Moreover, many learning resources websites also include a parents' corner to guide parents to collaborate with school teaching to provide a comprehensive learning environment for children to develop moral and national qualities. These resources websites, together with the teaching plans for life events, provide an adequate and useful supply of practical curriculum resources (see Appendix IX for "Examples of MNE learning and teaching resources available online from the Education Bureau").

Suggestions for the Selection of Learning and Teaching Resources

Teachers may consider the following principles in selecting learning and teaching resources for MNE:

- **Whether the learning and teaching resources meet the requirements of values education?**

Teachers may study the content, activity design, organisation and arrangement of the learning and teaching resources to consider whether their objectives focus on the exploration of values. Teachers and students can work together to identify, demonstrate and realise the positive values. If the learning and teaching resources focus only on displaying information, teachers should make modifications to meet the requirements of value education by adopting a values-centered perspective to analyse the materials.

- **Whether the learning and teaching resources can inspire students to think about issues from the values perspective?**

Teachers may study the learning and teaching materials to consider whether they are able to lead students into discussion about the underlying values or related conflicts of values of people and events, and whether they can provide adequate room for discussion in classroom teaching to enable students to use independent thinking to analyse issues that may involve values judgment. Through such frank and open discussion, it is hoped that positive values can be internalised.

- **Whether the learning and teaching resources are appropriate for students' levels and interest?**

Teachers of younger students may consider whether the content of the learning and teaching resources are solid and applicable to daily life, and whether their languages are simple and lively so that students can understand and master them easily. In teaching students of different learning stages, teachers should also consider whether the learning and teaching resources are appropriate for students' growth and daily life needs, psychological development conditions, learning interest, etc.

- **Whether the learning and teaching resources are objective and unbiased?**

Teachers may study the contents of the learning and teaching resources to consider whether the content is objective and unbiased. Desirable learning and teaching resources should contain both positive and negative opinions, or be able to enhance the students' knowledge of a topic from different perspectives, and present ideas in a more comprehensive way. The materials should not just propose individual, unidirectional, biased or restricted viewpoints, and should not only express an individual's subjective opinion.

In conclusion, it is more desirable for teachers to select learning and teaching resources according to the principles of values education and student-centred education, in order to provide students with learning experience in line with the essence and interest of MNE.

Professional Training Courses

- ♦ The EDB provides a series of support measures to cope with the needs and development of MNE. Besides holding different focused and serial training and professional exchange activities for stakeholders, the EDB actively cooperates with teacher training institutions to provide relevant professional development courses for teachers and support various needs such as curriculum leadership and management, learning and teaching strategies, assessment, selection and compilation of learning and teaching resources, enhancement of subject knowledge so as to improve professionalism and the quality of teaching teams.

Mainland Visits and Exchange Programmes

- ♦ The EDB provides opportunities for teachers and students to pay visits to mainland China and participate in exchange programmes through various means (such as organising visits and exchange programmes, subsidising students to participate in exchange programmes, and running joint programmes with various organisations). The 2010 Policy Address announced that it was the government's target to subsidise every student in primary and secondary school to join at least one mainland exchange programme. It is desirable to supplement national learning in MNE with visits and exchange programmes to allow students to have the opportunity to understand the different aspects of China in an authentic setting on the mainland and develop affection for their country, contributing to the enhancement of national identity.

6.2.5.2 Other related curriculum resources and support services

- The curriculum resources and support services provided by various government departments can also be adopted as MNE learning and teaching resources to enhance teachers' and students' understanding and experience about the curriculum content. For curriculum resources, government departments or related organisations such as the Constitutional and Mainland Affairs Bureau, Home Affairs Bureau, Narcotics Division of the Security Bureau, Leisure and Cultural Services Department, Radio Television Hong Kong, Hong Kong Independent Commission Against Corruption, Equal Opportunities Commission have provided MNE related learning materials (including those available online) for teachers' use. Support services are also

provided by some government departments or related organisations. For example, the Antiquities and Monuments Office and various museums of the Leisure and Cultural Services Department provide guided tour service for schools, enabling students to deepen their understanding of history and culture.

- Some tertiary institutions, non-governmental organisations and voluntary groups have also provided MNE-related support services such as exchange programmes, school-based on-site support, study programmes, visits and guided tours. Teachers can make the best use of the support services to cater for the curriculum, school and student needs.

6.3 Management and development of learning and teaching resources

- Schools should establish a system to manage various types of learning and teaching resources, and continuously understand, organise and develop the resources. The development starts from “points” (including whole school participation and inter-school collaboration) and further develops to “surfaces” (including inter-organisational cooperation and inter-regional connection).

6.3.1 Diffusion at points: Whole school participation

- The management and development of learning and teaching resources rely on the concerted efforts of different stakeholders including school heads/principals, students, teachers, parents and alumni for continuous advancement.
- The school heads/principals play a vital role in the management of MNE learning and teaching resources, e.g. setting targets, resource allocation, team organization and performance review. Support of school heads/principals can help the school effectively manage and develop resources.
- Teachers and students can work together to develop learning and teaching resources through the school intranet or other channels such as creating a school-based resource database and establishing related clubs and societies. Sharing and collaboration among teachers of different subjects and functional groups and students of different grades become practicable and thus allow more teachers and students to get involved to enrich the school’s resources and create a favourable school environment.
- Parents and alumni can also contribute to the enhancement of learning and

teaching resources. They can contribute their efforts in different areas of MNE according to their expertise and at their own wish. For example, they can help strengthen the human resources on the learning and teaching of MNE by acting as instructors in visits and exchange programmes, volunteers in learning activities, judges in learning competitions, speakers in seminars, etc.

6.3.2 Inter-school collaboration: More points to meet together

- In order to continuously update and enrich the learning and teaching resources, and to cope with social changes and students' needs, schools should actively establish the culture of professional exchange among teachers, and consistently and systematically encourage teachers to share their experience and insights with other teachers in the form of inter-school collaboration to promote MNE.
- Different schools can also create platforms to promote MNE through resource sharing and collaboration, e.g. holding seminars for teachers, forming joint-school teacher associations, setting up inter-school resource databases and networks. Sharing and collaboration can be carried out in different ways such as cooperation between schools in the same district or schools under the same school sponsoring bodies, or collaboration between schools of different learning stages, e.g. between a pre-primary education organisation and a primary school, a primary school and a secondary school, and a university and a secondary or primary school, leveraging the advantages of each party in the enhancement of learning and teaching resources.

6.3.3 Inter-organisational collaboration: From one surface to more surfaces

- MNE starts at school but does not stop there. Schools should make the best use of social resources available including those from government departments and non-governmental organisations, and bring together what is available at the school level and the social level to enable inter-organisational development of resources. Regarding government departments, schools can make use of the learning and teaching materials designed by the EDB or related government departments, or participate in related support services to improve learning effectiveness.
- Schools can also make use of the learning and teaching materials provided by different non-governmental organisations such as voluntary groups, professional bodies, academic associations and community associations, and

participate in related support services. Moreover, schools may enter into partnership with these non-governmental organisations to carry out different forms of collaboration and expand the learning and teaching resources at a social level.

6.3.4 Inter-regional connections: From one surface to more surfaces

- The continuing expansion of scope and scale is necessary for the successful promotion of MNE. Besides inter-school and inter-organisational collaborations, schools may also carry out inter-regional projects, which include cooperation among different districts of Hong Kong, between Hong Kong and mainland China, and between Hong Kong and other regions of the world.

♦ Example 1:

Utilising community resources to develop learning and teaching resources

When teaching the social and national domains, teachers can take advantage of the resources available in different districts of Hong Kong. Different communities have different characteristics. Schools and community organisations from the same district can cooperate with each other to run programmes like study programmes and competitions. Moreover, teachers can arrange activities for students e.g. to visit old buildings and traditional industries and experience festival celebrations and customs in different districts so that students can know more about the communities and build their civic identity. When they get in touch with cultural heritages and understand the close relationship between Hong Kong and the mainland, they will enhance their sense of national identity. Teachers can even compile the learning experiences to become school-based learning materials by making good use of community resources to facilitate learning.

♦ Example 2:

Developing learning and teaching resources through sister schools

When teaching the national domain, schools in Hong Kong can establish sister school relationships with schools on the mainland to share learning and teaching resources. Real-time online classes, other activities or competitions can be carried out via a long-distance video-conferencing system. Moreover, to complement classroom learning, schools can organise trips for students to go to sister schools for visits or exchange programmes. By allowing students from two regions to join together in classroom learning or study activities, schools can develop learning and teaching resources through an inter-regional collaboration approach between Hong Kong and the mainland.

**Comparison of Revised Moral and Civic Education Curriculum Framework (2008) and
Moral and National Education Curriculum Guide (2012)**

	The existing MCE	The forthcoming MNE
Learning Objectives	Emphasising the development of students' positive values and attitudes for whole-person development	Strengthening the cultivation of students' positive values and attitudes and their identity-building in the different domains of family, society, nation and the world, with an aim to developing students' moral and national qualities in a systematic and sustainable manner, thus facilitating whole-person development
Learning Content	Learning objectives and core elements organised according to the school contexts and needs of students	Providing a systematic programme - with the learning objectives of developing students' positive values and attitudes explored through daily events adopted as the learning content to suit the developmental needs of students across primary and secondary levels; complimentary to different Key Learning Areas (KLAs)/subjects in terms of values and attitudes, knowledge and skills for school-based adaptation to cater for students' needs
Mode of Implementation	MCE accorded as one of the four key tasks under the curriculum reform of 2001 with diverse implementation modes such as inter-disciplinary approach, cross-committee approach, whole-school approach, etc adopted for learning to take place in the contexts of different key learning areas (KLAs) and subjects, and further strengthened through visits, exchange programmes and learning activities	Synergising learning experiences provided by different KLAs and subjects through classroom learning and life-wide practice, such as visits, exchange programmes and service learning, etc to promote student interest and relevant learning, and to strengthen learning effectiveness
Learning Outcomes	Diversity in students' learning experiences according to different school-based learning programmes	Providing a structured and coherent curriculum across primary and secondary levels, to engender among students a sense of morality, a passion, knowledge and skills, cherish their own self, as well as the people in their families, society and nation, and develop a stronger sense of commitment in the respective domains
Assessment	Diversity in school-based assessment modes according to different school contexts	Adopting school-based assessment modes with diverse assessment methods inside and outside the classroom to enable students to understand their own performance in different aspects and to enhance learning effectiveness

**Curriculum Development Council (2001) *Learning to Learn – Life-long Learning and Whole-Person Development*
Values and Attitudes as Generic Elements in the School Curriculum**

1. "*Learning for Life, Learning through Life - Reform Proposals for the Education System in Hong Kong*" by the Education Commission (September 2000) puts forth the following, amongst others, as the Vision of the Education Reform:
 - To raise the overall quality of students: to improve the overall quality of our society through upgrading the knowledge, ability and attitudes of all students
 - To acknowledge the importance of moral education: to provide students with structured learning experiences in the areas of moral, emotional and spiritual education
2. To realise the above vision, the development of values and attitudes should become essential elements of the school curriculum. In fact, these values and their associated attitudes permeate the curricula of the eight Key Learning Areas (KLAs) and are reflected in the learning targets as well as curriculum objectives at different educational levels.

Core Values, Sustainable Values and Attitudes

3. **Values** may be defined as those qualities that an individual or society considers important as principles for conduct and that are intrinsically worthwhile. Values may be broadly categorised as **core and sustaining values**. They are fundamental to the formation of **attitudes**, which in turn affect the acquisition and application of values. An elaboration of these terms is provided below:

"Values constitute the foundation of one's attitudes and beliefs, which subsequently influence one's behaviour and way of life. Values can vary across societies, as different social and economic conditions in different geographical locations may lead to different value emphases. However, across societies, we can also identify certain values that are commonly or universally emphasised. The emergence of these universal values illustrates the common concerns of human societies, the basic qualities for human existence, the common elements in human civilisation, and also the common characteristics of human nature...we call these universal values **core values**." And sustaining values are "other values that are also important at an instrumental level, being regarded as important or helpful for **sustaining the core values**." (extracted from the *Guidelines on Civic Education in Schools* (1996), pp. 12 and 14)

The following set of core and sustaining values and attitudes are proposed for incorporation in the school curriculum: (extracted from Curriculum Development Council (2001) *Learning to Learn – Life-long Learning and Whole-Person Development*)

<p>Core Values: Personal - sanctity of life - truth - aesthetics - honesty - human dignity - rationality - creativity - courage - liberty - affectivity - individuality</p>	<p>Sustaining Values: Personal - self-esteem - self-reflection - self-discipline - self-cultivation - principled morality - self-determination - openness - independence - enterprise - integrity - simplicity - sensitivity - modesty - perseverance</p>	<p>Core Values: Social - equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - interdependence - sustainability - betterment of human kind</p>	<p>Sustaining Values: Social - plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilization heritage - human rights and responsibilities - rationality - sense of belonging - solidarity</p>	<p>Attitudes - optimistic - participatory - critical - creative - appreciative - empathetic - caring and concerned - positive - confident - cooperative - responsible - adaptable to changes - open-minded - with a respect for •self •life •quality and excellence •evidence •fair play •rule of law •different ways of life, beliefs and opinions •the environment - with a desire to learn - diligent - committed to core and sustaining values</p>
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Moral and National Education: Review Tools

Moral and National Education (MNE) Curriculum is developed basing on the foundation of the relevant learning contents of Key Learning Areas and subjects, as well as the *Revised Moral and Civic Education Curriculum Framework* (2008). To facilitate schools having a better understanding on the existing curriculum, the following tool is provided for curriculum planning. Teachers can plan the MNE curriculum by using this tool flexibly to review whether the learning objectives suggested in MNE curriculum are covered in the school curriculum and relevant learning experiences.

Key Stage 1 (Primary 1 to 3)

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
Personal Domain	Appreciate oneself, accept one’s differences from others, learn Chinese virtues and enhance personal and national qualities							
	Differentiate the right from the wrong, uphold the good and detest the evil, and preserve integrity							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson**	Assembly (e.g. morning assembly, weekly assembly)	Others			
Family Domain	Recognise the responsibility as a son/daughter and junior to foster family harmony							
	Show love and concern for family members, and establish and maintain harmonious relationships							
Social Domain	Establish a loving and inviting campus and learn actively							
	Respect others and be able to demonstrate the right etiquette on different occasions							
	Take on responsibilities towards the society, e.g. cherishing public property, obeying rules and abiding by the law							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)				Special activities	Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable						
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
National Domain	Appreciate the richness and beauty of the country through observing its landscape and antiquities							
	Cultivate national identity through understanding and respecting the emblems of the country such as the National Day, national flag, national emblem and national anthem							
	Trace traditional Chinese customs and one’s ancestral home, and foster a sense of belonging towards the country and one’s ancestral home							
	Learn the admirable qualities and virtues of outstanding figures from various fields such as politics, technology, culture, art and academic studies in the country							
Global Domain	Get along with peoples of different cultures with sincerity, acceptance and a liberal attitude							
	Develop an awareness of sustainability and an environmentally-friendly lifestyle							

* For example:

Lessons for Chinese Language and General Studies, etc. in primary schools; lessons for Chinese Language, Chinese History, Liberal Studies, Geography, Visual Arts, Ethics & Religious Studies, Health Management and Social Care, etc. in secondary schools

** For example:

Class teacher periods, lessons for Life Education, Moral Education, Civic Education, National Education, Personal Growth Education, etc.

Key Stage 2: (Primary 4 to 6)

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
Personal Domain	Accept with optimism both the physical and mental changes in the course of their growth							
	Develop a healthy lifestyle, resist temptation, and not commit any inappropriate behaviour like smoking, gambling, drinking, taking drugs, etc.							
Family Domain	Show concern for the feelings and needs of family members and be willing to shoulder the responsibilities as a member of the family							
	Respectfully and wholeheartedly take care of the senior family members							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
Social Domain	Be willing to take on responsibilities as a student through proactively serving schoolmates and the school, thus showing a sense of belonging to the school, and establishing good teacher-student relationships							
	Speak cautiously, exert self-discipline and get along with others in a rational and respectful manner							
	Understand the “Basic Law” and the essence of “One Country, Two Systems”, and respect the emblems of Hong Kong such as the regional flag, regional emblem, Hong Kong Special Administrative Region Establishment Day							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
National Domain	Develop an awareness and concern towards the nature and environment conservation through caring about changes in climate, use of natural resources and environment conservation in the country							
	Acknowledge the close relationships in the development between our country and Hong Kong, and care about our counterparts, reflecting that we are of the same family							
	Capture the essence of the Chinese culture, practise virtues such as love, filial piety, integrity and thrift							
	Trace the development of the Chinese race, understand, respect and appreciate the cultures of ethnic minorities, and foster an open attitude to promote national unity							
	Acquire a better understanding of the situations of the country from a historical perspective and broaden horizons to affirm national identity							

Domain	Learning Objectives	Implementation Modes (More than one can be selected by“√”)				Special activities	Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable						
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
Global Domain	Get to know the issues of global concern so as to gain a global perspective and embody the spirit of humanitarianism							
	Acknowledge and support core values of the age such as equality, respect, democracy, freedom, rule of law and human rights, and develop an awareness of world-citizenship. Promote integration of these values with the Chinese culture							

* For example:

Lessons for Chinese Language and General Studies, etc. in primary schools; lessons for Chinese Language, Chinese History, Liberal Studies, Geography, Visual Arts, Ethics & Religious Studies, Health Management and Social Care, etc. in secondary schools

** For example:

Class teacher periods, lessons for Life Education, Moral Education, Civic Education, National Education, Personal Growth Education, etc.

Key Stage 3: (Secondary 1 to 3)

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
Personal Domain	Adopt a positive attitude and face adversities with openness							
	Uphold the good and make reasonable judgments even when caught in dilemmas of conflicting values							
Family Domain	Actively share responsibilities to take care of senior and junior family members							
	Be able to face family changes and challenges with perseverance and optimism							
Social Domain	Discuss varied social issues in a rational and reasonable manner and show concern for the well-being of Hong Kong							
	Learn to deal with peer pressure and resist having any inappropriate behaviour							
	Recognise the importance of the “Basic Law” to the prosperity and stability of Hong Kong, and respect the essence of “Rule of Law” and “Human Rights”							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by“√”)					Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
National Domain	Understand the country’s achievements and efforts made in natural resources conservation, and care about the way forward of the country’s sustainable development							
	Explore the relationship between the constitution of the country and its important government organisations and the Hong Kong Special Administrative Region, and enhance understanding of the concepts of the state and “One Country, Two Systems”							
	Understand the opportunities and challenges facing the country through rendering concern for its important developments and plans							
	Learn to appreciate the Chinese culture and understand the interest and essence embedded therein to enhance national qualities							
	Understand the development of the country from a historical perspective and commit to taking up one’s responsibilities for the country							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
Global Domain	Broaden horizons of the world, understand the interplay between the development of Hong Kong, the country and the world							
	Respect different cultures and their peoples, and embody the spirit of inclusion							

* For example:

Lessons for Chinese Language and General Studies, etc. in primary schools; lessons for Chinese Language, Chinese History, Liberal Studies, Geography, Visual Arts, Ethics & Religious Studies, Health Management and Social Care, etc. in secondary schools

** For example:

Class teacher periods, lessons for Life Education, Moral Education, Civic Education, National Education, Personal Growth Education, etc.

Key Stage 4: (Secondary 4 to 6)

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
Personal Domain	Develop one’s interests, build up strengths, establish objectives and expectations for one’s life, and strive for the future							
	Be a person with principles and integrity, and be consistent in words and deeds							
Family Domain	Be willing to communicate with family members in a rational, respectful and caring manner							
	Strengthen family ties and foster family harmony; bravely undertake responsibilities to solve problems when the family is in adversity							
Social Domain	Develop an acute sense and discern the values embedded in social issues							
	Undertake civic responsibilities and be willing to improve the well-being of Hong Kong							
	Actively cultivate the attitude required for working in the society, such as punctuality, honesty, responsibility, and acquire the skills to get along with colleagues							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)				Special activities	Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable						
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
National Domain	Explore the relationship between the use of resources and development of the country, understand one’s responsibilities for the sustainable development of the country, and enhance awareness of protecting natural resources							
	Care about the development of people’s livelihood, take the initiative to understand the significance of the social and economic development and its impact on the improvement of people’s livelihood, be willing to render support to social and economic development, and cultivate care and concern for the people and their livelihood							

Domain	Learning Objectives	Implementation Modes (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
National Domain	Understand the major contemporary achievements in the country in areas such as economy, diplomatic relations and technology to explore the role one can play in the development of the country, be willing to strive for the well-being of the country and its people, and strengthen national unity and develop affection for the country							
	Explore traditional thinking and beliefs that shed light on a positive outlook on life and enrich the very essence of life, and exemplify the traditional wisdom and virtues in daily life							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)				Special activities	Describe briefly here if “Lesson for Key learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable						
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
National Domain	Gain a deeper understanding of the essence of the Chinese culture such as harmony and peace embedded in areas such as architecture, literature, music and art, and be proud of being a member of the country							
	Probe into significant historical events in the country from a holistic perspective and draw comparison with major world events of the age, understand the course of the internal hardships and external challenges facing the country prior to its reform and opening-up, and realise the adversities, struggles, development and accomplishments during the course							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected. (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues, lesson time, etc.)	Describe briefly here if “Others” or “Special activities” is selected. (e.g. Thematic learning week, voluntary services, project learning, local visits, cross-border exchange programmes, etc.)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly, weekly assembly)	Others			
Global Domain	Understand the meaning of world citizenship, show concern for the well-being of people at large, and respect for the rule of law, human rights, equality, democracy and freedom							
	Build up the identity of a global citizen with good grasp of the situations of the country, and be able to make rational decisions on global issues							

* For example:

Lessons for Chinese Language and General Studies, etc. in primary schools; lessons for Chinese Language, Chinese History, Liberal Studies, Geography, Visual Arts, Ethics & Religious Studies, Health Management and Social Care, etc. in secondary schools

** For example:

Class teacher periods, lessons for Life Education, Moral Education, Civic Education, National Education, Personal Growth Education, etc.

**Moral and National Education
Teacher's Observation Form***

Please “✓” the appropriate box to record your observation to the performance on the following student in Moral and National Education.

Name of student: _____		Strongly Agree	Agree	Disagree	Strongly Disagree
Class: _____ Class No.: _____					
The above student can					
Personal Domain	1. appreciate oneself, accept one's differences from others				
	2. differentiate the right from the wrong				
	3. develop a healthy lifestyle				
	4. establish objectives and expectations for one's life, and strive for the future				
Family Domain	5. show love and concern for family members				
	6. shoulder the responsibilities as a family member positively				
Social Domain	7. resist temptation from peer firmly				
	8. care about his/her school and establish good teacher-student relationships				
	9. get along with others in a rational and respectful manner				
	10. understand and take up the rights and responsibilities as a citizen				
National Domain	11. understand the natural environment and develop a concern towards the nature and environment conservation in the country				
	12. understand the opportunities and challenges facing the country in developments				
	13. realise Chinese virtues such as filial piety, integrity and thrift				
	14. care about the future of the country and the well-being of people				
	15. acquire a better understanding of the situations of the country from a historical perspective and broaden horizons to affirm national identity				
Global Domain	16. explore issues of global concern				
	17. take up the responsibility as a world citizen, e.g. care about our environment, treasure resources, etc.				
	18. respect different countries' cultures and their peoples				

* This tool is designed by making reference to the learning objectives of the Moral and National Education Curriculum. It aims at facilitating learning and teaching, observation and recording students' performance in the subject. Teachers may adopt, modify or revise this checklist according to practical needs.

Moral and National Education
Peer Assessment Form

This form is to facilitate students to conduct peer assessment on their learning performance and make suggestions for improvement.

Theme/ name of lesson/ learning activity: _____

Date of lesson / learning activity: _____

Please assess the performance of your classmates in this lesson /learning activity and write down your suggestions for improvement:

	Name of group members	His/her performance in this class / learning activity* (e.g. Learn actively? Respect others? Take up the responsibilities/ role in the group? Demonstrate desirable qualities of a citizen?)	Behaviours / attitudes that I appreciated / learnt (e.g. be well-prepared, actively participate in discussion, listen and accept others' opinions, demonstrate desirable qualities of a citizen and national citizen)
1.			
2.			
3.			
4.			
5.			

* This form can be used in lessons or learning activities. It facilitates peer assessment and leads to discussion for improvement. Teachers can modify or edit this form according to their practical needs in order to enhance learning effectiveness. Students should avoid arguments or personal remarks which are not the purpose of the assessment.

* Teachers should encourage and remind students that they are both assessors as well as the one being assessed. Students should maintain a serious and respectful attitude in learning. They should offer objective and constructive comments to their peers in a friendly, honorable and respectful manner to facilitate learning and build up a harmonious relationship among peers.

Moral and National Education
Parent Assessment Form (Key Stage ____)*

Name of child: _____ **Class:** _____ **Class No:** ()

Please put a ✓ in the appropriate box.

