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## Worksheets

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1 colour photo
Introduction

This package is the third of a series of curriculum support materials produced by the Personal, Social and Humanities Education Section of the Curriculum Development Institute for the revised CDC Syllabus for Geography (Secondary 1-3). It aims at providing teachers with examples of adopting different teaching strategies in the teaching of junior secondary Geography. The teaching strategies included in this package are by no means exhaustive. Teachers should modify the worksheets to suit the need, interest and ability of their students.

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Acknowledgements

During its production stage, this package had been tried out in eight secondary schools. The Humanities Unit would like to thank the following schools and teachers for their enormous support:

Buddhist Ma Kam Chan Memorial English Secondary School
Mr. CHAN Ying-kuen  
Mr. YIP Kai-keung  
Miss TSANG Mei-yee

Carmel Secondary School
Mr. LAM Hak-chung  
Miss WONG Sau-lai

Cheng Chek Chee Secondary School of Sai Kung and Hang Hau District
Miss YIP Wing-yee  
Miss WAN Yuen-wah  
Mr. KO Chi-choi

Heep Yunn School
Mrs. TSUI YU Siu-wa  
Mrs. LAM WAN Lai-kuen  
Mr. LAM Wai-keung  
Miss WONG Hoi-sze

Lingnan (Heng Fa Chuen) Secondary School
Miss LI Sau-yee  
Miss CHAN Chi-man

Ning Po No. 2 College
Mr. WONG King-hung  
Miss TANG Yuk-yee

St. Clare's Girls' School
Mrs. KOO LEE Ho-yee

The Bishop Hall Jubilee School
Miss FUNG Lai-kuen  
Miss WONG Sau-wai  
Miss WONG Sau-ming.

The Education Department would also like to thank the following organizations for permission to reproduce maps, photographs and video tape:

Apple Daily
ATV News & Public Affairs Division
Centre for Coastal & Atmospheric Research, Hong Kong University of Science & Technology
Ming Pao Daily News
Oxfam Hong Kong
Planning, Environment and Lands Bureau
Survey and Mapping Office, Lands Department
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How clean is our atmosphere?

Introduction:

Geography education always concerns greatly with environmental education. Activities in the informal curriculum are important in the study of Geography. This example is extracted from the 1998 revised CDC Geography Syllabus for Secondary 1-3, showing how environmental education is imparted through an activity in the informal curriculum.
Activity: Project
Theme: How Clean is our Atmosphere?
Duration: 3 weeks

Teaching Objectives:

Student should be able to

1. Apply knowledge learnt in the investigation of air pollution.
2. Collect relevant information on air pollution.
3. Understand and show concern on the impact of air pollution on the daily lives of people.
4. Develop a sense of responsibility towards environmental conservation; and
5. Take individual action to alleviate air pollution problems.

Teaching procedures:

1. Divide the class into groups of five. Choose one student in each group as group leader.

2. Ask each group to choose one of the following as the topic of their project.
   Suggested topics -
   "The Impacts of Air Pollution on Our Daily Lives"
   "Ozone Depletion"
   "The Environmental Impact of Air Pollution"
   "The Relationship between Air Pollution and Economic Development"
   "Measures to Reduce Air Pollution"

3. Explain the following procedures to the students :

   (1) The first stage - Information Collection (1 week)
       Information can be collected from newspapers, magazines, books, computer softwares, the Internet, TV programmes or interviews.

   (2) The second stage - Information Processing (1 week)
       The teacher gives advice on the materials collected by the students.
       Then, distributes the "Project Guidelines". Students have to compile and analyse the information systematically.

   (3) The third stage - Project Completion (1 week)
       Students have to write a report in not more than 10 pages according to the "Project Guidelines".
Project Outline

Topic: _________

Introduction

Content: Project Information
- Location?
- Causes?
- Problems?
- Impacts?
- Who should be responsible?
- Solutions?
- Why bothers me?

Pictures / Photos

Be a "Green" Kid
- What can I do to protect our environment?

Sources of Information

How clean is our atmosphere? 🌍
Industrial Development in Hong Kong

Introduction:

In recent years, the Hong Kong Government has been promoting the development of high-technology and high value-added manufacturing industries. The Hong Kong Industrial Technology Centre Corporation (HKITCC) and the Hong Kong Industrial Estates Corporation were established to provide financial support to projects that could contribute to Hong Kong's industrial and technological development. Through the study of this unit and the discussion in the mock conference, it is hoped that students can have a better understanding of the development and the future prospect of manufacturing industry in Hong Kong.
Teaching objectives:

1. Students should be able to understand –
   (1) Influence of government policy and actions on Hong Kong industry.
   (2) The development of Hong Kong industry has to rely on the imports of raw materials and fuel.
   (3) Locational factors of Hong Kong industries.
   (4) Differentiation of heavy and light industries in Hong Kong.
   (5) The relationship between industrial development and environmental protection.

2. Acquire knowledge and skills –
   (1) Deepen the understanding of Hong Kong industrial land use.
   (2) Give advice on Hong Kong industrial land use.
   (3) Read and analyze the "Hong Kong Land Use" map.

3. Strengthen the co-operation and exchange of opinions among themselves through group discussions.

Teaching period: 2 lessons

Teaching materials:
1. Atlas: "Hong Kong Land Use" map
2. Discussion paper to the role play
3. Information sheets

Teaching procedures:
1. Distribute the information sheets for students to read. (consider asking students to read them before the lesson)
2. Divide the students in groups of 5 or 6.
3. Choose one chairperson for holding the meeting and one secretary for taking minutes.
4. The group meeting is held according to the agenda of the meeting, using "Hong Kong Land Use" map as reference.
5. Discussion time is about half an hour.
6. After discussion, one representative from each group will report the resolution of the meeting to the whole class.
7. Finally, let the whole class choose the most feasible site.
Meeting - Developing industries in Hong Kong

Meeting objective:
A group of entrepreneurs plan to develop manufacturing industry in Hong Kong. They have to choose the type of industry to be developed and select a suitable site.

