



# Global Citizenship Education School Guide

Concepts, Practice, Experience

助人自助 對抗貧窮  
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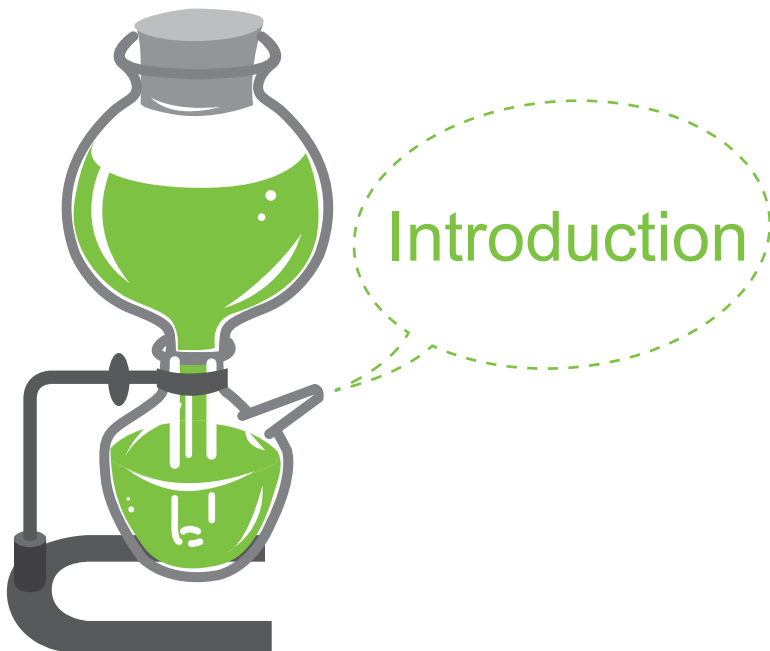
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## Oxfam Hong Kong and Global Citizenship Education

Through Global Citizenship Education (GCE), Oxfam Hong Kong seeks to build a better and more sustainable world. Apart from being good citizens of our local community, we must also be responsible global citizens!

Because of globalisation the world is becoming smaller. Countries and peoples are becoming more interdependent than ever. Hong Kong too can not be separated from other regions in terms of finance, trade, food and a range of issues.

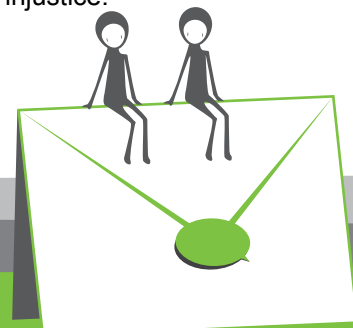
Globalisation has had some positive effects on the world. It has accelerated the exchange of information, culture, goods, natural resources and capital, and has fostered growth in terms of trade. Did you know, however, that many people have not benefited from it? In fact, globalisation has widened the gap between rich and poor people and has aggravated problems such as food insecurity, climate change, and epidemics, and has led to international and domestic conflicts.

Living in today's world, no one can keep to oneself. The choices we make and the actions we take every day affect other people, or other countries, positively or negatively. Things that happen in other parts of the world may also have an impact on our lives.

To build a more equitable and sustainable world, we need to consider many perspectives. We need to get out of our own mindset to see the needs of other people and to be willing to take action for change! Oxfam Hong Kong's GCE empowers young people by enabling them to gain knowledge of their selves and of their world. Through participation, young people gain positive knowledge, skills and values. They also gain confidence and a sense of responsibility to confront global and local challenges. In the process, they learn to make judgments and to respond in a way that makes the world more equitable and sustainable.

## Oxfam Hong Kong's Global Citizenship Education(GCE) has these features:

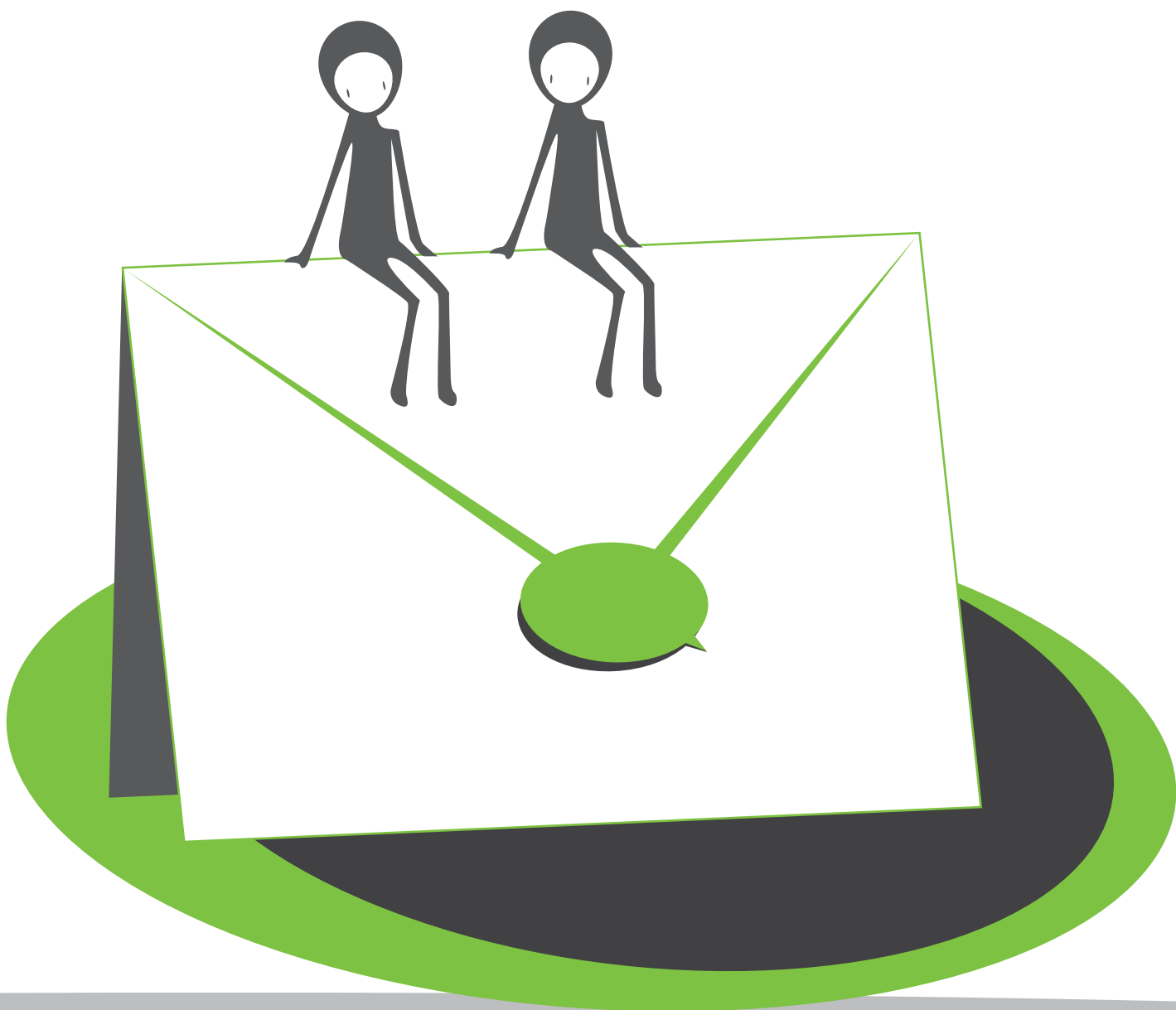
- It emphasizes the interdependence between different peoples and countries and helps the learner to gain the skills to discern, in everyday life, the linkages between the world, one's nation, one's community and oneself.
- It enables the learner to think critically and to respond proactively to issues of global poverty and injustice.
- It promotes learning through action which emphasizes participatory and empowering processes.



# Part One

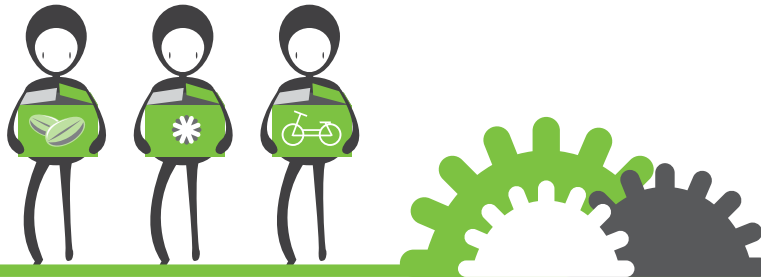
# Concepts

# and Ideas



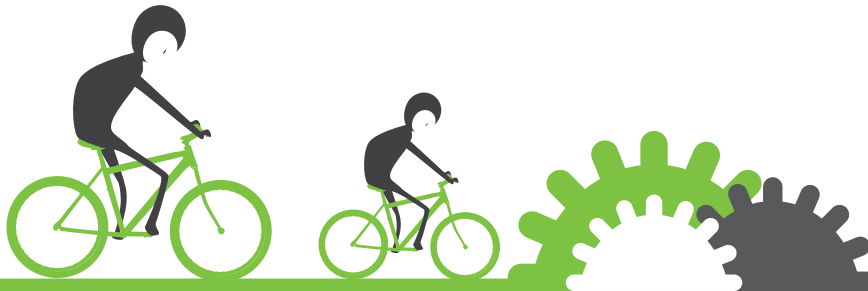
# Global Citizenship Education: Objectives and Content

Global Citizenship Education (GCE) is not an independent, specialized curriculum. It is an orientation in education. Depending on the needs of teachers and students, a school may integrate important GCE elements and concepts into any teaching activity or curriculum.



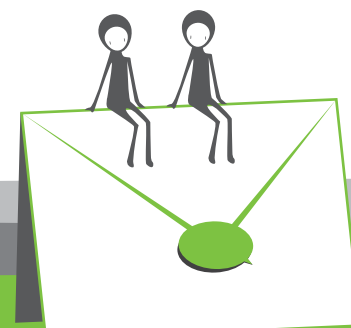
## Objective:

Through participatory and empowering learning processes, learners are enabled to learn through action about the interdependence between different peoples or countries. Learners will gain skills to discern, in everyday life, the linkages between the world, one's nation, one's community and oneself, and also to think critically and to respond proactively to issues of global poverty and injustice.



## Goals:

- **To be aware that each person is a member of the world:** To treasure the interdependence between peoples, countries and species, and be willing to explore and reflect, in everyday life, on the relationship between oneself, one's community, one's nation and the world, and to respond in a responsible way.
- **To respect oneself and others:** To respect the dignity, rights and value of every person.
- **To build and to live with positive values:** To embrace values such as justice, diversity, love, peace and sustainability, and to be willing to practice these values in everyday life.
- **To develop critical thinking:** To learn to read the world critically and be able to understand where one's ideas and those of others come from; to know their limitations, and to realise that no one person's understanding of the world is comprehensive and that no one person is most correct and knows best.
- **To develop a sense of responsibility and a sense of mission:** To be aware that every choice and every action has its consequences and that every person is able to bring positive or negative changes to the world through his/her action.





## Teaching Elements:

There are 3 areas of GCE: “belief and willingness”, “understanding” and “ability”. Each area has various teaching elements. Depending on the needs, a teacher may select different elements and incorporate them into his/her teaching activities:

Belief and willingness	Understanding	Ability
Respect for the value and autonomy of others	Diversity	Critical thinking
Respect for diversity and interdependence	Interdependence	Self-reflection
Empathy	To understand world development and important concepts of world development from different perspectives	Conflict resolution
Commitment to social justice	To explore from different perspectives the causes of poverty and social injustice, their repercussions and solutions	Listening to others and expressing oneself
To be humble	To know about oneself, one’s identity and one’s worldview	Empathetic understanding
To be thankful		Collaboration with others
To believe that every person has the capacity to change the world for the better (or the worse)		Problem solving
		To turn ideas into action



## Main Learning Concepts:

Global Citizenship Education involves many important concepts about the development of the contemporary world, such as...