	Strongly Agree	Agree	Disagree	Strongly Disagree
My son / daughter				
1. understands more about his/her interests, abilities and strengths				
2. has identified his/her objectives for future				
3. shows concern for the feelings and needs of family members				
4. has aroused his/her affirmation and sense of belonging to the country				
5. has stronger sense of national identity as a Chinese				
6. cares about the current issues in the society and the world				
7. will firmly reject to commit any inappropriate behaviour				
8. is willing to communicate with his/her family members openly				
9. will actively realise an environmentally-friendly lifestyle				
10. is willing to participate in activities related to national education				
11. can stay with peoples of different races and cultures in harmony				

Name of Parent: _____ **Signature of Parent:** _____

Date of Assessment: _____

* The items listed in this parent assessment form aim at facilitating schools to understand students' performance from their families. Schools can modify or edit this assessment form according to their practical needs in order to enhance learning effectiveness.

Moral and National Education
Assessment Report on Student's Performance (Sample)

School Year: ____ Name of Student: _____ Class: _____ Class No:
 ()

Assessment at multiple perspectives (Scale: 4 = Always ; 3 = Sometimes; 2 = Occasionally; 1 = Seldom)		Assessment by			
		The student	Peers	Parents	Teachers
Area for assessment (The seven core values)					
Perseverance	1. persevere and be hardworking in learning / competitions				
	2. Handle difficulties and setbacks with confidence and perseverance				
	3. Resist inappropriate ideas and temptation firmly				
Respect for others	4. Be humble and polite (e.g. greet others with smile, respond in a friendly manner, give a seat to the needy, etc.)				
	5. Accept individual differences (e.g. different lifestyles and religions)				
	6. Protect privacy (e.g. do not read others' diary, letter or school report without consent)				
	7. Listen to and consider the opinion from others				
National identity	8. Recognise one's national identity				
	9. Appreciate Chinese culture (e.g. literatures, festive customs, architecture, foods)				
	10. Understand Chinese culture proactively				
	11. Respect the occasions of the national flag-raising and playing the national anthem (e.g. stand up straight and be quiet)				
	12. Care about the developments of the country (e.g. pay attention to the country's current issues)				
	13. Be happy and proud of the achievements of our counterparts				

	14. Be empathetic and show care or give help to our counterparts when they are in need or adversity				
	15. Equip oneself to contribute to the country in the future (e.g. actively learn Putonghua)				
	16. Plan one's future by considering meeting the needs of the country				
Responsibility	17. Perform one's responsibilities or complete assigned duties timely				
	18. Participate in voluntary services and fulfill one's social duty				
	19. Think about the consequence before making decisions				
Commitment	20. Care about the needs of others				
	21. Be willing to contribute to meet others needs				
	22. Shoulder the responsibilities for one's behaviours and decisions (e.g. admit one's mistake)				
Care for others	23. Be enthusiastic in helping others within one's ability				
	24. Show care and console those who are in difficulties or misfortune				
	25. Actively help those who are in difficulties or misfortune				
Integrity	26. Seriously keep promises				
	27. Be honest (e.g. do not lie, cheat, copy others' homework, forge signature or spread unconfirmed information)				
	28. Be brave to discourage others from their dishonest or unjust behaviours				

<u>Comments</u>	
<p>1. Each stakeholder can write down his/her comments on the student's performance in achieving the seven core values.</p> <p>2. Teachers should write down the overall descriptive comments on the student's performance regarding the seven core values in "Overall Comments from School" by integrating stakeholders' comments and the teacher's own observation.</p>	
<p><u>Student's Comment (Optional) :</u></p> <p style="text-align: right;">Signature : _____ Date : _____</p>	<p><u>Group's Comment (Optional) :</u></p> <p style="text-align: right;">Signature by Representative : _____ Date : _____</p>
<p><u>Parent's Comment (Optional) :</u></p> <p style="text-align: right;">Signature : _____ Date : _____</p>	<p><u>Teacher's Comment (Optional) :</u></p> <p style="text-align: right;">Signature : _____ Date : _____</p>
<p><u>Overall Comments from School (Required) :</u></p> <p style="text-align: right;">Signature by Representative and School Chop : _____ Date : _____</p>	

Remarks

1. The assessment report is designed according to the characteristics of the seven core values. It helps schools to conduct a more comprehensive assessment on students' performance by making reference to different comments (from the student, peers, parents and teachers). The report would allow student to understand his/her characteristics and abilities, and encourage him/her to make improvements to enhance learning effectiveness and moral qualities.
2. Each stakeholder (the student, peers, parents and teachers) should complete the assessment form respectively.

List of teaching plans for life events (Chinese version only)

「生活事件」教學事例一覽

第一學習階段(小一至小三)：個人成長及健康生活

- 教學事例：** 生命的起源
內容簡介： 介紹男性和女性的生殖器官、胎兒的形成、性別及雙胞胎的知識等；指出生命的起源都是自然和美好的事，鼓勵學生學習愛護、尊重和珍惜寶貴的生命
價值觀/態度： 尊重他人、珍惜生命
技能/能力： 研習能力
下載網址：
http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/01_Self/files/DownloadFile.asp?DLfileName=life-event_originlife.doc
- 教學事例：** 私隱部位，不可亂碰
內容簡介： 讓學生學習彼此尊重，辨別好的接觸和壞的接觸，同時懂得保護自己私隱部位和拒絕別人的冒犯
價值觀/態度： 尊重、保護自己
技能/能力： 拒絕技巧、解決問題能力、批判性思考能力
下載網址：
http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/06_Voi/files/DownloadFile.asp?DLfileName=life-event_childabuse.doc
- 教學事例：** 緊守防線，勿亂碰我! (懂得保護自己)
內容簡介： 透過小組活動，讓學生珍惜和尊重自己的身體，並學習保護自己的具體方法
價值觀/態度： 尊重他人、愛惜自己
技能/能力： 保護自己、拒絕技巧
下載網址：
http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_1_7.doc
- 教學事例：** 我會依從醫生的指示去吃藥
內容簡介： 透過生活經驗，讓學生明白服用藥物是需要按照醫生的指示，不可隨意增加或減少，以達致藥物治療的功效，從而建立積極和健康的生活
價值觀/態度： 自省、自律
技能/能力： 自我管理能力、解決問題能力
下載網址：
http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_1_8.doc
- 教學事例：** 不要吃太多零食
內容簡介： 從知識和技能兩方面入手，使學生明白零食對健康的影響及如何選擇健康食物
價值觀/態度： 責任感、愛惜自己
技能/能力： 自我管理能力、協作能力、溝通能力
下載網址：
<http://cd.edb.gov.hk/mce/section3/doc/1.1.1.doc>
- 教學事例：** 我要天天做運動
內容簡介： 以「我要天天做運動」為題，讓學生認識做運動的重要性，從培養做運

動的習慣入手，鼓勵學生建立健康的生活習慣，及培養堅毅的精神

價值觀/態度： 堅毅、自律、

技能/能力： 自我管理能力、研習能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_1_2.doc

教學事例： 自己動手執書包

內容簡介： 透過遊戲和同輩經驗的鼓勵，幫助學生認識自我照顧的責任感，明白養成主動、承擔責任、不依賴他人、獨立的生活態度的重要性

價值觀/態度： 承擔精神、自律、獨立

技能/能力： 自我管理能力、協作能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_1_3.doc

教學事例： 我會照顧自己的起居

內容簡介： 引導學生明白自我照顧的意義，並樂意在起居生活中實踐，以培養自律、負責任、利己利人的態度

價值觀/態度： 責任感、自律、利己利人

技能/能力： 解決問題能力、自我管理能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book1-Gowth&Healthy/P1_growth_case1.pdf

教學事例： 我懂得好好打扮自己

內容簡介： 幫助學生明白打扮自己的原則是配合場合、天氣及個人體型，並認識簡樸的打扮之道

價值觀/態度： 尊重他人、簡樸、個人獨特性

技能/能力： 創造力、批判性思考能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book1-Gowth&Healthy/P1_growth_case2.pdf

教學事例： 小富由儉 (善用零用錢)

內容簡介： 透過體驗活動，增加學生對金錢的概念，從而鼓勵他們善用零用錢及養成儲蓄的習慣

價值觀/態度： 責任感、節儉

技能/能力： 生涯規劃、分析能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_1_6.doc

教學事例： 拜拜臭脾氣

內容簡介： 讓學生思考亂發脾氣會引致的後果，學習尊重別人，關愛別人，並讓學生反省自我控制脾氣的能力，從而學會理性及適當地宣洩情緒

價值觀/態度： 關愛、尊重他人、理性

技能/能力： 協作能力、溝通能力、情緒管理

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_1_4.doc

教學事例： 世界盃關我事？

內容簡介： 本教案旨在幫助學生對世界盃足球比賽有初步認識，並從小培養他們觀賞足球比賽的正面態度，以及認識「賭波」的後果。

價值觀/態度： 理性、自律、參與

技能/能力： 自我管理能力、分析能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/世界盃關我事?.doc

教學事例： 清明掃墓顯孝思
內容簡介： 透過學習活動，讓學生認識生命，加強瞭解家庭、宗族血緣的關係；藉著清明節掃墓，思念祖先的恩德，做個負責任、有孝義的子孫
價值觀/態度： 尊重生命、責任感、歸屬感
技能/能力： 敦親睦族、實踐孝道、研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_1_5.doc

第一學習階段(小一至小三)：家庭生活

教學事例： 爸爸，可以不抽煙嗎？
內容簡介： 讓學生了解吸煙的禍害，並主動關心有吸煙習慣的家人的健康，從而鼓勵他們遠離煙草。
價值觀/態度： 關愛、為他人設想
技能/能力： 創造力、溝通能力、分析能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_2_8.doc

教學事例： 爸爸媽媽分開了
內容簡介： 透過互動學習，讓學生明白父母離異後，個人和家庭生活出現的轉變；同時教導他們如何向信任的人表達感受
價值觀/態度： 堅毅、積極面對逆境
技能/能力： 溝通能力、情緒表達、抗逆能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_2_7.doc

教學事例： 親親「悅」讀(親子伴讀)
內容簡介： 讓學生體會閱讀的樂趣，邀請父母或家人一起閱讀有益的課外讀物，並透過製作「親子窩心小書」活動，讓學生發揮創意之餘，亦培育互助、互愛的正面價值觀
價值觀/態度： 主動學習、關愛、欣賞
技能/能力： 研習能力、溝通能力、創造力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_2_4.doc

教學事例： 玩具樂分享
內容簡介： 透過故事、遊戲等活動，讓學生感受被別人搶走自己東西的感受，從而明白被尊重的重要，並幫助學生學習尊重別人的意願、且樂於與兄弟姐妹和他人分享自己的物品，享受分享的樂趣
價值觀/態度： 尊重他人、分享、包容接納
技能/能力： 溝通能力、情緒管理、協作能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_2_5.doc

教學事例： 家庭會議：週末好去處
內容簡介： 培養學生以尊重和體諒的態度與家人相處，並關愛家人
價值觀/態度： 尊重他人、關愛、體諒
技能/能力： 溝通能力、協作能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_2_6.doc

教學事例： 幫助做家务

內容簡介： 協助學生養成做家务的習慣，以培養他們堅毅、參與、合作、負責和盡義務等價值觀和態度

價值觀/態度： 堅毅、參與、責任感

技能/能力： 自我管理能力和協作能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.2.1.doc>

教學事例： 與家人爭看電視節目

內容簡介： 讓學生反思自己日常在家中的行為，是否與家人時有爭執，並幫助他們探討爭執的行為對家人及自己的影響，繼而學習與家人相處之道，幫助學生培養尊重他人的情操

價值觀/態度： 尊重他人、關愛

技能/能力： 溝通能力、創造力、解決問題能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.2.2.doc>

教學事例： 我不讓父母為我勞氣了

內容簡介： 透過活動引導學生理解家庭各成員的角色與責任，使他們感受到父母的期望，以尊重父母與負責任的態度，自發地盡本份

價值觀/態度： 尊重他人、責任感、合作

技能/能力： 溝通能力、協作能力、自我管理能力和

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.2.3.doc>

教學事例： 我家有了新成員

內容簡介： 培養學生以關懷、分享、合作及負責任的態度，來適應家庭環境的轉變，與家人建立良好的關係，並學習成長

價值觀/態度： 關懷、合作、責任感、適應轉變

技能/能力： 溝通能力、協作能力、自我管理能力和

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book2-Family/P2_family_case1.pdf

教學事例： 我和家人上館子

內容簡介： 讓學生學習主動去表達對家人的關懷和尊重，以建立親密的家庭關係，並明白在公共場所要保持良好的行為

價值觀/態度： 關懷、尊重他人、為他人設想

技能/能力： 自我管理能力和溝通能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book2-Family/P2_family_case3.pdf

第一學習階段(小一至小三)：學校生活

- 教學事例：** 「我是小學生了」(勇於面對轉變)
內容簡介： 協助小一生建立正面的自我形象，認識自己身份和學校生活的轉變，鼓勵他們融入校園生活，積極投入新環境
價值觀/態度： 積極、自決、樂於面對轉變
技能/能力： 自我管理能力和研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_3_6.doc
- 教學事例：** 我會做好自己的功課!(不抄襲功課)
內容簡介： 協助初小學生明白做好自己功課及不抄襲功課的重要性，有助培養他們成為有責任感及誠實的人
價值觀/態度： 誠信、責任感、自律
技能/能力： 自我管理能力和研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_3_7.doc
- 教學事例：** 幫助同學解決功課問題
內容簡介： 幫助學生以尊重、關懷及忍耐的態度教導同學，從而與同學建立和諧的關係
價值觀/態度： 關愛、有耐性、尊重他人
技能/能力： 協作能力、溝通能力、研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_3_5.doc
- 教學事例：** 今天我收到成績表
內容簡介： 幫助學生面對考試及考試結果，掌握正確的學習態度和方法，讓他們明白只要持堅毅、積極的精神，定會得到理想的成績
價值觀/態度： 堅毅、責任感、樂觀、積極
技能/能力： 解決問題能力、研習能力、自我管理能力和
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.3.3.doc>
- 教學事例：** 上補習課
內容簡介： 幫助學生明白要使學習進步，必先要樂於學習、勤奮及有責任感
價值觀/態度： 負責、勤奮、樂於學習
技能/能力： 解決問題能力、自我管理能力和溝通能力
下載網址： http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book3-School/P3_school_case3.pdf
- 教學事例：** 我學會了唱國歌
內容簡介： 透過在校學習唱國歌的生活經驗引入，讓學生認識國歌的背景及所反映的中國歷史、中華民族的精神，從而建立學生對祖國的認識與認同
價值觀/態度： 國民身份認同、尊重他人、責任感
技能/能力： 研習能力、自我管理能力和批判性思考能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.3.2.doc>
- 教學事例：** 我學會了預防登革熱
內容簡介： 教導學生有關登革熱的常識及如何協助成年人做好預防杜絕蚊子滋生

的措施，從而提高學生在環境衛生方面的意識及預防蚊患的警覺性，並培養他們的責任感和公德心

價值觀/態度： 責任感、公德心
技能/能力： 自我管理能力和研習能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/denque.doc>

教學事例： **清潔校園、師生樂園**
內容簡介： 透過學校清潔活動，使學生明白清潔的學校環境對同學的重要；保持環境清潔不單是工友們的工作，也是校內每一位成員應盡的責任

價值觀/態度： 責任感、合作、尊重他人
技能/能力： 自我管理能力和協助能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_3_1.doc

教學事例： **愛心處處，校園零欺凌!**
內容簡介： 讓學生明白何謂欺凌行為、面對欺凌行為的正確態度及明白同學/朋輩間應互相尊重和關愛的重要性

價值觀/態度： 尊重他人、關愛
技能/能力： 協作能力、保護自己、溝通能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_3_8.doc

教學事例： **選班長**
內容簡介： 透過選班長的生活事件，幫助學生明白參與選舉(選班長)是班內每個同學的責任；從選舉的規例中，讓學生明白選班長的原則和參與選舉的態度；再透過投票選班長的過程，實踐負責任地投票的行為

價值觀/態度： 責任感、理性、承擔精神
技能/能力： 協作能力、溝通能力、解決問題能力、批判性思考能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.3.4.doc>

教學事例： **學校選了我當服務生**
內容簡介： 幫助學生建立履行服務生職責時的應有態度，如服務、承擔、自律及責任等

價值觀/態度： 服務精神、承擔精神、自律、責任感
技能/能力： 協作能力、解決問題能力、自我管理能力和溝通能力
下載網址： http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book3-School/P3_school_case5.pdf

第一學習階段(小一至小三)：社交生活

教學事例： 「和平小天使」(學習處理朋友間的紛爭)
內容簡介： 讓學生學習處理朋友間紛爭的正確態度和方法，鼓勵他們以溫和、互諒互讓的態度對待朋友，不輕易與朋友吵架

價值觀/態度： 承擔精神、關愛、尊重他人
技能/能力： 協作能力、溝通能力、情緒管理
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_4_6.doc

教學事例： **同學，不要緊!(寬恕別人的過失)**
內容簡介： 協助學生明白每人均有犯錯的時候，學習體諒別人的處境，在懂得寬恕

別人的同時，亦能讓自己心境舒暢

價值觀/態度：接納他人、關愛、體諒

技能/能力：情緒管理、協作能力、溝通能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_4_7.doc

教學事例： 邀請朋友到我家玩耍

內容簡介： 教導學生一些基本的與人相處的技巧，從而學會款客及待人之道

價值觀/態度：積極、主動、關愛

技能/能力：協作能力、溝通能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_4_3.doc

教學事例： 我出席親朋戚友的晚宴(注意餐桌禮儀)

內容簡介： 透過出席親朋戚友的晚宴，讓學生學會妥善地使用餐巾及掌握一些基本餐桌禮儀，以表示對別人的尊重及培養學生在不同場合應有的態度

價值觀/態度：尊重他人、律己

技能/能力：基本禮儀、自我管理能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_4_4.doc

教學事例： 有借有還

內容簡介： 透過故事及活動，讓學生明白借了別人的東西，要堅守承諾，準時歸還給物主；此外，如果借來的物件涉及別人私隱，我們必須尊重，不可隨便告訴他人

價值觀/態度：誠信、尊重他人、信守承諾

技能/能力：溝通能力、自我管理能力、處理私隱

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_4_5.doc

教學事例： 帶什麼禮物往生日會

內容簡介： 讓同學透過探討選購禮物的原則、送贈以至接受禮物的態度，反思自己待人處事的方式以及生日的意義，從而培養尊重自己、尊重他人、尊重生命等價值觀

價值觀/態度：尊重自己、尊重他人、尊重生命

技能/能力：溝通能力、自我管理能力、基本禮儀

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.4.1.doc>

教學事例： 我認識了新朋友

內容簡介： 鼓勵學生養成尊重他人的態度，並主動與人交往

價值觀/態度：尊重他人、關愛、主動

技能/能力：溝通能力、自我管理能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.4.2.doc>

教學事例： 我認識了新朋友(2)

內容簡介： 幫助學生明白要抱著主動、開放自己及關心別人的態度結識新朋友

價值觀/態度：主動、開放自己、關心他人

技能/能力：溝通能力、自我管理能力、協作能力

下載網址： http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book4-Social/P4_social_case1.pdf

教學事例： 一同遊戲

內容簡介： 幫助學生學習參與遊戲要尊重別人、遵守規則和表現體育精神

價值觀/態度： 尊重他人、守規則、體育精神

技能/能力： 協作能力、溝通能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book4-Social/P4_social_case2.pdf

教學事例： 我的朋友

內容簡介： 幫助學生明白與朋友相處時應有的態度，使其反思待人處事的方式，從而培養尊重他人、關心他人、與別人和諧相處的態度

價值觀/態度： 尊重他人、關心他人

技能/能力： 協作能力、溝通能力、解決問題能力

下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3056/ks1_3.doc

教學事例： 參加社區活動

內容簡介： 透過兒童在課餘時參與不同的社區活動(如繪畫、唱歌、跳舞、打籃球、旅行等)，讓他們體會活動中的樂趣，從而培養他們積極參與的態度，並在當中學會接納及尊重他人等良好品德

價值觀/態度： 主動、接納、尊重他人、投入參與

技能/能力： 協作能力、溝通能力、解決問題能力

下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3056/ks1_2.doc

第一學習階段(小一至小三)：社會及國家生活

教學事例： 爸媽帶我遊公園

內容簡介： 引導學生認識、欣賞和愛護大自然，從而提高學生保護環境的意識；並幫助他們明白保持環境清潔是每一個市民的責任

價值觀/態度： 責任感、承擔精神

技能/能力： 研習能力、鑑賞能力、自我管理能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.5.3.doc>

教學事例： 看到同學在校車上大聲喧嘩／嬉戲

內容簡介： 以學生在校車的遭遇，引導學生明白尊重他人的重要；鼓勵他們在公眾場所要注意自己的禮儀，培養應有的態度

價值觀/態度： 尊重他人、禮貌、自律

技能/能力： 自我管理能力、社交禮儀

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.5.4.doc>

教學事例： 我乘坐公共交通工具

內容簡介： 讓學生明白在公共交通工具時應有公德心，並保持自律、禮讓等態度

價值觀/態度： 自律、禮讓、公德心

技能/能力： 協作能力、批判性思考能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book5-Society/P5_society_case2.pdf

教學事例： 小心過馬路

內容簡介： 透過不同的學習活動，幫助學生認識到若他們不小心過馬路，便很容易生意外；小心過馬路是盡市民的責任，是守法的表現，最終希望能幫助學生培養負責任的態度和守法的精神

價值觀/態度： 責任感、遵守規則、律己

技能/能力： 解決問題能力、自我管理能力和研習能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/1.5.2.doc>

教學事例： **新春到長輩家拜年**
內容簡介： 透過介紹春節的一些習俗，學習拜年時應有的傳統禮儀及尊敬長輩等美德；同時，加強學生對中國傳統文化的認識，提升對國民身份認同並到長輩家拜年。

價值觀/態度： 尊敬長輩、禮貌、國民身份認同
技能/能力： 協作能力、溝通能力、創造力、基本禮儀
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_5_8.doc

教學事例： **齊來學書法**
內容簡介： 透過介紹漢字的結構，讓學生認識中國書法，從而培養學生欣賞中國文化的精神，提升學生的國民身份認同。

價值觀/態度： 國民身份認同、文化承傳、欣賞
技能/能力： 溝通能力、創造力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_5_9.doc

教學事例： **出席學校升國旗典禮**
內容簡介： 介紹如何透過參與升旗禮，以培養學生的國民身份認同、尊重及愛國等價值觀和態度

價值觀/態度： 國民身份認同、尊重他人
技能/能力： 研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_5_6.doc

教學事例： **知多一點點：中國傳統節日**
內容簡介： 介紹中國的其中一個傳統節日——端午節，令學生對中國的傳統節日，可以知多一點點，從而增加對中國文化的認識

價值觀/態度： 尊重他人、欣賞、國民身份認同
技能/能力： 研習能力、分析能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_5_7.doc

教學事例： **回鄉探親記**
內容簡介： 幫助學生以欣賞及尊重的態度，接納中港兩地生活習慣及文化上的差異
價值觀/態度： 尊重他人、欣賞、適應環境

技能/能力： 自我管理能力和解決問題能力、批判性思考能力
下載網址： http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book5-Society/P5_society_case7.pdf

教學事例： **廢物回收，人人有責**
內容簡介： 透過學生參加屋邨廢物回收運動的生活事件，讓學生明白做任何事情都需要有堅毅精神；並透過專題研習，希望提供一完整學習經歷讓他們親身體驗並建立堅毅精神

價值觀/態度： 堅毅、責任感、承擔精神
技能/能力： 研習能力、解決問題能力、協作能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_5_1.doc

教學事例： **我要出一分力 (參與國際慈善賑災活動)**

內容簡介： 透過近年發生的嚴重天災，引發學生思考如何發揮自己的力量向災民施予援助，培養學生主動關心社會和國家時事的態度，明白為社會、國家乃至世界有需要的人出一分力，是世界公民之責任

價值觀/態度： 承擔精神、關愛、服務學習

技能/能力： 協作能力、組織策畫、解決問題能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_5_5.doc

教學事例： **我年輕，也要出一分力**

內容簡介： 本教案藉認識黃福榮先生一生以服務人群，扶助弱小的生活態度，和他在青海玉樹地區為拯救地震中受困孤兒院的孩童而不幸犧牲的事件為題，期望學生思考在不同年紀、不同身份的處境下可以怎樣為自己、家人、同學及朋友做一些有意義的事情，從而實踐「敬重生命、善待人生」的信念。

價值觀/態度： 承擔、關愛、國民身份認同

技能/能力： 分析能力、研習能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/life_education/pri%20prg1.doc

第一學習階段(小一至小三)：工作生活

教學事例： **讓我們為大家服務**

內容簡介： 明白在學校擔當不同工作崗位的人（如校長、老師、書記、校工等）要負責不同的工作，進而讓他們認識在社會上負責不同工作的人都是為社會服務，從中培養他們欣賞別人的工作，工作時要負責任及勇於承擔

價值觀/態度： 責任感、承擔精神、欣賞

技能/能力： 溝通能力、協作能力、研習能力

下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3056/ks1_1.doc

第二學習階段(小三至小六)：個人成長及健康生活

教學事例： 「豐盛人生路」(小學版)

內容簡介： 藉一首創作歌曲：「豐盛人生路」，喚起青少年對毒品問題的關注，讓他們認識毒品所造成的禍害，並思考如何活出一個豐盛的人生。

價值觀/態度： 珍惜自愛、自省、自決、積極、堅毅

技能/能力： 創造力、協作能力、溝通能力、自我管理能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_1_16.doc