Discussion areas:

1. What type of industry should be developed? ______________________________________________________
   Reasons: ______________________________________________________________________________________
   ____________________________________________________________________________________________

2. Location of the factories: ______________________________________________________________________
   Reasons: ______________________________________________________________________________________
   ____________________________________________________________________________________________

3. Imported raw materials: ______________________________________________________________________

4. Imported fuel: ______________________________________________________________________________

5. Market: ____________________________________________________________________________________

6. Transportation and communication: __________________________________________________________________

7. Technology level: ____________________________________________________________________________

8. Environmental protection measures: __________________________________________________________________

9. How can the HK government help? __________________________________________________________________
   ____________________________________________________________________________________________
The Manufacturing Sector

Restructuring of the manufacturing sector reduced its contribution to GDP from 18 per cent in 1990 to about 7 per cent in 1996, but it continued to be an important sector of the economy. It was Hong Kong's fourth-largest employer, employing 309,160 persons (12 per cent of the total employment) in 1997. Mechanisation, automation and relocation of assembly-type operations to the Mainland of China have accelerated the development of more knowledge-based and higher-value-added manufacturing.

The clothing industry was the largest employer in the manufacturing sector in 1997, followed by the printing, publishing and related industries. Chart 1 shows the breakdown of employment within the manufacturing sector in 1997.

Manufacturing establishments in Hong Kong are generally small. Of the 26,397 manufacturing establishments in 1997, 25,398 employed fewer than 50 people. They however accounted for 51 per cent of Hong Kong's total manufacturing employment. Many small establishments are linked with larger factories through an efficient and flexible subcontracting network. This arrangement has enabled the manufacturing sector to respond swiftly to changes in demand.

The manufacturing sector remains export-oriented. About 80 per cent of the products manufacturing were exported. Domestic exports amounted to $211.41 billion million in 1997. Major export items included clothing, electronics, textiles, watches and clocks, and chemical products. In 1995, Hong Kong was the world's leading exporter of clothing, watches and clocks.

Major export markets in 1997 were the Mainland of China (30.2 per cent), the USA (26.1 per cent), the United Kingdom (5.1 per cent), Japan (5 per cent) and Germany (4.9 per cent). The clothing industry was also the largest export-earner in the manufacturing sector, followed by the electronics industry.

The Industry Department

The Industry Department's mission is to facilitate the development of manufacturing and manufacturing-related service industries within the framework of a free market. It works closely with its partners in government, business, tertiary education institutions and industrial support organisations to provide the necessary physical, technological and human
infrastructure, promote quality and productivity improvement, encourage applied research and development, monitor developments in markets and technologies, attract inward investment in Hong Kong industries, and support the development of small and medium enterprises.

**Land**

The government put up 14,467 square metres of industrial land for sale by tender in 1997. Private developers provided an additional 197,809 square metres of flatted factory space in 1996. Construction of the second phrase of the Tseung Kwan O Industrial Estate was completed, providing 46.6 hectares of land. A fourth industrial estate is being planned to meet the demand in the early 21st century.

**Technical Education and Industrial Training**

The Vocational Training Council (VTC) provides technical education and industrial training space. In addition, it administers a New Technology Training Scheme which provides financial assistance to employers for training their staff in new technologies useful to their business. The Clothing Industry Training authority (CITA) runs two training centres for clothing and footwear. The department is represented on the VTC and the CITA. Higher-level education and training are provided by the tertiary education institutions.

**Technology**

The Hong Kong Productivity Council (HKPC) is a statutory body established in 1967 to promote productivity improvement in industries. The Hong Kong Industrial Technology Center Corporation (HKITCC) was established in 1993 to facilitate the promotion of technological innovation and the application of technologies in Hong Kong industries.

Through the Industrial Support Fund scheme set up in 1994, the government provides financial support to projects that contribute to Hong Kong's industrial and technological development. By August 1997, it had committed $917.90 million for 262 projects undertaken by industry associations, higher-education institutes and industrial support organisations.
Quality Services

The department's Quality Services Division provides a range of quality support services for Hong Kong industries. The Standards and Calibration Laboratory is the official custodian of Hong Kong's measurement standards. The Hong Kong Laboratory Accreditation Scheme gives formal recognition to competent laboratories, thereby facilitating the acceptance of local test certificates overseas. The Product Standards Information Bureau provides information on various national and international product standards.

Applied Research and Development

Major efforts have been made to encourage applied research and development in recent years. The Applied Research and Development Scheme (ARDS) and the Co-operative Applied Research and Development Scheme (CARDS) were set up in February 1993 and June 1995 respectively to encourage technology ventures in the private sector. The latter scheme specifically supports technology projects undertaken in collaboration with research institutes in the Mainland. Funding support can take the form of a loan or equity participation. As at August 1997, funding support had been given to 19 ARDS projects and six CARDS projects in various high technology fields, including biotechnology, electronics, environmental technology, information technology, robotic engineering and telecommunication. The funding commitments made under the two schemes were $56 million and $32 million respectively.

