

**ST. LOUIS SCHOOL ANNUAL PLAN 2018-2019****SUBJECT / TEAM****MORAL & CIVIC EDUCATION TEAM****(I) Aims**

1. Helping students understand the moral and civic values and developing their willingness to employ those values in daily life.
2. Helping students understand the functioning of the government, the communication between the government and the people, and the rights and responsibilities of citizens.
3. Developing students' sense of identity and belonging.
4. Developing students' sense of responsibility with regard to themselves, their families, their society, their nation, and human-kind.
5. Developing students' sense of acceptance and respect for others.

(II) Situational Analysis**(a) Strengths**

1. All students have the chance to understand moral and civic values through "Monday Motto" delivered by teachers during assemblies and General Education lessons.
2. Communication between team members is good. Members always provide constructive ideas to the team.

(b) Weakness

1. Systematic professional training for teachers is insufficient.

(c) Opportunities

1. Moral and Civic education plays an important role in Hong Kong society.
2. More and more youngsters are involved in the discussion of politics in Hong Kong.

(d) Threats

1. The positive values have deteriorated in recent years due to the influence of different kinds of mass media.
2. Students' sense of responsibility has not been fully developed.

(III) Highlight

- (a) Regular Monday Mottos delivered by teachers provide opportunities for students to understand moral and civic values as well as different teachers' points of view towards social issues.
- (b) Cross-team activities, such as Bulletin Board Design Competition, Slogan Design Competition are held.

(IV) Short Term Direction

- (a) Provide students with opportunities to learn on the issues suggested in the school's major concern.

(V) Areas of Concern**1. Major Concern 1:**

To nurture students as visionary leaders possessing enhanced thinking skills, especially creativity and problem solving

Program title (1): Bulletin Board Design Competition (co-organise with Religious Education Panel) (1.2d & 1.3 c)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<i>Students have acquired solid knowledge on (1.2) and have tendency to hold the specific positive values in everyday life and demonstrating creativity in competitions (1.3)</i>	To promote the identified values through the Bulletin Board Design Competition (co-operate with Religious Education Panel) by the following strategies and steps: 1. The MCE and Religious Education Panel jointly set a theme which can echo a specific value) for the competition.	1. A board design competition with the theme " Fountain of Life (生命之泉)" is held; 2. At least 15 classes take part in the competition; good work is shown.	1. Number of classes taking part; 2. finished bulletin boards are appreciated.	Sep 2019	LPK	Certificates \$10

	<p>2. Posters were given to Class Teachers in September 2019. The deadline of completing the work was 20th October 2019.</p> <p>3. Each class decorated the bulletin board at the rear of the classroom with the help of its Class Teacher(s).</p> <p>4. The finished bulletin boards were judged by the Principal and the best bulletin boards were awarded with certificates and gifts.</p>					
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Program title (2): Slogan Design Competition (co-organise with Chinese and English Panels) (1.2d & 1.3 c)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<i>Students have acquired solid knowledge on (1.2) and have tendency to hold the specific positive values in everyday life and</i>	To promote the identified values through the Slogan Design Competition. (co-operate with Chinese and English Panels and the Library) by the following	<ol style="list-style-type: none"> The identified values are widely promoted; At least 300 students take part in the competition; 	<ol style="list-style-type: none"> Students' entry forms; good slogans are appreciated. 	Oct - Nov 2019	CHW, CKI, FC	Prizes \$1000; Certificates \$10 Banners and stickers \$15000

<p><i>demonstrating creativity in competitions (1.3)</i></p>	<p>strategies and steps:</p> <ol style="list-style-type: none"> 1. The above parties jointly set a theme which can echo a specific value) for the competition 2. The entry forms were distributed by the Chinese or English teachers to all students in April 2018. Every student took part in the competition. 3. Teachers of English and Chinese Language helped judging the slogans. The best slogans were awarded with certificates and gifts. 4. The slogans were printed on banners and were posted inside the school campus to remind students of the message. 	<ol style="list-style-type: none"> 3. Good slogans are selected. 				
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Program title (3): Door design competition (co-organise the Visual Arts Panel) (1.2d & 1.3 c)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<p><i>Students have acquired solid knowledge on (1.2) and have tendency to hold the specific positive values in everyday life and demonstrating creativity in competitions (1.3)</i></p>	<p>To Strengthen students' perception of moral and civic values through designing the door cover of classrooms) by the following strategies and steps:</p> <ol style="list-style-type: none"> 1. The topic of designing students' own classroom doors is set for S1 to S3 syllabus of VA to incorporate the identified values 2. Students were assigned to design the classroom door cover with the theme of "self-discipline"/"respect" as part of the Visual Arts curriculum work. 3. Mr. LPK, the Visual Arts subject teacher, would select 2-3 copies of good work and hand them to respective class teachers to nominate a winner of each class. 4. The work of winners of each class were printed 	<ol style="list-style-type: none"> 1. At least 200 students take part in the activity; good work is shown 2. Good comments from the related subject teacher(s) and class teachers 	<p>Students' drawings and finished designs are appreciated</p>	<p>Feb 2020</p>	<p>LPK</p>	<p>/</p>