教學事例： 我會堅決拒絕嘗試對身體有害的東西

內容簡介： 透過生活經驗，讓學生認識煙、酒及危害精神毒品對身體所造成的不良影響，以及掌握一些拒絕的技巧。

價值觀/態度： 自省、自律、尊重

技能/能力： 拒絕技巧、創造力、溝通能力、協作能力、研習能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_1_14.doc

教學事例： 不良刊物、網站遠離我

內容簡介： 培養學生對不同媒體持批判的態度，學習分辨及剖析不良傳媒，並教導學生認識網上交友所隱藏的危機與陷阱及讓他們知道如何善用網絡，保護自己。

價值觀/態度： 自律、正義

技能/能力： 批判性思考能力、協作能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/09_Info/files/DownloadFile.asp?DLfileName=life-event_pronography.doc

教學事例： 請勿性騷擾

內容簡介： 介紹何謂性騷擾、性騷擾發生的原因及如何防範性騷擾，並指出性騷擾是絕對不能容忍的行為；藉此鼓勵學生學習防範性騷擾的技巧，並學會尊重別人

價值觀/態度： 尊重他人、平等、自律

技能/能力： 批判性思考能力、解決問題能力、保護自己

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/06_Voi/files/DownloadFile.asp?DLfileName=life-event_sexharassment.doc

教學事例： 非常派對玩不過

內容簡介： 幫助學生認識在跨境派對中接受別人「送贈」危害精神毒品的可能後果及危機、剖析跨境吸食危害精神毒品的原因及染上毒癮的過程，從而學會謹慎地選擇正當的娛樂/慶祝節目，並堅拒吸食危害精神毒品

價值觀/態度： 理性、批判性、自愛

技能/能力： 批判性思考、溝通能力、自我管理

下載網址： http://cd1.edb.hkedcity.net/cd/mce/drugs/resources/le_sp1.doc

教學事例： 一人有一個夢想(貢獻國家)

內容簡介： 讓學生能瞭解中國/香港傑出人士的成就及奮鬥過程，藉此帶出自小培養夢想及對夢想堅定不移的重要性，同時鼓勵學生向這些傑出人士學習，為祖國和香港作出貢獻

價值觀/態度： 國民身份認同、堅毅、承擔精神
技能/能力： 研習能力、自我管理能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_1_13.doc

教學事例： **青春的變奏**
內容簡介： 幫助學生接納自己身體的轉變，讓他們有足夠的心理準備，以愉快的心情，去迎接和渡過青春期，並建立良好的自我形象，接納自己，尊重他人。

價值觀/態度： 開放、接納、尊重、自愛
技能/能力： 創造力、溝通能力、協作能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/01_Self/files/life-event_puberty.doc

教學事例： **我要學...**
內容簡介： 透過社會上一些知名人士的學習經歷，引發學生思考如何面對學習上的困難，並時刻要為自己訂下目標和期望，積極面對未來

價值觀/態度： 自信心、堅毅
技能/能力： 生涯規畫、自我管理能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_1_11.doc

教學事例： **我會照顧自己的起居**
內容簡介： 引導學生明白自我照顧的意義，並樂意在起居生活中實踐，以培養自律、負責任、利己利人的態度

價值觀/態度： 責任感、自律、利己利人
技能/能力： 解決問題能力、自我管理能力
下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_1_5_P.doc

教學事例： **我懂得打扮自己**
內容簡介： 幫助學生明白打扮自己的真正意義是尊重場合，並認識簡樸的打扮之道
價值觀/態度： 尊重他人、簡樸、個人獨特性
技能/能力： 審美能力、自我管理能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_1_6.doc

教學事例： **我學會了自律地上網**
內容簡介： 幫助學生明白要以自律、自愛的態度進行上網活動，並樂意在上網時接受父母或成年人的指導或監管

價值觀/態度： 自律、自愛
技能/能力： 批判性思考能力、自我管理能力、溝通能力
下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_1_7_P.doc

教學事例： **我善用零用錢**
內容簡介： 幫助學生明白及珍惜零用是父母辛勞工作賺取得來然後給他們的，應小心計畫和運用，學習培養自律和有智慧運用零用的態度

價值觀/態度： 分享、自律、珍惜
技能/能力： 自我管理能力、批判性思考能力
下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3057/2_1_8_p2.doc

教學事例： **我學會了自律地接觸傳媒**

內容簡介： 幫助學生學習以獨立思考及自律的生活態度來面對傳媒訊息

價值觀/態度： 自律、獨立思考、理性

技能/能力： 批判性思考能力、解決問題能力、自我管理能力

下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_1_9_P.doc

教學事例： 為「我要展笑」義工行動做宣傳

內容簡介： 讓學生設計宣揚關懷兔唇患者的宣傳廣告，培養學生以尊重、關懷及平等的態度對待患有兔唇的人

價值觀/態度： 尊重他人、關懷、平等

技能/能力： 協作能力、創造力、研習能力

下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3057/rabbit.doc

教學事例： 我編了一個日常生活的時間表

內容簡介： 幫助學生學習如何編排自己日常生活的時間表；學生從學習時間分配的經驗中，認識善用時間、珍惜光陰的重要，從而建立他們對自己身心健康的責任感

價值觀/態度： 責任感、尊重他人、自律

技能/能力： 自我管理能力、解決問題能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.1.1.doc>

教學事例： 到圖書館看書

內容簡介： 幫助學生去經驗、反思及分享，進而體會個人行為對他人的影響，更希望學生最終願意作出尊重他人和負責任的行為

價值觀/態度： 尊重他人、責任、顧及他人

技能/能力： 溝通能力、創造力、解決問題能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.1.2.doc>

教學事例： 與同學交換郵票

內容簡介： 讓學生從實踐中學習以尊重他人的態度與人交換郵票

價值觀/態度： 尊重他人、守信

技能/能力： 溝通能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.1.3.doc>

教學事例： 我用零用錢買了一個新筆盒

內容簡介： 幫助學生實踐簡樸的生活習慣；並讓學生反省自己平時用錢的習慣是否太奢侈揮霍，從而培養負責任、節儉及簡樸的生活態度

價值觀/態度： 責任感、簡樸、節儉

技能/能力： 溝通能力、批判性思考能力、自省能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.1.4.doc>

教學事例： 「生舊又燒好過生我？」

內容簡介： 以輕鬆的手法幫助學生肯定自我存在的價值，建立自尊與自愛

價值觀/態度： 自尊、自愛、自我接納

技能/能力： 自我管理能力、溝通能力

下載網址： <http://resources.edb.gov.hk/mce1/documents/educ1.doc>

教學事例： 衝出憂愁谷 重踏陽光路

內容簡介： 本教案透過互動教學，讓學生認識他們可能出現的負面情緒，從而學習

有效處理情緒的方法。

價值觀/態度：積極、樂觀、抗逆力

技能/能力：自我管理能力和解難能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/fin_cris/doc/1_4.doc

教學事例： 我看了一則自殺新聞

內容簡介： 鼓勵學生要認識生命的美好、珍惜生命，以負責任及堅毅的態度面對生活中的逆境

價值觀/態度：欣賞生活、愛惜生命、責任感、堅毅

技能/能力：解決問題能力、自我管理能力和批判性思考能力、抗逆能力

下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_1_10_P.doc

教學事例： 走出谷底 (處理負面情緒)

內容簡介： 透過互動教學，讓學生認識青少年常見的負面情緒，從而學習有效處理情緒的方法

價值觀/態度：堅毅、抗逆力、積極

技能/能力：情緒管理、溝通能力、研習能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_1_12.doc

教學事例： 平凡的英雄

內容簡介： 本教案以黃福榮先生的義行，引導學生明白人人都能夠為社會作出貢獻，並讓學生思考如何發揮自己的力量向災民施予援助，鼓勵學生培養對社會及國家的承擔精神，主動關心有需要幫助的人。

價值觀/態度：堅毅、承擔、關愛、國民身份認同、責任感、服務社群

技能/能力：分析能力、研習能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/life_education/pri%20prg2.doc

教學事例： 世界盃關我事？

內容簡介： 本教案旨在幫助學生對世界盃足球比賽有初步認識，並從小培養他們觀賞足球比賽的正面態度，以及認識「賭波」的後果。

價值觀/態度：理性、自律、參與

技能/能力：自我管理能力和分析能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/世界盃關我事?.doc

教學事例： 有人叫我一齊賭波？

內容簡介： 本教案旨在讓學生了解足球運動的真樂趣，同時認識一般人參與賭波的原因，並且讓學生明白賭波所帶來的後果和影響，培養學生理性抉擇、抗拒誘惑的能力。

價值觀/態度：自律、不貪婪、負責任

技能/能力：自我管理能力和批判性思考能力、拒絕技巧

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/有人叫我一齊賭波.doc

教學事例： 做個健康醒目人 向「賭波」說「不」

內容簡介： 讓學生認識賭波的禍害，鼓勵學生建立健康生活，遠離「賭波」這種不良嗜好，實踐健康生活，向「賭波」說「不」

價值觀/態度：自律、理性、遠離惡習

技能/能力：自我管理、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/Act 做個健康醒目人%20%20向「賭波」說「不」_高小初中.doc

教學事例： 足球賽事多面睇 齊齊尋找真樂趣

內容簡介： 透過遊戲讓學生感受踢球與觀賽的樂趣，培養學生正確的踢球與觀賽的態度，幫助學生建立正面的價值觀。

價值觀/態度： 堅毅、欣賞、責任感

技能/能力： 自我管理、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/Game 足球賽事多面睇_齊齊尋找真樂趣_07032006.doc

教學事例： 踢波？睇波？賭波？

內容簡介： 以日記形式寫下不同身份的人對球賽的感受，讓學生就此提出對踢波、睇波和賭波的看法，以引發他們對「踢波·睇波·不賭波」這個主題的興趣。

價值觀/態度： 自律、理性、遠離惡習、

技能/能力： 分析能力、自我管理、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/Warmup 踢波睇波不賭波引入活動.doc

教學事例： 抉擇與後果

內容簡介： 透過活動及討論，讓學生了解自己對賭波及賭博的態度，澄清不理性的看法及迷思，幫助學生實踐「腳踏實地」的處事原則，戒除「不勞而獲」的心態。

價值觀/態度： 理性、腳踏實地

技能/能力： 分析能力、自我管理、批判性思考能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/抉擇與後果.doc

教學事例： 波仔的故事

內容簡介： 幫助學生認識一般人參與賭博的原因，並透過故事主角的經歷去探究賭博所帶來的後果，幫助學生明白個人應為自己的行為負責。

價值觀/態度： 不貪婪、自律、負責任

技能/能力： 理性抉擇、解難的能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/波仔的故事.doc

教學事例： 倒波遊戲

內容簡介： 透過遊戲及討論，讓學生思考賭波會對家庭、學業、身體健康、精神健康、友誼及金錢造成不良的影響。並讓學生思考成為病態賭徒的後果。

價值觀/態度： 不貪婪、理智

技能/能力： 理性抉擇、分析能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/倒波遊戲.doc

教學事例： 賭波人走上絕路

內容簡介： 本教案透過真人真事改編的故事，讓學生從事例中理解死者沉迷賭博的原因及背後的錯誤觀念，引導學生戒絕貪念並拒絕參與任何賭博活動；透過有關個案的研討，讓他們認識問題賭徒的特性，使他們提高警覺，

並思考賭博帶來的後果，堅決向賭博說「不」。

價值觀/態度：不貪婪、理智

技能/能力：批判性思考、抉擇能力、自我管理能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/賭波人走上絕路.doc

教學事例： 賭波新聞給我的啟示

內容簡介： 透過因賭波而跳樓自殺的新聞，幫助學生認識賭博的成因及禍害，並懂得面對朋輩的壓力，堅決拒絕他們的引誘，不參與賭波。

價值觀/態度：不貪婪、理智

技能/能力：批判性思考、抉擇能力、自我管理能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/賭波新聞給我的啟示.doc

教學事例： 戒奢以儉

內容簡介： 本教學事例旨在協助學生養成節儉的生活習慣，以培養他們簡樸、理性消費、和節儉的價值觀。

價值觀/態度：簡樸、理性消費、節儉

技能/能力：自我管理能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/fin_cris/doc/1_3.doc

第二學習階段(小四至小六)：家庭生活

- 教學事例：** 爸媽，我想... (向爸媽提出請求)
內容簡介： 透過情境處理及討論，引領學生思考當向父母表達意願和提出請求時，應持有尊重、理性及開放的態度，並作出合理的要求
- 價值觀/態度：** 尊重他人、理性、開放、接納
技能/能力： 溝通能力、解決問題能力、分析能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_2_9.doc
- 教學事例：** 爸媽，辛苦你們了!
內容簡介： 引導學生嘗試從父母的生活入手，除了要具體掌握父母一天辛勞的情況外，也要讓他們明白到父母辛勞的原因，是為了提供一個既安全又良好的成長環境給他們，希望能夠多理解、多體諒父母的心情，從而多關愛、孝順父母
- 價值觀/態度：** 關愛、責任感、孝順、主動
技能/能力： 研習能力、溝通能力、表達關懷
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_2_10.doc
- 教學事例：** 分擔家務我有責
內容簡介： 幫助學生反思作為家庭一分子，對家務的應有責任，並透過做家務，培養堅毅和承擔精神
- 價值觀/態度：** 責任感、承擔精神、堅毅
技能/能力： 協作能力、溝通能力、自我管理能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_2_2.doc
- 教學事例：** 我教弟妹做功課
內容簡介： 幫助學生學習以關懷、尊重及忍耐的態度教導弟妹做功課，並與家人建立和諧及親密的家庭關係
- 價值觀/態度：** 關懷、尊重他人、接納
技能/能力： 溝通能力、自我管理能力
下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_2_5_P.doc
- 教學事例：** 我家有了新成員
內容簡介： 培養學生以關懷、分享、合作及負責任的態度，來適應家庭環境的轉變，與家人建立良好的關係，並達致個人成長
- 價值觀/態度：** 關懷、分享、合作、責任感
技能/能力： 溝通能力、協作能力、自我管理 ability、適應轉變能力
下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_2_4_P.doc
- 教學事例：** 我是小護士 (照顧患病的家人)
內容簡介： 鼓勵學生當遇到家人患病時，如何盡自己的責任照顧及關懷患病的家人
- 價值觀/態度：** 關愛、承擔精神、責任感
技能/能力： 自我管理 ability、解決問題能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_2_7.doc
- 教學事例：** 與家人購物
內容簡介： 引導學生考慮貨品的價值，環保的意識，尊重家人的意見，最後作出明智的決定；然後以討論及家人評估的方法，使學生加深瞭解與家人購物時應有的責任

價值觀/態度： 尊重他人、責任感、尊重大自然
技能/能力： 溝通能力、協作能力、批判性思考能力、研習能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.2.1.doc>

教學事例： **和爸爸慶祝父親節**
內容簡介： 讓學生思想父親為子女的付出，並透過設計慶祝父親節活動，認識何謂尊敬孝順父母

價值觀/態度： 責任感、尊重他人、關愛
技能/能力： 溝通能力、自我管理能力和創造力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.2.3.doc>

教學事例： **我和家人上館子**
內容簡介： 讓學生學習主動去表達對家人的關懷和尊重，以建立親密的家庭關係，並明白在公共場所要保持禮儀

價值觀/態度： 關懷、尊重他人、為他人設想
技能/能力： 自我管理能力和溝通能力、社交禮儀
下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_2_6_P.doc

教學事例： **爸爸媽媽分開了**
內容簡介： 幫助學生以尊重、積極的態度來面對父母離異及適應家庭的轉變

價值觀/態度： 開放、承擔精神
技能/能力： 溝通能力、自我管理能力和適應轉變能力
下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_2_8_P.doc

第二學習階段(小四至小六)：學校生活

教學事例： 「同學仔」，你應該...
內容簡介： 協助學生認識自我，認清目標及勇於面對挑戰，從而以積極的態度過渡這段銜接期，在進入中學後，仍能發揮個人潛能，以自信積極的態度，去克服種種困難

價值觀/態度： 自省、責任感、積極
技能/能力： 自我管理能力和研習能力、溝通能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_3_11.doc

教學事例： **忘記了做功課**
內容簡介： 讓學生瞭解自己的日常生活習慣，忘記了做功課的原因及感受，和作決定時所反映的價值取向，以便幫助學生培養責任感及提供具體資料提昇學生的自我管理能力和

價值觀/態度： 責任感、自律、承擔
技能/能力： 解決問題的能力、溝通能力、自我管理能力和
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.3.1.doc>

教學事例： **測驗成績不理想，怎麼辦**
內容簡介： 幫助學生培養自省、堅毅及勤奮的態度來面對及解決學習上的疑難

價值觀/態度： 堅毅、自省、勤奮
技能/能力： 自我管理能力和解決問題能力、研習能力和
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_3_6.doc

教學事例： **上補習課**

- 內容簡介：** 幫助學生明白責任感、勤奮及樂於學習是學習進步的先決條件
- 價值觀/態度：** 負責、勤奮、樂於學習
- 技能/能力：** 解決問題能力、自我管理能力和溝通能力
- 下載網址：** http://cd.edb.gov.hk/mce/section3/doc/2_3_8_P.doc
- 教學事例：** **我害怕升不了班**
- 內容簡介：** 幫助學生糾正對留班錯誤的想法，並建立正面積極的價值觀，明白不要氣餒的道理，持守勤奮的學習態度
- 價值觀/態度：** 積極、自省、勤奮
- 技能/能力：** 批判性思考能力、溝通能力、創造力、解決問題能力
- 下載網址：** http://cd.edb.gov.hk/mce/section3/doc/2_3_9_P.doc
- 教學事例：** **我受到老師的讚揚/懲罰**
- 內容簡介：** 幫助學生反省讚揚和懲罰背後的意義，學習以謙虛和進取的態度面對讚揚，以自省和勇於改過的態度面對懲罰
- 價值觀/態度：** 謙虛、進取、自省、勇於改過
- 技能/能力：** 解決問題能力、自我管理能力和批判性思考能力
- 下載網址：** http://cd.edb.gov.hk/mce/section3/doc/2_3_7_P.doc
- 教學事例：** **我是小風紀**
- 內容簡介：** 幫助學生培養重視服務的精神，以及明白履行服務工作時的應有態度，如承擔、自律及負責任等
- 價值觀/態度：** 服務精神、承擔、自律、責任感
- 技能/能力：** 協作能力、自我管理能力和溝通能力
- 下載網址：** http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_3_10.doc
- 教學事例：** **我是中國人—內地時事我要知!**
- 內容簡介：** 讓學生多瞭解祖國，培養對國家的責任感和承擔感，並加強國民身份認同
- 價值觀/態度：** 國民身份認同、開放、理性
- 技能/能力：** 研習能力、批判性思考能力
- 下載網址：** http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_3_12.doc
- 教學事例：** **我參與學校的升掛國旗典禮**
- 內容簡介：** 介紹如何透過參與升旗禮，培養學生的國民身份認同及尊重等價值觀和態度
- 價值觀/態度：** 國民身份認同、尊重他人
- 技能/能力：** 協作能力、研習能力
- 下載網址：** <http://cd.edb.gov.hk/mce/section3/doc/2.3.4.doc>
- 教學事例：** **我班來了新同學 (認識少數族裔/新來港同學)**
- 內容簡介：** 讓學生學習尊重不同文化及生活方式，並接納不同人士之間的差異，建立和諧及共融文化
- 價值觀/態度：** 尊重他人、包容接納、欣賞
- 技能/能力：** 協作能力、溝通能力
- 下載網址：** http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_3_13.doc
- 教學事例：** **認識了一位從內地來的同學**
- 內容簡介：** 描述一名剛來港的高小學生的適應經過，藉此帶出堅毅精神、尊重、關

心、國民身份認同等價值觀和態度
價值觀/態度： 堅毅、尊重他人、關心、國民身份認同
技能/能力： 溝通能力、協作能力、自我管理能力和
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.3.3.doc>

教學事例： 人人有「權」（尊重版權）
內容簡介： 提高學生對知識產權的認識及尊重，避免侵權行為
價值觀/態度： 誠信、尊重他人、自律
技能/能力： 運用資訊科技能力、研習能力、分析能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_3_14.doc

教學事例： 我學會了預防登革熱
內容簡介： 教導學生有關登革熱的常識及如何協助成年人做好預防杜絕蚊子滋生的措施，從而提高學生在環境衛生方面的意識及預防蚊患的警覺性，並培養他們的責任感和公德心
價值觀/態度： 責任感、公德心、自律
技能/能力： 自我管理能力和研習能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/denque.doc>

第二學習階段(小四至小六)：社交生活

教學事例： 交友戀愛：愛的表達
內容簡介： 透過討論兩性相處不同的情境，讓學生明白交友、約會以至戀愛的意義，學習以理性、尊重的態度，與異性和諧地相處。
價值觀/態度： 理性、尊重、接納
技能/能力： 解決問題能力、分析能力、溝通能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/life-event_ExpressLove.doc

教學事例： 我的情人
內容簡介： 透過反思「友情」、「戀愛」、「結婚」、「生育」之間的關係，讓學生學習以理性和尊重的態度與異性相處，預備將來與人相處和戀愛的來臨。
價值觀/態度： 尊重別人、理性
技能/能力： 分析能力、協作能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/life-event_mylover.doc

教學事例： 青春期的煩惱（交友）
內容簡介： 讓學生有機會討論與異性交往時，可能出現的困擾。學生明白友誼與愛的分別，並讓學生有機會討論男女約會的意義及作用。
價值觀/態度： 自律、責任感
技能/能力： 溝通能力、批判性思考能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/senior_pri02.doc

教學事例： 「拍拖」以外
內容簡介： 幫助學生認識除談戀愛及約會異性之外，還有很多值得參與的活動，並

明瞭男女對各種活動的不同取向。

價值觀/態度： 自律、責任感

技能/能力： 溝通能力、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/senior_pri03.doc

教學事例： 同學笑我拍拖

內容簡介： 幫助學生培養尊重他人的精神；並與學生探討與異性相處的正確態度，讓他們明白同性和異性皆可成為朋友，不應以性別作界限來選擇朋友

價值觀/態度： 尊重他人、接納、開放、

技能/能力： 溝通能力、創造力、協作

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.4.3.doc>

教學事例： 歡樂假期 保護自己

內容簡介： 透過討論及角色扮演等，理解節日約會時可能存在的風險，學習與異性相處時要訂下適當的界線，時刻提高警覺，保護自己。

價值觀/態度： 自律、應變、尊重、理性

技能/能力： 保護自己、溝通能力、協作能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/life-event_holidayKS2_3.doc

教學事例： 男女有別 (與異性相處之道)

內容簡介： 培養學生與異性溝通和相處的正確態度，從而消除對異性的誤解

價值觀/態度： 尊重他人、關愛

技能/能力： 溝通技巧、協作能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_4_12.doc

教學事例： 安全節日

內容簡介： 本示例幫助學生明白怎樣選擇合適的活動及參加活動時應注意的地方，才能歡渡一個又快樂又安全的節日。

價值觀/態度： 自律、責任感

技能/能力： 溝通能力、批判性思考能力、解決問題能力

下載網址： <http://cd1.edb.hkedcity.net/cd/mce/christmas/safeholiday.doc>

教學事例： 親「蜜」佳節

內容簡介： 引導同學討論，如何面對佳節期間陌生人的邀請、分析朋輩介紹的去處和活動是否危險等，幫助他們建立獨立分析能力，學習保護自己，歡度親「蜜」佳節

價值觀/態度： 自律、尊重他人、理性、應變

技能/能力： 批判性思考能力、協作能力、分析能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/senior_pri05.doc

教學事例： 我向不良朋輩說「不」

內容簡介： 幫助學生認識，在成長路上要自愛，並以理性和勇氣來處理朋輩不合理的要求

價值觀/態度： 自愛、理性、勇氣

技能/能力： 批判性思考能力、解決問題能力、拒絕技巧

下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_4_7_P.doc

教學事例： 「你抽一口，我抽一口？」(拒絕同學邀約抽煙)
內容簡介： 透過一系列的互動教學活動，讓同學了解吸煙不同層面的禍害，並凝聚同學的力量，共同抵抗吸煙的誘惑
價值觀/態度： 堅毅、理性、律己
技能/能力： 自我管理能力和協作能力、拒絕技巧
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_4_13.doc

教學事例： 帶眼識網友
內容簡介： 透過互動教學，提高學生對網絡交友的警覺性和反思
價值觀/態度： 誠信、理智、律己
技能/能力： 安全意識、研習能力、分析能力、判斷能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_4_11.doc

教學事例： 同學與我打賭
內容簡介： 幫助學生理性地分析是否有能力承擔打賭的後果，與及明白打賭對自己及他人所帶來的影響，從而衡量是否值得作出有關選擇
價值觀/態度： 責任感、理性、承擔
技能/能力： 批判性思考能力、拒絕技巧、判斷能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_4_2.doc

教學事例： 約鄰居去公園打波
內容簡介： 讓學生從學習活動中去學習、領悟、掌握與朋友議事的正確態度和方法
價值觀/態度： 尊重他人、接納別人、關愛
技能/能力： 溝通能力、創造力、解決問題能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/2.4.1.doc>

教學事例： 一同遊戲
內容簡介： 幫助學生學習參與遊戲時尊重別人、遵守規則和有體育精神
價值觀/態度： 尊重他人、守規則、體育精神
技能/能力： 解決問題能力、溝通能力、協作能力、自我管理能力和
下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_4_5_P.doc

教學事例： 朋友給我改花名
內容簡介： 讓學生明白不應因個人外表、個性或能力的差異而取笑別人；同時亦讓學生學會尊重別人及了解他們的感受
價值觀/態度： 尊重他人、平等、接納
技能/能力： 溝通能力、協作能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_4_9.doc

教學事例： 我與朋友發生紛爭
內容簡介： 培養學生學習以理性思考、尊重及體諒他人的態度來處理紛爭
價值觀/態度： 理性、尊重他人、體諒他人
技能/能力： 解決問題能力、判斷能力、批判性思考能力
下載網址： http://cd.edb.gov.hk/mce/section3/doc/2_4_8_P.doc

教學事例： 我幫助了朋友
內容簡介： 幫助學生學習以理性及尊重他人的態度來幫助朋友
價值觀/態度： 量力而為、理性思考、尊重他人
技能/能力： 溝通能力、批判性思考能力、解決問題能力

下載網址：http://cd.edb.gov.hk/mce/section3/doc/2_4_6_P.doc

教學事例： 何必斤斤計較

內容簡介： 讓同學瞭解「助人為快樂之本」的道理，鼓勵同學之間互相幫助，不要與別人斤斤計較

價值觀/態度： 關愛、承擔、體諒

技能/能力： 協作能力、溝通能力

下載網址：http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_4_10.doc

第二學習階段(小四至小六)：社會及國家生活

教學事例： 回鄉探親行

內容簡介： 透過學生回鄉探親的經歷，如掃墓、過春節、探望親友等，認識家鄉的人和事，領略尋根的意義，培養出一份對鄉土之情，從而建立學生對國家的歸屬感和國民身份認同。

價值觀/態度： 國民身份認同、關心國家、關愛

技能/能力： 溝通能力、協作能力

下載網址：http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_5_7.doc

教學事例： 我是中國人 — 內地時事我要知!