- Poverty
- Interdependence
- Diversity
- Peace and conflict
- Justice
- Sustainable development
- Value and dignity of people
- Basic rights and basic needs of people

# What is Global Citizenship Education, and what is it not?

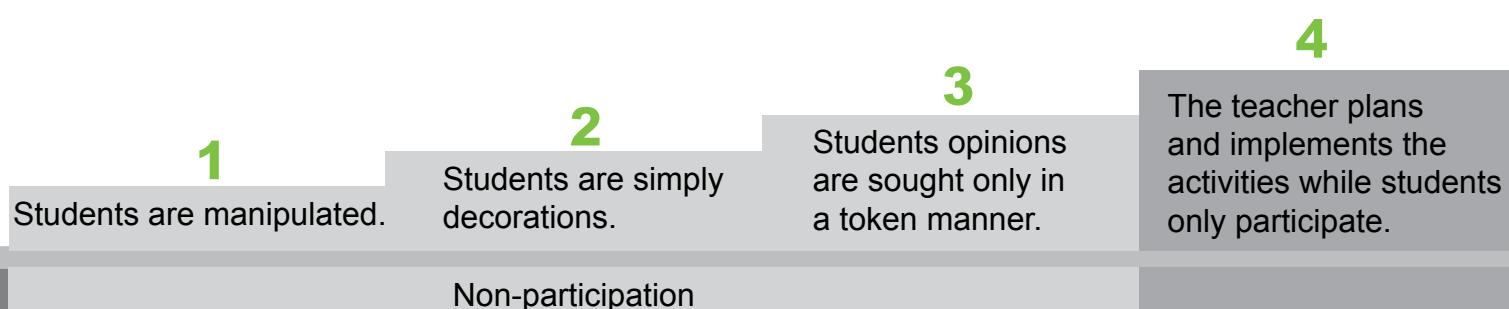
GCE is not an independent and specific curriculum. Instead, its important concepts, elements and values can be incorporated into any subject or any form of teaching activity. GCE does not have any definite forms. Any educational activity that meets the following three objectives can be considered GCE:

- Emphasizes the interdependence between different peoples or countries and helps one gain the skills to discern, in everyday life, the linkages between the world, one's nation, one's community and oneself.
- Explores with critical thinking and responds proactively to issues of global poverty and injustice.
- Learning through action that emphasizes participatory and empowering processes.

GCE does not tell learners to pay attention only to the global world and ignore their own community or country. The problems of poverty and social injustice that GCE is concerned with are inter-related with issues of environment, human rights, peace and sustainable development. It is also compatible with various areas of values education, such as national education, environmental education, sustainability education, peace education, diversity education and human rights education, etc.

## On Participatory Learning

Not all learning activities in which students take part can be considered participatory learning. There are different levels of participation. It is not that the more participatory it is the better. In a good educational process, a teacher has to be able to discern what teaching strategies are required and, depending on the time allotted and the circumstances, adopt strategies of different levels of participation. For reference, see Roger Hart's "ladder of participation" below:







However, GCE has its own horizon. Not all activities on poverty or global issues are GCE. This chart may help to clarify.

GCE is.....	GCE is not.....
to emphasize the interdependence between peoples and countries and the connections between the world, one's nation, one's community and oneself.	to learn about what happens in other countries and problems faced by other peoples as though they have nothing to do with oneself, with no reflection on the relationship between these problems and oneself.
to study and respond with critical thinking to issues of global poverty and injustice, emphasizing social structural factors, personal responsibility and responsibilities of different stakeholders.	to view poverty as something unfortunate but inevitable and to respond in a manner that does not reflect on or attempt to explore the human factors that contribute to the problem and does not consider one's own responsibility.
to engage in a participatory and empowering teaching process in which both teachers and students have the right to decision-making, and which emphasizes dialogue and participation.	a top-down teaching process that only disseminates knowledge or emphasises action without a full thought process.

5

The teacher suggests ideas and consults students at every stage of the activities.

6

The teacher suggests ideas and allows students to take an active part in planning and implementing the activities.

7

Students suggest ideas, plan and implement the activities while the teacher plays the role of advisor.

8

Students suggest ideas, plan and implement the activities after which the students and the teacher make decisions together.

Low to Medium Levels of Participation

High Level of Participation

# Why do we need Global Citizenship Education?

## To respond to the growth needs of young people

In 2009, the International Association for the Evaluation of Educational Achievement (IEA) conducted research on how young people in 38 countries make preparations for their role as citizens. In Hong Kong, 2,902 Form Two students from 76 schools took part in the study, entitled “International Civic and Citizenship Education Study”. Hong Kong students ranked 5th in their knowledge of local political structures and functions, and citizens rights and duties. In terms of civic identity, Hong Kong students in general recognised their multiple identities. Among the interviewees, the percentages of Hong Kong students who identified themselves as Chinese, Hong Kong Chinese, a Hong Kong person, and as a global citizen were 86.6%, 83.3%, 91.1% and 86.1%, respectively. The research confirmed that Hong Kong’s youth are prepared to become knowledgeable global citizens and have a global perspective.

Even though Hong Kong youth may be psychologically and intellectually prepared, they are nevertheless worried about facing future challenges. In early 2011, Oxfam Hong Kong invited 18 students from various secondary schools for a focus group discussion. The purpose was to find out how they visualize an “ideal future world” and “the real future world”. Most participants saw “an ideal future world” as equitable, peaceful and diverse. However, in their mind, they envisaged that the real future world would be full of risk, whether environmentally, economically, politically or socially. Faced with this, they hoped to acquire skills that would enable them “to survive in difficult circumstances”, “to help/love others”, “to be in solidarity with others”, and “to be able to treasure what they have” and “to communicate with others”. They were concerned that the future would be unstable and that might not even be able to fend for themselves, let alone be in a position to contribute to society or help improve the world.

A survey entitled “Study on Youth’s Career Development and Civic Participation” conducted by Breakthrough between October 2008 and May 2009 found that most young people were positive about social participation and showed concern for disadvantaged people. However, their public participation was mostly limited to “understanding current affairs”, “observing civic virtues” and “voting in elections”. The survey interviewed 914 youth, most of whom were aged 15 to 19. Over 85% of the interviewees agreed that they had the civic duty to “be concerned with socially disadvantaged people” and to “share the responsibility in tackling social problems which should not only be delegated to the government, social welfare agencies or politicians”. 90% of the interviewees said they behaved in an altruistic manner such as “observing the law” and “observing civic duties” while 75.7% said they had attempted to “understand public affairs” and 73.2% had “voted in elections”. However, the percentage of interviewees who had taken further steps to participate in public affairs was considerably lower. Only 17.5% had expressed their opinions on social affairs to concerned organisations, student unions or the authorities, and only 24.2% had been members of student unions, China study groups or other student bodies. Only 30% had taken part in any voluntary service in the previous year. (Note: The Other Learning Experience under the New Senior Secondary curriculum had not yet been launched.)

We believe GCE helps young people to develop alternative knowledge, skills and attitudes, and can enable them to gain the courage to face the challenges of today and tomorrow, while also acknowledging one’s own limitations. It is in this way that GCE can help young people to become citizens of insight, ideas and action who contribute to the sustainable development of the world.

## To Respond to Global Development Needs

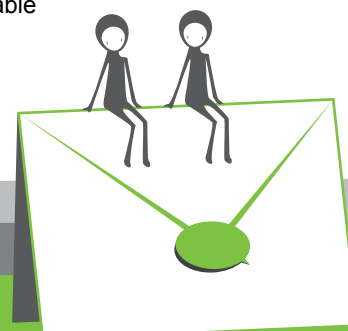
According to the “United Nations Midterm Report on the Millennium Development”, 1.4 billion people live on less than US\$1.25 a day in 2005. In other words, 1 in every 6 persons in this world lives in abject poverty. As members of the world, it is our responsibility to help meet the basic needs of every person on this planet so that every person may live a dignified life. This is a responsibility, not an act of charity that we undertake only when we have more than we need.

Oxfam Hong Kong believes that poverty is rooted in inequality. Many human factors contribute to poverty, such as unfair trading systems, war, unequal distribution of resources, discrimination and climate change, which exacerbates natural disasters and harvest failures. These factors are closely related with our everyday life.

We cannot alleviate poverty simply by giving donations. We have to start from our everyday life and start from our ways in dealing with other people. When we turn off a light, buy a cup of fair trade coffee, respond to a social issue with a different attitude or treat others in a different manner, we are bringing positive changes to other people, species and countries. In a world of interdependence, our actions in our everyday lives are opportunities for us to make the world a better place.

On the contrary, if we lack awareness of and reflections on our everyday life and are concerned only with ourselves, the local community or our own country, we might be undermining the rights of others unknowingly, and further compromising the already disadvantaged positions of some people. This would make it more difficult to bring about sustainable development for the world as a whole.

GCE helps us to broaden our perspective and to get in touch with different issues and standpoints with an open mind and critical thinking. It helps us to look at the causes of inequality from multiple perspectives and to reflect on our roles and that of other stakeholders. Finally, it enables us to act in such a way that the world may become more just and more sustainable.



## To Respond to Curriculum Needs in Hong Kong

GCE is not something that only Oxfam Hong Kong does. Many local organisations have been conducting learning activities with GCE elements. For example, in the curriculum documents of the Education Bureau, educational goals and concepts related with GCE can often be found. Here are four examples:

“The school curriculum should provide students with important experiences that are necessary for life-long learning and, while taking into consideration each student’s potential, ensure that students have an all-around development in ethical, intellectual, physical, social and aesthetic domains so that they become proactive and responsible citizens and contribute to the society, the nation and the world.”

### *Learning to Learn - The Way Forward in the Curriculum, 2001*

“The aims of Senior Secondary Liberal Studies are:

- (a) to enhance students’ understanding of themselves, their society, their nation, the human world and the physical environment;
- (b) to enable students to develop multiple perspectives on perennial and contemporary issues in different contexts (e.g. cultural, social, economic, political and technological contexts);
- (c) to help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstances;
- (d) to develop in students a range of skills for life-long learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills;
- (e) to help students appreciate and respect diverse cultures and views in a pluralistic society and learn to handle conflicting values; and
- (f) to help students develop positive values and attitude towards life, so that they may become informed and responsible citizens of the society, the nation and the world.”

### *Liberal Studies Curriculum and Assessment Guide Secondary 4 - 6, 2007*

“The aims of Life and Society (S1-3) are:

- (a) to enable students to develop positive self understanding, to enhance their capacity to face everyday life and future challenges, and to pursue their goals and aspirations;
- (b) to enable students to make decisions for the optimal use of personal and community resources;
- (c) to enable students to become informed and responsible citizens to contribute to the development of a caring and just society; and
- (d) to cultivate in students’ sensitivity, interests and concerns for local, national and global issues.”

### *Personal, Social and Humanities Education, Life and Society Curriculum Guide, 2010*

“The General Studies curriculum aims at enabling students to:

- maintain a healthy personal development and become confident, rational and responsible citizens;
- recognise their roles and responsibilities as members of their families and of the society, and be concerned with one’s own well-being;
- develop a sense of national identity and be committed to contributing to the nation and the world;
- develop curiosity and interest in the natural and technological world as well as understand the impact of science and technology on society;
- develop care and concern for the environment.”

### *General Studies, Primary Schools Curriculum Guide, Primary 1 to 6, 2011*

It may be concluded that GCE is not something outside of the school curriculum, but is instead an element important to students’ development in their basic education and senior secondary education. Teachers may make use of the activities and tools provided by this manual to examine their school curriculum and find out what “has been relatively well done” and which parts “require improvement” so that students may have more rounded development.

# Six Frequently Asked Questions

**Q1** If students can hardly deal with their own problems and those of the local society, isn't it asking too much to talk about "global citizenship"?

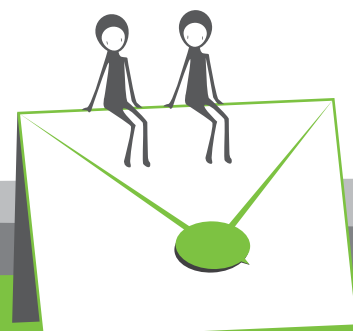
Let's put it this way: apart from "doing good" ourselves, can't we be "good citizens" at the same time? When a student tries to be a "good citizen", can't he/she be a "good global citizen" at the same time? In fact, not only do these different roles exist side by side, they are actually inter-related. In this time of globalisation, one's identity is becoming more diverse. In order to respond to global development needs, it is simply not enough just to be just a "good citizen" or a "good national". On the national level, countries collaborate and help each other. No country can keep to itself in the hope of remaining intact. It is time we look further and take another step. We can be good nationals and good global citizens at the same time!