Science Park

The government plans to establish a Science Park in Hong Kong. It will establish linkages with the industrial, financial and business communities, the higher education institutions, other relevant research institutions and overseas science parks. Its objectives are to help the local industry move up the technological ladder, stimulate the growth of locally-owned technologically advanced business, promote new technology-based activities, foster technology transfer and facilitate regional co-operation in technology development. A 22 hectare site has been identified at Pak Shek Kok, Tai Po, for development of the park. It would be developed in three phases over 15 years.
Monitoring Technology and Market Trends

The department conducts periodic studies of the major manufacturing industries to monitor technology and market trends and identifies constraints on their future development. In 1995, a study on Hong Kong's software industry was completed. Follow-up actions arising from the study, such as the establishment of a Software Industry Information Centre and a Cyberspace Centre, are progressing well and have received encouraging response from the software industry. In April 1997, the 1996/97 Techno-economic and Market Research Study on Hong Kong's Metals and Light Engineering Industries was completed and the consultants' recommendations were being considered.

Environmental Controls

The department disseminates environmental information to manufacturers. An annual guide was published to advise manufacturers on the environmental legislation that affect them and where to get technical advice. A guide on environmental technology and services available in Hong Kong and design manuals and eco-audit manual with support video for specific industries were available for sale at the Government performance, export marketing and technological achievement.

Hong Kong Awards for Industry

These prestigious awards for excellence in industrial performance are co-ordinated by the department, and the annual award presentation ceremony is an important highlight in the industrial calendar for manufacturers. The awards cover seven categories—consumer product design, machinery and equipment design, productivity, quality, environmental performance, export marketing and technological achievement.

Small and Medium Enterprises (SMEs)

The Small and Medium Enterprises (SMEs) Committee was set up in 1996 to identify issues affecting SMEs and suggest measures to support and facilitate their development. Its members include representatives from major chambers of commerce, trade and industry support organisations and SME practitioners. In 1997, its published a directory on the major services and facilities available to SMEs, and organised a conference to exchange views on the issues affecting them.
Services Support Fund

The Services Support Fund scheme was set up in July 1996. It aims to provide financial support for projects that will contribute to the development of Hong Kong's services sectors. By December 1997, it had committed $49.5 million for 27 projects undertaken by service-support bodies, trade and industry association, higher education institutions and professional bodies.

Industrial Support Agencies
Hong Kong Productivity Council

The Hong Kong Productivity Council (HKPC) promotes productivity excellence through the provision of professional services to enhance the value-added content of products and services.

In 1997, the HKPC continued to provide the manufacturing industries with professional services. It also implemented initiatives to enhance the productivity of the services industries focusing on service quality, productivity measurement and benchmarking, information technology, applied business management and support for the SMEs. In research and development, the HKPC provided practical and commercially viable solutions to help industries move upmarket and diversify. Its other major initiatives in the year included the alliance with Tradelink to promote electronic data interchange, the establishment of the Hong Kong Software Industry Information Centre, and a study on IT collaboration with the Mainland.

Hong Kong Industrial Technology Centre Corporation

The Hong Kong Industrial Technology Centre Corporation (HKITCC) is a statutory body set up by the government in 1993. It aims to promote technological innovation and the application of new technologies in Hong Kong industry. It has developed three major programmes: the Technology-Based Business Incubation Programme to nurture technology start-ups; the Technology Transfer Programme; and R&D Support and Services Programme to support research and development activities. To extend the HKITCC's services, the government has accepted the case for developing a second Technology Centre. A site in Kowloon Tong has been identified for work to start in 1998.
Hong Kong Industrial Estates Corporation

The Hong Kong Industrial Estates Corporation develops and manages industrial estates in Hong Kong. It manages three estates in Tai Po, Yuen Long and Tseung Kwan O, providing a total of 214 hectares of land. It is planning for a fourth estate. Sites in the estates are offered at cost to industries which cannot operate in multi-storey factory building.

External Commercial Relations

The HKSAR has full autonomy in the conduct of its external commercial relations. The Basic Law of the HKSAR provides that the HKSAR shall be a separate customs territory and may, using the name 'Hong Kong, China', participate in relevant international organisations and international trade agreements, such as the General Agreement on Tariffs and Trade (now the World Trade Organisation—WTO) and arrangements regarding international trade in textiles.

Within the context of the government's free trade policy, the objectives of the HKSAR's commercial relations are to ensure that its trading rights in overseas markets are protected and its international obligations are fulfilled. Hong Kong's success is reflected in the steady rise in the value and sophistication of its exports in recent years.

Textiles

The HKSAR textile exports to the European Union (EU), Norway, Canada and the USA are subject to quantitative restrictions maintained under the WTO Agreement on Textiles and Clothing (ATC) which came into force on January 1, 1995. These quantitative restrictions will be removed by 2005 under a 10-year phase-out programme. The HKSAR participated actively in the review of the implementation of the quota phase-out programme and continued to monitor closely the functioning of the ATC's supervisory body, the Textiles Monitoring Body. Through the co-ordination of the International Textiles and Clothing Bureau (of which the HKSAR is a member), the HKSAR and a group of developing country exporters of textiles work together to ensure that the liberalisation process under the ATC is on course, and to explore possibilities for further liberalisation.

In May 1997, the US rescinded the single entry bond which, among other additional documentation requirements, was imposed by the US Customs in June 1996 on imports of
10 categories of the HKSAR garments. The revocation decision signalled the USA's recognition of Hong Kong's determination and efforts in tackling illegal transshipment.