內容簡介： 提升學生對內地時事的興趣，鼓勵他們主動認識內地的情況，從而建立國民身份認同

價值觀/態度： 國民身份認同、歸屬感、主動學習、

技能/能力： 研習能力、批判性思考能力

下載網址：http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_5_3.doc

教學事例： 認識「基本法」 你我都有責

內容簡介： 以較生活化的例子闡釋基本法，連結基本法與個人生活的關係，提升學生認識基本法的動機，從而更關心社會和國家

價值觀/態度： 國民身份認同、責任感、

技能/能力： 研習能力、批判性思考能力

下載網址：http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_5_4.doc

教學事例： 家家有規，國有國法

內容簡介： 讓學生明白到課室的規條和國家的法律是維持秩序和保障大家利益的準則，從小遵守規則，能培養學生成為奉公守法的好公民

價值觀/態度： 尊重法紀、自律精神

技能/能力： 自我管理、研習能力、協作能力、分析能力

下載網址：http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_5_1.doc

教學事例： 「第一次參加飢饉活動」

內容簡介： 讓學生參與饑饉活動，體驗饑餓和貧窮的滋味，從而反省自身浪費的習慣，學會珍惜食物及關心貧窮國家的人

價值觀/態度： 堅毅、承擔、關愛

技能/能力： 表達關懷、自我管理、自省能力

下載網址：http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_5_5.doc

教學事例： 我第一次上教堂/廟宇

內容簡介： 讓學生認識本港的主要宗教，並學習如何對待別人的宗教信仰，培養尊重信仰自由的態度，以認識宗教和諧共存的重要性

價值觀/態度： 尊重他人、共融、關愛

技能/能力： 研習能力、協同能力、社交禮儀

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_5_2.doc

教學事例： **傳媒男女觀**

內容簡介： 引導同學討論，如何面對傳媒文化中有關性別角色的定義和信息，幫助他們建立分析及過濾傳媒性資訊的能力

價值觀/態度： 自愛、尊重他人、理性

技能/能力： 批判性思考能力、協作能力、判斷能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/03_Equal/files/DownloadFile.asp?DLfileName=life-event_media.doc

教學事例： **十四歲爸爸後悔了（閱報後的反思）**

內容簡介： 透過身邊時有發生的棄嬰新聞為題，與學生討論時下青少年的戀愛觀，從而引導學生思考個案中涉及婚前性行為及未婚懷孕的問題、後果及責任。

價值觀/態度： 負責任、理性

技能/能力： 批判性思考能力、溝通能力、協作能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.5.5.doc>

教學事例： **千里眼、順風耳，國際時事齊分享!**

內容簡介： 提升學生對國際時事的興趣和認識，並鼓勵學生對世界大事發表個人意見

價值觀/態度： 關心社會、國際視野、主動學習

技能/能力： 研習能力、批判性思考能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_5_6.doc

教學事例： **我看了海嘯報導的頭條新聞**

內容簡介： 本示例是讓學生透過閱讀報章頭條，認識發生在社會的國際大事，引發學生設身處地思想受災國家及災民的感受和需要，並以各國社會伸出援手的態度，為受災國家所作出的貢獻為例子，讓學生感受人間有情，互相幫助的重要。並讓學生思考珍惜生命的重要。

價值觀/態度： 珍惜、友愛、關懷、守望相助、生命神聖

技能/能力： 研習能力、分析能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/primary.doc

教學事例： **「南亞世紀海嘯事件」的反思：捐獻以外**

內容簡介： 引導學生認識南亞世紀海嘯及分享自己的感受，幫助他們建立仁愛互助精神和珍惜生命的價值觀。

價值觀/態度： 珍惜生命、仁愛精神、樂善好施、謙卑、知足和感恩的心

技能/能力： 研習能力、分析能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/secondary2.doc

教學事例： **海嘯帶來的醒悟**

內容簡介： 本示例提高學生在日常生活的危機意識，對自己的個人安全更重視，珍惜寶貴的生命。同時引發學生設身處地思想受災國家及災民的感受和需

要，讓學生感受人間有情，互相幫助的重要。

價值觀/態度：友愛、關懷、守望相助、生命神聖

技能/能力：溝通、解決問題能力、批判性思考能力、創作能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/primary2.doc

第二學習階段(小四至小六)：工作生活

教學事例： 綠色小賣部事件簿

內容簡介： 讓學生明白在不同的工作崗位上可能遇上的困難和如何克服這些困難；通過這活動幫助培養學生堅毅、承擔和責任感的價值觀

價值觀/態度： 刻苦、堅毅、責任感、承擔

技能/能力： 自我管理能力和協作能力、溝通能力、解決問題能力

下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3059/ks2_1.doc

第三學習階段(中一至中三)：個人成長及健康生活

教學事例： 「**豐盛人生路**」(中學版)

內容簡介： 藉一首創作歌曲：「**豐盛人生路**」，喚起青少年對毒品問題的關注，讓他們能認識毒品對所造成的禍害，並思考如何活出一個豐盛的人生。

價值觀/態度： 珍惜自愛、自省、自決、積極、堅毅

技能/能力： 創造力、溝通能力、協作能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_18.doc

教學事例： **不可以逃避**

內容簡介： 引導學生在面對壓力和情緒低落時，能以正面積極的方法處理，不會藉服用煙、酒及危害精神毒品等來逃避。

價值觀/態度： 堅毅、積極、主動

技能/能力： 解決問題能力、情緒管理、協作能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_16.doc

教學事例： **向危害精神毒品說不**

內容簡介： 加深學生對危害精神毒品禍害的認識，並學習拒絕危害精神毒品的的方法

價值觀/態度： 堅毅、自愛、理性

技能/能力： 拒絕技巧、保護自己、自我管理能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_15.doc

教學事例： **非常派對玩不過**

內容簡介： 透過一些真實的情境，幫助學生學會謹慎地選擇正當的娛樂/慶祝節目，並堅拒吸食危害精神毒品

價值觀/態度： 理性、自律、自愛

技能/能力： 批判性思考、溝通能力、自我管理

下載網址： http://cd1.edb.hkedcity.net/cd/mce/drugs/resources/le_sp1.doc

教學事例： **尋找世界盃的真樂趣**

內容簡介： 藉此教案使莘莘學子在知識層面上多瞭解足球運動，鼓勵其為追求夢想奮力進發，更重要是教導他們對待足球的正確態度，學習箇中的體育精神，領略參與踢球的真樂趣，只用心觀賞，絕不賭波！

價值觀/態度： 自律、慎思明辨、腳踏實地

技能/能力： 批判思維、理智抉擇、解難、自我管理

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/尋找世界盃的真樂趣.doc

教學事例： **有人叫我一齊賭波？**

內容簡介： 本教案旨在讓學生了解足球運動的真樂趣，同時認識一般人參與賭波的原因，並且讓學生明白賭波所帶來的後果和影響，培養學生理性抉擇、抗拒誘惑的能力。

價值觀/態度： 自律、不貪婪、負責任

技能/能力： 自我管理、批判性思考能力、拒絕技巧

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/有人叫我一齊賭波.doc

教學事例： 「**無賭**」世界盃

內容簡介： 引導學生透過討論時事，反思賭波問題。並閱讀幾則有關病態賭博的真實個案，引導學生討論病態賭博的特徵，思考對策。

價值觀/態度： 自律、自愛、理性、謹慎、遠離惡習

技能/能力： 自我管理、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/無賭世界盃.doc

教學事例： 做個健康醒目人 向「賭波」說「不」

內容簡介： 讓學生認識賭波的禍害，鼓勵學生建立健康生活，遠離「賭波」這種不良嗜好，實踐健康生活，向「賭波」說「不」

價值觀/態度： 自律、理性、遠離惡習

技能/能力： 自我管理、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/Act做個健康醒目人%20%20向「賭波」說「不」_高小初中.doc

教學事例： 足球賽事多面睇 齊齊尋找真樂趣

內容簡介： 透過遊戲讓學生感受踢球與觀賽的樂趣，培養學生正確的踢球與觀賽的態度，幫助學生建立正面的價值觀。

價值觀/態度： 堅毅、欣賞、責任感

技能/能力： 自我管理、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/Game足球賽事多面睇_齊齊尋找真樂趣_07032006.doc

教學事例： 踢波？睇波？賭波？

內容簡介： 以日記形式寫下不同身份的人對球賽的感受，讓學生就此提出對踢波、睇波和賭波的看法，以引發他們對「踢波·睇波·不賭波」這個主題的興趣。

價值觀/態度： 自律、理性、遠離惡習、

技能/能力： 分析能力、自我管理、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/Warmup踢波睇波不賭波引入活動.doc

教學事例： 抉擇與後果

內容簡介： 透過活動及討論，讓學生了解自己對賭波及賭博的態度，澄清不理性的看法及迷思，幫助學生實踐「腳踏實地」的處事原則，戒除「不勞而獲」的心態。

價值觀/態度： 理性、腳踏實地

技能/能力： 分析能力、自我管理、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/抉擇與後果.doc

教學事例： 波仔的故事

內容簡介： 幫助學生認識一般人參與賭博的原因，並透過故事主角的經歷去探究賭博所帶來的後果，幫助學生明白個人應為自己的行為負責。

價值觀/態度： 不貪婪、自律、負責任

技能/能力： 理性抉擇、解難的能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/波仔的故事.doc

教學事例： 倒波遊戲
內容簡介： 透過遊戲及討論，讓學生思考賭波會對家庭、學業、身體健康、精神健康、友誼及金錢造成不良的影響。並讓學生思考成為病態賭徒的後果。
價值觀/態度： 不貪婪、理智
技能/能力： 理性抉擇、分析能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/倒波遊戲.doc

教學事例： 賭波人走上絕路
內容簡介： 本教案透過真人真事改編的故事，讓學生從事例中理解死者沉迷賭博的原因及背後的錯誤觀念，引導學生戒絕貪念並拒絕參與任何賭博活動；透過有關個案的研討，讓他們認識問題賭徒的特性，使他們提高警覺，並思考賭博帶來的後果，堅決向賭博說「不」。
價值觀/態度： 不貪婪、理智
技能/能力： 批判性思考、抉擇能力、自我管理能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/賭波人走上絕路.doc

教學事例： 賭波新聞給我的啟示
內容簡介： 透過因賭波而跳樓自殺的新聞，幫助學生認識賭博的成因及禍害，並懂得面對朋輩的壓力，堅決拒絕他們的引誘，不參與賭波。
價值觀/態度： 不貪婪、理智
技能/能力： 批判性思考、抉擇能力、自我管理能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/賭波新聞給我的啟示.doc

教學事例： 賭波與我何干？
內容簡介： 讓學生了解自己對賭波及賭博的態度，澄清自己不理性的看法及迷思。並認識病態賭博的嚴重性，幫助學生思考抗拒賭博風氣的方法。
價值觀/態度： 不貪婪、自我管理能力
技能/能力： 分析能力、批判思考能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/賭波與我何干.doc

教學事例： 男主內？女主內？
內容簡介： 讓學生認識戀愛/婚姻關係中兩性的角色及責任，思考如何以平等、開放及互相尊重的態度與異性相處，有效地維繫彼此的關係。
價值觀/態度： 平等、尊重、責任感
技能/能力： 批判性思考能力、解決問題能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/03_Equal/files/DownloadFile.asp?DLfileName= life-event_two_sexes.doc

教學事例： 如何面對「性騷擾」
內容簡介： 協助學生認識何謂「性騷擾」及如何面對此行為
價值觀/態度： 尊重他人、同理心、勇氣
技能/能力： 保護自己、自我管理能力、批判性思考能力

下載網址：http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_14.doc

教學事例： 避孕知識知多少

內容簡介： 傳授避孕知識，提供正確的性知識，亦啟發學生作負責任的選擇

價值觀/態度： 尊重他人、理性、負責任

技能/能力： 批判性思考能力、保護自己、自我管理能力、拒絕技巧

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/05_Young/files/life-event_BCM.doc

教學事例： 如何面對性衝動

內容簡介： 鼓勵青少年學習如何處理和控制性衝動，理解性行為可能要負的責任和後果，以致在面對性要求時懂得如何拒絕

價值觀/態度： 理性、負責任、

技能/能力： 批判性思考能力、解決問題能力、自我管理能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/05_Young/files/life-event_seximpluse.doc

教學事例： 性在安全 — 全面探討安全性行為

內容簡介： 讓學生正確認識性行為、避孕和生命莊嚴的關係，明白妄顧後果的嚴重性，從而建立負責任的人生態度和獨立思考問題的能力

價值觀/態度： 負責任、自愛、尊重他人、理性

技能/能力： 分析能力、批判性思考能力、自我管理能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/05_Young/files/life-event_condomuse.doc

教學事例： 情色誘惑

內容簡介： 幫助學生建立分析不良傳媒資訊的能力，並以開放而批判的態度，審視並拒絕接觸傳媒的不良資訊

價值觀/態度： 自愛、尊重他人、理性

技能/能力： 批判性思考能力、協作能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/09_Info/files/life-event_sexlure.doc

教學事例： 網絡謊言

內容簡介： 透過互動教學，讓學生提高對網絡交友的警覺性和對網絡誠信問題的反思

價值觀/態度： 誠信、批判性、安全意識

技能/能力： 批判性思考能力、分析能力、保護自己

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_13.doc

教學事例： 我懂得自律地上網

內容簡介： 教導學生學會自律、理性及批判地善用互聯網

價值觀/態度： 自律、理性

技能/能力： 分析能力、批判性思考能力、自我管理能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book1-Growth&Healthy/S1_gro

wth_case3.pdf

教學事例： 至型？至潮？

內容簡介： 讓學生明白個人內在修養比外在的樣貌、身型更重要，應學會欣賞自己的優點和接納自己的缺點

價值觀/態度： 肯定自我、尊重他人、簡樸

技能/能力： 自我管理能力和分析能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_11.doc

教學事例： 我是「格」價專家

內容簡介： 幫助學生思想購買名牌貨品背後的動機，並分辨想購買的物品是自己「想要」還是「需要」，從而以理性的理財態度處理購物的慾望

價值觀/態度： 自律、理性

技能/能力： 分析能力、抉擇能力、自我管理能力和

下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3058/price_final.doc

教學事例： 我的零用錢

內容簡介： 學生透過管理自己的財政開支及對他人作出的承諾，增強他們的責任感

價值觀/態度： 責任感、理性

技能/能力： 自我管理能力和運算能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.1.3.doc>

教學事例： 我學會了好的財務管理

內容簡介： 幫助學生學習以自律及負責任的態度管理財務，以免跌進消費陷阱中

價值觀/態度： 律己、負責任、謹慎

技能/能力： 自我管理能力和

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book1-Growth&Healthy/S1_growth_case4.pdf

教學事例： 我後悔自己發了脾氣

內容簡介： 學生學習每當遇到不如意的事情時，必須適當地處理憤怒的情緒，不要發脾氣，並加強與別人溝通能力和自我管理能力和，建立尊重他人和負責任價值觀

價值觀/態度： 尊重他人、責任感、自律

技能/能力： 自我管理能力和解決問題能力、表達情緒

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.1.1.doc>

教學事例： 我向別人說對不起

內容簡介： 引導學生反省生活經歷，明白人皆有疏失，應尊重他人的感受，並以負責任的態度傳達歉意

價值觀/態度： 尊重他人、負責任、承擔

技能/能力： 溝通能力、協作能力、自我管理能力和

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.1.2.doc>

教學事例： 我終於學會了游泳

內容簡介： 讓學生明白要學懂一種技能必須要下苦功，並要持有不怕失敗、不怕困難、從失敗中求改進、從困難中求自強的堅毅不屈的精神

價值觀/態度： 堅毅、勇敢、積極

技能/能力： 自我管理能力、研習能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.1.4.doc>

教學事例： 我學會了打扮自己

內容簡介： 協助學生明白打扮自己的目的，以及欣賞自己的獨特性，以簡樸和整潔的方式打扮自己

價值觀/態度： 簡樸、尊重他人、個人獨特性

技能/能力： 批判性思考能力、鑑賞能力、自我管理能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book1-Gowth&Healthy/S1_growth_case2.pdf

教學事例： 我養成了好習慣

內容簡介： 協助學生從日常生活的不同層面，建立良好的習慣

價值觀/態度： 堅毅、自律、恆心

技能/能力： 批判性思考能力、自我管理能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book1-Gowth&Healthy/S1_growth_case1.pdf

教學事例： 學會時間分配

內容簡介： 本示例的活動，讓教師幫助學生學習如何編排自己日常生活的時間表，學生從中認識善用時間，珍惜光陰的重要，進而懂得自律與樂於承擔責任。

價值觀/態度： 責任感、自律

技能/能力： 自我管理能力、解難能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/fin_cris/doc/1_5.doc

教學事例： 負責任的抉擇

內容簡介： 幫助學生明白深思熟慮和負責任的決定對自己及他人的重要性，培養學生在抉擇前能識別及評估一切可供選擇的技能。

價值觀/態度： 責任感、自省

技能/能力： 自我管理能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec02.doc

教學事例： 不再幼稚

內容簡介： 鼓勵學生學習自省，訂下正面的人生目標，願意為個人、家庭和社會負責任，做個有為的青少年

價值觀/態度： 承擔、責任感、自省

技能/能力： 自我管理能力、生涯規畫

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_12.doc

教學事例： 為「我要展笑」義工行動做宣傳

內容簡介： 以義工行動的生活事件，讓學生設計宣揚關懷兔唇患者的宣傳廣告，培養學生以尊重、關懷及平等的態度對待患有兔唇的人

價值觀/態度： 尊重他人、關懷、平等

技能/能力： 表達關懷、創造力、協作能力

下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3058/rabbit.doc

教學事例： 我懂得反省生命的意義

內容簡介： 幫助學生反思自己應珍惜生命，並啟發他們建立以堅毅、積極及愛惜生命的態度
價值觀/態度： 愛惜生命、堅毅、積極
技能/能力： 批判性思考能力
下載網址：
http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book1-Gowth&Healthy/S1_growth_case5.pdf

教學事例： 歡樂的聖誕，怒吼的海嘯
內容簡介： 災難讓學生重新檢視反思生命價值和生活態度，提高學生的危機意識或危機感，並鼓勵同學以不同角度去討論、分析世界地球村的概念，如何幫助正在苦難中的災民。
價值觀/態度： 珍惜生命、關懷、互助互愛
技能/能力： 自我管理能力和批判思考能力、解難能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/secondary.doc

教學事例： 我聽了一則自殺故事
內容簡介： 協助學生糾正錯誤觀念，以堅毅和負責任的態度面對人生的挑戰
價值觀/態度： 生命神聖、堅毅、負責任
技能/能力： 批判性思考能力、解決問題能力、自我管理能力和
下載網址：
http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book1-Gowth&Healthy/S1_growth_case6.pdf

教學事例： 接受輔導和聽取他人意見的重要性
內容簡介： 幫助學生明瞭尋求輔導並非一種羞恥，培養學生對接受輔導和聽取他人意見有正確的態度
價值觀/態度： 關懷、自省
技能/能力： 自我管理能力和解難能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec12.doc

教學事例： 衝出憂愁谷 重踏陽光路
內容簡介： 本教案透過互動教學，讓學生認識他們可能出現的負面情緒，從而學習有效處理情緒的方法。
價值觀/態度： 積極、樂觀、抗逆力
技能/能力： 自我管理能力和解難能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/fin_cris/doc/1_4.doc

第三學習階段(中一至中三)：家庭生活

教學事例： 我獨自在家裡
內容簡介： 與學生探討獨留在家應有的自律態度
價值觀/態度： 律己、自決、承擔
技能/能力： 批判性思考能力、自我管理能力和
下載網址： http://cd.edb.gov.hk/mce/section3/doc/3_2_3.doc

教學事例： 我家添了新成員
內容簡介： 讓學生學習互相尊重、關懷及容忍的態度，以維持和諧的家庭生活
價值觀/態度： 尊重他人、關懷、容忍

技能/能力： 協作能力、解決問題能力、溝通能力
下載網址： http://cd.edb.gov.hk/mce/section3/doc/3_2_6.doc

教學事例： **我教弟妹做功課**
內容簡介： 協助兄姊認識自己的角色：扮演照顧及指導者，從中培養學生盡責，尊重的態度及認識個人的獨特性

價值觀/態度： 負責任、尊重他人、個人獨特性
技能/能力： 溝通能力、批判性思考能力、自我管理能力的
下載網址： http://cd.edb.gov.hk/mce/section3/doc/3_2_5.doc

教學事例： **我的家人患病了**
內容簡介： 協助學生學習在家人患病時以關懷和體諒的態度，擔當照顧者的角色，去協助其康復

價值觀/態度： 關懷、體諒、負責任
技能/能力： 溝通能力、表達關懷
下載網址： http://cd.edb.gov.hk/mce/section3/doc/3_2_7.doc

教學事例： **媽媽今天病倒了**
內容簡介： 讓學生明白為人子女在家庭中所承擔的角色及責任，從而學會對父母的關懷

價值觀/態度： 責任感、承擔精神、關懷
技能/能力： 溝通能力、表達關懷、自我管理能力的
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.2.2.doc>

教學事例： **我與父母發生爭拗**
內容簡介： 引導學生反思自己在與父母爭拗時的態度，從而認識尊重的重要，學習以尊重和理性的態度與父母溝通

價值觀/態度： 尊重他人、理性
技能/能力： 溝通能力、自我管理能力的
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.2.1.doc>

教學事例： **家家有本難唸的經（處理家庭糾紛）**
內容簡介： 協助學生反思家庭紛爭所引起的不良後果，並學習與家人有效溝通，減少彼此的磨擦和爭執

價值觀/態度： 尊重他人、關愛
技能/能力： 情緒管理、自我管理能力的、溝通能力、修和技巧
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_12.doc

教學事例： **放下拳頭，擁抱溫柔!（處理家庭暴力問題）**
內容簡介： 讓學生認識家庭暴力的問題，並學會以恰當的方法處理家庭糾紛

價值觀/態度： 關愛、尊重他人、積極面對逆境
技能/能力： 情緒管理、自我管理能力的、修和技巧
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_13.doc

教學事例： **「有商有量」（舉行家庭會議）**
內容簡介： 讓學生衝破與家人溝通的障礙，以正面的態度主動尋求家人意見和與家人商討事情，從而強化家庭凝聚力

價值觀/態度： 尊重他人、理性、團結一致
技能/能力： 溝通能力、表達關懷、解決問題能力的
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_11.doc

