

## Life Event Approach to Moral and Civic Education

During primary and secondary schooling, students encounter various types of life events at different stages of their personal and social development. Though the life events may be quite different for different individuals, each event is significant in the way that it provides an authentic context for school to develop moral and civic education curriculum. This approach helps generate students' ownership and motivate them to understand the events related to their daily life and reflect upon the values and attitudes embedded. Through exploring these life events, issues in moral education, civic education, sex education, environmental education, media education, drug education, health education etc. can be discussed to develop students' knowledge, skills as well as values and attitudes.

A learner-centred orientation is adopted in the choice of the life events. The events, grouped under 6 themes, are selected with a view to equipping students to face the future challenges that may emerge during their course of personal and social development. The life events under each theme have to be modified with reference to time change and social development. The content of the themes can be flexibly tailored according to the needs of students, the school and society when designing school-based moral and civic education programme. The same life event can be revisited at next key stage to encourage students to further develop the knowledge and skills and reflect upon the values related to the events.

### Suggested Themes and Life Events for Moral and Civic Education

(1) Personal Development and Healthy Living	
<ul style="list-style-type: none"> <li>• Permanent teething</li> <li>• Entering Puberty</li> <li>• Self caring</li> <li>• Selecting reading materials</li> <li>• Developing good habits/Getting rid of bad habits (e.g. environmental preservation / punctuality/balanced diet/eye protection / exercise and rest/personal and community hygiene)</li> <li>• Developing interest/hobbies</li> <li>• Dressing up oneself</li> <li>• Using pocket money</li> </ul>	<ul style="list-style-type: none"> <li>• Managing personal finance (e.g. expenditure and saving)</li> <li>• Facing media (Reading newspaper and magazines, watching TV, listening to radio programmes etc.)</li> <li>• Worshipping idols</li> <li>• Surfing the Internet</li> <li>• Managing emotions</li> <li>• Handling sexual harassment</li> <li>• Facing serious illness/death</li> <li>• Hurting oneself/Committing suicide</li> </ul>

(2) Family life	
<ul style="list-style-type: none"> <li>•Showing love and concern to family members</li> <li>•Eating out with family</li> <li>•Teaching siblings doing homework</li> <li>•Doing housework</li> <li>•Celebrating birthday with family</li> <li>•Family outing</li> <li>•Having new family member(s)</li> </ul>	<ul style="list-style-type: none"> <li>•Moving house</li> <li>•Being alone at home</li> <li>•Negotiating for self-independence from parents</li> <li>•Family member(s) being unemployed</li> <li>•Handling family disputes</li> <li>•Parents getting divorced</li> <li>•Facing illness/death of family member(s)</li> </ul>
(3) School Life	
<ul style="list-style-type: none"> <li>•Adapting to new life in primary/secondary school</li> <li>•Taking lunch in school</li> <li>•Handling problems in studies</li> <li>•Being praised/punished by teacher</li> <li>•Serving teachers and school-mates</li> <li>•Going on a school outdoor trip/picnic</li> <li>•Making choice among different school activities</li> <li>•Receiving the report card</li> <li>•Attending tutorial lesson</li> </ul>	<ul style="list-style-type: none"> <li>•Having school holiday</li> <li>•Participating in election activities of class association/Student Union/House/Club</li> <li>•Holding responsible post(e.g. monitor/monitress, prefect, posts in Student Union / House/Club)</li> <li>•Choosing courses</li> <li>•Promoting to a new class/repeating in the same class</li> <li>•Graduation</li> <li>•Preparing for public examinations</li> <li>•Making choice between further study or work</li> </ul>

<b>(4) Social Life</b>	
<ul style="list-style-type: none"> <li>• Making new friends</li> <li>• Respecting different opinions and cultures</li> <li>• Going out with friends of opposite sex</li> <li>• Playing games</li> <li>• Camping</li> <li>• Participating in religious activities</li> </ul>	<ul style="list-style-type: none"> <li>• Attending feast</li> <li>• Showing concern and helping classmates/ friends(e.g. falling ill, poor academic results)</li> <li>• Handling undesirable peer pressures (e.g. drug taking, smoking, engaging in law-breaking activities)</li> <li>• Handling problems in peer relationships (e.g. conflicts, problems with money)</li> <li>• Being in love/lovelorn</li> <li>• Attending funeral</li> </ul>
<b>(5) Life at work</b>	
<ul style="list-style-type: none"> <li>• Striking a balance between part-time job and study</li> <li>• Taking up a summer job</li> <li>• Meeting requirements of work and facing work pressure</li> <li>• Handling interpersonal relationship at work</li> </ul>	<ul style="list-style-type: none"> <li>• Being praised/ reproached by supervisor</li> <li>• Wearing uniform /Choosing clothes for work</li> <li>• Receiving salary</li> <li>• Being injured during work</li> </ul>

**(6) Life in the community**

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| <ul style="list-style-type: none"> <li>•Using public facilities (such as library, museum, park, swimming pool and beach)</li> <li>•Riding on public transport</li> <li>•Blood donation</li> <li>•Responding to recycle campaign</li> <li>•Helping neighbour/need in society</li> <li>•Participating in fund-raising activities</li> <li>•Participating in voluntary work</li> <li>•Participating in community activities</li> <li>•Participating in public affairs discussion</li> </ul> | <ul style="list-style-type: none"> <li>•Participating in election activities</li> <li>•Facing temptations and undesirable societal influences</li> <li>•Expressing opinions on issues of social injustice</li> <li>•Participating in National Flag hoisting ceremony</li> <li>•Understanding and showing concern on major events in the mainland</li> <li>•Visit to the mainland</li> <li>•Supporting improvement project on education and living in the mainland</li> <li>•Discussing current issues of local/national/international community</li> </ul> |
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