**Non-textiles Issues**

With the coming into effect of the General Agreement on Trade in Services (GATS) when the WTO was established in January 1995, global trade in services is now governed by a legally enforceable multilateral agreement. The HKSAR plays an active role in the WTO forum to ensure the proper functioning of the GATS and progressive liberalisation of trade in services. During the year, the HKSAR provided constructive input to the multilateral negotiations on basic telecommunications and financial services. The negotiations on basic telecommunications were successfully concluded on February 15, 1997. The agreement will open up a huge telecommunications market globally, estimated at US$760 billion per annum. The commitments will come into effect on February 5, 1998. The financial service negotiations were successfully concluded on December 13, 1997. The agreement comprises a broad range of commitments to open up financial markets which account for over 95 per cent of the world trade in financial services. These commitments are scheduled to come into effect on March 1, 1999.

Hong Kong joined the Information Technology Agreement concluded in March 1997 under which participating economies undertook to eliminate tariffs on information technology products, components and sub-assemblies by January 2000. It is estimated that more than $170 billion of Hong Kong's domestic exports and re-exports will benefit.

In May 1997, Hong Kong acceded to the WTO Agreement on Government Procurement under which each party is required to provide non-discriminatory treatment to the products, services and suppliers of other parties. Hong Kong's accession to the agreement re-affirms the continuity of its open, transparent and non-discriminatory procurement system, and improves access of HKSAR goods and services to the government procurement markets of other parties.

During the first half of the year, the HKSAR Government and the private sector continued to emphasise to the USA administration and members of Congress the adverse effects on Hong Kong's economy if the USA were to withdraw China's Most Favoured Nation (MFN) trading status, or to impose conditions on the renewal of the status. On May 30,
President Clinton announced his decision to renew China's MFN trading status unconditionally for another year. A joint resolution disapproving the President's decision on MFN was introduced but was defeated by a floor vote in the House of Representative on June 24.

World Trade Organisation

The WTO oversees the implementation of the multilateral rules and disciplines agreed to at the Uruguay Round of negotiations for trade in goods, services and trade-related aspects of intellectual property rights. It also serves as a form for multilateral trade negotiations. The multilateral trading system under the WTO is the cornerstone of the HKSAR's external trade policy. The HKSAR supports a strong and credible multilateral trading system to sustain global trade liberalisation and economic growth. The HKSAR is a founding member of the WTO. Its separate membership status reflects the autonomy in the conduct of its external commercial relations which is guaranteed under the Basic Law of the Hong Kong Special Administrative Region.

The first WTO ministerial conference, held in Singapore in December 1996, underscored the credibility and pre-eminent role of the rule-based multilateral trading system fostering progressive global trade liberalisation. The HKSAR participates actively in the work of the WTO to ensure the faithful implementation of the WTO work programme which covers, among other things, reviews of the various WTO agreements, preparation for the overall negotiations on services, and studies on the new issues identified in the Singapore ministerial conference including the inter-relationship between trade and investment, the interaction between trade and competition policy and transparency in government procurement. The HKSAR also plays a leading role in a number of the WTO committees.

Printing

A reputation for good printing quality, quick and reliable delivery, and competitive prices continues to boost the international status of Hong Kong's printing industry. Hong Kong is a leading centre for printing and publishing, with 4873 printing establishments employing 45,884 people, and more than 200 publishing houses, including many from overseas which have set up offices or regional headquarters in Hong Kong.
The industry constitutes 18.5 per cent of all manufacturing establishments and 14.8 per cent of employment in the manufacturing establishments and 14.8 per cent of employment in the manufacturing sector. Most of the printing factories (68.7 per cent) are engaged in general jobbing work, and most of the remainder deal with related work, such as typesetting and book-binding. There are also 31 newspaper printers.

Hong Kong printers are investing substantially in advanced machinery and equipment and are shifting in recent years the labour-intensive production processes to the Mainland of China. The use of state-of-the-art equipment, especially those employing digital technology, has enabled the industry to raise quality and productivity to new levels. Some of the more sophisticated printing companies and publishers have already started using such equipment as digital pre-press and printing systems.

Domestic exports of printed matter decreased in value terms by 0.4 per cent over the previous year. Material printed locally with a total value of HK$8 billion was exported, with the USA, the Mainland of China, the UK, Taiwan and Australia being the major export markets. Books, pamphlets, newspaper, journals and periodicals accounted for 68 per cent of exports of printed products. Overall, the printing and publishing industries contributed 9 per cent of the manufacturing sector's gross output.

(adapted from "Hong Kong - A New Era (a review of 1997)"
The Rich and the Poor
Activity 1

Teaching objectives:
Through watching the video and group discussion, students should be able to develop -

<table>
<thead>
<tr>
<th>Concepts/knowledge—</th>
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<tbody>
<tr>
<td>(1) Poverty problem in the less developed countries (LDCs).</td>
</tr>
<tr>
<td>(2) The characteristics of less developed countries.</td>
</tr>
<tr>
<td>(3) The relationship between poor natural environment and poor countries.</td>
</tr>
<tr>
<td>(4) The ways to improve living.</td>
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<table>
<thead>
<tr>
<th>Skills—</th>
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<tbody>
<tr>
<td>(1) How to read the contour map.</td>
</tr>
<tr>
<td>(2) How to draw cross-section diagram.</td>
</tr>
<tr>
<td>(3) How to calculate gradient by using contour lines.</td>
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<table>
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<tr>
<th>Values/attitudes—</th>
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<tr>
<td>(1) Recognize the importance of international assistance to world problem.</td>
</tr>
<tr>
<td>(2) Develop a sense of responsibility for a better world.</td>
</tr>
<tr>
<td>(3) Treasure the materials and opportunities that students can enjoy, and develop a positive attitude towards life.</td>
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<tr>
<td>(4) Be willing to bear the responsibility to create a better world.</td>
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Teaching Material:

**Video tape: 「時事追擊」 (20 minutes)**

This video tape introduces the Miao farmers living on the Yungui Plateau in the Yunnan province, China. The tape investigates how people there face unfavorable natural environment and improve their living standard. There are about 100 thousands people suffering from poverty, the majority of them are minorities living over the hills. Usually they do not have enough food for several months every year. The following are the ways they improve their living:

(1) Borrow money from the Oxfam to improve their farming methods.
(2) Adopt new, scientific farming methods, such as using compound fertilizers, giving injection to poultry and holding training courses for pig farming.
(3) Protect sources of water.
(4) Save labour force by the construction of small reservoir to produce tap water, thus villagers need not transport water from places far away from their home. The construction of crops processing stations also helps to save labour force.
(5) With increasing free time, women can produce simple daily utilities to reduce family expenditure.
(6) Strengthen their ability of organization and management to improve their own living standard.
Teaching Procedures:

The first section –
- Ask students to read the contour map (Figure 1) and describe the relief of Yungui Plateau.
- Ask students to calculate the gradient of the slopes AB & BC on the contour map.
- Let students learn the geographical environment of the Yunnan province, that farmers have to take agriculture under very tough environment and many of local minorities have to live on the brink of poverty.

The second section –
- Introduce how farmers tackle various difficulties and improve production method in order to upgrade their living standard.
- Strengthen moral education. Ask students to compare their own living standard with farmers living in hilly region, learn how people solve problems brought by the poor conditions and be optimistic towards life.

Questions:

The first section –
1. Refer to the contour map (Figure 1). Draw a cross-section diagram from point A to point C.
2. Calculate the gradient of the slope from point A to point B and from B to C.
3. What is the standard of poverty?
4. Explain how the local environment was damaged.

The second section –
1. Comment on the ways of fighting against poverty introduced by the Oxfam in the hilly Yunnan region, and compare with the method of food distribution to African countries by other charitable organizations.
2. In the video tape, poor farmers living in hilly regions are still having an optimistic attitude towards life. When comparing to the richer Hong Kong people, who live more happily?
Land and food

(This activity is designed with reference to the teaching kit "Food and hunger" produced by the Oxfam)

Teaching objectives:

1. Let students learn the interdependent relationship between land and farmers through discussion and role playing.
2. Let students understand how uneven distribution of land ownership leads to food crisis for farmers.

Activities:

1. Divide the whole class into 3 groups. Each group read one of the three stories on the following pages and presents these stories in drama.
2. After the drama, the teacher discusses each story with the students.
3. The teacher should bring out the concept of land reform. A debate will be held in class on the proposition: "Land reform can help the poor to solve food problem".
4. The teacher should draw a conclusion in the end.

Guided discussion:

1. Look into the land use distribution in Hong Kong:
   - What are the major estate property developers in Hong Kong? Can you name some of them?
   - How does land problem affect Hong Kong people’s living?
2. Consider those countries relying heavily on agriculture, how does land distribution problem affect poor farmers?
   What are the differences between these countries and Hong Kong?
3. In what ways can Hong Kong help the poor countries? Why is international co-operation important in reducing the differences in the level of development among countries?
4. What is the best way to help the poor?
Story 1:

Saha—landlord, merchant, creditor of many farmers

Saha lived in a cement house at a village called De Solari with his 4 wives. He traded jute, rice and mustard and owned a very large warehouse in which not only stored his satisfactory harvest from a number of fields, but also was capable to store many harvests from many other farmers. His name went bad for lending money to farmers.

One of his neighbours said, "Saha is a clever man. If he knows that a man is in poor condition, he will lend money to him, saying he can return when he have the harvest.

When it was time for harvest, Saha would find his debtors and demanded repayment in rice, but the price was calculated at half of the market price. If a debtor could not repay him, he would then take over his debtor's land. Saha never lent money to those without land.

One farmer said, "All jute in Saha's warehouse is grown by me. How can he survive without me? What do I get even if I work hard? I manage to feed myself with my rough hands and tired body, and keeps working day by day without a rest. But how about Saha? He simply enjoys the outcome and counts his money."
Story 2:

Jennifer and Arbu—poor tenant farmers

Jennifer and Arbu, together with their 6 children lived in a one-room house made of bamboo. The walls were broken and the roof, which was made of hay, leaked. They were poor farmers and their harvest was getting worse year by year.

The field owned by Jennifer and Arbu was less than one-fifth acre, with the majority loaned to a local landlord named Hachi. Unless Arbu cleared all his debts, he would be a tenant farmer on his own land and gave half his harvest to Hachi. “My income is not enough to feed my family, not to mention clearing my debts,” Arbu said sadly.

Lives of tenant farmers were difficult. Arbu said, “If I can get payment, at least I can buy rice; but being a tenant farmer, we have to wait until harvest. We must borrow a cow from our neighbour to plough my land but have to plough my neighbour’s land for two days if I borrow his cow for one day.”

Jennifer could earn a pound of rice on average if she could find a rice-grinding work. However, she usually went in vain. She took out one betel nut and said, “We poor people cannot live without this. Once I feel hungry I will eat this to soften the pain of hunger. I can eat nothing for a couple of days. I am skinny because I worry about my children.”

Story 3:

A small farmer family in Brazil

The northeastern part of Brazil is an arid rural area. Life is difficult there. Local people practise farming there for generations but the harvest is barely sufficient.