- 教學事例：** 爭取自主事件簿
內容簡介： 與學生探討在爭取個人自主權的同時，也要尊重家人的意見和感受
價值觀/態度： 尊重他人、理性、妥協、誠信
技能/能力： 自我管理能力、溝通能力、協作能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_4.doc
- 教學事例：** 關愛家庭最強的抗毒防衛
內容簡介： 讓學生認識危害精神毒品「成癮」的原因，吸食毒品對個人、家庭和社會帶來的問題，並明白家人的關懷是預防接觸危害精神毒品的重要力量。
價值觀/態度： 關愛、信心、珍惜
技能/能力： 創造力、溝通能力、協作能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_14.doc
- 教學事例：** 家人失業了
內容簡介： 協助學生學習以積極、樂觀及互相關懷的心態共同面對逆境，讓學生明白改變個人心態有助適應新的環境
價值觀/態度： 積極面對逆境、樂觀、關懷、適應轉變、堅毅
技能/能力： 解決問題能力、自我管理能力、溝通能力、抗逆能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_8.doc
- 教學事例：** 面對父母離異
內容簡介： 協助學生以正確態度面對父母離異的事實，學習與離異的父母繼續溝通
價值觀/態度： 諒解、樂觀、積極
技能/能力： 溝通能力、解決問題能力、自我管理能力
下載網址： http://cd.edb.gov.hk/mce/section3/doc/3_2_9.doc
- 教學事例：** 我也有個快樂的家（生活在單親家庭）
內容簡介： 讓學生認識戀愛、婚姻和家庭關係，同時指出即使不同家庭模式中成長，但只要願意對家庭成員付出關心和諒解，也可建立快樂的家，並藉此鼓勵學生尊重來自不同家庭模式的同學。(。)
價值觀/態度： 責任感、承擔
技能/能力： 解決問題能力、溝通能力、自我管理能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/02_Family/files/DownloadFile.asp?DLfileName=life-event_singleparentfamily.doc
- 教學事例：** 家傳之寶——歷史文物
內容簡介： 讓學生明白祖先流傳下來的東西都是對家族別具意義及紀念價值的。他們應該學懂欣賞，繼而承傳下去，同時珍惜祖先通過這些寶物所流露的關愛，加強學生對家庭的凝聚力。
價值觀/態度： 欣賞與承傳、關愛
技能/能力： 創造力、溝通能力、協作能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_15.doc
- 教學事例：** 故鄉拾趣
內容簡介： 協助學生反思傳統鄉村生活的價值，從而培養對於鄉土的珍惜之情，並尊重鄉土的人情和事物，建立對於鄉土、國家和中華文化的認同

價值觀/態度： 國民身份認同、珍惜、尊重他人

技能/能力： 研習能力、反思能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_10.doc

第三學習階段(中一至中三)：學校生活

教學事例： 升上了中一

內容簡介： 幫助學生學習堅毅和積極的態度，面對這些困難

價值觀/態度： 堅毅、積極、承擔、樂於學習

技能/能力： 解決問題能力、自我管理能力和研習能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.3.1.doc>

教學事例： 每天都能準時上學

內容簡介： 透過每天都能準時上學的生活經歷，帶出時間管理不單只是管理時間，更重要的是培養尊重他人和負責任的態度

價值觀/態度： 尊重他人、責任感、律己

技能/能力： 自我管理能力和

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.3.4.doc>

教學事例： 我犯了校規

內容簡介： 從角色扮演、處境分析和討論中，反思遵守校規的意義、認識個人在群體中的責任和處事原則，從而建立責任感、承擔和守法精神

價值觀/態度： 責任感、承擔、守法精神

技能/能力： 協作能力、分析能力、解決問題能力、批判性思考能力、自我管理能力和

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.3.2.doc>

教學事例： 測靠自己

內容簡介： 探討誠信和公平的重要性，藉以建立學生積極、嚴謹及負責任的學習態度，以免學生墮入考測作弊的誘惑中

價值觀/態度： 積極、律己、誠信、負責任

技能/能力： 研習能力、分析能力、判斷能力和

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_3_12.doc

教學事例： 我如何解決學習的困難

內容簡介： 協助學生接納自我，並以堅毅及互助的態度克服學習上的問題

價值觀/態度： 接納自我、堅毅、互助

技能/能力： 溝通能力、解決問題能力、協作能力和

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book3-School/S3_school_case1.pdf

教學事例： 我怎樣選擇修讀哪一科

內容簡介： 協助學生學習怎樣選科及認清未來的發展目標

價值觀/態度： 自決、理性、開放

技能/能力： 自我管理能力和解決問題能力、生涯規畫

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book3-School/S3_school_case2.pdf

教學事例： 前途由我創
內容簡介： 讓學生知道有責任為自己的人生及早計畫
價值觀/態度： 負責任、承擔
技能/能力： 解決問題能力、協助能力、自我管理能力
下載網址：
http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book3-School/S3_school_case6.pdf

教學事例： 與同學一起進行專題研習
內容簡介： 引導學生檢討自己與人合作的態度，幫助學生建立責任感和尊重他人的態度與價值觀
價值觀/態度： 責任感、合作、團隊精神
技能/能力： 溝通能力、協作能力、自我管理能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_3_5.doc

教學事例： 我班來了兩位新同學
內容簡介： 描述兩個插班生在學校的遭遇，藉此帶出尊重、欣賞、友愛、個人獨特性等價值觀和態度
價值觀/態度： 尊重他人、欣賞、友愛、個人獨特性
技能/能力： 溝通能力、協作能力、解決問題能力、表達關懷
下載網址： http://cd.edb.gov.hk/mce/section3/doc/I_have_2_new_classmate.doc

教學事例： 參與學校中國文化周
內容簡介： 透過介紹中國文化網站和遊戲，讓學生體會中國文化的趣味，樂於學習，並讓他們設計一次「中國文化周」活動，傳揚中國文化
價值觀/態度： 國民身份認同、文化承傳、樂於學習
技能/能力： 研習能力、創造力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_3_10.doc

教學事例： 參加了學校舉辦的認識祖國活動
內容簡介： 介紹一名初小學生參與到內地交流的經過和體會，其後更與內地的小朋友結成筆友，藉書信往來，了解內地人民生活的一鱗半爪，從而培養尊重、關心、國民身份認同等價值觀和態度
價值觀/態度： 尊重他人、關心、國民身份認同、承擔精神
技能/能力： 溝通能力、協作能力、創造力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.3.3.doc>

教學事例： 一個有意義的假期
內容簡介： 協助學生反思如何善用時間、積極地度過每一個假期
價值觀/態度： 關愛、積極、自律
技能/能力： 反思能力、解決問題能力、自我管理能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_3_11.doc

第三學習階段(中一至中三)：社交生活

教學事例： 戀上了網友
內容簡介： 協助學生了解談戀愛的準備，建立對網上交友以至應邀約會的謹慎態

度，對交友及戀愛建立負責任的態度。

價值觀/態度： 理性、尊重別人、責任感、承擔

技能/能力： 創造力、溝通能力、協作能力、分析能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/life-event_netlove.doc

教學事例： 我是否愛上了他/她？

內容簡介： 讓學生明白如何分辨愛情和友誼，學習如何與異性相處，懂得彼此尊重和接納；介紹戀愛、婚姻和家庭的關係，為同學迎接將來人生不同的階段作好準備。

價值觀/態度： 理性、自省、尊重別人、責任感、承擔

技能/能力： 溝通能力、協作能力、分析能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/life-event_loveornot.doc

教學事例： 愛得起·放得低

內容簡介： 引導學生討論戀愛中不同的情境，讓學生以理性和關懷的態度，建立並維繫與異性的交往及探討如何處理感情關係的終結。

價值觀/態度： 理性、尊重、負責任

技能/能力： 解決問題能力、分析能力、溝通能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/life-event_WeCanLoveBetter.doc

教學事例： 歡樂假期 保護自己

內容簡介： 透過討論及角色扮演等，理解節日約會時可能存在的風險，學習與異性相處時要訂下適當的界線，時刻提高警覺，保護自己。

價值觀/態度： 自律、應變、尊重、理性

技能/能力： 保護自己、溝通能力、協作能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/life-event_holidayKS2_3.doc

教學事例： 我的情人

內容簡介： 透過反思「友情」、「戀愛」、「結婚」、「生育」之間的關係，讓學生學習以理性和尊重的態度與異性相處，預備將來與人相處和戀愛的來臨。

價值觀/態度： 尊重別人、理性

技能/能力： 分析能力、協作能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/life-event_mylover.doc

教學事例： 拖拖拉拉

內容簡介： 鼓勵同學學習尊重和接納，藉此帶出如何與同性及異性建立良好友誼

價值觀/態度： 尊重他人、接納、真誠

技能/能力： 溝通能力、解決問題能力、協作能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/Download

File.asp?DLfileName=life-event_love.doc

教學事例： 非禮勿言 (不說粗話)

內容簡介： 向學生介紹何謂言語的性騷擾，並討論如何處理及預防言語的性騷擾，藉此鼓勵學生以禮待人，建立平等而和諧的兩性關係

價值觀/態度： 尊重他人、自律、謹慎

技能/能力： 批判性思考能力、解決問題能力、保護自己

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/06_Voi/files/DownloadFile.asp?DLfileName=life-event_verbal_sexharass.doc

教學事例： 親「蜜」佳節

內容簡介： 引導學生討論，如何面對佳節期間陌生人的邀請、分析朋輩介紹的去處和活動是否危險等，幫助他們建立獨立分析能力，學習保護自己，歡度親「蜜」佳節

價值觀/態度： 自律、尊重他人、理性、應變

技能/能力： 批判性思考能力、協作能力、自我管理能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec13.doc

教學事例： 青春何價? - 援交援交 - 青春何價?

內容簡介： 引導同學討論，認清援交的危機及負面意義，提高分析及處理問題的能力，建立正面健康的價值觀及增強尊重身體的意識

價值觀/態度： 自愛、尊重他人、理性、負責任

技能/能力： 批判性思考能力、自我管理能力、保護自己

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/09_Info/files/life-event_compensateddating.doc

教學事例： 安全節日

內容簡介： 本示例幫助學生明白怎樣選擇合適的活動及參加活動時應注意的地方，才能歡渡一個又快樂又安全的節日。

價值觀/態度： 自律、責任感

技能/能力： 溝通能力、批判性思考能力、解決問題能力

下載網址： <http://cd1.edb.hkedcity.net/cd/mce/christmas/safeholiday.doc>

教學事例： 青春期的煩惱 (交友)

內容簡介： 讓學生有機會討論與異性交往時，可能出現的困擾。學生明白友誼與愛的分別，並讓學生有機會討論男女約會的意義及作用。

價值觀/態度： 自律、責任感

技能/能力： 溝通能力、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/senior_pri02.doc

教學事例： 約會

內容簡介： 幫助學生明瞭與異性及同性建立友誼的重要性，培養學生對兩性關係正確的態度。

價值觀/態度： 責任感、自省

技能/能力： 溝通能力、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec04.doc

教學事例： 意亂情迷

內容簡介： 以戲劇形式帶出年輕人談戀愛的問題，幫助學生了解「愛」是關懷及為對方著想。並協助學生分析行為所帶來的後果。

價值觀/態度： 責任感、自律、尊重

技能/能力： 溝通能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec05.pdf

教學事例： 向性要求說“不”

內容簡介： 透過活動提高學生個人自尊。並協助學生掌握拒絕的技巧。

價值觀/態度： 責任感、自律、尊重

技能/能力： 溝通能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec06.doc

教學事例： 又豈在朝朝暮暮

內容簡介： 幫助學生認識青少年發生婚前性行為的一些原因，認識在困境中應怎樣及往何處尋求援助。

價值觀/態度： 責任感、自律、尊重

技能/能力： 溝通能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec08.doc

教學事例： 婚前性關係

內容簡介： 幫助學生探討他們自己對性關係的價值觀和態度，並建立負責任和健康的性態度。

價值觀/態度： 責任感、尊重

技能/能力： 溝通能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec09.doc

教學事例： 婚前性關係的後果和含義

內容簡介： 讓學生對有關婚前性行為、墮胎及性病的問題有基本的認識，鼓勵學生建立負責任及願意承擔後果的態度。

價值觀/態度： 責任感、自省、理性

技能/能力： 批判思考能力、分析能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec10.doc

教學事例： 疑似藝人不雅照片事件 反思個人言行取捨

內容簡介： 與學生分析拍攝、上載及流傳親密照片或短片有可能帶來的影響、鼓勵學生懂得保護個人的私隱、建立平等而又互相尊重的兩性關係

價值觀/態度： 尊重他人、自律、理性

技能/能力： 批判性思考能力、解決問題能力、保護自己

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/09_Info/files/DownloadFile.asp?DLfileName=life-event_photos.doc

教學事例： 真正朋友

內容簡介： 引導學生懂得在友儕的影響和**慫恿**下，仍能堅決拒絕嘗試吸食危害精神毒品，培養學生的尊重、自省、自決等價值觀與態度。

價值觀/態度： 尊重、自省、自決

技能/能力： 解決問題能力、拒絕技巧、溝通能力、協作能力

- 下載網址：** http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_4_8.doc
- 教學事例：** **大義滅友 (揭發好友不當行為)**
- 內容簡介：** 讓學生反思朋友之道，鼓勵他們不要因友情而放棄原則，在面對友情與公義的兩難抉擇時，能有正確的取捨
- 價值觀/態度：** 誠信、尊重他人、理性
- 技能/能力：** 判斷能力、拒絕技巧、溝通能力、自我管理能力
- 下載網址：** http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_4_5.doc
- 教學事例：** **面對誘惑**
- 內容簡介：** 協助學生以堅持原則、明辨是非和勇於拒絕的態度，去處理不良朋輩的引誘或不合理的要求
- 價值觀/態度：** 堅持原則、勇氣、理性、律己
- 技能/能力：** 批判性思考能力、解決問題能力、創造力、拒絕技巧
- 下載網址：** http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_4_7.pdf
- 教學事例：** **齊抗網絡「毒」害**
- 內容簡介：** 指導學生如何謹慎思考，並應該抱持什麼的價值觀和態度去作出抉擇和面對這些不良資訊
- 價值觀/態度：** 理性、自律、謹慎
- 技能/能力：** 解決問題能力、批判性思考、溝通能力
- 下載網址：** http://cd1.edb.hkedcity.net/cd/mce/drugs/resources/le_s4.doc
- 教學事例：** **拒絕朋友叫我吸煙**
- 內容簡介：** 使學生認識吸煙的害處，當遇到朋輩的不良引誘時，能堅決拒絕吸煙，建立負責任的價值觀
- 價值觀/態度：** 責任感、承擔、理性
- 技能/能力：** 溝通能力、自我管理能力、創造力、拒絕技巧
- 下載網址：** <http://cd.edb.gov.hk/mce/section3/doc/3.4.1.doc>
- 教學事例：** **缺陷無罪 (防止校園欺凌)**
- 內容簡介：** 協助學生辨識何謂欺凌，反思校園欺凌的行為及禍害，以免身陷其中而不自覺，同時培養學生面對校園欺凌的正確態度，並以關愛、包容之心與同學相處
- 價值觀/態度：** 尊重他人、理性、關愛、包容接納
- 技能/能力：** 自我管理能力、保護自己、溝通能力
- 下載網址：** http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_4_6.doc
- 教學事例：** **我學會了處理衝突的方法**
- 內容簡介：** 透過思考自己的選擇方法所帶來的後果，引發學生的思考能力，並讓學生體會每一個決定所引致的後果也要自己承擔
- 價值觀/態度：** 理性、和平友愛、包容接納、承擔
- 技能/能力：** 判斷能力、解決問題能力、批判性思考能力、溝通能力
- 下載網址：** http://cd.edb.gov.hk/mce/section3/doc/I_can_control.doc
- 教學事例：** **愛共融**
- 內容簡介：** 引導學生討論，認清傳媒的限制與動機，學習尊重別人，包容及接納與自己外貌、體型和能力有差異的友儕
- 價值觀/態度：** 尊重他人、欣賞、包容接納

技能/能力： 溝通能力、協作能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/03_Equal/files/DownloadFile.asp?DLfileName=life-event_love_harmony.doc

教學事例： 認識新來港人士

內容簡介： 使青少年學會尊重及欣賞的態度，接納新來港人士，並接觸他們身邊不同文化的人與事

價值觀/態度： 欣賞、尊重他人、包容接納

技能/能力： 溝通能力、批判性思考能力、解決問題能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book4-Social/S4_social_case2.pdf

教學事例： 我到朋友家唱卡拉 OK

內容簡介： 幫助學生反省自己的行為表現，學會尊重別人及明白到朋友家時應有的禮貌，避免做出令人不滿或反感的事情

價值觀/態度： 尊重他人、謹慎、律己

技能/能力： 溝通能力、協作能力、創造力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.4.2.doc>

教學事例： 我和朋友一起籌備聖誕假期節目

內容簡介： 藉著朋友一起籌備聖誕假期節目這一事件，幫助學生體會互相尊重是有效溝通的重要因素

價值觀/態度： 尊重他人、體諒、包容接納

技能/能力： 溝通能力、協作能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.4.3.doc>

教學事例： 參加了戶外的訓練營

內容簡介： 透過訓練營後教師與學生的討論，帶出訓練營的活動對學生的價值觀及態度的影響

價值觀/態度： 堅毅、承擔精神、責任感、合作、團結、守望相助

技能/能力： 溝通能力、協作能力、解決問題能力、自我管理能力

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.4.4.doc>

教學事例： 我參加露營

內容簡介： 鼓勵青少年學習責任感、公德心及自律的態度參與露營活動

價值觀/態度： 責任感、自律、公德心

技能/能力： 自我管理能力、溝通能力、解決問題能力、協作能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book4-Social/S4_social_case3.pdf

教學事例： 我參加宗教聚會

內容簡介： 協助學生尊重別人的宗教信仰，並以理性的態度去選擇自己的宗教信仰

價值觀/態度： 尊重他人、理性、包容接納

技能/能力： 溝通能力、協作能力、自我管理能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book4-Social/S4_social_case4.pdf

教學事例： 我出席了一次同學的喪禮
內容簡介： 協助青少年透過出席喪禮反省生命的可貴，並學習有關的禮儀及態度
價值觀/態度： 尊重他人、珍惜生命、
技能/能力： 溝通能力、自我管理能力和反思能力
下載網址：
http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book4-Social/S4_social_case5.pdf

教學事例： 我出席喜宴
內容簡介： 培養學生尊重他人和學習簡樸生活的態度
價值觀/態度： 簡樸、尊重他人、樂於學習、律己
技能/能力： 協作能力、批判性思考能力、創造力
下載網址：
http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book4-Social/S4_social_case6.pdf

第三學習階段(中一至中三)：社會及國家生活

教學事例： 香港的「基本法」，「基本法」的香港
內容簡介： 讓學生了解基本法的由來及反思香港與國家的關係，從而建立國民身份認同
價值觀/態度： 國民身份認同、樂於學習
技能/能力： 研習能力、反思能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_5_17.doc

教學事例： 一票都不能少 (認識投票意義)
內容簡介： 讓學生體驗投票的重要性，明白小至學生會選舉，大至總統選舉，每一票皆有決定性的作用
價值觀/態度： 承擔、責任感、信守承諾
技能/能力： 分析能力、批判性思考能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_5_15.doc

教學事例： 國旗下的講話
內容簡介： 讓學生思考升掛國旗對年青人的意義和重要性，從而提升對國家的歸屬感和國民身份認同
價值觀/態度： 國民身份認同、承擔精神
技能/能力： 研習能力、批判性思考能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_5_12.doc

教學事例： 國家大事，你我關心!
內容簡介： 鼓勵學生分享個人對祖國的觀感，以及自主學習了解國家的現況、面對的機遇和挑戰，思考自己未來的路向和可以在國家發展中可以擔當的角色
價值觀/態度： 國民身份認同、關心國家、樂於學習
技能/能力： 研習能力、批判性思考能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_5_13.doc

教學事例： 我為國家隊打氣

內容簡介： 幫助青少年反省自己的國民身份，重新認識及關心內地的發展
價值觀/態度： 國民身份認同、主動學習、責任感
技能/能力： 批判性思考能力、研習能力、反思能力
下載網址：
http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case6.pdf

教學事例： 我曾到內地旅遊
內容簡介： 協助學生明白以欣賞及尊重的態度來理解內地的文化、民情，破除一些偏見
價值觀/態度： 欣賞、尊重他人、包容接納
技能/能力： 協作能力、研習能力
下載網址：
http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case7.pdf

教學事例： 我與外國人傾談
內容簡介： 透過與不同文化的簡單比較，讓學生思想到中國人的性格與文化，從而培養學生對國民身份的認識與認同
價值觀/態度： 國民身份認同
技能/能力： 溝通能力、協作能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.5.2.doc>

教學事例： 活在地球村
內容簡介： 讓學生明白我們與世界其他地方的依存關係，培養學生的世界公民意識
價值觀/態度： 責任感、關注國際社會、世界公民意識
技能/能力： 研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_5_18.doc

教學事例： 「南亞世紀海嘯事件」的反思：捐獻以外
內容簡介： 引導學生認識南亞世紀海嘯及分享自己的感受，幫助他們建立仁愛互助精神和珍惜生命的價值觀。
價值觀/態度： 珍惜生命、仁愛精神、樂善好施、謙卑、知足和感恩的心
技能/能力： 研習能力、分析能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/secondary2.doc

教學事例： 海嘯帶來的醒悟
內容簡介： 本示例提高學生在日常生活的危機意識，對自己的個人安全更重視，珍惜寶貴的生命。同時引發學生設身處地思想受災國家及災民的感受和需要，讓學生感受人間有情，互相幫助的重要。
價值觀/態度： 友愛、關懷、守望相助、生命神聖
技能/能力： 溝通、解決問題能力、批判性思考能力、創作能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/primary2.doc

教學事例： 「南亞世紀海嘯事件」的反思（2）：救援背後
內容簡介： 引導學生從南亞世紀海嘯災難的教訓中，培養危機意識和人文精神，建立批判思考以及世界公民的意識和責任感。
價值觀/態度： 居安思危、公平、友愛、人文關懷、批判思考、世界公民的意識和責任感

技能/能力： 解決問題能力、批判性思考能力、創作能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/secondary4.doc

教學事例： 「婚前性行為」你我觀

內容簡介： 本教案嘗試以婚前性行為為題，與學生正面討論「性」，討論「愛」與「性」的關係，讓學生了解不同人對婚前性行為的看法，使他們對有關的問題有更全面的了解，並從個案研討中，認識婚前性行為的後果與責任，學習理性抉擇及培養負責任的態度。

價值觀/態度： 負責任、尊重、自愛、理性

技能/能力： 溝通能力、批判性思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec07.doc

教學事例： 糖衣毒藥

內容簡介： 幫助學生辨識傳媒如何誤導與灌輸有關吸煙、酗酒及吸食危害精神毒品等不良訊息及價值觀，讓他們了解吸煙、酗酒及吸食危害精神毒品的禍害及真相，從而提昇他們的獨立思考和判斷能力。

價值觀/態度： 責任感、自省、自決

技能/能力： 批判性思考能力、分析能力、溝通能力、協作能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_5_19.doc

教學事例： 不用翻版貨

內容簡介： 協助學生反思個人誠信與知識產權兩者的關係，明白維護知識產權的重要性，亦要尊重他人(個人的努力及其創意的產業)，繼而勇於拒絕侵權行為

價值觀/態度： 誠信、尊重他人、律己

技能/能力： 分析能力、自我管理能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_5_16.doc

教學事例： 看了一則新聞「學童自殺事件」

內容簡介： 探討自殺問題，幫助學生檢視個人的生活境遇，學習提升解決問題能力之法，並帶出「活著多麼好」的訊息，進行情意教育

價值觀/態度： 尊重他人、負責任、堅毅、積極、欣賞、珍惜

技能/能力： 解決問題能力、協作能力、批判性思考

下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.5.3.doc>

教學事例： 看了一則新聞「14歲爸爸後悔了」

內容簡介： 引導學生思考個案中涉及婚前性行為及未婚懷孕的問題、後果及責任，從而幫助學生建立負責任的生活態度及多角度思考問題的能力

價值觀/態度： 負責任、理性

技能/能力： 批判性思考能力、溝通能力、協作能力

下載網址： <http://cd.edb.gov.hk/mce/section3/pdf/3.5.5.PDF>

教學事例： 我當了交通安全糾察

內容簡介： 幫助學生認識到道路和交通安全的重要性，認識罔顧道路及交通安全的後果，培養學生負責任的態度和尊重守規的精神

價值觀/態度： 尊重他人、責任感、自律守規

技能/能力： 協作能力、溝通能力、解決問題能力

下載網址： http://cd.edb.gov.hk/mce/section3/doc/Road_safetyNEW.doc

教學事例： 我當了香港的親善大使
內容簡介： 藉學生在當上香港親善大使的過程中認識香港，培養公民責任感，以及提升對香港的歸屬感
價值觀/態度： 責任感、歸屬感、樂於學習
技能/能力： 溝通技巧、研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_5_14.doc

教學事例： 我參加了社會服務活動
內容簡介： 以學生參與社會服務的親身經歷，引導學生認識參與服務的意義，鼓勵學生對社會作出貢獻，培養承擔精神
價值觀/態度： 責任感、承擔精神
技能/能力： 協作能力、溝通能力
下載網址： <http://cd.edb.gov.hk/mce/section3/doc/3.5.1.doc>

教學事例： 我幫助了有需要的人
內容簡介： 鼓勵學生關心社會上需要幫助的人
價值觀/態度： 關懷、積極、主動
技能/能力： 溝通能力、協作能力、表達關懷
下載網址：
http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case2.pdf

教學事例： 生活事件：我做了超市的格價專家
內容簡介： 讓學生認識公平競爭的好處，同時培養學生在購物時要留意產品及服務質素的習慣
價值觀/態度： 理性、自由、公平
技能/能力： 分析能力、判斷能力、自我管理能力的
下載網址：
http://www.edb.gov.hk/FileManager/TC/Content_3057/competition%20exemplar.doc

教學事例： 「文化中心無文化？」
內容簡介： 探討公德心問題，引導學生明白愛護公物、為他人設想和守法自律的重要性，從而培育學生的公德心和守法精神
價值觀/態度： 公德心、責任感、尊重他人、守法自律
技能/能力： 自我管理能力的、批判性思考能力的
下載網址： <http://cd.edb.gov.hk/mce/section3/pdf/3.5.6.PDF>