	and stuck on the classroom doors of the respective classes.					
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2. Major Concern 2:**To nurture Students as visionary leaders with necessary positive values including self-discipline and respect inculcated****Program title (4): Monday Motto (2.2a)**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<i>Students have a tendency to hold the specific values (mainly self-discipline and respect) in everyday life by listening to and observe actively the positive values conveyed in the Monday Motto</i>	<p>To arouse the awareness on and foster the accurate understanding of the identified values through Monday Mottos by the following strategies and steps:</p> <ol style="list-style-type: none"> 1. Teachers and student leaders are invited to deliver a speech and a motto which may echo the yearly value stressed in the school major concern in the Monday Assembly 2. Students who line up for the assembly can listen to and reflect on different mottos from teachers and student leaders 	At least one Monday motto should be addressed to themes related to the identified values.	Teachers' and students' contents of speeches are observed; record of mottos.	Whole year, every Monday	CWC, CYL	

Program title (5): Talks in General Education Lessons (2.2a)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required

<p><i>Students have a tendency to hold the specific values (mainly self-discipline and respect) in everyday life by reflecting on life experiences and positive values from different dimensions</i></p>	<p>To arouse the awareness on and foster the accurate understanding of the identified values through General Education talks by the following strategies and steps:</p> <ol style="list-style-type: none"> 1. Guest speakers from different official or non-governmental organizations are invited to share or deliver a talk on a specific value in the G.E. lessons. <i>(please refer to the team plan for details)</i> 2. Students who attend the lesson are required to jot and reflect on the message and value conveyed by the speaker and complete a reflective essay. 3. After collecting the reflective essays from students, the class teachers mark and, if necessary, exchange ideas with students orally or on paper. 	<ol style="list-style-type: none"> 1. Active and attentive participation of students; 2. If any: A post-program survey: 70% of participants are satisfied with the program; 3. Fruitful content and positive and in-depth sharing on the reflective essay by students 	<ol style="list-style-type: none"> 1. Students' attentiveness and reactions are observed. 2. Qualitative and Quantitative results from students' and teachers' questionnaires 3. Content and sharing on the reflective essay by students 	<p>Whole year</p>	<p>CHW, KYF, LSC</p>	<p>\$1000</p>
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Program title (6): Classroom Cleanliness Competition (2.3b)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<i>Students have a tendency to hold the value of self-discipline in everyday life by keeping the environment clean and tidy</i>	<p>Strengthen students' perception of self-discipline and sense of belonging through the Classroom Cleanliness Competition by the following steps and strategies:</p> <ol style="list-style-type: none"> 1. On the first day of the competition, each class was given a score sheet. The score sheet was left on teacher's desk throughout the day. 2. After a teacher finished a lesson, just before leaving the classroom, he/she gave a score to the class (from 0 to 5) for the cleanliness of the classroom and signed on the score sheet. 3. The monitor handed in the score sheet back to the school office on 1st June, the last day of 	More than 15 classes get more than 3.5 marks out of 5 in average.	Marks are calculated.	Sept-Oct 2019	LCYJ, FC	Prizes \$1000 Certificates \$10

	the competition.					
	4. The cleanest classes were awarded with certificates and gifts.					

Program title (7): Outreaching activities for experiential learning and community service (2.3a)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
<i>Students have a tendency to hold the specific values (mainly self-discipline and respect) in everyday life by reflecting on life experiences and positive values from different dimensions</i>	<p>Strengthen students' perception of self-discipline and respect through outreaching activities for experiential learning</p> <ol style="list-style-type: none"> 1-2 experiential activities will be jointly held with the Liberal Studies and History/Chinese History Panels The activities will mainly focus on broadening the experiences exposure of students to serving and respecting the community and neighbors of Hong Kong. 	<p>More than 15 participants in each activity held</p> <p>Positive comments from students, teachers and organizers</p>	<p>Comments from students, teachers and organizers.</p> <p>Results of questionnaires, if any.</p>	Sept 2019-Jun 2020	CHW, KYF, LSC	2000

(VI) Other panel-based / team-based concerns:**Program title (8): Picks of the Week (Recommendation of Good Books)**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Students can better understand the moral and civic values, the rights and responsibilities of citizens, sense of identity and sense of responsibility.	<ol style="list-style-type: none"> 1. A duty roster was set at the beginning of the school-year. The teachers or students-in-charge recommended books through the PA system every 2 or 3 weeks. 2. The recommended books were displayed in the school library for students' reference. 3. Information and introduction of the books were posted on the notice board outside the library. Moreover, some worksheets for the books were designed and the first 5 students who completed the worksheets satisfactorily were awarded with small presents by the library. 	Reactions of students are positive.	Students' attentiveness and reactions are observed.	Whole year	CWC	/