**Q2** Aren't global issues too distant and too difficult for young people to understand and to be interested in?

Many people misunderstand that GCE is only for students who are more grown up and who are more capable. But in fact, GCE is a long journey of learning and it is for students of all ages. Depending on the capability, life experience and interest of the students, teachers may introduce or design different types of activities. For example, if a teacher wants to explore the idea of "interdependence" with junior primary students, he/she may start from their lunchboxes. The teacher may explore with them where rice, vegetables and meat come from. (They are not made in the supermarket!) What countries and people are involved in food production? (For example, rice farmers in Thailand, pig farmers in Mainland China and vegetable farmers in Hong Kong. Students may be encouraged to ask the staff of the lunch supplier if they do not know the answer.) Where do lunchboxes go after the food is eaten? (To the landfill? To be recycled or used again?) In this way, the students will learn how many people and how much effort a lunchbox involves and our relationship with these people.

**Q3** The curriculum is so tight and teaching so arduous that teachers are already overworked and overtired, isn't it too difficult to add another subject such as GCE?

As it has been mentioned (on P.9), there are already GCE elements in the curriculum of secondary and primary schools in Hong Kong. It is not something that needs to be added. GCE is more of an educational approach that can help students to learn about the world from a critical and engaged perspective. It can therefore be integrated into different curricula and learning activities. As long as the three main features of GCE are incorporated (for details, see P.2), there is considerable flexibility with the actual activity. A more large scale activity might be a school-wide inter-disciplinary learning event, while a smaller activity could be a teacher introducing the issue of poverty into General Studies or Liberal Studies, encouraging students to explore the causes and to reflect on their own roles and responsibilities as well as others.





**Q4** Does GCE = overseas exposure visits and learning international affairs?

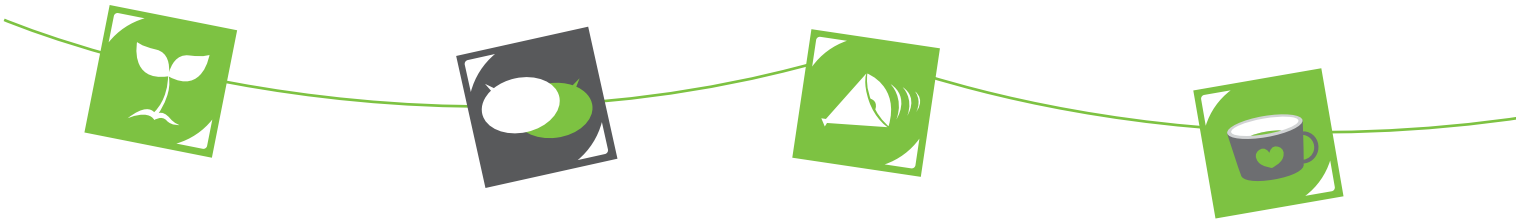
GCE subjects are not limited to overseas issues or international affairs. The objectives of GCE are to enable students, wherever they might live, to see beyond the short-term interests of oneself or “one’s own people” and to have the capacity, in different circumstances, to understand one’s relationship with other people around the world. GCE is also meant to help students to understand that they, as members of the world, live in interdependence with other people. Even though we may not know each other, we should develop the willingness and the capacity to become concerned with the rights and dignity of other people. Teachers may therefore choose issues that help students to develop these capacities and sentiments. For example, a teacher may start from cleaners in Hong Kong and encourage students to learn about their life. Students may then be invited to look at the conditions of cleaners in different countries to find out the differences and similarities, and to reflect on whether their working conditions are safe and whether the remuneration is fair, and to consider what factors are affecting their conditions.

**Q5**  
Does GCE = raising money?

GCE is not about teaching young people that “it is more blessed to give than to receive”! To help the world, now and in the future, and to become more equitable and more sustainable, are two of the many responsibilities of every person on earth. It is not “charity”. Poverty and social injustice can often be traced to structural factors. If we do not tackle problems at their roots, the problem of poverty will never be eliminated, no matter how much money we might donate. Moreover, “doing charity” might sometimes lead young people to think that “even if I might bring about harm in society, it can be rectified by giving a donation”. Another possible result is that an attitude of superiority might be acquired through charity, such as “people who donate have a higher status than the people who receive”. These viewpoints will only create more social inequality.

**Q6** The concept of “global citizenship” is broad. Where should we start?

To help teachers integrate GCE into their schools, this manual provides concrete teaching examples, teaching tools and many activity tips. Teachers are encouraged to experiment with these suggestions to suit the particular needs of each school.



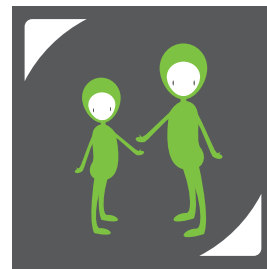
# Eight Tips

**Think big but start small:** GCE is a lengthy development process and there is no need to reach its goals all at once. Otherwise, students and teachers may stress out and their interest and creativity on the subject may cease. For example, for schools that have little GCE experience, the teacher may allot one or two lessons in the curriculum of a certain subject or grade to issues of social justice, or bring students to GCE related activities hosted by community organisations. Experimenting with small scale activities will help the school to accumulate experience in GCE. This manual provides hints and planning tools. For details, please read P.14 - 27.

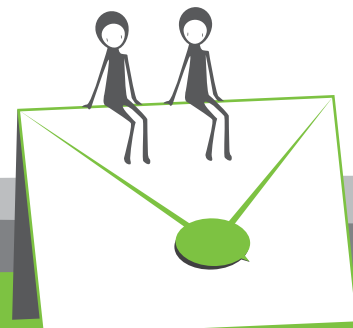


**Make use of the characteristics of your school and its existing resources:** A successful experience for one school may not necessarily work at every school. Getting started is always the hardest part. However, by drawing on examples and utilizing the resources that already exist at their school, teachers may find the space they need to experiment with GCE. For your reference, this manual has provided many concrete examples from schools. (For details, please read P.28 - 36.)

**The important role of the coordinating teacher:** A school may consider assigning one or two teachers interested in GCE or concerned with social justice to take up the role of coordinator – to find ideas, objectives and learning elements. Depending on the sense of mission, the strength and weakness of a school and the characteristics, capacity and interest of the students, the coordinator/s may then identify the space for incorporating GCE into the given curriculum. Finally, sustained and quality extra-curricular activities that suit the capacity of the students may be planned.



**Support of the school management:** It is very important that the principal and the school management support and identify with the objectives of GCE. The school management may consider reducing other workload of the coordinating teacher/s so that they can put more effort into the GCE activities. Creativity can be used to encourage teachers to engage with social development issues. Exchanges can be encouraged among teachers to develop an atmosphere of concern for social justice.





**Mutual support and facilitation among teachers:** Teachers definitely have different understandings, experiences and interests, even with issues of poverty and social justice. The coordinating teacher/s may allocate work, taking into consideration each teacher's capacity. For example, teachers who enjoy outdoor activities may be assigned to accompany students for those visits, and teachers interested in planning teaching activities may be assigned to design lesson plans. By encouraging teachers to make use of their strengths, the coordinator/s can give each other support during this process.



**Teachers' professional development:** GCE is not only concerned with the development of young people, but also that of teachers. Whether adults or young people, as members of the world, people need to understand the relationship between one's everyday life and the world. Apart from taking part in all sorts of training and workshops, teachers may also slow down during their free time and engage with the local community more deeply. Teachers may also read books and newspapers on social issues as a way to understand social problems and reflect on how one may respond as a teacher and a member of the world. However, be careful not to burn out. "Reflection", "innovation" and "critical thinking", which are emphasized by GCE, all need space and time to develop.

**Participatory learning:** Students can not learn ideas of global citizenship by sitting in the classroom listening to the teacher. Participatory teaching strategies such as participatory classroom activities should be introduced to provide students space for dialogue. Other participatory learning activities include bringing students into the local community for exposure, service and learning; it can be a good way to understand the connection between local and global issues. For hints and tips on activities and teaching resources, please read P.26 - 27 and P. 37.



**Utilize community resources and collaborate with organisations:** There are a lot of resources in the community which can be used for GCE. For example, the teacher may invite people and organisations from the community who are concerned with social justice to meet with students at school. This provides opportunities for students to listen to people of different backgrounds and to listen to different voices. The organisations may also help promote GCE at the school. Oxfam Hong Kong provides schools with support and educational resources on GCE. For details, please read P.37.

Part Two  
**Practice**





# Conducting Global Citizenship Education on Campus: Six Steps for Planning

The tools and teaching activities presented in Part Two may help the teaching team at your school to pool together ideas and suggestions. By answering the six key questions below, you may be able to find a suitable way to conduct GCE at your school. At the end of this part, you will find examples of different levels of activities as well as links for various curricula. You may refer to them when you do your own planning.

## Six Things to Consider

1) What resources does your school have and what support is there in the community that would be of help to you when you conduct GCE?

(Please read Activity 1 on P.16)



2) Who are your targets? What are their learning needs?

(Please read Activity 2 and 3 on P.17)



3) What are the goals that you want to reach most through GCE?

(Please read Activity 4 on P.18)



4) What space is there in the curriculum, in extra-curricular activities and in other platforms?

(Please read Activity 5 on P.20-21 and “Curriculum Links” on P.24-25)



5) What kinds of activity plans and facilitation methods are conducive to students’ participatory learning?

(Please read P. 6-7 and “Hints on Teaching Activities” on P.26-27)



6) How will you determine and evaluate the effects of the learning activities?

(Please read Activity 6 on P. 22)



## Conducting GCE in the School - A Proposal

(The format is only for reference)

Coordinator:  Target:  Objectives:

Curricular/Extra-curricular/other platforms (links):

Support from community/partner organisations:

Activity Plan:

Activity	Goal	Level of participation of students	Human resources required	Time required

Means of Evaluation:

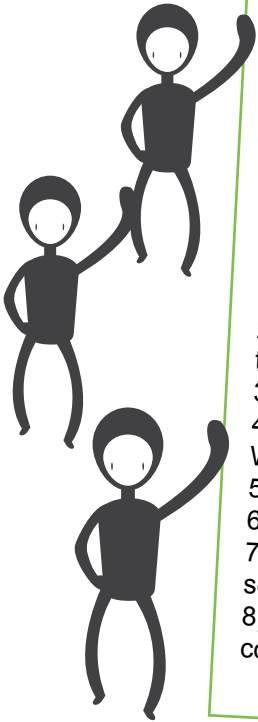
### Activity 1:

## Our Current Advantages (30 minutes)

**Objective:** Answering the 8 questions below will help you review the experience and resources your school has and to find out ways to conduct GCE.

### Our current advantages

- 1) How much do students of the school understand about GCE and what do they understand?
- 2) How much does the teaching team of the school understand about GCE and what do they understand?
- 3) What GCE or related activities has the school been doing?
- 4) Who are the teachers interested in and capable of addressing issues of social justice? Will they be interested in and capable of taking up the coordinator role?
- 5) Which subjects are especially concerned with GCE?
- 6) What extra-curricular activities or student bodies are particularly concerned with GCE?
- 7) What kind of support teachers would be needed if GCE is to be conducted in the school?
- 8) Which partner organisations might provide support to the initiative? How would you contact them?

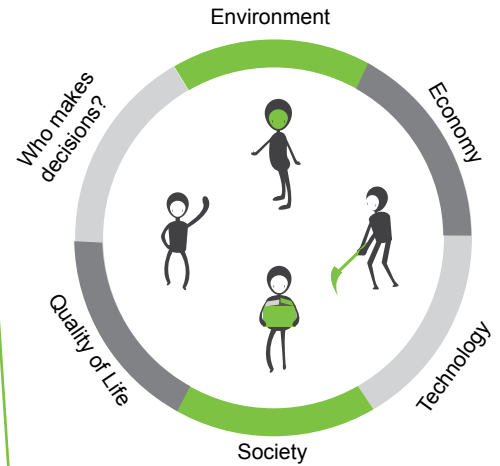


## Activity 2: The World 30 Years from Now (30 minutes)

**Objective:** To look at the world from the perspective of students, and to explore their growth needs and their concerns, for the purpose of curriculum and activity planning.