教學事例： 當我使用公共設施時
內容簡介： 讓學生明白每一項守則背後的價值觀是維護公眾的利益；鼓勵學生反省自己的公德心
價值觀/態度： 公德心、自律、愛護公物
技能/能力： 批判性思考能力的、自我管理能力的、協作能力的
下載網址：
http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case1.pdf

第三學習階段(中一至中三)：工作生活

教學事例： 我適合做兼職工作嗎？

內容簡介： 引導學生思考兼職工作對他們的讀書時間所帶來的影響，從而培養勤奮學習和簡樸生活的態度

價值觀/態度： 勤奮、簡樸、理性

技能/能力： 分析能力、判斷能力、自我管理能力和生涯規劃

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book6-Work/S6_work_case1.pdf

教學事例： 找一份暑期工作

內容簡介： 協助學生檢視自己做暑期工作的目的及指出責任感和謹慎的重要

價值觀/態度： 努力學習、責任感、謹慎

技能/能力： 分析能力、反思能力、自我管理能力和

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book6-Work/S6_work_case2.pdf

教學事例： 我不小心受傷了！

內容簡介： 培養青少年在工作環境做事謹慎、認真的態度，有助減少自己和別人受傷的機會

價值觀/態度： 顧己及人、謹慎、認真

技能/能力： 自我管理能力和分析能力、保護自己

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book6-Work/S6_work_case7.pdf

第四學習階段(中四至中六)：個人成長及健康生活

教學事例： 壓力我不怕

內容簡介： 引導學生在面對壓力和情緒低落時，能以正面積極的方法處理，不會藉服用煙、酒及危害精神毒品等來逃避(。)

價值觀/態度： 堅毅、積極、主動

技能/能力： 自我管理能力和解決問題能力、情緒管理、協作能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_1_7.doc

教學事例： 理財錦囊

內容簡介： 幫助學生思想購買名牌貨品背後的動機，並分辨想購買的物品是自己「想要」還是「需要」，以理性的理財態度處理購物的慾望

價值觀/態度： 自律、理性、負責任、健康生活

技能/能力： 自我管理能力和分析能力、判斷能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_1_2.doc

教學事例： 戒奢以儉

內容簡介： 本教學事例旨在協助學生養成節儉的生活習慣，以培養他們簡樸、理性消費、和節儉的價值觀。

價值觀/態度： 簡樸、理性消費、節儉

技能/能力： 自我管理能力和

下載網址： http://cd1.edb.hkedcity.net/cd/mce/fin_cris/doc/1_3.doc

教學事例： 「博」(BLOG) 出私人空間

內容簡介： 透過案例讓學生反思個人使用博客時的責任，提醒學生無論在網上或現

實世界，都要謹慎個人的言論及行為
價值觀/態度： 責任感、謹慎、律己
技能/能力： 批判性思考能力、研習能力、判斷能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_1_3.doc

教學事例： **輸多贏少 (不參與任何博彩活動)**
內容簡介： 協助學生更全面地認識賭博的本質及其可能帶來的禍害
價值觀/態度： 堅毅、自制、批判的態度
技能/能力： 自我管理能力和判斷能力、批判性思考能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_1_5_090709.doc

教學事例： 「無賭」世界盃
內容簡介： 引導學生透過討論時事，反思賭波問題。並閱讀幾則有關病態賭博的真實個案，引導學生討論病態賭博的特徵，思考對策。
價值觀/態度： 自律、自愛、理性、謹慎、遠離惡習
技能/能力： 自我管理能力和批判性思考能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/無賭世界盃.doc

教學事例： **賭波與我何干？**
內容簡介： 讓學生了解自己對賭波及賭博的態度，澄清自己不理性的看法及迷思。並認識病態賭博的嚴重性，幫助學生思考抗拒賭博風氣的方法。
價值觀/態度： 不貪婪、自我管理能力和
技能/能力： 分析能力和批判性思考能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/anti-gambling_v2/programs/賭波與我何干.doc

教學事例： **欺凌？被欺凌？**
內容簡介： 透過個案研究分析中學生被欺凌的情況，通過討論活動讓學生懂得如何正確地與同學相處及面對被欺凌的問題
價值觀/態度： 關愛、尊重他人、同理心、正義
技能/能力： 自我管理能力和解決問題能力、批判性思考能力、溝通能力、保護自己
下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3059/ks4_1.doc

教學事例： **性衝動，勿亂來！**
內容簡介： 協助學生反思自己對性的看法及價值觀，探討婚前性行為所帶來的影響，並協助學生正面處理性衝動
價值觀/態度： 尊重他人、責任感、自制、愛惜自己
技能/能力： 自我管理能力和分析能力、解決問題能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_1_6.doc

教學事例： **負責任的抉擇**
內容簡介： 幫助學生明白深思熟慮和負責任的決定對自己及他人的重要性，培養學生在抉擇前能識別及評估一切可供選擇的技能。
價值觀/態度： 責任感、自省
技能/能力： 自我管理能力和批判性思考能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec02.doc

- 教學事例：** 接受輔導和聽取他人意見的重要性
內容簡介： 幫助學生明瞭尋求輔導並非一種羞恥，培養學生對接受輔導和聽取他人意見有正確的態度
價值觀/態度： 關懷、自省
技能/能力： 自我管理能力和解難能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec12.doc
- 教學事例：** 為誰生活為誰忙? (反思生命意義)
內容簡介： 協助年青人探討生命的意義，重排生活中各樣事情的重要性，追求正面的人生觀，活得更豐盛和有意義
價值觀/態度： 積極、自愛、承擔精神
技能/能力： 研習能力、生涯規畫、自我管理能力和解難能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_1_4.doc
- 教學事例：** 我要高飛 (追求理想)
內容簡介： 讓學生正面認識自己，培養積極進取的人生態度、學習責任與承擔精神，並作出反思
價值觀/態度： 責任感、承擔精神、堅毅、積極
技能/能力： 自我管理能力和反思能力、生涯規畫
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_1_1.doc
- 教學事例：** 歡樂的聖誕，怒吼的海嘯
內容簡介： 災難讓學生重新檢視反思生命價值和生活態度，提高學生的危機意識或危機感，並鼓勵學生以不同角度去討論、分析世界地球村的概念，如何幫助正在苦難中的災民。
價值觀/態度： 珍惜生命、關懷、互助互愛
技能/能力： 自我管理能力和批判思考能力、解難能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/secondary.doc
- 教學事例：** 「苦?樂?得?失?」
內容簡介： 本教案以靳埭強教授和何嘉麗小姐與學生的真情對話、人生經驗分享，鼓勵學生鍛煉堅毅的意志、培養豁達的態度，從而提升學生的抗逆力。
價值觀/態度： 堅毅、豁達、善於應變
技能/能力： 自我管理能力和解難能力
下載網址： http://cd1.edb.hkedcity.net/cd/mce/fin_cris/doc/1_2.doc

第四學習階段(中四至中六)：家庭生活

- 教學事例：** 我要學習和家人融洽相處
內容簡介： 引導學生明白在與家人相處尤其有衝突時，須尊重和關愛家人，學習以理性和易地而處的態度去排難解紛，並以建立和諧家庭為目標
價值觀/態度： 關愛、尊重他人
技能/能力： 批判性思考能力、協作能力、溝通能力
下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3059/ks4_2.doc
- 教學事例：** 不怕囉唆，最怕生疏 (主動關心家人)

內容簡介： 鼓勵學生主動與父母溝通、關心家人、為家人送上驚喜，加強家庭的凝聚力

價值觀/態度： 關愛、主動

技能/能力： 溝通能力、表達關懷

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_2_3.doc

教學事例： 在家千日好 (珍惜與家人相處的機會)

內容簡介： 讓學生反思家人關係的寶貴，勉勵他們抓緊時光，學習與家人融洽相處，並思考自己在家中的角色和責任，合力建立一個和諧溫暖的家

價值觀/態度： 珍惜、關愛、責任感、承擔精神

技能/能力： 溝通能力、表達關懷

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_2_1.doc

教學事例： 沒有零用錢的日子 (家人忽然失業)

內容簡介： 協助學生學習勇於承擔舒緩和解決問題的責任，以互相關懷的心態共同面對逆境，讓學生明白每個家庭成員均可付出自己的力量，減少失業對家庭的影響及家人的牽掛

價值觀/態度： 承擔精神、積極、樂觀、關懷

技能/能力： 抗逆能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_2_2.doc

教學事例： 面對父母離異

內容簡介： 協助學生以正確態度面對父母離異的事實，學習與離異的父母繼續溝通

價值觀/態度： 諒解、樂觀

技能/能力： 解決問題能力、溝通能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book2-Family/S2_family_case7.pdf

第四學習階段(中四至中六)：學校生活

教學事例： 建設零毒污染校園

內容簡介： 讓學生了解毒品對個人、家庭和社會(學校)所造成的禍害，提升他們的責任與承擔感，參與建設「零毒污染」校園。

價值觀/態度： 珍惜自愛、積極自律、責任感

技能/能力： 溝通能力、創造力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_3_5.doc

教學事例： 出自我手筆 (不做抄襲的行為)

內容簡介： 透過反思練習及教學活動，讓學生明白個人誠信及知識的重要性

價值觀/態度： 誠信、樂於學習

技能/能力： 研習能力、批判性思考能力、自我管理能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_3_4.doc

教學事例： 我怎樣選擇修讀哪一科

內容簡介： 協助學生學習怎樣選科及認清未來的發展目標

價值觀/態度： 自決、開放、責任感、承擔精神

技能/能力： 自我管理能力、批判性思考能力、生涯規劃

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book3-School/S3_school_case2.pdf

教學事例： 不怕面對公開考試

內容簡介： 協助學生以堅毅的勇氣、積極態度去面對公開考試，以及在求學過程中培養樂於學習的態度

價值觀/態度： 堅毅、勇氣

技能/能力： 研習能力、自我管理能力和解決問題能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_3_1.doc

教學事例： 我畢業了

內容簡介： 讓學生以正面樂觀、進取的態度看待畢業及接受這個挑戰

價值觀/態度： 面對挑戰樂觀、進取

技能/能力： 批判性思考能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book3-School/S3_school_case4.pdf

教學事例： 前途由我創

內容簡介： 讓學生知道有責任為自己的人生及早計畫

價值觀/態度： 負責任

技能/能力： 解決問題能力、協作能力、自我管理能力和

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book3-School/S3_school_case6.pdf

教學事例： 我參加了選舉

內容簡介： 讓學生瞭解參與學生組織的真正意義

價值觀/態度： 責任感、民主精神

技能/能力： 批判性思考能力、溝通能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book3-School/S3_school_case3.pdf

教學事例： 校政論壇

內容簡介： 讓學生從身邊熟悉的環境 — 學校開始，鼓勵他們先對一些與學校相關的議題進行思考，並表達意見，並期望他們能進一步參與有關社會國際議題的討論

價值觀/態度： 尊重他人、主動、批判性思考能力

技能/能力： 批判性思考能力、研習能力、溝通能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_3_3.doc

教學事例： 遊學體驗得著多 (體驗中華文化)

內容簡介： 協助學生反思遊學的意義，以及鼓勵學生珍惜內地遊學的經驗，思考遊學對於體驗中華文化的作用

價值觀/態度： 國民身份認同、積極學習、欣賞中華文化

技能/能力： 研習能力、協作能力、自我管理能力和

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_3_2.doc

第四學習階段(中四至中六)：社交生活

教學事例： 難以拒絕的聖誕約會

內容簡介： 讓學生透過角色扮演的遊戲，理智地思考戀愛與性的關係，建立負責任、健康的性態度

價值觀/態度： 自律、應變、尊重、理性

技能/能力： 自我管理能力的、分析能力、拒絕技巧

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/04_Date/files/life-event_holidayKS4.doc

教學事例： 婚姻不是兒戲

內容簡介： 讓學生反思個人對婚姻的看法及價值觀，明白婚姻關係除包含激情及親密之外，更重要的是信守婚姻的承諾

價值觀/態度： 承擔精神、尊重他人、理性

技能/能力： 溝通能力、自我管理能力的

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_4_5.doc

教學事例： 節日狂歡 (保護自己)

內容簡介： 讓學生明白與朋友一起慶祝節日是正常的社交活動，但自己亦要訂下底線，時刻提高警覺，愛惜自己

價值觀/態度： 責任感、堅定、愛惜自己

技能/能力： 協作能力、溝通能力、保護自己

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_4_6.doc

教學事例： 性 = 愛?

內容簡介： 讓學生認識愛情的元素，深思愛情的意義，建立更正面的戀愛與性價值觀

價值觀/態度： 尊重他人、自愛、責任感

技能/能力： 自我管理能力的、保護自己、批判性思考能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_4_7.doc

教學事例： 疑似藝人不雅照片事件 反思個人言行取捨

內容簡介： 與學生分析拍攝、上載及流傳親密照片或短片有可能帶來的影響、鼓勵學生懂得保護個人的私隱、建立平等而又互相尊重的兩性關係

價值觀/態度： 尊重他人、自律、理性

技能/能力： 批判性思考能力、解決問題能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/09_Info/files/DownloadFile.asp?DLfileName=life-event_photos.doc

教學事例： 佳節勿亂「性」

內容簡介： 引導學生思考性行為與戀愛的關係，瞭解性行為可能帶來的後果及影響；並希望提高學生們自我保護的意識，建立健康的性態度

價值觀/態度： 理性、責任感、尊重他人

技能/能力： 批判性思考能力、自我管理能力的

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/senior_sec12.doc

教學事例： 青春何價? - 援交援交-青春何價?

內容簡介： 引導學生討論，認清援交的危機及負面意義，提高分析及處理問題的能力，建立正面健康的價值觀及增強尊重身體的意識

價值觀/態度： 自愛、尊重他人、理性、負責任

技能/能力： 批判性思考能力、自我管理能力

下載網址：

http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/09_Info/files/life-event_compensateddating.doc

教學事例： 約會

內容簡介： 幫助學生明瞭與異性及同性建立友誼的重要性，培養學生對兩性關係正確的態度。

價值觀/態度： 責任感、自省

技能/能力： 溝通能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec04.doc

教學事例： 意亂情迷

內容簡介： 以戲劇形式帶出年輕人談戀愛的問題，幫助學生了解「愛」是關懷及為對方著想。並協助學生分析行為所帶來的後果。

價值觀/態度： 責任感、自律、尊重

技能/能力： 溝通能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec05.pdf

教學事例： 向性要求說“不”

內容簡介： 透過活動提高學生個人自尊。並協助學生掌握拒絕的技巧。

價值觀/態度： 責任感、自律、尊重

技能/能力： 溝通能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec06.doc

教學事例： 又豈在朝朝暮暮

內容簡介： 幫助學生認識青少年發生婚前性行為的一些原因，認識在困境中應怎樣及往何處尋求援助。

價值觀/態度： 責任感、自律、尊重

技能/能力： 溝通能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec08.doc

教學事例： 婚前性關係

內容簡介： 幫助學生探討他們自己對性關係的價值觀和態度，並建立負責任和健康的性態度。

價值觀/態度： 責任感、尊重

技能/能力： 溝通能力、批判思考能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec09.doc

教學事例： 婚前性關係的後果和含義

內容簡介： 讓學生對有關婚前性行為、墮胎及性病的問題有基本的認識，鼓勵學生建立負責任及願意承擔後果的態度。

價值觀/態度： 責任感、自省、理性

技能/能力： 批判思考能力、分析能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/christmas/doc/junior_sec10.doc

教學事例： 分黨分派，有你無我!
內容簡介： 讓學生反思同學間分黨分派的問題，減少小圈子式是非之爭，營造團隊精神和提倡積極合作、互相包容的文化
價值觀/態度： 尊重他人、關愛、包容接納
技能/能力： 溝通能力、協助能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_4_3.doc

教學事例： 本是同根生
內容簡介： 引導學生反思對內地人民看法，認識中港兩地的文化異同，協助他們以更包容的態度看待彼此的差異，並學會尊重、欣賞和接納新來港學生
價值觀/態度： 國民身份認同、尊重他人、包容接納、接納
技能/能力： 溝通能力、協作能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_4_4.doc

教學事例： 認識新來港人士
內容簡介： 使青少年學會用尊重及欣賞的態度，接納新來港人士，並接觸他們身邊不同文化的人與事
價值觀/態度： 欣賞、尊重他人
技能/能力： 溝通能力、批判性思考能力、解決問題能力
下載網址： http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book4-Social/S4_social_case2.pdf

教學事例： 反目成仇? (學習復和的技巧)
內容簡介： 幫助學生探討處理衝突的原則和態度，以及學習復和的技巧，從而認識友誼的可貴，更懂得珍惜友誼及維繫持久的友誼
價值觀/態度： 尊重他人、和而不同、珍惜、欣賞、維繫友誼
技能/能力： 協作能力、解決問題能力、自我管理
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_4_2.doc

教學事例： 做個醒目諫友
內容簡介： 探討給予朋友忠告的原則和態度，以求彼此建立，不斷進步
價值觀/態度： 真誠、尊重他人、理性、擇善固執
技能/能力： 溝通能力、分析能力、批判性思考能力
下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3059/ks4social2.doc

教學事例： 左鄰右里
內容簡介： 鼓勵學生主動關愛和尊重別人，嘗試以大方得體的態度與人交往及幫助有需要的人
價值觀/態度： 尊重他人、關愛、犧牲精神
技能/能力： 協作能力、溝通能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_4_1.doc

教學事例： 齊抗網絡「毒」害
內容簡介： 讓學生認識吸食危害精神毒品的禍害，指導他們如何謹慎思考，並應該抱持什麼的價值觀和態度去作出抉擇和面對開放的網絡世界中一些與吸食危害精神毒品有關的不良資訊
價值觀/態度： 謹慎理性、自律
技能/能力： 解決問題能力、溝通能力

下載網址：http://cd1.edb.hkedcity.net/cd/mce/drugs/resources/le_s4.doc

教學事例： 我參加宗教聚會

內容簡介： 協助學生學習尊重別人的宗教信仰，並以理性的態度去選擇自己的宗教信仰

價值觀/態度： 尊重他人、理性

技能/能力： 批判性思考能力、協作能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book4-Social/S4_social_case4.pdf

教學事例： 我出席了一次同學的喪禮

內容簡介： 協助青少年透過出席喪禮反省生命的可貴，並學習有關的禮儀及態度

價值觀/態度： 尊重他人、珍惜生命

技能/能力： 溝通能力、自我管理能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book4-Social/S4_social_case5.pdf

教學事例： 我出席喜宴

內容簡介： 培養學生和學習簡樸生活的態度

價值觀/態度： 簡樸、尊重他人

技能/能力： 協作能力、批判性思考能力、創造力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book4-Social/S4_social_case6.pdf

第四學習階段(中四至中六)：社會及國家生活

教學事例： 國情全接觸 (加深對國家國情的了解)

內容簡介： 引領學生反思年青人對國家的應有態度，願意承擔改善社區、國家和人民福祉的責任

價值觀/態度： 國民身份認同、承擔精神、獨立思考

技能/能力： 自我管理能力、批判性思考能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_5_3.doc

教學事例： 我為國家隊打氣

內容簡介： 幫助青少年反省自己的國民身份，重新認識及關心內地的發展

價值觀/態度： 國民身份認同

技能/能力： 批判性思考能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case6.pdf

教學事例： 我曾到內地旅遊

內容簡介： 協助學生明白以欣賞及尊重的態度來理解內地的文化、民情，破除一些偏見

價值觀/態度： 欣賞、尊重他人

技能/能力： 協作能力、研習能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case7.pdf

教學事例： 我關心內地的教育需要

內容簡介： 幫助學生以國民身份的角度，來關注內地的教育需要

價值觀/態度： 國民身份認同

技能/能力： 批判性思考能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case8.pdf

教學事例： 「南亞世紀海嘯事件」的反思（2）：救援背後

內容簡介： 引導學生從南亞世紀海嘯災難的教訓中，培養危機意識和人文精神，建立批判思考以及世界公民的意識和責任感。

價值觀/態度： 居安思危、公平、友愛、人文關懷、批判思考、世界公民的意識和責任感

技能/能力： 解決問題能力、批判性思考能力、創作能力

下載網址： http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/secondary4.doc

教學事例： 我和同學討論時事

內容簡介： 鼓勵學生關心社會，並培養他們對社會的責任感

價值觀/態度： 責任、關心社會

技能/能力： 批判性思考能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case5.pdf

教學事例： 旁聽立法會會議

內容簡介： 讓學生探討何謂尊重、如何以理性的態度討論問題，避免罵戰或意氣之爭，進而加深學生對尊重的理解，提升他們對地區、又或社會事務的關注

價值觀/態度： 尊重他人、獨立思考、客觀理性、歸屬感

技能/能力： 研習能力、批判思考能力、溝通能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_5_2.doc

教學事例： 我學會了抗拒社會歪風

內容簡介： 幫助學生培養批判性思考的能力，並對自己的道德標準作出反省，使學生有能力面對誘惑和社會歪風

價值觀/態度： 自律、自省、理性

技能/能力： 批判性思考能力、解決問題能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case3.pdf

教學事例： 我要伸張正義

內容簡介： 幫助學生主動及勇敢地實踐公平及正直

價值觀/態度： 主動、勇敢、公平、正直

技能/能力： 批判性思考能力、溝通能力、解決問題能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case4.pdf

教學事例： 我做了超市的格價專家

內容簡介： 讓學生認識公平競爭的好處，同時培養學生在購物時要留意產品及服務質素的習慣

價值觀/態度： 理性、自由、公平

技能/能力： 溝通能力、創作性思考能力

下載網址：

http://www.edb.gov.hk/FileManager/TC/Content_3057/competition%20exemplar.doc

教學事例： 我幫助了有需要的人

內容簡介： 鼓勵學生關心社會上需要幫助的人

價值觀/態度： 關懷、積極

技能/能力： 溝通能力、協作能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case2.pdf

教學事例： 第一手真相? (傳媒資訊真偽)

內容簡介： 讓學生在接觸各類資訊時，能以理性批判和審慎的態度小心求證，在發放資訊時亦不可輕率，要為個人言行負責任

價值觀/態度： 誠信、理性

技能/能力： 運用資訊科技能力、批判性思考能力、運用資訊科技能力

下載網址：

http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_5_4.doc

教學事例： 貧者愈貧? 富者愈富?

內容簡介： 讓學生認識貧窮和貧富懸殊問題，並鼓勵學生關注貧窮人士的需要和思考相關決策

價值觀/態度： 關愛、責任感、承擔精神

技能/能力： 批判思考能力、研習能力

下載網址：

http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_5_5.doc

教學事例： 尊重知識產權，你我都有責!