A few years ago, one family settled down on a piece of unoccupied land. They mainly grew yams and obtained the ownership of the land according to Brazil law.

However, this family became a hindrance to a coffee plantation nearby. The landlord of the coffee plantation wanted them to leave so that the landlord could include the land into his coffee plantation but the family refused. One day at about 11 am, the farmer was out, a gang of 14 broke into his house, fired their guns and set a fire to burn down the house. The farmer’s wife could do nothing but cried and ran out of the house.

Nine days later, about 700 small farmers held a meeting and decided not to give up. They rebuilt another house for the farmer within 24 hours.

Later, the coffee plantation landlord made another attempt. He built fences around the land he wanted to obtain and sealed up the forest area, the well and all other places that the farmer needed.

Struggles like this are still going on.
Activity 3

BINGO!

Introduction:
This game introduces the relationships in international trade. More developed countries and less developed countries are in fact interdependent on one another in terms of trade. This game is designed to illustrate the imbalanced trade pattern.

Teaching objectives:
1. Compare and explain the difference in development between one less developed and one more developed countries chosen.
2. Express sympathy and develop insight on the development difference between the less developed and more developed countries.

Teaching Procedures:
1. Divide the class into 6 groups. Each group takes one country card.
2. Start the first round of the game.
3. Draw randomly one product card and read the name of that product aloud.
4. Students have to check whether the product read is the one appeared on their card.
   They should put a ✓ beside the box of the product on their card, representing that product has been sold.
5. When all the goods of a group are sold, the student of the group should say "Bingo" immediately.
6. Stop drawing product cards. Ask each group to find out the total number of goods sold and calculate the total amount of money they have earned.
7. Find out which country has sold the largest number of goods and has earned the largest amount of money.
8. Start the second round of the game and repeat procedures 3 to 7.
9. Start discussion after completing two rounds.
10. Discussion:
   (1) Why is the trading situation so different among various countries?
   (2) Are the following sentences correct? Cite examples to support your answer.
      1. Some countries own more natural resources.
      2. Climatic difference makes certain regions inhabitable.
      3. Some products are more scarce and precious.
      4. Some countries have to sell their products at lower prices in order to maintain their people's livings.
Products Cards

Airplane

Machinery

Automobile

Drugs

Chemicals

Paper

Clothes

Gasoline

Cobalt

Linen bag and ropes

The rich and the poor
Products Cards

Coffee
Scientific apparatus
Copper
Shoes
Electrical appliances
Sugar
Fish
Tea
Fruits
Garments

The rich and the poor
Products Cards

- Leather
- Tobacco
- Steel
- Wheat
- Iron ore
- Wood
- Jute
- Vehicles
- Lead
- Zinc

The rich and the poor
Discussion:

(1) Why is the trading situation so different in various countries?

It is not difficult to find out that some poor countries possess rich natural resources and sells a lot of goods. However, they are still poor, e.g.____________. It is important to understand that different goods have different prices.

Products 1
Copper, iron, woods, zinc (excluding petroleum)
Collectively referred to as______________, and can be sold at______________price.

Products 2
Fish, sugar, tea, tobacco
Collectively referred to as______________, and can be sold at______________price.

Products 3
Clothes, shoes, garments
Collectively referred to as______________, and can be sold at______________price.

Products 4
Airplanes, automobile, chemicals, scientific apparatus
Collectively referred to as______________, and can be sold at______________price.

In general, poor countries mainly sell______________products, whose prices are______________. On the other hand, richer countries mainly sell______________products, whose prices are______________.
(2) Why do some countries have to sell their products at a lower price so as to maintain their people's livings?

In addition to our country, many other countries also sell this product. If we raise the price, then

The buyers once said that our products were not essential.
They could eat____________ instead of eating bananas.

The buyers also once said that if we raised the price of our goods, they could replace them by chemical substitutes. They could use ______________ to make clothes instead of cotton or linen.
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The rich and the poor
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(in $ million)
A case study—

Ah Tak's story:

I live in a small village in South Africa. My house is made of iron scrap, unused iron tins and other small pieces of wood. When it rains, the roof will leak. There is neither proper bathroom nor tap water in my house. I have to share the tap on the street with my neighbours. As my father broke his legs in an accident, he cannot walk. He earns money by washing rich men's cars, yet we still cannot get enough food. When I need not go to school, I usually play with other children on the street. When I have grown up, I hope I can leave this village to know more about other places of the world. However, this seems not very possible.

Teaching objectives:
(1) Understand the reality of poverty through Ah Tak's living conditions.
(2) Cultivate students' empathy and care for other people.
(3) Encourage students to express their concern for the poor.

Questions:
(1) After reading the above story, do you think Ah Tak possess the following resources?
(2) Do you possess them?
(3) How can you better utilize your resources?

Balanced diet
Bathing facilities
Clothes

Friends

Medical service
Clean tap water
Recreational facilities

Schools
Water-proof roof

19: The rich and the poor
Suggested activities for this topic:

1. Co-operate with other extracurricular activity groups of the school:
   e.g. Social service team
   Red Cross
   The CYC
   School fellowship
   to organise activities to care for the poor

2. Arrange some activities to care for the poor in the local community with the help of the school social worker.
   - Poor communities include:
     - Elderly's home
     - Nurseries or child care centres
     - Residents of temporary housing estates
     - Poor students in the mainland of China

3. Other activities:
   e.g. Collection of winter clothes
   Children's carnival
   Christmas party
   Donation movement
   Flag selling
   Charity auction
   Collection of toys/dolls/stationaries
Struggle for power resources
Introduction:

This worksheet aims at helping students to look into the underlying factors for the development of nuclear power in China and the advantages and disadvantages of its development. Through visit and project work, students could have a better understanding of how the use of fossil fuels leading to environmental pollution. Last but not least, students could learn from the issue of the Three Gorges Project at Chang Jiang in China that hydro-electric power is a possible alternative.