### Process:

- 1) Divide the teachers into groups of 3 to 4 persons. Teachers in each group visualize what the world would be like when their students are 45 years old. A discussion on the 6 areas in the picture on the right will follow and will be recorded. There is no need for a consensus if there are different opinions among the teachers. All opinions and thoughts should be written down on the worksheet. (10 minutes)
- 2) Each group shares with others the result of their discussion, and questions can be raised. (10 minutes)
- 3) Hold a discussion on the following questions in the larger group (10 minutes):
  - If the future is really going to be what the teachers have visualized, how can we as teachers help young people face such a world? What are we doing already and what is missing?
  - In what way can we understand better how students think the world is, what the future may be like and what their concerns are?



## Activity 3: What do Students Need? Knowledge, Skills and Values (Continue from Activity 2; 20 minutes)

**Objective:** To pool ideas and to explore growth needs and learning needs of students, and to share ideas and concerns.

**Materials:** 3 big sheets of paper (on which is written "knowledge", "skills" and "values" respectively), marker pen (one for each person)

### Process:

- 1) After the previous activity, "The World 30 Year from Now", the teachers can be divided into 3 smaller groups. (If the total number of participants is more than 30 persons, the participants may be divided into two groups to conduct the activity separately.)
- 2) Each group gets a big sheet of paper and brainstorms for 5 minutes on the "knowledge", "skills" or "values" that young people need to live in the future world. Group members write down what comes to mind. There is no need for further discussion. If there are different opinions, there is no need to reach a consensus.
- 3) When the time is up, each group passes their sheet of paper clockwise. Then each group spends 3 minutes to read what was written, to add or polish ideas and perhaps brainstorm on any new subject.
- 4) When the time is up, each group again passes the sheet of paper clockwise to the next group. All groups again spend 3 minutes. This continues until each sheet of paper returns to the original group.
- 5) All the groups then read and appreciate the outcome of everyone's effort and discuss the following in a big group:
  - Among all the learning elements, which do you think are the most important? Why?
  - Which elements are your present teaching most associated with? Which elements are lacking? Why?

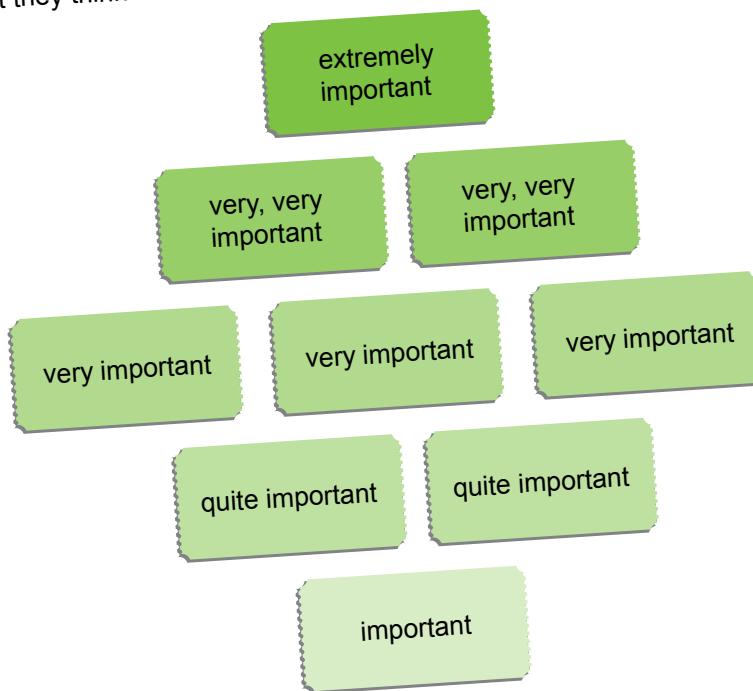


## Activity 4: My Teaching Gem (20 minutes)

**Objective:** To help teachers explore and to reach a consensus on the objectives and values of GCE in the context of their school.

**Materials:** Educational word cards, one set for each group (for the cards, please see the page on the right). If some cards are not appropriate, participants may write their opinions on the blank cards.

**Process:** 1) Divide teachers into groups of 4 - 5. After reading the word cards, the teachers may discuss which are the most important items and choose 9 items which they think are closest to what they think GCE is about. The cards should then be arranged in the shape of a rhombus:



2) Depending on the needs, each group discusses the following and briefly explains the reasons:

- The 3 most important items
- The 3 easiest items
- The 3 most unimportant items
- The 3 most difficult items



## GCE Educational Word Cards:

1. To learn about life in other countries and to be able to make connections between different cultures, locally and globally.

2. To learn about the role of international organisations, such as United Nations and World Trade Organisation.

3. To arouse students' empathy for people with a different life experience.

4. To learn about current world affairs and local affairs, and to develop sensitivity for current affairs.

5. To feel responsible for the future of the world.

6. To be aware that every choice and every action has an impact and every person can bring positive or negative changes to the world.

7. To learn about ways to bring positive changes to the community, to local society and to the world.

8. To reflect on one's way of thinking and one's values, and to understand how they affect our attitudes and behaviours.

9. To learn about different forms of government and the process of building a democratic political structure.

10. To emphasise the relationship of interdependence between ourselves and others and between countries.

11. To understand the suffering of others and to know how to treasure what we have.

12. To have the courage to accept and express oneself.

13. To understand the causes of world problems and social injustice.

14. To respect the dignity, rights and values of oneself and others.

15. To enhance students' capacity for independence and critical thinking.

16.

17.

18.





Other Platforms		Poverty	Justice	Diversity	Inter-dependence	Peace and Conflict	Basic Rights and Needs	Value and Dignity of Human Beings	Sustainable Development
	Pedagogy								
	Weekly Meetings								
	Library								
	Cross-disciplinary activities								
	All Round Learning								
	Other Learning Experiences								
	Annual Learning Themes								
	Annual Activities on Campus								
	Student Bodies								
	Atmosphere on Campus								
	Others								

**Activity 6:****How Well Have We Done?****(10 minutes every time)**

**Objective:** The purpose of this exercise is to analyse and evaluate students' learning needs. It helps teachers understand better the result of students' learning so that they may improve their teaching and help students to gain better learning results.

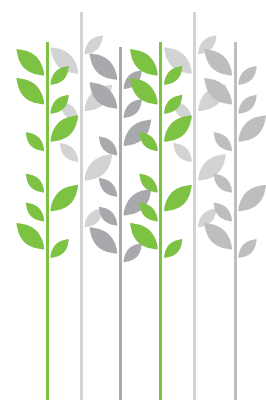
**Process:** Divide students into groups of 10 and provide each group with a large sheet of paper for writing the questions below. Tell the students to write or draw their responses to the questions. By comparing students' feedback with the activity plan, the teacher will have a better understanding of the result of the learning activity. (This can be carried out in the form of a questionnaire to be filled out by students individually.)

What I think of the "main theme/important concept of the activity"...

	Before the activity	After the activity
What do you associate it with?		
One image that immediately comes into your mind		
What do you feel?		
What do you think?		
Do you have any questions?		

With students' responses in hand, the teacher can make an analysis based on the following questions. This will help the teacher to gain a better understanding of the needs of the students:

1. Have the students discovered anything new in the learning process? If they haven't, why not?
2. Have the students misunderstood or felt uncertain about something? Can the teacher clarify that part, and how?
3. Are the students biased about any issues? How do we help students overcome their bias so they can view issues with a broader perspective?
4. Which issues are the students interested in? How can teachers help them find answers on their own?
5. Do the students feel connected to these issues? How do we help them bridge any distance that they might feel?
6. After the learning activities, do the students feel a sense of purpose in addressing the issues? If not, how do we help students gain a sense of agency?
7. Do the students like the activities? Are the activities suitable for all students? How may the learning needs of different students be satisfied in a more flexible manner next time?





# Different Levels of Global Citizenship Education

## Example 1: First Level

**Features:** Use resources available in the community while making only slight changes in the present curriculum to enrich students' learning experience.

**Target:** Whole cohort of students in Form 5

**Objective:** To enable students to reflect on different perspectives on globalisation and its effect on disadvantaged social groups.

**Related curriculum:** Liberal Studies

**Time required:** 2 lessons + 3 hours of workshop

In Form 5 Liberal Studies, while teaching the module on globalisation, students may be led to explore the impact of globalisation on different social groups and how the groups might respond.



Take all the students to participate in the “Siu Ying and Nick – An Interactive Journey on Poverty and Wealth” at Oxfam Hong Kong’s Interactive Education Centre to learn about the impact of economic globalisation on different social groups and to reflect on the responsibilities of all stakeholders.



Back in the classroom after the workshop, consolidate the concepts the students have learned at the workshop. Invite the students to discuss and to analyse the cases presented in the workshop from two perspectives: “sustainable development” and “neo-liberalism”.

## Example 2: Medium Level (Please read P.32 for examples)

**Features:** Introduces GCE perspectives into the current curriculum while making use of community resources to connect classroom learning with everyday life.

**Target:** Whole cohort of students in Primary 3 and 4

**Objective:** Starting from “clothing” and “food”, students are encouraged to understand other cultures and the global issue of poverty and food. They are also encouraged to reflect on how they may respond to these issues in their everyday life.

**Related curriculum:** General Studies

**Time required:** 6 - 7 lessons + 3 hours of workshop

On the topics of food, clothing, housing and transportation in the General Studies curriculum of Primary 3 and 4, students can explore food and clothing in other countries and the issue of food in today’s world (such as famine, food insecurity, etc.) through project learning.



As part of the project learning, students take part in the workshop, The “Disappearance of Rice”, at Oxfam Hong Kong’s Interactive Education Centre. This will provide students with an opportunity to explore the origins of rice, the livelihoods of rice farmers and related social problems.



Students continue their project learning in the classroom and reflect on what one can do in school and in one’s everyday life so that everyone in this world has enough food to eat and clothing to wear. (For example, students can discuss class rules and regulations and reflect on how they may show their concern for the issue of poverty by reducing wastage).

## Example 3: High Level (Please read P.33 - 34 for examples)

**Features:** GCE is incorporated into student activities in school so that students may have more in-depth learning through actions.

**Target:** Secondary students

**Objective:** To enable students to respond to issues of social injustice in the community by taking part in community surveys and advocacy service and learning.

**Related Curriculum:** Extra-curricular activities (social service groups)

**Time required:** 1 semester

Facilitated by teachers and with the help of learning materials, students of a social service group conduct a survey in school or in the neighbourhood to find out community problems that need to be addressed. (For example: food wastage, eating too much meat, over-consumption).



Collectively, the students design creative action plans to respond to the problems they have discovered and look for resources in the community. They will then carry out a pilot project to raise people’s awareness so that everyone can respond. (Examples are launching an Organic Vegetarian Meal Day and promoting the concept of “ethical consumption”).



Make use of social networks to share experiences with other young people and to encourage more people to act, to become concerned and to respond to these problems.



# Examples on Global Citizenship Education in the Primary and Secondary School Curriculum

## General Studies for Primary School

	Area of Learning	Related Themes	Examples of GCE Activities
First Stage of Learning	Human Beings and the Environment	Environmental protection	Students are asked to survey the trash generated by their family, to find out where it comes from and write down what they discover. Students then share what they have found with their classmates and discuss in class some ways to reduce waste at home.
	Society and Citizenship	Our Society – People who serve the community	Students are taken to the neighbourhood of the school. They are divided into small groups to observe and find out who are the people that provide service to us (directly or indirectly). After jotting down how these people work, the students express their gratitude by giving them Thank You cards which the students make themselves. Upon returning to school, the groups share what they have observed.
Second Stage of Learning	Human Beings and Environment	Water resources	From photographs, students can learn about the habits and the wisdom of different peoples in the world in their use of water. Students learn that water is a limited resource which all people of the world share. They then reflect on what they can do at school and at home to improve water usage and to conserve water through concrete actions.
	To Understand the World and to Learn about the Information Age	Preliminary exploration on international issues	By participating in Oxfam's Hunger Banquet, students can learn that even though there is enough food for everyone in the world, human factors have resulted in the unequal distribution of resources and have led to the problem of hunger, and sometimes famine. Please refer to "Oxfam's Hunger Has Its Roots in Inequality – Guide for planning a Hunger Banquet". For details please read P.37.