內容簡介： 請學生分組討論誠信、法規與社會的關係，並設計宣傳推廣活動，推動尊重知識產權的意識及提升年青人的個人修養

價值觀/態度： 誠信、尊重他人、守法循規

技能/能力： 研習能力、批判思考能力、創造力

下載網址：

http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_5_1.doc

第四學習階段(中四至中六)：工作生活

- 教學事例：** 第一次面試
內容簡介： 讓學生了解誠信在工作面試當中的重要性，並從中了解到一些基本的工作面試禮儀，為日後求職作好準備
價值觀/態度： 誠信、責任感
技能/能力： 溝通能力、研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_6_7.doc
- 教學事例：** 我的第一份工
內容簡介： 培養學生對工作的責任感、積極、進取等價值觀與態度；為他們日後投身社會工作，建立良好的基礎及心理準備
價值觀/態度： 責任感、積極、進取
技能/能力： 自我管理能力和研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_6_2.doc
- 教學事例：** 我會做好呢份工
內容簡介： 引導高中生思考自己應抱持怎樣的工作態度和在社會中所擔當的角色及在工作中如何承擔自己的社會責任，並努力擴闊視野，為將來理想的生活作好準備
價值觀/態度： 責任感、承擔精神、合作
技能/能力： 自我管理能力和研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_6_4.doc
- 教學事例：** 北上就業大計
內容簡介： 協助學生檢視對內地就業的看法及價值觀，並提升他們對前往內地就業的準備能力和信心
價值觀/態度： 國民身份認同、積極進取
技能/能力： 自我管理能力和研習能力、解決問題能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_6_5.doc
- 教學事例：** 誠信無價
內容簡介： 讓學生反思在日常生活中，很多時候會不自覺的陷入誠信危機，所以必須保持警覺性；也要讓他們明白到誠信是大家必須培養的高尚品格(無價之寶)，尤其是在工作上，因為堅守誠信是讓社會公平和人們互相信任的不二法門
價值觀/態度： 誠信、公平
技能/能力： 批判性思維能力、解決問題能力、自我管理能力和研習能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_6_3.doc
- 教學事例：** 你有壓力？我有壓力？(處理工作壓力)
內容簡介： 引導學生認識工作壓力，協助他們及早在心理上裝備自己，積極面對日後工作上的挑戰
價值觀/態度： 堅毅、樂觀、理性
技能/能力： 自我管理能力和研習能力、解決問題能力
下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_6_6.doc
- 教學事例：** 我不怕面對工作壓力
內容簡介： 幫助青少年懂得負責任的重要及保持與人有良好的合作關係，為未來將要遇到的情況作更好的準備
價值觀/態度： 責任感、堅毅、承擔
技能/能力： 自我管理能力和研習能力、解決問題能力、協作能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book6-Work/S6_work_case6.pdf

教學事例： 先敬羅衣後敬人？

內容簡介： 幫助學生學習在社會工作時應有的態度和禮儀，例如：尊重公司文化、要求，懂得挑選合適及簡樸的穿着，避免因衣飾不合適而帶來不良後果

價值觀/態度： 尊重他人、簡樸、批判性思考

技能/能力： 自我管理能力和協作能力

下載網址： http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_6_1.doc

教學事例： 我與職青談論薪金的使用

內容簡介： 培養學生在運用金錢上的責任感及學習懂得與人分享等美德

價值觀/態度： 責任感、謹慎、分享

技能/能力： 批判性思考能力、自我管理能力和協作能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book6-Work/S6_work_case5.pdf

教學事例： 我學習工作間的人際關係

內容簡介： 幫助學生了解工作環境中，所遇到的種種合作問題和尊重別人的重要，並學習建立和諧坦誠的態度

價值觀/態度： 合作、和諧、尊重他人、坦誠

技能/能力： 溝通能力、解決問題能力、協作能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book6-Work/S6_work_case3.pdf

教學事例： 假如我是僱主

內容簡介： 讓學生探討及思考工作上的要求，尤其在個人品格素質方面，帶出正面積極的態度（如責任感、誠信、團隊合作）對工作的重要性，從而幫助學生建立正面積極的工作態度

價值觀/態度： 正面積極的工作態度、團隊合作精神

技能/能力： 協助能力、溝通能力、自我管理能力和協作能力

下載網址： http://www.edb.gov.hk/FileManager/TC/Content_3059/ks4work.doc

教學事例： 我不小心受傷了！

內容簡介： 培養青少年在工作環境做事謹慎、認真的態度，有助減少自己和別人受傷的機會

價值觀/態度： 顧己及人、謹慎、認真

技能/能力： 自我管理能力和解決問題能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book6-Work/S6_work_case7.pdf

教學事例： 我適合做兼職工作嗎？

內容簡介： 引導學生思考兼職工作對他們的讀書時間所帶來的影響，從而培養勤奮學習和簡樸生活的態度

價值觀/態度： 勤奮、簡樸

技能/能力： 批判性思考能力、自我管理能力和協作能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book6-Work/S6_work_case1.pdf

教學事例： 找一份暑期工作

內容簡介： 協助學生檢視自己做暑期工作的目的及指出責任感和謹慎的重要

價值觀/態度： 努力學習、責任感、謹慎

技能/能力： 研習能力、自我管理能力

下載網址：

http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book6-Work/S6_work_case2.pdf

Examples of MNE learning and teaching resources available online from the Education Bureau (Chinese version only)

由教育局製作與「德育及國民教育科」相關
網上學與教資源(舉隅)

小學適用

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
✓		✓	✓	✓	「重情理·通國情：從理念到實踐」教學資源網 http://www.edb.gov.hk/cd/mcne/nebook	提供教學示例建議和學校經驗，將國民教育緊扣課堂學習、學習活動和內地交流，引領學生結合認知、情感和實踐，促進有系統的國民教育。
✓		✓	✓		「慶回歸·展國情：國民教育的推行理念、策略及學校經驗」教學資源網 http://resources.edb.gov.hk/mce1/nebook/index.html	藉介紹國民教育的推行理念、策略及學校經驗，為教師提供教學活動的設計參考，配合國家範疇學習，推展國民教育。
✓	✓	✓	✓		「承傳中華文化瑰寶·培育國民身份認同」教學資源網 http://www.edb.gov.hk/cd/mce/culture	藉介紹傳統節氣、節日風俗、經典名言等，讓學生吸收當中蘊藏的生活智慧，欣賞及實踐中華美德，促進個人、家庭、社群和國家範疇學習。
✓		✓	✓		「國民身份認同與中華文化」網上資源 http://www.edb.gov.hk/index.aspx?nodeID=7297&langno=2	配合小學常識課程的「國民身份認同與中華文化」範疇，提供教學資料及建議，促進歷史、人文和當代國情學習。
✓		✓	✓		「中國文化傳統」網站 http://resources.edb.gov.hk/culture/	藉提供 8 個範疇的多媒體資源，例如：書畫藝術、陶藝發展、傳統建築、文明源流及考古、文學傳統及起源、科舉及教育制度、民間信仰和古代科技，促進歷史和人文國情學習。
		✓	✓		「中國的地勢和氣候特徵」網上資源 http://www.hkedcity.net/iclub_files/a/1/40/webpage/learnin	配合小學常識課程，以動畫介紹中國的不同地區及城市的地理特

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
					g_activity/gs8html/images/china.swf	點，例如：氣溫、雨量、地勢等，介紹的城市包括北京、烏魯木齊、上海、廣州等，為教師提供自然國情學習內容的資源。
✓	✓	✓	✓		「國情旋接觸」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/chinesefolksongs/index.htm	藉介紹中國傳統樂曲，協助教師啟發學生從音樂欣賞，提升個人品德，並了解樂曲反映的歷史和文化意義，促進個人和國家範疇學習。
✓		✓	✓		「做個快樂中國人」網上資源 http://cd1.edb.hkedcity.net/cd/gs/project_learning/index.htm	藉提供小一學生適用的專題研習及學習活動示例，支援教學需要，促進國家範疇學習。
✓	✓	✓	✓		「專題研習—古今名人逐個捉」網上資源 http://www.hkedcity.net/edb/teachingresources/project/?p=famouspl&path=/main	配合小學中國語文及常識課程，協助教師安排跨科活動，讓學生透過資料搜集、口頭報告、劇本創作、短文創作、自評互評等活動，增進學生對中國傳統節日及文化的認識，促進人文國情學習。
✓		✓	✓	✓	「神舟飛船升空系列」教學資源網 http://resources.edb.gov.hk/mce1/shenzhou%20web	藉新聞撮寫、圖片介紹等教學資源，協助教師啟發學生了解國家當代航天科技發展，並學習航天員的堅毅與承擔。
✓		✓	✓	✓	「關心祖國·齊迎上海世博會」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/shanghai_expo	以探討上海世博會為起點，協助教師引領學生探討國家當代發展取得的成就，以及在國際舞台上的重要角色與貢獻。
		✓	✓	✓	「改革開放三十年」網站 https://cd.edb.gov.hk/ls/ReformOpeningUp/index.asp?cid=4	藉介紹國家改革開放的成就，以及上載專家學者就國家發展不同範疇，如外交、經濟、文化、科技、教育等，協助教師推動當代國情學習。
✓		✓	✓	✓	「緬懷傑出科學家錢學森·加強國民教育」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/qianxuesen/index.htm	以探討當代科學家錢學森的事跡和成就為開端，協助教師推動學生向國家不同範疇的偉人學習，從偉人的生活片段尋找值得學習的品格和智慧。
		✓	✓		「慶祝 10•1 國慶專輯」網上資源 http://www.hkedcity.net/article/special/040920-001/	配合小學常識課程，提供中華人民共和國成立，以及中國的國旗、國徽、國花和國歌的資料，支援歷史和當代國情學習。

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
✓		✓	✓		「學校升國旗專題」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/tc/flagraising/index.htm	提供多元化的資源，例如：學校示例、教學建議等、協助教師引領學生了解國旗和國歌的知識，以及應有態度，並掌握禮儀，提升國民素質。
✓		✓	✓		「做個小小升旗手」網上資源 http://www.smallcampus.net/index/20041001/	配合小學常識課程，介紹中國的國旗、國徽和國歌，支援歷史和當代國情學習。
✓	✓	✓	✓	✓	「薪火相傳國民教育活動系列」網站 http://www.passontorch.org.hk/b5_html/index.html	協同教育局、學校及社會團體力量，展示國民教育(特別是內地參訪交流)的成果，為教師提供教學活動的設計參考。
✓		✓	✓		「公民教育徑」教學資源網 http://resources.edb.gov.hk/civicedu/	介紹香港特區一些重要建築物對於中港關係發展的意義與貢獻，協助教師安排以國民身份認同為主題的本地參訪活動。
✓	✓	✓	✓		「基本法教育」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/tc/basiclaw/index.htm	藉介紹基本法的原則和實施，提供多元化的資源，例如：條文介紹、學校示例、教學建議等，協助教師引領學生了解基本法，以及香港和內地的密切關係。
✓	✓	✓	✓	✓	德育及公民教育資源網 http://mce.edb.hkedcity.net/	提供多類型的德育及公民教育學與教資源，包括相片、漫畫、統計數字、新聞撮寫、故事／個案及教案等，並設有搜尋器和下載中心，方便教師和家長使用。
✓	✓	✓	✓	✓	學習資源網：「論時事 育品德」 http://mce.edb.hkedcity.net/currentissue/	藉時事素材及教案，其中包括與禁毒教育、健康教育、環境教育有關的學與教議題，鼓勵學生剖析時事新聞，判別新聞事件的價值取向。
✓	✓	✓	✓	✓	「談『美德』·論『價值』德育教材手冊」網站 http://cd1.edb.hkedcity.net/cd/mce/moralbk/index.html	藉德育故事、生活情境討論、學校經驗分享等教學資源，培養學生確立正面價值觀，並在日常生活實踐美德，促進個人、家庭和社群範疇學習。
✓	✓	✓	✓	✓	價值觀探索網 http://mce.edb.hkedcity.net/valuesweb	藉德育故事、動畫、書信、問題討論，幫助學生認識並建立正確的價值觀，促進個人、家庭、社群、國家和世界範疇學習。
✓	✓	✓	✓	✓	「生活事件」教案 http://www.edb.gov.hk/index.aspx?nodeID=2919&langno=	以學生的「生活事件」作為主要的學習情境與素材來設計教學活動，通過分享、討論、模擬、反思等學習活動，培養他們的正面

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
					2	價值觀和態度。
✓		✓	✓	✓	「服務學習」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/servicelearning/index.htm	藉提供多元化的服務學習資源，例如：學校示例、教學建議、反思工具等、協助教師引領學生進行服務學習，對社會和國家作出貢獻。
	✓		✓		「家庭樹」網上資源 http://diy.fwg.hk/download/gs/FamilyTree/	以互動遊戲，利用人物關係圖，介紹父系家庭成員和母系家庭成員的關係和稱謂，協助教師引領學生根據自己的家庭成員製作自己的家庭樹，從而了解中華文化對家庭倫理的重視。
✓	✓	✓			「培養關愛，從家庭開始」網上資源平台 http://cd1.edb.hkedcity.net/cd/mce/family/index.htm	藉時事討論、情境探索、生活事件教案等教學資源，培養學生重視關愛的價值觀，由建立和諧家庭出發，對促進學校和社會和諧亦有所貢獻。
✓	✓	✓	✓	✓	教育電視 http://etv.edb.gov.hk/home-c.aspx	透過短片，帶出與德育及國民教育科相關的知識，幫助教師、家長、學生認識於不同生活範疇，培養學生品德。節目類型包括：時事專題、特備節目、教訊、教師專業發展系列等。
✓	✓	✓	✓	✓	遊戲中覓方向·體驗中悟道理—生命教育互動學習教材資源網 http://cd1.edb.hkedcity.net/cd/mce/life_understanding/index.htm	藉一系列遊戲學習資源，引領學生認識生命、欣賞生命、尊重生命和探索生命，確立堅實的人生基礎，並對家庭和社會有所貢獻。
✓		✓	✓		「福澤玉樹·榮耀香江」：生命教育資源網 http://cd1.edb.hkedcity.net/cd/mce/life_education/index.html	藉探討黃福榮先生於青海地震的英勇事跡，協助學生建立積極人生觀，欣賞服務社群和國家的義行，促進個人、社群與國家(人文國情)範疇學習。
✓	✓	✓			生命教育網站：「活出精彩人生、面對逆境」資源網 http://cd1.edb.hkedcity.net/cd/mce/tc/life/	藉探討生活中的逆境，幫助學生發展積極面對逆境的積極態度，並引領家長為子女作好裝備，幫助子女走出逆境，活出精彩人生。
✓	✓	✓		✓	海嘯無道，人間有情《世紀海嘯災難》學習活動系列資源網 http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/index.htm	藉探討南亞海嘯災難，讓學生了解守望相助和群策群力的重要性，鼓勵關心世界大事，以行動向家人和世上有需要的人表達關懷。

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
✓	✓	✓		✓	「胸懷世界·心繫人類福祉」學習資源網 http://cd1.edb.hkedcity.net/cd/mcne/earthquake2011/index.html	藉探討日本 2011 年的地震及海嘯災難，讓學生了解跨越民族和國界的大愛精神，鼓勵關心世界大事，珍惜生命，向世上有需要的人表達關懷。
✓	✓	✓	✓	✓	名人與學生真情對話系列：「席話勝千言 潤物細無聲」 http://cd1.edb.hkedcity.net/cd/mce/c-talks/index.html	十二位名人分享個人經歷和人生體驗，作為學生探索生命歷程的參考材料，附有學生的反思和感受及思考題。
✓	✓	✓	✓	✓	「名人與學生真情對話系列」：「從服務、科學及藝術反思人生意義」網上教材 http://cd1.edb.hkedcity.net/cd/mce/dialogue/index.htm	藉名人與學生真情對話，培育學生的積極人生觀，從不同角度反思人生意義，並於不同範疇生活有所貢獻。
✓	✓	✓	✓	✓	前教育統籌局常任秘書長羅范椒芬與青年細味人生 http://www.edb.gov.hk/index.aspx?nodeID=2985&langno=2	以書信的形式分享自己對生活的體驗和價值觀，引發青少年的反思和討論，附有問題討論部分供教師參考使用。
✓	✓	✓			「健康校園政策」網頁 http://www.edb.gov.hk/index.aspx?nodeID=8023&langno=2	網頁包括「健康校園政策」的背景、目標、內容、學校支援、家長支援、校園驗毒諮詢會及校園驗毒家長簡介會等部份。
✓	✓	✓			學習資源網：『健康生活全面「體」』(防止吸煙及吸食危害精神毒品) 教學資源網 http://cd1.edb.hkedcity.net/cd/mce/drugs/index.htm	藉教案、個案討論、學校經驗分享等學與教資源，以及家長篇資源，實現家校合作，提醒學生堅拒吸煙及吸食危害精神毒品，實踐健康生活。
✓	✓	✓		✓	學習資源網：『健康生活全面「體」』(預防禽流感) 教學資源網 http://cd1.edb.hkedcity.net/cd/mce/Avian/index.htm	藉單張海報、短片、教案、個案討論等資源，推廣健康生活訊息，實現家校合作，鼓勵從學生、學校、家庭、社區多方面做好防禦禽流感的措施。
✓	✓	✓			學習資源網：「健康生活齊實踐」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/health/index.html	藉教案、時事專題、生活實踐等學與教資源，提醒學生培養良好生活習慣，確立健康生活態度。
✓	✓	✓			「我的行動承諾 2003 至 2005 — 全民潔港 活出健康」資源網 http://cd1.edb.hkedcity.net/cd/mce/mypledge/index.html	支援學校於 2003 至 2005 年舉辦我的行動承諾日，藉一系列資源如歌曲、行動檢視表、故事討論等，推廣健康生活訊息。
✓		✓			「我的行動承諾 2006 — 尊重、關愛、活出健康人生」	支援學校於 2006 年舉辦我的行動承諾日，藉各種資源如承諾宣

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
					資源網 http://cd1.edb.hkedcity.net/cd/mce/mypledge2006/index.htm	言、行動檢視表、學習活動等，推廣「尊重、關愛、活出健康人生」的訊息。
✓	✓				「我的行動承諾 2007 — 健康生活從和諧家庭開始」網上資源平台 http://cd1.edb.hkedcity.net/cd/mce/mypledge2007/index.htm	支援學校於 2007 年舉辦我的行動承諾日，藉各種資源如承諾宣言、行動檢視表、學習活動等，推廣「健康生活從和諧家庭開始」的訊息。
✓	✓	✓			「我的行動承諾 2008 — 建立健康生活及活出積極人生」資源網 http://cd1.edb.hkedcity.net/cd/mce/mypledge2008/index.htm	支援學校於 2008 年舉辦我的行動承諾日，藉各種資源如承諾宣言、行動檢視表、學習活動等，推廣「建立健康生活及活出積極人生」的訊息。
✓	✓	✓			「我的行動承諾 2009 — 關愛·誠信、共建和諧社區」資源網 http://cd1.edb.hkedcity.net/cd/mce/mypledge2009/index.html	支援學校於 2009 年舉辦我的行動承諾日，藉各種資源如承諾宣言、行動檢視表、學習活動等，推廣「關愛·誠信、共建和諧社區」的訊息。
✓	✓	✓			「我的行動承諾 2010—顯關愛 守誠信 為理想 訂目標」資源網 http://www.edb-pledgeday2010.net/	支援學校於 2010 年舉辦我的行動承諾日，藉各種資源如承諾宣言、行動檢視表、學習活動等，推廣「顯關愛 守誠信 為理想 訂目標」的訊息。
✓	✓	✓			禁毒教育專題網站：「百毒·不侵」 http://www.hkedcity.net/article/special/drugs/	提供不同類型的禁毒資訊、教學資源及參考資料，並由同工分享處理吸毒問題的經驗，協助教師制定相關的策略。
✓	✓	✓		✓	反賭波教育資源網—「睇波唔賭波 生活樂趣多」 http://www.edb.gov.hk/index.aspx?nodeID=2923&langno=2	支援教師在學校推動反賭博教育，鼓勵學生欣賞球賽而堅拒賭博。
✓	✓	✓		✓	網上學習教材套：在香港學校推行『可持續發展』教育 http://cd1.edb.hkedcity.net/cd/mce/ESD/	教材套包括：「可持續發展」的教育背景、在學校推行「可持續發展」的教育建議、學校經驗分享及最新議題；從不同角度探討各項議題，幫助教師把「可持續發展」概念，應用於日常教學活

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
						動。
✓	✓	✓		✓	學習資源網：「應用資訊科技於環境教育及可持續發展教育」 http://resources.edb.gov.hk/~eesf/	介紹如何應用資訊科技推行環境教育及可持續發展教育，並介紹學校跨班跨科活動、小組活動的經驗和例子。
✓	✓	✓		✓	性教育網站 http://www.edb.gov.hk/index.aspx?nodeID=2923&langno=2	針對社會關注、青少年關心和感到疑惑的性議題，提供學習資源，例如學與教活動、簡報、錄像、遊戲、歌曲等，供教師及家長參考和應用。
✓	✓	✓			「性教育園地」網頁 http://www.hkedcity.net/iworld/index.phtml?iworld_id=69	介紹有關性教育的資訊及網上資源，並聚集各有志推行性教育的同工，互相分享經驗及交流意見。
✓	✓	✓			識性系列：「性，別歧視」 http://www.hkedcity.net/article/hkfp/020827-002/	專題文章為年青人傳遞性知識，協助他們建立正面健康的性態度。
✓	✓	✓		✓	慎思、慎言、慎行—網上不雅照片事件 http://cd1.edb.hkedcity.net/cd/mce/webphotos/index.htm	提供時事討論的學習材料，以支援學校、教師和家長，探討當時疑似藝人不雅照片在網上流傳的事件所掀起了社會各界的熱烈討論和迴響。
✓	✓	✓			「網上交友」及「網上色情資訊」網頁 http://cd1.edb.hkedcity.net/cd/mce/sex/index.html	提供「網上色情」相關教學資源及參考資源（包括教學示例、真實個案、廣播劇等），供教師及家長參考。
✓	✓	✓		✓	「網絡地雷陣」學習資源網站 http://cd1.edb.hkedcity.net/cd/mce/web%20addicts/index.html	藉教案、個案討論等教學資源，提醒學生慎防網絡陷阱，正確運用互聯網，以及善用餘暇，有效地分配工作、溫習和娛樂的時間。
✓	✓	✓			「Merry Christmas and Happy New Year：假期小錦囊」網站 http://cd1.edb.hkedcity.net/cd/mce/christmas/index.htm	網站包含學與教活動及參考資料，支援教師設計校本性教育的學與教活動，亦提供資料給家長及學生參考。
✓	✓	✓			聖誕鐘 利市封(慶祝聖誕迎新年 克盡公德守法紀)資源網 http://ihouse.hkedcity.net/~ee1108/christmas/index.htm	藉教案、個案討論等教學資源，以及家長篇資源，實現家校合作，提醒學生於節慶律己守規，能以警覺及尊重他人的態度歡度佳節。

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
✓	✓	✓			化戾氣為祥和—如何幫助青少年處理衝突 http://www.edb.gov.hk/FileManager/TC/Content_3268/Wong_20March.pdf	教師培訓講座紀錄，引述多個涉及人際衝突的生活事件實例、以談判及調解尋求雙贏的方法、游說技巧、面對人際衝突的各種心態、衝突類型、調解實例等，並提及相關教學策略。
✓	✓	✓			《和諧校園齊創建之「校不容凌」》資源套 http://peace2.edb.hkedcity.net/	內容包括學校欺凌問題的檢視及校方對策的建議、戲劇教育作為預防方法、家長教育等內容，提供如何運用調解處理欺凌個案的資訊。
✓	✓	✓			「誠信：個人的重要資產」教學資源網 http://www.edb.gov.hk/index.aspx?nodeID=2923&langno=2	藉故事集、名人雋語、學校經驗等教學資源，培養學生建立正面價值觀，於不同生活範疇有所貢獻，促進個人、家庭和社群範疇學習。
✓	✓	✓	✓	✓	「城市小故事·人生大道理」：品德教師本土故事實錄資源網 http://cd1.edb.hkedcity.net/cd/mce/citystory/index.html	藉普羅市民專訪，讓學生從受訪者的生活經歷體悟人生道理，將抽象的價值觀具體化及生活化，鼓勵走進社群中發掘美德。
✓		✓	✓	✓	「關心、愛心、送暖心」學習資源網 http://resources.edb.gov.hk/mce1/earthquake/index.htm	藉四川地震，鼓勵學生關心世界時事，並培育學生關愛、珍惜等的價值觀，對祖國同胞孕育關顧之情。
✓	✓	✓	✓	✓	人權教育資源網 http://cd1.edb.hkedcity.net/cd/mce/Ming_HR_program/index.htm	內容包括參觀與交流活動、情境討論等，讓學生對於如人權、平等、和平等普世價值有基本認識，並學會尊重不同人、群體及文化。
✓		✓		✓	「霍金智慧給予香港學生的啟迪」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/hawking/index.htm	藉霍金教授的事跡和貢獻，幫助學生培養勇於求真、堅毅不屈的精神，對社會、世界及人類福祉有所承擔。
✓	✓	✓	✓	✓	小學常識科—學與教資源 http://www.edb.gov.hk/index.aspx?nodeID=2822&langno=2	網站主要是提供教學資源，並附上不同的教學建議及教學示例，教導學生養成良好的生活習慣，培養學生正面的態度。
✓	✓	✓	✓	✓	課程為本學與教資源庫—常識科 http://www.hkedcity.net/edb/teachingresources/category.php?site_key=gs&categoryId=12#163	一個有規劃、以課程為本的網上學與教資源庫，以協助教師進行恰當的教學，減輕教師準備教學資源的時間，提升學與教的效能。

中學適用

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
✓		✓	✓	✓	「重情理·通國情：從理念到實踐」教學資源網 http://www.edb.gov.hk/cd/mcne/nebook	提供教學示例建議和學校經驗，將國民教育緊扣課堂學習、學習活動和內地交流，引領學生結合認知、情感和實踐，促進有系統的國民教育。
✓		✓	✓		「慶回歸·展國情：國民教育的推行理念、策略及學校經驗」教學資源網 http://resources.edb.gov.hk/mce1/nebook/index.html	藉介紹國民教育的推行理念、策略及學校經驗，為教師提供設計教學活動的參考，配合國家範疇學習，推展國民教育。
✓	✓	✓	✓		「承傳中華文化瑰寶·培育國民身份認同」教學資源網 http://www.edb.gov.hk/cd/mce/culture	藉介紹傳統節氣、節日風俗、經典名言等，讓學生吸收當中蘊藏的生活智慧，欣賞及實踐中華美德，促進個人、家庭、社群和國家範疇學習。
✓		✓	✓		「中國文化傳統」網站 http://resources.edb.gov.hk/culture/	藉提供 8 個範疇的多媒體資源，例如：書畫藝術、陶藝發展、傳統建築、文明源流及考古、文學傳統及起源、科舉及教育制度、民間信仰和古代科技，促進歷史和人文國情學習。
		✓	✓		「中國的地勢和氣候特徵」網上資源 http://www.hkedcity.net/iclub_files/a/1/40/webpage/learning_activity/gs8html/images/china.swf	配合小學常識課程，以動畫介紹中國的不同地區及城市的地理特點，例如：氣溫、雨量、地勢等，介紹的城市包括北京、烏魯木齊、上海、廣州等，為教師提供自然國情學習內容的資源。
		✓	✓		「中國的皇朝政治」網上資源 http://www.edb.gov.hk/index.aspx?nodeID=4743&langno=2	配合綜合人文課程，提供相關習作及教學建議，協助教師引領學生了解中國歷史重要時代和制度，促進歷史國情學習。
✓		✓	✓		「五四運動參考資料」教學資源網 http://resources.edb.gov.hk/mce1/54movement/index.htm	藉介紹五四運動，協助教師引領學生深入了解國家當時面對的挑戰與機遇，以及年青人在國家進程的重要角色。
		✓	✓	✓	「走向世界的中國」網上資源 http://www.edb.gov.hk/index.aspx?nodeID=4240&langno=2	配合綜合人文課程，提供相關習作及教學建議，協助學生了解國家當代發展，以及在世界進程的重要角色和貢獻。
✓	✓	✓	✓		「國情旋接觸」教學資源網	藉介紹中國傳統樂曲，協助教師啟發學生從音樂欣賞，提升個人