	4. Students could borrow the books after the display period.					
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Program title (9): Best Conduct Award

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Develop students' morality by observing and reviewing peers	<p>Develop students' morality through the Best Conduct Award) by the following strategies and steps:</p> <ol style="list-style-type: none"> 1. Nomination forms of evaluating classmates' performance in conduct were distributed to every student during Class Teacher Period. 2. Students can nominate one student for the prize by scoring the chosen student in different performance aspects 3. Scores were calculated according to the criteria set in the nomination form. 4. Teachers also 	More than 15 students are awarded.	Number of awards is observed.	Jun 2019	CWC, CYL	Prizes \$2500 Certificates \$30

	participated in evaluating the candidates' performance.					
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Program title (10): Basic Law Education in G.E. lessons (S1-S3)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Students getting more familiarized with the rationale and implementation of the Basic Law in Hong Kong	<p>Designing and implementing the Basic Law education in G.E. Lessons of S1 to S3 students by the following steps and strategies:</p> <ol style="list-style-type: none"> There were a total of 5 lessons for each form (S1-3). Among the 5 lessons, there were two talks delivered in the G.P. Room, two follow-up lessons delivered in the classroom and one Quiz conducted in the G.P. room. In the Talk, students were distributed with a piece of worksheet which is set based on the content of the talk. Students were required to complete it 	<ol style="list-style-type: none"> Active participation of students in the lessons. Completion of reflective essay or worksheet 	<ol style="list-style-type: none"> Students' attentiveness and reactions are observed. Over 80% of students complete the reflection worksheets fruitfully 	Whole year	CHW, LPK	/

	<p>and hand it to the respective class teachers.</p> <p>3. Class teachers were responsible to conduct the follow-up lessons in classroom using the teaching kit provided by the MCE team. Students were asked to complete the reflective essay in or after the lesson.</p> <p>4. Class teachers would collect and mark the worksheets and reflective essay and consider the students' result as part of the GE grade.</p> <p>5. The Basic Law Quiz was conducted as the last lesson of the Basic Law Series. Questions with different difficulties had been set in order to cater for different needs of students.</p>					
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(VII) Provisional Scheme of work

Month	Events	PIC / VPIC
All-year round	Monday Motto (throughout the year, every Monday)	CWC, CYL
	Weekly Recommendation of Good Books (throughout the year)	CWC
	Talks in General Education Lessons (throughout the year)	CHW, KYF, LSC
	Basic Law Education in G.E. lessons (S1-S3) (throughout the year)	CHW, LPK
Sept 2019	Classroom Cleanliness Competition	LCYJ, FC
	Bulletin Board Design Competition (co-operate with Religious Education Panel)	LPK
	Door design competition	LPK
Oct 2019	Slogan Design Competition (co-operate with Chinese/ English Panel/ Library)	CKI, FC
Nov 2019		
Dec 2019		
Jan 2020		
Feb 2020	Outreaching activities for experiential learning and community service	CHW, KYF, LSC
Mar 2020		
Apr 2020		
May 2020		
Jun 2020	Best Conduct Award	CWC, CYL
Jul 2020		
Aug 2020		

(VIII) Budget and Other Resources

	Amount
EXPENDITURE	
A. General Panel / Team-based budget	
A1. Bulletin Board Design Competition: Certificates	\$10.00
A2. Slogan Design Competition: Prizes and Certificates	\$1,010.00
A3. Classroom Cleanliness Competition: Prizes and Certificates	\$1,010.00
A4. Best Conduct Award: Prizes and Certificates	\$2,530.00
A5. Talks in General Education Lessons	\$1,000.00
A6. Recycling Campaign on plastic bottles: Posters and Bins	\$1,500.00
Sub-total (A) =	\$7,060.00
B. CEG	
Sub-total (B) =	/
C. Furniture and Equipment (F & E)	
Sub-total (C) =	/
D. DLG	
Sub-total (D) =	/
E. Reading Grant	
Sub-total (E) =	/
F. Life Wide Learning Grant (LWLG)	
Sub-total (F) =	/
G. Budget of items using other specific grant from EDB* : ___Moral and National Education Grant___	
*Chinese History, NCS or Student Support grant	

G1. Slogan Design Competition: Banners and stickers	\$15,000
G2. Banners, Posters, Stickers around the school	\$15,000
G3. Door design Competition: Stickers and posting fees	\$10,000
Sub-total (G) =	\$40,000
H. Other Resources	
H1.	
Sub-total (H) =	
Total Expenditure =	\$47,060.00

(IX) Members

1. Chan Kit I,
2. Cheng Wing Cheung,
3. Cheung Yik Lam,
4. Fong Chun,
5. Kwok Yim Fai,
6. Lai Pei Kit,
7. Leung Ching Yin, Jenny
8. Leung Sze Chun