## Life and Society in the Junior Secondary Curriculum

Core Module	Main Learning Issues	Related Activities
Wise Consumption	Social responsibility of consumers	<ul style="list-style-type: none"> <li>Take part in Oxfam Hong Kong's "Siu Ying and Nick – An Interactive Journey to Explore Poverty and Wealth" to learn about the social responsibility of consumers and corporations.</li> <li>Make use of the "rhombus pattern" (please read P.18 - 19 for details) to facilitate students to discuss in groups what they consider most important when they are shopping (such as price, brand, appearance) and to reflect on factors that lead them to make their choices.</li> </ul>
Hong Kong's Labour Market	Personal and social factors that lead to difficulties in finding employment and factors that affect the income of working people.	<ul style="list-style-type: none"> <li>Take part in Oxfam Hong Kong's interactive educational drama, "Fifty Square Feet", to explore the issue of employment poverty and the responsibility of different persons.</li> <li>Conduct a survey in the neighbourhood of the school. Observe any recruitment notices to find out the working conditions of employees in low-paid jobs. Report on the findings and discuss.</li> </ul>
Global Trade	Common protective trade policies and their impact on different stakeholders	<ul style="list-style-type: none"> <li>Take part in an Oxfam Hong Kong workshop, "Trade? Absurdly Easy!" which uses games to help participants understand trade rules and their different impacts on poor and rich countries.</li> <li>Introduce the "Coffee Game" in the curriculum and use role play to help students understand fair trade and to explore if it can bring improvement. (The game can be downloaded from Oxfam's Cyberschool; please read P.37 for details.)</li> </ul>

## Liberal Studies in the Upper Secondary Curriculum

Module	Important Concepts	Related Activities
Unit 2 Hong Kong Today  Theme 1: Quality of Life	Sustainable development, equality, employment poverty, social participation	<ul style="list-style-type: none"> <li>• Take part in Oxfam Hong Kong’s interactive educational drama, “Fifty Square Feet”, to look at whether Hong Kong’s present economic development policy can help improve the quality of life of all citizens and to reflect on the reasons why or why not.</li> <li>• Use different measurement criteria to assess the quality of life (such as GDP, Human Development Index, Happy Planet Index, Oxfam’s Responsible Wellbeing Framework), explore with students in class from diverse perspectives on the quality of life in Hong Kong. Discuss the pros and cons of these criteria and reflect on what course of social development would improve the quality of life of people in the long run and the role of young people in all this.</li> </ul>
Module 4: Globalisation	Interdependence, north-south gap, social responsibility, sustainable development, cultural diversity, global governance	<ul style="list-style-type: none"> <li>• Take part in Oxfam Hong Kong’s interactive educational drama, “Another Side of the Fairy Tale”, to learn about the interdependence between developing and developed countries under globalisation. Reflect on the impact of global economic development on different social sectors and the response of people in different roles.</li> <li>• Make use of the teaching approach and examples suggested in Oxfam Hong Kong’s “Globalisation: Teaching Guide for Liberal Studies” (please read P.37 for details) to design participatory learning activities to help students gain diverse perspectives, critical thinking and humanistic concern.</li> </ul>
Module 5: Public Health  Theme 2: Science, Technology and Public Health	Basic rights, patent rights, equality, right to health care	<ul style="list-style-type: none"> <li>• Students will learn about the impact of pharmaceutical patent rights on people in poor countries and the dilemmas involved through role play in the simulation activity, “Going to Court: Pharmaceutical Patent Rights” From there, students may formulate their understanding and their own stand on the issue. (The simulation activity can be downloaded from the educational website on Global Citizenship; please read P.37 for details.)</li> </ul>
Module 6: Energy Technology and Environment  Theme 1: Impact of Energy Technology	Climate change, sustainable development, environmental justice, global governance	<ul style="list-style-type: none"> <li>• Take part in Oxfam Hong Kong’s drama workshop, “A Cloud on the Horizon”, and reflect on the problem of climate change resulting from the way developed countries consume energy in modern times. Think about how poor countries are affected, the different responsibilities of developed countries and developing countries, and explore the importance and difficulties of international cooperation.</li> <li>• Draw on the case examples and figures provided in Oxfam Hong Kong’s “Whose Climate Change? A Teaching Guide” and discuss with students the impact of climate change on different social groups and social classes and their responsibilities (for example, the wealthy people vs. residents of makeshift shelter, farmers vs. employees in the service sector). Explore ways to address climate change on the international, national and personal level. (Whose Climate Change? A Teaching Guide (in Chinese) the teaching guide can be downloaded from Educational website on Global Citizenship; please see P.37 for details.)</li> </ul>



# Hints and Tips for Teaching Activities

In Global Citizenship Education, “reflection” and “space for dialogue” are very important concepts. Teachers can adopt the following strategies in their teaching anytime as a way to help students cultivate their global citizenship.

## Principles

- First of all, gain a basic understanding of the issues and related debates. (For the background of various issues, please read the feature articles on Oxfam Hong Kong’s Cyberschool: [www.cyberschool.oxfam.org.hk](http://www.cyberschool.oxfam.org.hk) )
- Pay attention to social affairs in everyday life and keep in touch with social issues. This will help you accumulate experience and knowledge.
- When exploring global issues, start from the life experience of your students (such as consumption, food, clothing, shelter and transportation) which will help stimulate them to reflect on the relationship between themselves and social issues.
- Build a safe learning environment in which all voices are respected.
- Adopt diverse teaching approaches so that students who are good in different forms of learning may all participate in the process.
- Each student has his/her own starting point. Make sure that there is space for all students to think, digest, speak or remain silent.
- When there are things that you do not know or are uncertain about, don’t lose your self-confidence. Write down the points in question and explore it or follow up on it with your students. Learning is not a solitary, one-off activity!
- Remain open in your attitude. Both you and your students are the subjects of the learning process!

## Methods

### Learning Process 4Fs

**Features:** Simple and convenient, it is particularly suitable as a summary and debriefing after an experiential learning process. The students are invited to share the following: (It can be spoken, written or drawn; can be conducted on an individual basis or on group basis.)



### Post-it Ideas

**Features:** This activity will help the whole cohort of students to reflect on different solutions, and to express their feelings and ideas.

- Decide on an open-ended question (For example, “What ways are there to reduce child labour in developing countries, especially work in factories?”)
- Divide the students into groups. Each group will get a marker pen of a different colour and 5 sheets of A5 paper, with one side used. In response to the question, each group discusses and comes up with perhaps 5 possible solutions in the designated duration of time. The answers are to be written on the re-used paper. (The teacher shall decide on the number of groups and solutions, and the time for discussion.)
- When the time is up, each group displays its answers on a board or wall.
- Students are invited to group the answers into different categories. (There are many ways to categorize the answers and, as the facilitator, the teacher should ensure that students with different ideas have the opportunity to express them so as to encourage students to discuss and share their thoughts.)
- Variation: The teacher may invite the students to order the categorised answers by “difficulty in practice/importance/viability”.

### Objects of Character

**Features:** Abstract issues are turned into physical objects in order to bridge the distance that students often feel to the issues. In this activity, students are invited to choose objects for the characters concerned. In this way they learn about the impact on the characters and how they feel. For example, when exploring the issues of migrant workers coming from rural areas, the teacher may divide the students into groups who will then discuss what objects there might be in the luggage of Siu Mei, a character representing migrant workers. To explore the concerns and hopes of the characters, the students discuss what meaning each object has. When exploring the issue of employment poverty, the students may decide on the clothing and tools of the character, Ah Han. The students then go to the neighbourhood to observe the working conditions of street cleaners and the problems they face.

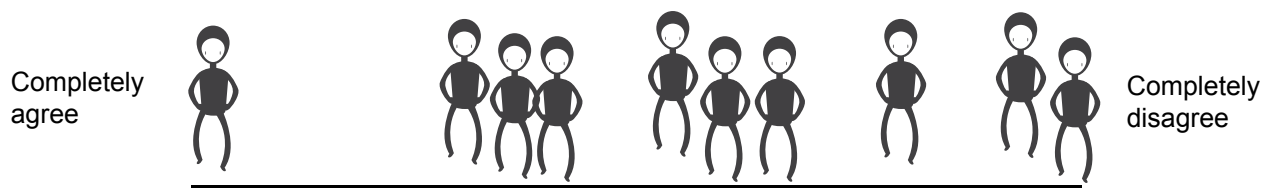


## Value Continuum

**Features:** Students are encouraged to reflect on, exchange and discuss their personal views on controversial issues so as to find out and gather the different viewpoints among themselves.

- Draw an “invisible line” in the classroom. Mark the ends of the line and make sure that everyone understands the meaning of the two ends. For example, one end means “completely agree” and the other end means “completely disagree.” (If there are many students, make sure that the line is long enough.)
- The teacher suggests or reads out a viewpoint or a scenario which is controversial. For example, “It is inevitable that the needs of some people must be sacrificed for the development of the whole nation”.Or “In the summer, my friends wear sweaters and run the air-conditioner full blast. Even though I don’t think this is right, I have to go along with it if I want friends.”
- When designing a statement, make sure that it is balanced and controversial. In other words, no matter what the students think, there is nothing absolutely right or wrong about it. The students should also be reminded that they should remain open and respect opinions different from theirs.
- Once the statement is made, the students have 10 seconds to think about their personal stand and find their position on the invisible line.
- When everyone finds his/her position, the teacher will invite the students to share the reasons why they adopt their positions.
- After listening to all the thoughts of others, the students are given time to consider whether they want to change their views.
- Variation:
  - If there are too many people and the venue is not very suitable for a big group of people to move around, this activity can be carried out in smaller groups. Each group will sit in a circle and an invisible line is drawn in the middle of the circle. Each member of the group finds an object to represent himself or herself and places it along the line to represent his/her position.
  - When all students have chosen their positions, the teacher invites a student to find another student who has a different opinion and let them exchange their ideas.

\* Depending on the statement/scenario, the meaning of the two ends of the line can be changed.



## Object Theatre Exercise

**Features:** In this exercise, objects are used to help students to sort out complicated incidents or issues and to analyse the interwoven human relationships in or structural causes of these incidents or issues.