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
					http://cd1.edb.hkedcity.net/cd/mce/chinesefolksongs/index.htm	品德，並了解樂曲反映的歷史和文化發展。
✓		✓	✓	✓	「神舟飛船升空系列」教學資源網 http://resources.edb.gov.hk/mce1/shenzhou%20web	藉提供新聞撮寫、圖片介紹等教學資源，協助教師啟發學生了解國家當代航天科技發展，並學習航天員的堅毅與承擔。
✓		✓	✓	✓	「關心祖國·齊迎上海世博會」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/shanghai_expo	以探討上海世博會為起點，協助教師引領學生探討國家當代發展取得的成就，以及在國際舞台上的重要角色與貢獻。
		✓	✓	✓	「改革開放三十年」網站 https://cd.edb.gov.hk/ls/ReformOpeningUp/index.asp?cid=4	藉介紹國家改革開放的成就，以及上載專家學者就國家發展不同範疇，如外交、經濟、文化、科技、教育等，協助教師推動當代國情學習。
✓		✓	✓	✓	「緬懷傑出科學家錢學森·加強國民教育」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/qianxuesen/index.htm	以探討當代科學家錢學森的事跡和成就為開端，協助教師推動學生向偉人學習，從偉人生活片段尋找良好品格和智慧，效法偉人對社會、國家和世界作出貢獻。
✓		✓	✓		「學校升國旗專題」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/tc/flagraising/index.htm	提供多元化的資源，例如：學校示例、教學建議等、協助教師引領學生了解國旗和國歌的知識，以及應有態度，並掌握禮儀，提升國民素質。
✓	✓	✓	✓	✓	「薪火相傳國民教育活動系列」網站 http://www.passontorch.org.hk/b5_html/index.html	協同教育局、學校及社會團體力量，展示國民教育(特別是內地參訪交流)的成果，為教師提供教學活動的設計參考。
✓		✓	✓		「公民教育徑」教學資源網 http://resources.edb.gov.hk/civicedu/	介紹香港特區一些重要建築物對於中港關係發展的意義與貢獻，協助教師安排以國民身份認同為主題的本地參訪活動。
✓	✓	✓	✓		「基本法教育」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/tc/basiclaw/index.htm	藉介紹基本法的原則和實施，提供多元化的資源，例如：學校示例、教學建議等、協助教師引領學生了解基本法，以及香港和內地的密切關係。
✓	✓	✓	✓	✓	德育及公民教育資源網 http://mce.edb.hkedcity.net/	提供多類型的德育及公民教育學與教資源，包括相片、漫畫、統計數字、新聞撮寫、故事／個案及教案等，並設有搜尋器和下載中心，方便教師和家長使用。

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
✓	✓	✓	✓	✓	學習資源網：「論時事 育品德」 http://mce.edb.hkedcity.net/currentissue/	藉時事素材及教案，其中包括與禁毒教育、健康教育、環境教育有關的學與教議題，鼓勵學生剖析時事新聞，判別新聞事件的價值取向。
✓	✓	✓	✓	✓	「談『美德』·論『價值』德育教材手冊」網站 http://cd1.edb.hkedcity.net/cd/mce/moralbk/index.html	藉德育故事、生活情境討論、學校經驗分享等教學資源，培養學生確立正面價值觀，並在日常生活實踐美德，促進個人、家庭和社群範疇學習。
✓	✓	✓	✓	✓	價值觀探索網 http://mce.edb.hkedcity.net/valuesweb	藉德育故事、書信、問題討論，幫助學生認識並建立正確的價值觀。
✓	✓	✓	✓	✓	「生活事件」教案 http://www.edb.gov.hk/index.aspx?nodeID=2919&langno=2	以學生的「生活事件」作為主要的學習情境與素材來設計教學活動，通過分享、討論、模擬、反思等學習活動，培養他們的正面價值觀和態度。
✓	✓	✓	✓	✓	「潤物無聲·德育有情」：校本發展經驗分享計劃教學資源網 http://cd1.edb.hkedcity.net/cd/mce/schbased/index.html	藉校本品德教育經驗分享，推展學校品德教育，提升德育成效，促進個人、家庭、社群、國家和世界範疇學習。
✓		✓	✓	✓	「服務學習」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/servicelearning/index.htm	藉提供多元化的服務學習資源，例如：學校示例、教學建議、反思工具、評估範列表等，協助教師引領學生進行服務學習，從生活體驗中培養美德，對社會和國家作出貢獻。
✓	✓	✓			「培養關愛，從家庭開始」網上資源平台 http://cd1.edb.hkedcity.net/cd/mce/family/index.htm	藉時事討論、情境探索、生活事件教案等教學資源，培養學生重視關愛的價值觀，由建立和諧家庭出發，對促進學校和社會和諧亦有所貢獻。
✓	✓	✓	✓	✓	教育電視 http://etv.edb.gov.hk/home-c.aspx	透過短片，帶出與德育及國民教育科相關的知識，幫助教師、家長、學生認識於不同生活範疇，培養學生品德。節目類型包括：時事專題、特備節目、教訊、教師專業發展系列等。
✓	✓	✓	✓	✓	遊戲中覓方向·體驗中悟道理—生命教育互動學習教材資源網	藉一系列遊戲學習資源，引領學生認識生命、欣賞生命、尊重生命和探索生命，確立堅實的人生基礎，並對家庭和社會有所貢

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
					http://cd1.edb.hkedcity.net/cd/mce/life_understanding/index.htm	獻，促進個人、家庭與社群範疇學習。
✓		✓	✓		「福澤玉樹·榮耀香江」：生命教育資源網 http://cd1.edb.hkedcity.net/cd/mce/life_education/index.html	藉探討黃福榮先生於青海地震的英勇事跡，協助學生建立積極人生觀，欣賞服務社群和國家的義行。
✓	✓	✓			生命教育網站：「活出精彩人生、面對逆境」 資源網 http://cd1.edb.hkedcity.net/cd/mce/tc/life/	藉探討生活中的逆境，幫助學生發展積極面對逆境的積極態度，並引領家長為子女作好裝備，幫助子女走出逆境，活出精彩人生。
✓	✓	✓		✓	海嘯無道，人間有情《世紀海嘯災難》學習活動系列資源網 http://cd1.edb.hkedcity.net/cd/mce/tsunami_web/index.htm	藉探討南亞海嘯災難，讓學生了解守望相助和群策群力的重要性，鼓勵關心世界大事，以行動向家人和世上有需要的人表達關懷。
✓	✓	✓		✓	「胸懷世界·心繫人類福祉」學習資源網 http://cd1.edb.hkedcity.net/cd/mcne/earthquake2011/index.html	藉探討日本 2011 年的地震及海嘯災難，讓學生了解跨越民族和國界的大愛精神，鼓勵關心世界大事，珍惜生命，向世上有需要的人表達關懷。
✓	✓	✓	✓	✓	名人與學生真情對話系列：「席話勝千言 潤物細無聲」 http://cd1.edb.hkedcity.net/cd/mce/c-talks/index.html	十二位名人分享個人經歷和人生體驗，作為學生探索生命歷程的參考材料，附有學生的反思和感受及思考題。
✓	✓	✓	✓	✓	名人與學生真情對話系列：「從服務、科學及藝術反思人生意義」網上教材 http://cd1.edb.hkedcity.net/cd/mce/dialogue/index.htm	藉名人與學生真情對話，培育學生的積極人生觀，從不同角度反思人生意義，並於不同範疇生活有所貢獻，促進個人、家庭、社群、國家和世界範疇學習。
✓	✓	✓	✓	✓	「奧運小故事·啟迪你我心靈」教材 http://www.edb.gov.hk/FileManager/TC/Content_2428/oly_story.pdf	透過奧運名將在訓練及比賽期間堅毅拼搏、克服艱辛的奮鬥故事，並附載相關教案，幫助學生培養正面價值觀。
✓	✓	✓	✓	✓	前教育統籌局常任秘書長羅范椒芬與青年細味人生 http://www.edb.gov.hk/index.aspx?nodeID=2985&langno=2	以書信形式分享自己對生活的體驗和價值觀，與青少年就「修身立志之道、生活處世之方、求學就業之路和家國情懷」作討論，引導青少年作出正面、積極和合乎情理的決定。
✓	✓	✓	✓	✓	前教育統籌局常任秘書長羅范椒芬給青年的十封信	透過給青年的十封信，就人生成長路上的四個方面：(1)修身立志

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
					http://www.edb.gov.hk/index.aspx?nodeID=2081&langno=2	之道；(2)生活處世之方；(3)求學就業之路；(4)家國情懷作出分享。期望這些短文能引起教師、家長和社會各界人士的關注與回應。
✓	✓	✓	✓	✓	新高中倫理與宗教課程知識增益：宗教教育與心靈教育研討會及工作坊的參考資料和簡報 http://www.edb.gov.hk/index.aspx?nodeID=6474&langno=2	資料包括講座及研討會的文字及錄音資料，從多角度探討有關生命、戀愛、婚姻及家庭等議題。
✓	✓	✓			「健康校園政策」網頁 http://www.edb.gov.hk/index.aspx?nodeID=8023&langno=2	網頁包括「健康校園政策」的背景、目標、內容、學校支援、家長支援、校園驗毒諮詢會及校園驗毒家長簡介會等部份。
✓	✓	✓			學習資源網：『健康生活全面「體」』(防止吸煙及吸食危害精神毒品) 教學資源網 http://cd1.edb.hkedcity.net/cd/mce/drugs/index.htm	藉教案、個案討論、學校經驗分享等學與教資源，以及家長篇資源，實現家校合作，提醒學生堅拒吸煙及吸食危害精神毒品，實踐健康生活。
✓	✓	✓		✓	學習資源網：『健康生活全面「體」』(預防禽流感) 教學資源網 http://cd1.edb.hkedcity.net/cd/mce/Avian/index.htm	藉單張海報、短片、教案、個案討論等資源，推廣健康生活訊息，實現家校合作，鼓勵從學生、學校、家庭、社區多方面做好防禦禽流感的措施。
✓	✓	✓			學習資源網：「健康生活齊實踐」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/health/index.html	藉教案、時事專題、生活實踐等學與教資源，提醒學生培養良好生活習慣，確立健康生活態度。
✓	✓	✓			「我的行動承諾 2003 至 2005 — 全民潔港 活出健康」資源網 http://cd1.edb.hkedcity.net/cd/mce/mypledge/index.html	支援學校於 2003 至 2005 年舉辦我的行動承諾日，藉一系列資源如歌曲、行動檢視表、故事討論等，推廣健康生活訊息。
✓		✓			「我的行動承諾 2006 — 尊重、關愛、活出健康人生」資源網 http://cd1.edb.hkedcity.net/cd/mce/mypledge2006/index.htm	支援學校於 2006 年舉辦我的行動承諾日，藉各種資源如承諾宣言、行動檢視表、學習活動等，推廣「尊重、關愛、活出健康人生」的訊息。
✓	✓				「我的行動承諾 2007 — 健康生活從和諧家庭開始」網	支援學校於 2007 年舉辦我的行動承諾日，藉各種資源如承諾宣

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
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					上資源平台 http://cd1.edb.hkedcity.net/cd/mce/mypledge2007/index.htm	言、行動檢視表、學習活動等，推廣「健康生活從和諧家庭開始」的訊息。
✓	✓	✓			「我的行動承諾 2008 — 建立健康生活及活出積極人生」資源網 http://cd1.edb.hkedcity.net/cd/mce/mypledge2008/index.htm	支援學校於 2008 年舉辦我的行動承諾日，藉各種資源如承諾宣言、行動檢視表、學習活動等，推廣「建立健康生活及活出積極人生」的訊息。
✓	✓	✓			「我的行動承諾 2009 — 關愛·誠信、共建和諧社區」資源網 http://cd1.edb.hkedcity.net/cd/mce/mypledge2009/index.html	支援學校於 2009 年舉辦我的行動承諾日，藉各種資源如承諾宣言、行動檢視表、學習活動等，推廣「關愛·誠信、共建和諧社區」的訊息。
✓	✓	✓			「我的行動承諾 2010 — 顯關愛 守誠信 為理想 訂目標」資源網 http://www.edb-pledgeday2010.net/	支援學校於 2010 年舉辦我的行動承諾日，藉各種資源如承諾宣言、行動檢視表、學習活動等，推廣「顯關愛 守誠信 為理想 訂目標」的訊息。
✓	✓	✓			通識科教學設計示例：「青少年吸毒問題」 http://ls.edb.hkedcity.net/Home/Index.aspx	涵蓋「濫用物質」、「健康的生活方式」的教學設計示例，幫助教師推行預防禁毒教育的工作。
✓	✓	✓			禁毒教育專題網站：「百毒·不侵」 http://www.hkedcity.net/article/special/drugs/	提供不同類型的禁毒資訊、教學資源及參考資料，並由同工分享處理吸毒問題的經驗，協助教師制定相關的策略。
✓	✓	✓		✓	反賭波教育資源網—「睇波唔賭波 生活樂趣多」 http://www.edb.gov.hk/index.aspx?nodeID=2923&langno=2	支援教師在學校推動反賭博教育。藉教案、時事討論、不同學科學習建議等教學資源，以及家長篇資源，實現家校合作，鼓勵學生欣賞球賽而堅拒賭博。
✓	✓	✓		✓	性教育網站 http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/opening.html	針對社會關注、青少年關心和感到疑惑的性議題，提供學習資源，例如學與教活動、簡報、錄像、遊戲、歌曲等，供教師及家長參考和應用。
✓	✓	✓			「性教育園地」網頁 http://www.hkedcity.net/iworld/index.phtml?iworld_id=69	介紹有關性教育的資訊及網上資源，並聚集各有志推行性教育的同工，互相分享經驗及交流意見。

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
✓	✓	✓			識性系列：「性，別歧視」 http://www.hkedcity.net/article/hkfpa/020827-002/	專題文章為年青人傳遞性知識，協助建立正面健康的性態度。
✓		✓			「透過初中科學科課程推行性教育」教材套 http://cd1.edb.hkedcity.net/cd/science/is/SexEducation/SexEducation_c.pdf	指導學生學習正確的性知識，建立積極的性態度和性價值觀，能以客觀的態度對與性有關的問題作出判斷。
✓	✓	✓			「與宗教課程支援教材：少女孕記」 http://www.edb.gov.hk/FileManager/TC/Content_7070/jun_o_chi.doc	藉一則美國中學女生懷疑集體未婚懷孕之新聞，探討生命的價值及生育的意義，並探討青少年對性/未婚懷孕/懷孕/生命/從眾現象的看法。
✓		✓		✓	科學科中一至中三教學網站 http://resources.edb.gov.hk/~s1sci/R_S1Science/sp/cindex.html	配合初中科學科的課程，指導學生學習正確的性知識，內容包括細胞與人類的繁殖的課題。
✓	✓	✓			「Merry Christmas and Happy New Year：假期小錦囊」網站 http://cd1.edb.hkedcity.net/cd/mce/christmas/index.htm	網站包含學與教活動及參考資料，以支援教師設計校本性教育的學與教活動，亦提供資料給家長及學生參考，教導學生如何選擇合適的假期活動及參加活動時注意保護自己。
✓	✓	✓			聖誕鐘 利市封(慶祝聖誕迎新年 克盡公德守法紀)資源網 http://ihouse.hkedcity.net/~ee1108/christmas/index.htm	藉教案、個案討論等教學資源，以及家長篇資源，實現家校合作，提醒學生於節慶(如聖誕節、除夕、農曆新年等)律己守規，能以警覺及尊重他人的態度歡度佳節。
✓	✓	✓		✓	慎思、慎言、慎行 — 網上不雅照片事件 http://cd1.edb.hkedcity.net/cd/mce/webphotos/index.htm	提供時事討論的學習材料，以支援學校、教師和家長，探討當時疑似藝人不雅照片在網上流傳的事件所掀起了社會各界的熱烈討論和迴響。
✓	✓	✓		✓	「網絡地雷陣」學習資源網站 http://cd1.edb.hkedcity.net/cd/mce/web%20addicts/index.html	藉教案、個案討論等教學資源，提醒學生慎防網絡陷阱，正確運用互聯網。培養學生責任感、自我管理的能力，以及善用餘暇，有效地分配工作、溫習和娛樂的時間。
✓	✓	✓		✓	「網上交友 網上色情資訊」教學資源網 http://cd1.edb.hkedcity.net/cd/mce/sex/index.html	藉教案、廣播劇等資源，以及家長篇資源，實現家校合作，提醒學生謹慎網上交友，堅拒網上色情，正確運用互聯網。
✓	✓	✓		✓	學童及青少年的網上操守	提供有關網上操守在社會、道德及法律層面的資訊，為父母提供

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
					http://cesy.qed.hkedcity.net/index_main_tc.php	指引，為老師及同學建議有關的學習活動。
✓	✓	✓		✓	品德教育系列：平等新一代 http://etv.hkedcity.net/Home/Pages/ResourceList.aspx?catId=12146&subId=5&specialFirst=False#	有關性別歧視、家庭崗位歧視及殘疾歧視等不當的行為。中一至中七適用。
✓	✓	✓			《綜合人文科(中四至中五)學習資源冊 核心單元一：個人成長》 http://www.edb.gov.hk/FileManager/TC/Content_3329/Data_Bank_Core1_C_web.pdf	課題包括尊重和關懷他人、溝通技巧、人際關係技巧、衝突化解技巧等。
✓	✓	✓			化戾氣為祥和—如何幫助青少年處理衝突 http://www.edb.gov.hk/FileManager/TC/Content_3268/Wong_20March.pdf	教師培訓講座紀錄，引述多個涉及人際衝突的生活事件實例、通過談判及調解達致雙贏的方法、青少年面對人際關係的各類心理、游說技巧、衝突類型、調解實例等，可供改寫為教材，並提及相關教學策略。
✓	✓	✓			《和諧校園齊創建之「校不容凌」》資源套 http://peace2.edb.hkedcity.net/	內容包括學校欺凌問題的檢視及校方對策的建議。
✓	✓	✓	✓	✓	新高中倫理與宗教支援教材—個人及社會問題 http://www.edb.gov.hk/index.aspx?nodeID=7033&langno=2	透過研習社會問題，探討企業的社會責任及與此相關的倫理考慮，並藉個案研習，了解推動企業的社會責任對發展中國家的企業帶來的機遇和挑戰。
✓	✓	✓			「誠信：個人的重要資產」教學資源網 http://www.edb.gov.hk/index.aspx?nodeID=2923&langno=2	藉故事集、名人雋語、學校經驗等教學資源，培養學生建立正面價值觀，於不同生活範疇有所貢獻，促進個人、家庭和社群範疇學習。
✓	✓	✓	✓	✓	「城市小故事·人生大道理」：品德教師本土故事實錄資源網 http://cd1.edb.hkedcity.net/cd/mce/citystory/index.html	藉普羅市民專訪，讓學生從受訪者的生活經歷體悟人生道理，將抽象的價值觀具體化及生活化，鼓勵走進社群中發掘美德。
✓		✓	✓	✓	「關心、愛心、送暖心」學習資源網 http://resources.edb.gov.hk/mce1/earthquake/index.htm	藉四川地震，鼓勵學生關心世界時事，並培育學生關愛、珍惜等的價值觀，對祖國同胞孕育關顧之情。
✓		✓		✓	「霍金智慧給予香港學生的啟迪」教學資源網	藉霍金教授的事跡和貢獻，幫助學生培養勇於求真、堅毅不屈的

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
					http://cd1.edb.hkedcity.net/cd/mce/hawking/index.htm	精神，對社會、世界及人類福祉有所承擔。
✓	✓	✓	✓		中國語文教育—教學資源 http://www.edb.gov.hk/index.aspx?nodeid=5175&langno=2	透過簡報形式，以中國詩詞作為教學素材，培養學生建立美好品德。
✓		✓			科技教育—教學資源 http://www.edb.gov.hk/index.aspx?nodeID=7513&langno=2	透過個案分析，學生了解商業、會計道德，培養誠信及建立良好個人理財習慣，並肩負社會責任。
✓	✓	✓	✓	✓	通識教育科網上資源平台 http://ls.edb.hkedcity.net/Home/Index.aspx	為教師提供學與教支援的網上資源平台，幫助教師和學生認識相關的議題及處理議題時可考慮的角度和方向。教師需登記成為會員後才可下載大部分的教學資源。
✓	✓	✓		✓	網上學習教材套：在香港學校推行『可持續發展』教育 http://cd1.edb.hkedcity.net/cd/mce/ESD/	教材套包括：「可持續發展」的教育背景、在學校推行「可持續發展」的教育建議、學校經驗分享及最新議題；從不同角度探討各項議題，幫助教師把「可持續發展」概念，應用於日常教學活動。
✓	✓	✓		✓	學習資源網：「應用資訊科技於環境教育及可持續發展教育」 http://resources.edb.gov.hk/~eesf/	介紹如何應用資訊科技推行環境教育及可持續發展教育，並介紹學校跨班跨科活動、小組活動的經驗和例子。
✓	✓	✓	✓	✓	課程為本學與教資源庫：個人、社會及人文教育學習領域（初中） http://minisite.proj.hkedcity.net/sec-pshe/cht/home.html#	資源以「中國歷史」、「地理」、「歷史」及「生活與社會」的課程綱要內建議的課題和單元分類。每項資源均列明「學習重點」、「學與教建議 / 使用說明」等資料，方便教師準備教材時作為參考。
✓	✓	✓		✓	「地理科課程支援教材（中四至中七）」- 「城市及可持續發展」 http://cd1.edb.hkedcity.net/cd/pshe/resources/geog_materials_s4_s7/04.htm	可促進與「城市」和「可持續發展」有關課題的學與教資源；提供有用的資源材料，供教師發展例如工作紙等教學工具。
✓		✓			商業科目—學與教資源套 企業、會計與財務概論(中四至中六)－必修部分 - CO2	內容包括建議活動及資源，讓學生了解商業道德、社會責任及公司管治的概念等，資料有助促進社群範疇學習。

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
					「商業道德與社會責任」學與教事例 http://www.edb.gov.hk/FileManager/TC/Content_7550/topic%20c02_chi.pdf	
✓		✓	✓		為生活與社會課程(中一至中三)而舉辦的研討會的參考資料 – 「香港的政治經濟概況」研討會系列 http://www.edb.gov.hk/index.aspx?nodeID=7808&langno=2	題目：香港特區的政治和選舉制度的發展 研討會探討香港在一國兩制下的政治框架、高度自治及香港選舉制度發展等議題，資料有助促進社群範疇學習。
✓	✓	✓	✓	✓	人權教育資源網 http://cd1.edb.hkedcity.net/cd/mce/Ming_HR_program/index.htm	內容包括參觀與交流活動、情境討論等教學資源，讓學生對於如人權、平等、和平等普世價值有基本認識，並學會尊重不同人、群體及文化，提高世界公民身份的認同。
✓	✓	✓	✓	✓	為生活與社會課程(中一至中三)而舉辦的研討會的參考資料 – 「人權的概念」研討會系列 http://www.edb.gov.hk/index.aspx?nodeID=7808&langno=2	研討會內容議題廣泛，例如人權的背景、辯說、範疇、國際人權運動、人權國際法、香港人權法案等，亦舉出案例闡述人權在世界、中國和香港的情況。
✓	✓	✓	✓	✓	為生活與社會課程(中一至中三)而舉辦的研討會的參考資料 – 「香港的政治經濟概況」研討會系列 http://www.edb.gov.hk/index.aspx?nodeID=7808&langno=2	題目：人權與法治 研討會探討法治理念、法治文化、人權保障制度等議題，加深對香港政治情況的了解。
✓	✓	✓	✓	✓	學與教資源 <「世界貿易組織 – 香港部長級會議」> http://www.edb.gov.hk/index.aspx?langno=2&nodeID=4946	探討關於世界貿易組織和全球化等課題，提供教師指引、學生工作紙、遊戲咭等，讓學生透過不同的學習活動擴闊視野，成為有識見的世界公民。
✓	✓	✓	✓	✓	綜合人文科(中四至中五)學習資源冊 核心單元四：全球化 http://www.edb.gov.hk/FileManager/TC/Content_3329/Data_Bank_Core4_C.doc	提供學生工作紙，探討課題為《全球化成因 3：從文化角度了解全球化》。

德育及國民教育科 相關範疇					網上學與教資源 (舉隅)	
個人	家庭	社群	國家	世界	名稱及連結	簡介
✓	✓	✓	✓	✓	「綜合人文科(中四至中五)」教師培訓研討會 -- 講座記錄 http://www.edb.gov.hk/index.aspx?nodeID=3233&langno=2	講題： <ul style="list-style-type: none"> • 全球化不是甚麼？ • 全球化如何影響世界的政治、經濟與社會 • 全球化下的國際關係 — 融和還是衝突 • 全球化時代下的價值思考 • 全球化對內地與香港帶來的衝擊與機遇
✓	✓	✓	✓		科學教育學習領域教學資源：能源效益 http://www.hk-phy.org/energy/index_c.html	這個網站提供有關下列主題：「能量的產生」、「家居能源效益」、「商業/工業能源效益」和「再生及不可再生能源」的相關資料，並提供工作紙、錄像和動畫及延展教材予教師及學生使用。

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**Membership of the Ad Hoc Committee on Moral and National Education,
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Ms LAW Suk-kwan, Lilian
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