Teaching objectives:
Students should be able to —

1. Understand the reasons behind the development of nuclear power plants in China.
2. Differentiate renewable and non-renewable power resources.
3. Find out the locations of the main coalfields, oilfields, hydro-electric power plants and nuclear power plants in China.
4. Be aware of the relationship between energy consumption and environmental pollution.
5. Recognize the reasons for the growing global demand for energy resources.
6. Download information from the Internet.
7. Co-operate with other people to complete a project.
8. Show concern for environmental conservation.
9. Show concern for the careful use of limited energy resources.
Issue: Should Nuclear Power be Developed in China?

Opposition against Daya Bay nuclear power plant

A large crowd of citizens gathered around the MTR stations at Central, Tsim Sha Tsui and Mong Kok yesterday to demonstrate their opposition against the construction of Daya Bay nuclear power plant. The plant is located at Daya Bay, the east of the river mouth of Zhujiang. It is 45 km and 50 km away from Shenzhen and Hong Kong respectively. Commercial operation will start in 1994.

Nuclear power is released by atoms when they are split. Opponents argued that emissions from the nuclear reactor and waste disposal would pose a threat to the environment. There was widespread opposition against nuclear power since the accident in the nuclear reactor at Chernobyl in Ukraine in 1986.

With reference to the News Article 1, answer the following questions.

1. Why are there so many Hong Kong people oppose to the construction of Daya Bay nuclear power plant?

2. Why did the Chinese Government still insist on constructing Daya Bay nuclear power plant?
Non-renewable energy will be exhausted

According to a report released by a private-owned British electricity company, the global energy demand will be doubled in 2020. The report revealed that the rise in global energy demand was mainly attributed to the rapid economic development in Asia as well as the global population increase and urbanization. Asian countries account for six seats out of the 10 greatest energy consumption countries.

Nowadays, the major energy resources come from underground, including petroleum, coal and natural gas. However, they are all non-renewable energy resources, which means that they will be used up some day.

With reference to the News Article 2, answer the following questions:

1. Give reasons for the global increase in energy demand.
2. Nowadays, where do the major energy resources come from? What is the problem of using them?
3. By 2020, global energy consumption will be doubled. How can we solve the energy problem?
4. Do you think the construction of Daya Bay nuclear power plant is a good way in solving the energy problem? State your own opinion.
Burning of fossil fuels produces abundant carbon dioxide

Greenhouse effect threatens

Hong Kong

Carbon dioxide emitted from the burning of fossil fuels contributes to greenhouse effect and climatic change. They are affecting every individual of Hong Kong directly and indirectly.

Hong Kong predominately depends on fossil fuels and nuclear power. In 1995, the emission of carbon dioxide in Hong Kong was six times as much as the world average. Green groups urged the Hong Kong SAR Government to develop renewable energy such as solar energy in the future.

With reference to the News Article 3, answer the following questions.

1. Why is the emission of carbon dioxide in Hong Kong 6 times as much as the world average?
2. “Green groups urged the Hong Kong SAR Government to develop renewable energy.” What is renewable energy? Do you agree with the suggestion proposed by the green groups?
3. It is said that air pollution is the unavoidable consequence of economic development. Do you agree? Explain briefly.
Greenhouse effect threatens Hong Kong

Group Division –
☐ Divide students into groups of 4

Data Collection –
☐ Energy production of Guangdong Province
☐ Economic development of Guangdong Province
☐ Energy consumption of Guangdong Province
☐ Reasons for developing nuclear power in Guangdong Province
☐ Pros and cons of developing nuclear power in Guangdong Province
☐ Environmental impact of energy consumption in Guangdong Province
☐ People’s attitudes, perception and response towards the construction of nuclear power plant in Guangdong Province

Presentation Format –
☐ Charts, photos, maps and cartoons
☐ Text (it is suggested that relevant data/information be downloaded from the Internet); be concise

Time limit –
☐ Two weeks

Time is Running Out
A Visit to the Hong Kong Science Museum

Find out the answers of the following questions after visiting the "Energy Efficiency Centre" (EEC) of the Hong Kong Science Museum

1. Types of energy resources:
   Renewable energy ____________________________________________
   Non-renewable energy ________________________________________

2. Why are people all over the world seeking for "green energy" in recent years?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

3. Which countries are now vigorously developing non-renewable energy resources?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

4. Design symbols to represent different types of renewable energy resources. Put these symbols on countries which develop the specific energy resource on the map below.

Legend:

![Map of the World with Legend](image)
5. List the prerequisites of developing the following energy resources.

Solar energy

Thermal energy

Wind energy

Tidal energy

Nuclear energy

6. While the global energy consumption and demand are rising continuously, how can we ease this condition? Can you recommend some new ways of generating electricity?

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7. Struggle for power resources
Issue: Should China develop the Three Gorges Project?

Activity One:
Showing videos about the Three Gorges Project OR
Distributing relevant newspaper cuttings or information

Discussion:
"Should China develop the Three Gorges Project?"

Activity Two:
Refer to the maps showing the distribution of energy resources, industries and population in China from your atlas.

1. Major coal reserves in China are found in * (North China / South China) region, but industries and population are concentrated in ________, ________, and ________ regions. The problem of transporting coal from north to south is _____________________________.
   "Delete the incorrect answer"

2. The location of coalfields: _____________________________.

The mid-1970's energy crisis had two significant consequences on the attitude of different countries on energy consumption.