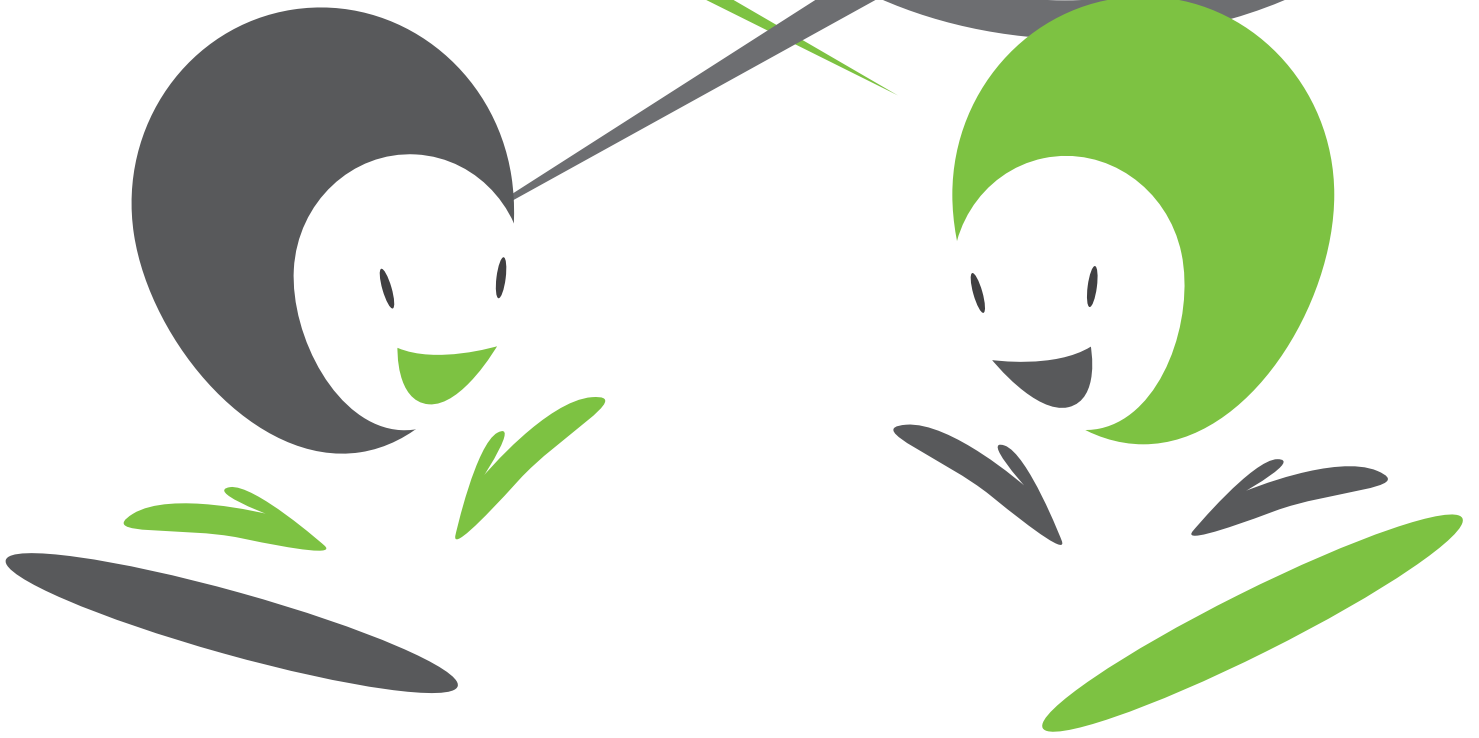
- All students are invited to brainstorm and list out the stakeholders of the issue under discussion. (Take for example the issue of trade justice: the stakeholders may include farmers of poor countries, multinational agribusiness, governments of rich countries, World Trade Organisation, consumers, mass media, etc.)
- Each group finds an object in the classroom with features which may stand for one of the stakeholders. The teacher may remind the students to take note of the size, use, tactile sensation and shape of the objects so that students may open up their imagination and think of all the possibilities. (For example, white chalk may stand for “mass media” and a purse may stand for “consumers”.)
- Each group shows what objects they have chosen and explains briefly to the other groups the reasons for their choices.
- Invite the students to arrange the objects in such a way that demonstrates the power relationships among the stakeholders. (For example, the objects which have “close relationships” are placed near each other.)
- If there are too many objects, you may start with two objects, and then put the other objects in one by one.
- Students may have different opinions on where and how to place the objects. They may be encouraged to think of more possibilities and have a discussion.
- Variations:
  - When all the objects are in their positions, the teacher may invite the students to personify the objects and give the objects monologues or conversations that reflect the reality.
  - When all the objects are in their positions and the students have reached a rough consensus about the positions, the teacher may invite the students to reflect on what each character might do if the relationship is changed.
  - Students may also be invited to reflect on which object/character they identify most with and what they can do to improve the situation.

More hints for teaching can be found on Oxfam Hong Kong’s Cyberschool, where this guide can be downloaded for free: “Globalisation: Teaching Guide for Liberal Studies” (in Chinese) [www.cyberschool.oxfam.org.hk](http://www.cyberschool.oxfam.org.hk)



**Part  
Three**

**Experience  
Sharing**



# Learning Global Citizenship as part of the **School Curriculum**

## Tak Sun Secondary School

### *Integrating the Senior Secondary Geography Curriculum with “Other Learning Experiences (OLE) – Community Service” as Global Citizenship Education*

In 2010, a one-month pilot programme was launched by Oxfam Hong Kong, Mr. Ng Po Shing of Tak Sun Secondary School and all the students of F.4J Geography. The learning on **industrial relocation in Geography** was linked to **community service in OLE**, and the topic, “Relocation of Hong Kong Industry – Who Benefits? Who are Victimised?” was adopted as the theme for a series of activities including class learning, community exposure and social service.

Textbooks on Geography usually look at industrial relocation from the perspective of the “capitalists” and emphasise the impact of geographical factors on the cost of production and industrial location. They rarely reflect on how this ideology affects disadvantaged groups, locally and globally. To make up for this, the pilot programme introduced humanistic concerns and services into the issue of industrial relocation and encouraged participating students to explore the impact on disadvantaged groups locally and worldwide. The students were also encouraged to make use of what they learned in class in the service they provided to the community.

#### GCE elements included:

- The teacher and the students took part in Oxfam Hong Kong’s interactive workshop, “Siu Ying and Nick”, watched the movie, held class discussions and explored the issue from the perspective of disadvantaged groups. In this way, they learned how communities in Mainland China and in other developing countries are being affected by the relocation of Hong Kong factories to other locations and the possibility of sweatshops.
- Participants went to Cheung Sha Wan for community exposure, visited social service agencies in the area, and took a walk in the streets in the area. The experiential activities helped the students to explore the issue of industrial relocation and “economic restructuring” in the context of Hong Kong and its impact on workers. They also reflected on the social and structural causes of the problem of “employment poverty” and explored the relationship between different social groups.
- Students were divided into 4 large groups and the campus provided the setting for service. They held a 3-day “Social and Humanistic Week” to respond to the problems above, with service and actions which included:
  - a. A “Teacher-Student Charity Football Match” was held during lunchtime. The purpose was to raise the awareness of teachers and students to the issue of “sweatshop footballs” and the problem of child labour in the football industry, and to advocate “fair trade”. During the football match, cookies made by the students were sold and donations were solicited to support an international NGO concerned with children’s rights.
  - b. A photo exhibition entitled “Low-income Workers in Hong Kong” was held to raise the awareness of teachers and students to the issue.
  - c. As an initiative to foster redistribution of community resources, contact was made with an organisation and a short film about a community recycling cooperative was produced for circulation on the internet. The purpose was to encourage the public to respond to the needs of low-income families with actions such as donating second-hand items and recycling resources.

Students taking part in this initiative gained different insights from their experiences. For example, some students felt that their understanding of poverty had deepened. Some said that they discovered their own strengths and weaknesses in the process, and some found that they had the potential to change the world by turning their ideas into action. The programme also stimulated the teachers and Oxfam Hong Kong colleagues to reflect further on such questions as, “What is education?” and “What are the needs of students?” This initiative was an unforgettable journey of learning for students, the teachers and the partner organisations.

#### Features:

- The learning process was rich and diverse since the programme draws on the resources of various organisations and of the community (e.g. the workshop of Oxfam Hong Kong’s Interactive Education Centre and community exposure.)
- Students were enabled to explore the issue in both the local and the regional context and to address the issue from multiple perspectives.
- The students were divided into smaller groups and each group planned their service actions within a given frame of time and themes, taking into consideration their own interest and ability. Not only did this give students sufficient space for innovation, it also prevented them from feeling at a loss for having too much space to plan their activities.



## Tak Nga Secondary School

### *Learning to be a Global Citizen through the Use of Drama in the Senior Secondary Liberal Studies Curriculum*

In 2010, Oxfam Hong Kong, Hong Kong Art School, Ms Cheung Ka Wai, a teacher of Tak Nga Secondary School, and a class of Form 4 students all launched a 6-month education and research initiative entitled “**Drama - Liberal Studies Crossover**”. The objective of this initiative was to incorporate values, knowledge and skills of GCE in the module of “Hong Kong Today” in the Senior Secondary Liberal Studies Curriculum, and to make use of drama and diverse artistic approaches to plan a journey of learning to develop students’ capacity to undertake **independent study on social issues**.

Teachers often say that students study social issues related with the Liberal Studies Curriculum only because it is required by the curriculum and by exams. There is very little opportunity for students to develop long term interest in these issues or social problems and they often lack reflections on mainstream social values. This initiative makes use of drama, a lively way to engage students in a community study on the quality of life of low-income people in Hong Kong. It was expected that the students would gain more in-depth understanding of the conditions of disadvantaged groups by exploring concepts of rights, values, poverty and justice. The initiative was also expected to bring about positive changes in the attitude and behaviour of students in their study of social issues covered in the Liberal Studies Curriculum. There were 3 stages in the learning plan:

**First Stage:** The students took part in the interactive educational dramas, “Another Side of the Fairy Tale” and “Fifty Square Feet” at Oxfam Hong Kong’s Interactive Education Centre and explored the impact of globalisation on low-income workers in Hong Kong and in other parts of the world. As they discussed the causes, they reflected on the relationship of interdependence between young people in Hong Kong, workers, corporations and diverse social groups in different parts of the world. Their concern for the disadvantaged social groups grew as a result. The facilitator also designed a series of workshops that made use of interactive educational dramas to deepen their exploration on the themes of the dramas. In the workshops before the performance, the students studied different forms of power relationships in the society through role play. After the performance, the students participated in the Oxfam Hong Kong board game, “Making a Living”. Through the game, they learned about the fate of people of different social classes and explored the causes of the issue of “employment poverty”. Finally, they documented their experiences and sorted out their feelings and emotions through art activities, such as drawing, writing poems, etc. (The board game, “Making a Living” can be borrowed from Oxfam Hong Kong’s Resource Library, please read P.37 for details.)

**Second Stage:** To incorporate the spirit of “independent enquiry project” in the initiative, students were invited to go out of the classroom to conduct a community survey. Using unconventional learning approaches, the students studied what they see and meet in their everyday life through observation and interviews and by looking into the relationship between individuals and the community. For example, the students were told to take a different route to or from school every day for a week. In this process, they had to observe how their five senses responded to the different surroundings. Using various forms of art, they shared in class what they discovered about the community. After this, the students conducted a “mini-survey of the community” on their own and collected materials such as photographs, songs, stories, voices, text, etc. The materials were categorised and analysed. By reflecting on what they had collected, the students came to a more in-depth understanding of poverty and other problems in the community. In this way, the students were enabled to see the dynamics between individuals, community and the society at large.

**Third Stage:** The third stage was optional. Students who had taken part in the first and the second stages were free to choose whether or not to take part in the third stage. In this stage, participants learned to express their feelings and ideas through drama and other artistic means. They explored problems faced by different social groups through creative work, selected a subject they wanted to address more deeply, and analysed the issues related with the subject. Finally, they created a short drama about the life of different social groups, such as women cleaners and minibus drivers, which were staged as a post-exam activity and as an outcome of their learning.

To study the impact of the initiative, the facilitator conducted interviews with students at different stages of the process to learn about their experiences and opinions. Some students thought they had become more sensitive to poverty and social problems because of the opportunity to understand different personalities and to experience vividly the living conditions of low-income people. Some students thought that the use of drama had enlivened factual knowledge from textbooks. As a result, they were able to understand more fully what they had learned. Regarding the third stage in which they had the option to create dramas, some students said that they had had to ponder over what kind of information they needed to collect and whether their imagination matched the personalities in the story. Because of this, they had more fully reflected on the social problems in question. They also had a sense of ownership to the drama they created and were more enthusiastic and active in the learning and exploratory process.

Drama education is often misunderstood as involving games and role play only, and GCE too is often misunderstood as learning about foreign cultures and singing praise to values such as “peace and friendship”. This initiative shows that a learning process with elements of drama and GCE is not only fun but also broadens students’ horizon and their thinking and emotional processes. Students examine themselves and the world they live in, and also learn to investigate different issues from multiple perspectives. The participatory processes also enable students to become learners who take part in building their own knowledge and values.

#### **Features:**

- Through incorporating elements of drama education, the initiative was more participatory and interesting
- Through project learning, students were enabled to build up knowledge themselves
- Through extended learning opportunities, students became more interested to deepen their learning
- Through experiential learning, students internalised rational knowledge they gained



**Po Leung Kuk Lee Shing Pik College**  
**Experience in Promoting GCE in the Junior Secondary Liberal Studies Curriculum**  
**Ms Lo Kit Ling, Liberal Studies Teacher**

Whether it is to build students' knowledge or to lay the groundwork for their senior secondary education, teaching secondary students the concept of global citizenship is imperative. This initiative aimed to introduce the concept of global citizenship to students in the Liberal Studies class.

From exchanges on teaching with colleagues in and outside of my school, I have often seen that junior secondary students are more enthusiastic than senior secondary students in acquiring knowledge. When there is a major issue in the news, junior secondary students often request their teachers to explain what is happening. This often leads to discussions on other issues as well. However, for junior secondary students to understand the full picture, a teacher must prepare basic information about the news story, universal concepts of citizenship such as equality, justice, democracy and basic rights and the rule of law, and then must introduce this all to the students. Otherwise, the discussion will be at a surface level only. In such instances, how can we meet the objectives of Liberal Studies and help students to become true independent thinkers?

Like most secondary schools, when our school first incorporated the concept of global citizenship in the junior secondary curriculum, the idea was to facilitate the transition to the compulsory senior secondary curriculum for Liberal Studies. However, concepts of citizenship such as "democracy" and "human rights" can not be taught in a few words, nor can we simply tell students to recite the definitions or the main points. To help students understand these concepts thoroughly so that they may use them to analyse social issues, we have been exploring these concepts with our students year after year. By adopting this spiral approach in teaching, we have sought to help students consolidate and apply these concepts. Because of this, most of our students have mastered concepts of citizenship before they move on to the senior secondary level. By the time they are senior secondary students, they are able to engage in deeper discussions in Liberal Studies lessons.

Grade	Curriculum	Concepts Discussed
Preparation in Form 1	Integrated Humanities (one year)	Know your community; more discussion on related concepts when teaching current affairs
Diffusion of Concepts in Form 2	Integrated Humanities (one year)	Discuss concepts of rule of law, human rights and democracy, with ethos as the main thread
Application in Form 3	Liberal Studies (one year)	Explore global justice with globalisation as the main issue for discussion
Knowledge Extension in Form 4	Liberal Studies (Half year: Module 2 "Hong Kong Today")	Deepen knowledge of the concepts with Module 2 as the main thread for discussion
Application in Form 5 and 6	Liberal Studies (Discussion in both years)	Transform into concepts for discussion in each module

This year is the 7th year that we have conducted GCE in our school. Its impact on teachers and students can be described as "unpreventable and unpredictable". Our colleagues are often worried that teaching GCE may bring negative "side effects". For example, some students may abuse the idea of "freedom of rights". Unfortunately, that has actually happened; such "side effects" almost seem inevitable. However, with the support and tolerance of our colleagues of other subjects and the persistence of the colleagues in our own team, the negative "side effects" gradually subsided. At the same time, we noticed some positive changes too. There is now, throughout the school, an atmosphere to speak out on what one thinks is right and to stand up for disadvantaged people. For example, we see junior secondary students standing up for justice. Some students who have just entered senior secondary level would speak out when they see disadvantaged people being deprived of their rights. These positive "side effects" were something that we had not expected.

Teaching GCE at the junior secondary level does not only serve to enhance the sense of global citizenship of students, it also raises the professional level of teachers. Both teachers and students, therefore, benefit from the experience. Today, faced with knowledge explosion (that is, degradation of the value of knowledge), and a complex and fast changing social environment, educators not only need to constantly reflect and improve, they also need to rethink the meaning of teaching. As we work hard to incorporate GCE into the formal curriculum, we find that the true purpose and meaning of teaching has been liberated in the process. As teachers, we no longer work for examinations. Teaching and learning has truly led to real experiences of growth, and concepts of justice have gradually taken root in the minds of students.



## Ma On Shan Methodist Primary School

### *Learning to be Global Citizens in General Studies for the Primary School Curriculum*

Some educators may think that global issues are too difficult for children, but in fact young primary school students have the capacity and the curiosity to explore the world. So long as the activity is appropriately designed, they can also learn to be global citizens. Moreover, students do not acquire global perspectives and consciousness as global citizens in a few days. It takes time to develop perspectives and consciousness, gradually and slowly.

Since 2003, a few teachers of **General Studies** have been introducing **Primary 3 and 4 students** to GCE through **project learning** in General Studies. Take for example a project with the theme, “**Culture of Clothing and Food through the Looking Glass**”, which was introduced to coincide with the module “Basic Needs in Everyday Life” in the Primary 3 curriculum. A **6-lesson project** was launched for students to study their own clothing and diet, as well as those of other peoples, as a means to understand the different aspects of our world. The students then conducted a simple study on the causes of world hunger, ways to address the problem, and their own roles and responsibilities as members of the global village. The purpose was to develop positive attitudes and values in students and to enable them to accept and appreciate different cultures.

#### **Process of activity:**

- **Introduction:** Students in the class were divided into 6 groups, each representing a developed or a developing country, such as England, Japan, South Korea, Thailand, India and China. Each group collected and categorised information on the clothing and food of the country it represented. The students then looked at the similarities and differences between the countries, made reports to the class, and built up their basic knowledge through “jigsaw learning”.
- **Setting rules:** Students were asked to set down “rules on helping each other in the global village” as basic rules that they should follow in the study project. In this way, they also learned the concepts of mutual respect and intercultural awareness and ethnic/racial harmony.
- **Exploring different cultures through clothing:** Students learned about the culture of clothing in 6 countries and the materials used in making the clothing. In this way, students also learned about the differences and similarities in the cultures, climates, and geographical environments of these countries.
- **Learning about global food production:** Through maps and films, students learned about the distribution of food and its relationship with world geography and the environment. They explored the situations that countries face, including the problem of food insecurity and its causes.
- **Addressing the problem of world hunger:** Considering the 6 different countries, the students reflected, as members of the world, on the needs of people in the developing countries and the support that developed countries might lend to the former, such as providing direct grants or helping to improve infrastructure, such as irrigation. The students then evaluated the different support plans from the different groups and discussed whether they were effective or not.
- **Reflection on everyday life:** The students were divided into smaller groups to discuss reasons for the waste of food in everyday life and ways to address the problem. (For example, it may be due to one’s eyes being bigger than one’s stomach, or eating snacks before meals. To address the problem, one could try not to be greedy, eat fewer snacks, and take home what one does not finish, etc.) The students reported on what they had discussed and explored together the importance of appreciating food. In the week following the discussion, they marked down on a “behaviour inventory” whether they had been doing so. Posters were designed and displayed in the classroom to advocate the habit (and value) of appreciating food.
- **Summary:** By discussing and summarising what they had learned, the students reflected on how people in Hong Kong might respond to the problem of world hunger. When the activity came to an end, the students reflected on, gave their feedback, and evaluated the activity. They also designed and circulated a questionnaire to determine what students gained from the activity and how they felt about it.

From their classroom participation, the students showed that they were very curious about the cultures of different countries. They were very willing to take up the roles of different countries and displayed a spirit of mutual support and care for each other. The students were also able to make use of the knowledge they had gained. For example, when they discussed ways to address world hunger, a student suggested the idea of a “food bank” which had been introduced in a Religious Studies lesson. During discussions, some students also said that “helping people to help themselves” might be a more effective way than giving material aid directly to poor people. This shows that students have their own ideas about poverty and the world. They are not a blank piece of paper. They have the capacity to see the world for themselves.

Ms Wu Sin Yee, Chair of the Subject Panel of Social Studies who had taken part in the programme since the beginning, made these remarks on the initiative:

“The 2-week project-based learning conducted with the whole grade not only helped to build a strong learning atmosphere, but the students also had sufficient space for independent learning. Divided into groups, the students decided on the subject of their study on their own, searched for information and then analysed it. This enabled them to build a deeper understanding of the issues. More importantly, in the process of learning about global issues, the students also learned about China and its culture. This helped them to build their national identity as well as the identity as global citizens. The teachers also benefited a lot from the process. In particular, the teachers gained experience in facilitating students to reflect on values and to build their personal standpoints through project-based learning. It encouraged teaching strategies such as multi-perspective thinking and inquiry learning.”

#### **Features:**

- From near to far, students started with familiar concepts about clothing and food and went on to learn about the culture of China and other countries.
- National education and GCE were integrated into the activities.
- Through project-based learning which stressed facilitated learning, student participation was enhanced as they took part in the process of knowledge building.
- Students did not just engage in empty talk but learned to respond to the problem of world hunger in their everyday life.

# Conducting Global Citizenship Education in Student Activities

## King George V School On Campus Fair Trade Campaign Organised by Students

GCE does not need to be conducted in the classroom only. The junior secondary students of King George V showed how young people developed knowledge, skills and values of global citizenship by organising activities on campus. They also demonstrated how students might respond to the problem of global poverty through concrete action.

In 2009 and 2010, Mr. Poulsum, a geography teacher enthusiastic about **fair trade**, nominated a few junior secondary students to take part in a 1-day workshop on fair trade. Through games, films and project learning, the students who had had absolutely no prior knowledge of or exposure to fair trade learned how unfair trade exacerbates global poverty. After the workshop, many students were willing to set up a **student concern group** to promote fair trade on campus so that more people could take part in supporting impoverished farmers to improve their livelihood. With the assistance of teachers, the students divided themselves into these 5 groups:

- “**Awareness Group**”: to raise the consciousness of teachers and students on unfair trade and fair trade.
- “**School Fair Trade Policy Group**”: to liaise with the school authorities on policy-making and to encourage everyone to practice fair trade and a healthy diet at school.
- “**School Curriculum Group**”: to incorporate issues of fair trade in the school curriculum and to encourage teachers and students to use fair trade materials for learning. (For example, using fair trade food in Food Science class and using fair trade footballs for Physical Education.)
- “**Schools and Community Liaison Group**”: to liaise with the community and other schools and to arouse people’s concern for fair trade through “Fair Trade Week”, school meetings, etc.
- “**Fair Trade Food Group**”: to contact and negotiate with companies and organisations to introduce fair trade food into the school (such as snack service, food in the teaching staff’s common room, etc.)

To gather opinions, teachers contacted companies and organisations working on fair trade and discussed with students ways to turn ideas into action on campus. The effort of the teachers and students resulted in the school drawing up a fair trade policy a year later, and teachers were encouraged to explore the concept of fair trade in various subjects. Fair trade products were also introduced on campus. At the same time, the students set up a booth to sell fair trade products in the annual night market and games were used to introduce the concept of fair trade.

Since then, a year has gone by. Even though some members have left the group, there are still 12 members in the Fair Trade Group and they are working hard to recruit new members to continue to promote fair trade on campus. Having successfully aroused students’ interest in and concern for fair trade, the teachers have withdrawn from the group which is now completely led by students.

Mr. Poulsum, who was responsible for the group, thinks that teachers who are interested in GCE could take up the role of coordinator. He believes that the activity has made a major impact on GCE in the school and thinks that cross-issue themes related with local and global concerns and linked with everyday life could be the entry points because students would find it easier to find ways to address the problems. It would also increase students’ enthusiasm and sense of mission.

The students have also benefited a lot from this initiative in terms of their growth. Grade 10 students, Lucien, Aika, Ho Juen and Audrey, have been taking an active part in the initiative. All of them think that the promotion of fair trade on campus has made them feel that they are able to help farmers improve their livelihood. They realise that they are capable of making the world a better place. In the process, they have also acquired the capacity for independent learning and problem-solving.

The experience at KGV, an international school, is very valuable. It shows that teachers and students are able to make an impact, as long as there is space for practicing what is preached. It also shows that GCE can be used to make the world a fairer and better place for all.

### Features:

- Students took an important role from planning to implementation. In the process, students gained knowledge, skills and values of global citizenship through direct experience.
- The initiative went beyond the classroom and introduced the concept of fair trade into school policies and campus life.
- Students were educational peers of teachers in the process and they were empowered.
- This initiative emphasised the link between global issues and everyday life and encouraged students to practice what they believed in.



## Oxfam Club

### *Open Our Eyes to the World and Show Our Concern for Poverty through Independent Learning* Oxfam Hong Kong Development Education Team

Since 1997, Oxfam Hong Kong has been running Oxfam Club, an annual youth training programme for secondary school students (Form 4 and 5). The purpose is to arouse young people's concern for the problems of poverty and injustice in the world, and to reflect on their own roles and responsibilities. The training activities are expected to enable young people to take part in action to arouse the concern of others and to act with others to address the problems.