(1) Develop other energy resources such as _____________________________.

(2) Conserve energy such as _____________________________.

Activity Three:
Debate:
"Developing nuclear power is the best way to solve the energy problem in China."
Save Our Rainforests!
**Introduction:**

This worksheet aims at helping students to examine the conflict between economic development and environmental protection. Indonesia, which owns a rich rainforest resources and has recently undergone rapid economic development, is a good example for studying on this theme. The forest fire in 1997 brought disastrous effects to Indonesia and its neighbouring countries. Our students should pay special attention to the effect of forest fire on the quality of air as well as the role of the individuals to help conserve the rainforests.

**Teaching objectives:**

**Students should be able to** –

1. Locate the distribution of tropical rain forest in Indonesia.
2. Recognize the values of tropical rain forest.
3. State the reasons, consequences and the actions taken for the forest fire and the subsequent smog in Indonesia in 1997.
4. Measure straight-line distance between two points on a map.
5. Be aware of the effects of indiscriminate use of forest resources.
6. Show concern for a better natural environment.
7. Develop a sense of responsibility for conservation and maintenance of forest resources.

**Teaching materials** –

1. Atlas
2. Newspaper clippings about the forest fire in Indonesia.
Exercise 1

Below is a file introducing some basic information about Indonesia. Read it carefully and answer the following questions.

File of Indonesia

Population: 200 million
Climate: Maritime equatorial climate with high temperature and high humidity all over the year
Vegetation: Equatorial rain forest dominated, with mangrove in swamps
Economy: Agriculture and export of raw materials
Forestry: Over 60% is forested. Starting from the 60s, Indonesia's tropical hardwood was heavily exploited. The indiscriminate logging has led to frequent floods and landslides. Thus, the Government decided to reduce the export of logs and logging companies are required to introduce selective cutting practices and reafforestation.
Tourism: Tourist attractions include coral reefs, beaches, volcanoes, tropical rain forest and historical sites.

Save the Rainforests in Indonesia
1. What is the climate of Indonesia?

2. With the help of your area, shade the area of rainforests in Map 1. Remember to add a legend and a title.

Legend:

Title: ___________________________  Map 1
3. Why the rainforests are located there?


4. What are the importance of the rainforests to Indonesia?


5. What are the environmental and economic impact of indiscriminate logging? How does the Indonesian Government respond to it?


Exercise 2

Here are some of the newspaper headlines about the forest fire in Indonesia in 1997. Study them carefully and answer the following questions.

Indonesia's smog invades neighbouring countries

Both Singapore and Malaysia are threatened
Singapore and Malaysia prepare for the smog disaster
Tourist association suggests no travelling now
Poisonous smog spread over Southeast Asia
2 million people may evacuate in Sarawak
Air Pollution Index rises continually

1. In which country did the smog first start?

2. Name the countries affected by the smog? (also refer to Figures 1 & 2 on the colour page)
Figure 1. Spreading of forest fire in Indonesia (Ming Pao Daily News 25.9.97)

Figure 2. Satellite image showing the coverage of smog (Centre for Coastal & Atmospheric Research, Hong Kong University of Science & Technology)
3. Mark the countries affected in Map 2?

![Map 2](image)

4. With the help of an atlas, find out the capitals of these countries affected. Plot them on Map 2. Calculate the distance of their nearest neighbour (capital of other country). Show the steps of calculation.

**STEPS OF CALCULATION:**

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5. If you were the resident of the countries affected, how would you feel and what could you do?

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**Disastrous forest fire in Indonesia**
Exercise 3

Read the following news article and answer the following questions.

Since August, 97, the forest fire started in Sulawesi, Indonesia has destroyed over 30,000 hectares in Java, Sumatra and Kalimantan. The air quality, which has been worsened for months by serious air pollution resulting from the fire, plunged suddenly this week to dangerous level.

Thick smog dispersing to neighbouring countries like Malaysia and Singapore resulted in regions being covered by poisonous smog, posing severe health hazard to millions of people. Singapore's Air Pollution Index (API) has once reached an unhealthy level of over 100, causing more and more residents in this hygienic, green city are suffering from respiratory diseases.

The smog started in early June. The fire is still flaming and there is no sign of stopping within a short period of time. Large lumbering companies and plantations, as well as shifting cultivators, are accused of starting the fire when they attempted to clear the forest by fire but failed to control it from spreading.

The spreading of the smog by the south-easterly wind not only poses a serious threat to the health of the people, but also leads to frequent occurrence of accidents. In Malaysia, two ocean-liners crashed at a port but fortunately no one was injured. The price of fish soars up as more than 5,000 fishermen stop fishing owing to the smog. Moreover, the smog leads to increasing number of highway accidents. Flights and cruises are sometimes cancelled due to higher risk. The tourist attractions in the southwestern part of Singapore also suffer from economic loss when the number of visitors drops as a result of the smog.

Impacts of the Forest Fire

Save Our Rainforests!
1. Refer to Figure 1. Which place is having the highest Air Pollution Index?

2. More than 30,000 hectares of forest have been destroyed by the forest fire. What are the causes of the fire?

3. What are the effects of the forest fire to the following people?
   a. Patients
   b. Children
   c. Fishermen
   d. People employed in the tourist industries
   e. Car-drivers
   d. Farmers

4. Why did the Malay firemen help to put out the forest fire in Indonesia?

5. Hong Kong is not affected by the forest fire. Why should we still show concern for the fire?