In 2008, for example, 19 secondary school students joined Oxfam Club and conducted a series of learning activities with "climate change and poverty" as the theme. Through different forms of action (please see below), they explored the causes of climate change and the socio-political issues behind the causes. In this process, they discovered how poor people are the first people to suffer in a natural disaster. The students questioned the main causes of poverty and reflected on their own roles and responsibilities and the meaning of "justice". They gradually developed their own world view and addressed the problems with action.

<p>Preparation March to June 2008</p>	<ul style="list-style-type: none"> <li>• Various training workshops: a training camp on poverty, workshops for project-based learning, a preparatory workshop for overseas exposure trips</li> <li>• 7-day overseas exposure trip: participants and facilitators visited the Philippines to see first-hand how people are affected by climate change</li> <li>• Main preparatory work of organisers: setting dates and project design process, liaising with overseas organisations, information gathering, facilitators training, workshop planning and design</li> </ul>
<p>Action August to October 2008</p>	<ul style="list-style-type: none"> <li>• Documenting and reflecting on the overseas exposure trip</li> <li>• Discussion with participants on how to turn what they gained from the trip into action to make an impact on others; documenting and reflecting on the experiences during the overseas exposure trip</li> <li>• On 19 November 2008, the students organised an interactive art installation on the streets of Causeway Bay</li> </ul>
<p>Reflection</p>	<p>The facilitator planned various individual and group activities to encourage the participants to reflect, from different perspectives, on the meaning of the learning experience for themselves, including:</p> <ul style="list-style-type: none"> <li>• What insights have the students gained from the experience?</li> <li>• What relationship does each person have with the issue?</li> <li>• How may one respond to the issue as an individual?</li> </ul>

During the organising process, there were many questions. For example, the facilitator kept asking the question: "To what extent can we decide on what and how learners should learn?" We were often concerned that we might be turning GCE into another form of brainwashing and were imposing our own ideas on people. However, we were also concerned that if we simply let them explore on their own, they might feel at a loss and not know how to go on. After much discussion, no final answer was found. We believed that if young people are not given the right to decide on "what and how to learn", not only would their participation, independence and creativity be constrained, they might even end up becoming the tools of the organisers which is contrary to the principle of equality.

Because of this, there have been changes in Oxfam Club since 2009. We have become more open about the themes. The participants, who are divided into small groups at the action stage, are free to choose the issue for which they plan their actions to "make the world a better place". We believe that we have to deal with learners on equal terms, since the objective of GCE is to address social justice. Otherwise, GCE becomes a double-faced education that denies the rights of young people as citizens "here and now". We have to admit that it is a real challenge for us. We have to provide a clear learning direction to participants while also making sure they have sufficient space and taking into consideration their capabilities at the same time. It remains a learning process. We hope that by making an effort together, we will discover different ways to improve the world as well as education.

#### Features:

- \* With the theme of "poverty and social justice" led by young people, this initiative aims for young people to learn through action by making decisions independently on issues they want to address and finding ways to address them.
- \* The emphasis is on the global – local link and encourages young people to open their eyes to the world in terms of the issues they want to study and actions they want to take locally.

# Fostering Global Citizenship in Everyday Teaching

**C & MA Sun Kei Secondary School**

*Looking at the Large World from the Small Classroom*

**Mr. Hui Sing Yan**

It seems difficult to practice GCE in the daily classroom. One of the main reasons is that GCE has the word “global” in it.

Teachers and students probably think: “Global citizenship must be something that deals with big international issues that concern the whole world and the welfare of all people. We are sitting in small classrooms in Hong Kong and are only youngsters – everyday people found everywhere. How is it possible for us to practice GCE effectively?”

However, as “The Great Learning of Confucius” says, cultivate one self, regulate one’s family, govern one’s country and bring peace to the world. Reflecting on world issues helps one see major trends from small occurrences. In other words, one can always start from one’s own experience.

## What You Carry with You and Global Justice

Sitting in the classroom, students only have to be told to look at what they carry with them. It is not difficult to find that the school bags they use, the watches they wear, and the stationery they use all have connections with other countries and other people. After taking part in Oxfam Hong Kong’s experiential activities, many students recognise that most of the things they use are from outside of Hong Kong or produced by workers they do not know. Things that students carry with them and which they find so familiar often have a side of which many people are not aware. From what they carry with them, students may continue to reflect on sweatshops, fair trade, global justice, etc.

## School Life, Democracy and Human Rights

Some people say that school is a miniature society. In fact, in different degrees, students participate in the implementation of school rules and regulations, and they take part in the student union and the class committee. These experiences could very well be used for understanding global citizenship. They can be used to help students reflect on their rights and duties and to understand what is “possible” and what is “not possible” in society and real life. Apart from this, school life as a platform has already expanded into the internet. Students may bring their experiences of human interaction from the world of the internet into the classroom. Not only will this enrich discussions, it will also help students to understand issues of democracy, freedom of speech, freedom of association and the problem of rights and duties.

## Personal Experience and Global Citizenship

When students are asked about an experience which they cannot forget, it is not uncommon that they mention an activity that can be connected with the concept of citizenship. Some students have been to the June 4th candlelight vigil or to the July 1st rally. When more is asked, one finds that students have often had other related experiences, including eco-tours or school civic education talks. Some may have explored the problem of poverty in project-based learning, or have visited disadvantaged social groups in community exposure trips. Some have had contact with people of ethnic minority groups. Students may benefit more from their own experience if it is shared and discussed in the classroom.



## Empowerment • Participation → Dialogue • Learning

Chan Yuk Lan (Lecturer / Programme Coordinator [Drama Education], Hong Kong Art School)

### Let me begin with a personal note on teaching.....

Last week, each student brought back a piece of information on community life. They each reported to the class what they had found. Then I asked them to make use of the information to come up with a theme for the creation of a drama this week in class. This was to be done in small groups.

Just now when we began the lesson, I explained to the students how we would proceed. As I explained, I observed their response. I could see that only one group had prepared for it. So I said, “Frankly, from your faces I know that not every group has had the opportunity to do a lot of preparation beforehand. If you had only 10 minutes to prepare, which was what I suggested just now, is the time really enough for you? Do you need more time? Perhaps you should discuss among yourself in your group and let me know how much time you need.”

At that moment I was thinking: “If the students had not done their work beforehand, it was meaningless even if I reprimanded them. And reprimands would only make them feel upset or guilty. It will not help them to “move on”. What I said was, on the one hand, meant to give them a dignified way out, to show that I understood that they “might not have had the opportunity” to prepare. On the other hand, I did not want them to do it in a rush, so I invited them to negotiate on new rules that were fair for all. When students have the chance to take part in making decisions, they are usually more willing to follow the rules, and are more enthusiastic to accomplish the mission.

In my teaching, I pay a lot of attention on making learning an empowering and participatory process. This does not only concern the content of the teaching plan, but concerns every detail of the implementation process. Therefore, notes on teaching such as the above help me a lot in reflecting on my teaching. When I look back at the example above, I understand what I treasure most – relationship building, respect, trust, letting go, and providing space for negotiation but not giving up on the expectation of having students accomplishing their mission. When I communicate with my students this way, there is always space for interaction and dialogue.



(A group of students produced an animation. I invited another group to appreciate the animation.)

**Student:** The voice of the animation is too soft. There are many parts which I could not hear well. I could only hear one part.

**Myself:** In that case, please talk about the part which you were able to hear.

(It was followed by a very prolific response.)

When students say they “do not understand”, you may tell them to start from what they understand. Usually after a while both you and the students realise that they actually know more than they think.

(Another group of students created a short drama)

**Myself:** This work is called “The Kowloon Tong that Few Know About.” Which aspects of the city of Hong Kong do you think it shows?

**Student:** I think ...the work is about.....Kowloon Tong.....some .....

(turned to another student) Why don't you say something?

**Myself:** In your opinion, what are the things in the drama which might be different from those in the minds of most people?

(The student then slowly explained what he thought.)

I suspect this student was worried that her answer was not correct. It might also show that she was not confident in expressing her own opinion. Using terms like “might be” implies that there is no standard answer. Changing the question from “what do you think” to “most people think” also makes it easier for the student to answer the question.

I always feel that teaching in this way is very meaningful. In the process of asking and answering questions, students often drop their defense and try to express their personal opinions. When you continue to foster dialogue with the students, they will benefit from the opinions and ideas of different people and develop their own understanding and thoughts. To nurture this quality in students is a critical part of GCE and all education.



## Appendix:

# Teaching Resources at Oxfam Hong Kong

### Oxfam Hong Kong Interactive Education Centre

Since its establishment in 2005, the Centre has been providing project learning activities for primary and secondary school students and exploring issues of poverty and sustainable development with young people using interactive tools. Themes of activities include the wealth gap, globalisation, poverty in Hong Kong, disaster and poverty, climate change and sustainable development, world trade and poverty, and war and conflict. Schools are welcome to participate in the activities of the centre.

**Address:** 17/F, China United Centre, 28 Marble Road, North Point, Hong Kong (MTR North Point Station Exit A4)

**Telephone:** 3120 5180

**Email:** [education@oxfam.org.hk](mailto:education@oxfam.org.hk)

**Webpage:** [www.cyberschool.oxfam.org.hk/iec.php](http://www.cyberschool.oxfam.org.hk/iec.php)

### Oxfam Hong Kong Education Resource Library

The library provides many teaching resources on poverty and development. Teachers and students are welcome to come in person to borrow or request resources, free of charge. Types of resources include:

- Exhibition sets (pre-mounted)
- Films
- Experiential games
- DVDs for teaching
- Oxfam books and publications
- Chinese and English books/resource kits

**Address:** 17/F, China United Centre, 28 Marble Road, North Point, Hong Kong (MTR North Point Station Exit A4)

**Library service and opening hours:** [www.cyberschool.oxfam.org.hk/resources.php](http://www.cyberschool.oxfam.org.hk/resources.php) (By appointment)

### Oxfam Hong Kong Cyberschool Education Webpage

Teachers may download resources such as teaching plans, worksheets, teaching PPTs, feature stories for free. An e-newsletter is also available (with a free subscription) for teachers who want to receive information on Oxfam's activities and resources.

[www.cyberschool.oxfam.org.hk](http://www.cyberschool.oxfam.org.hk)

#### “Globalisation - Teaching Guide for Liberal Studies” (in Chinese)

This guide draws on cases connected with everyday life to explore the economic, cultural, political and environmental aspects of globalisation. There are case studies, discussions of controversial issues, photographs, data, comics, practical hints for teaching, and examples of worksheets for activities.

A free download from: [www.cyberschool.oxfam.org.hk/resources.php?cat=3&id=9](http://www.cyberschool.oxfam.org.hk/resources.php?cat=3&id=9)

#### “Hunger has its Roots in Inequality - Guide for planning a Hunger Banquet” (in Chinese)

This guide provides a complete how-to kit, comprehensive activity suggestions and practical resources for organizing a “Hunger Banquet”. This event, created by Oxfam, is a meaningful way for participants to experience the inequality in the distribution of wealth and food, to reflect on why so many people go hungry when the supply of food is plentiful, and to reflect on their roles and responsibilities as global citizens.

A free download from: [www.cyberschool.oxfam.org.hk/resources.php?cat=3&id=10](http://www.cyberschool.oxfam.org.hk/resources.php?cat=3&id=10)

#### “Global Citizens Service Learning - Teachers’ Manual” (in Chinese)

This manual presents the concept of “global citizen service learning” as well as examples of service learning and activities on “globalisation” and “sustainable development”. It is a helpful tool for teachers who want to organize service learning activities with GCE elements for young people. The activities help to develop a global vision and enable students to show their concern for the local community and for the world through action.

A free download from: [www.cyberschool.oxfam.org.hk/resources.php?cat=3&id=7](http://www.cyberschool.oxfam.org.hk/resources.php?cat=3&id=7)



Oxfam Hong Kong is an independent international development and humanitarian organisation working against poverty and related injustice. We recognise that much poverty is caused by justice and that poverty alleviation requires economic, social and structural change. We work with people facing poverty and with partner organisations on development, humanitarian, policy advocacy and public education programmes.

Oxfam Hong Kong facilitates Global Citizenship Education in Hong Kong to help young people to observe carefully, think critically, reflect conscientiously and act responsibly about local and global poverty issues.

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