

Personal, Social and Humanities Education Key Learning Area: Tourism and Hospitality Studies

Curriculum Framework of National Security Education (2025)

Introduction

This Curriculum Framework¹ illustrates in tabular form how learning in Tourism and Hospitality Studies can be connected to related learning elements of national security education to facilitate the planning of the learning content of national security education in schools. Schools should integrate national security education into the curriculum planning and learning and teaching of this subject through “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom” and “whole-school participation”. In addition, schools should also refer to the *Curriculum Framework of National Security Education in Hong Kong (2025)* and other relevant curriculum documents to implement national security education more effectively.

1. Overall Teaching Foci

- 1.1 The subject of Tourism and Hospitality Studies helps students understand the overview and development of tourism in our country and other countries. They gain an understanding of national security from the perspective of tourism and hospitality, thereby learning to appreciate the importance of safeguarding national security.
- 1.2 The Tourism and Hospitality Studies curriculum covers the topic “The development of tourism in Hong Kong”. Through studying the development of tourism in Hong Kong, students can gain an understanding of national policies such as the “‘14th Five-Year’ Tourism Development Plan”, the “Outline Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area” and the “Culture and Tourism Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area”. This helps them understand

¹ The content of this framework is set out in the form of examples. Schools should adopt or adapt the relevant suggestions based on students’ learning needs and abilities.

the close connection between the development of tourism in Hong Kong and the development of our country, so that they can equip themselves for the future, contribute to Hong Kong and our country, grasp opportunities arising from policies, actively integrate into our country's overall development and strive to safeguard national security.

- 1.3 Through studying China's tourism resources and development, students can appreciate the magnificent scenery and excellent cultural traditions of our motherland, cultivate cultural confidence and national sentiment, and strengthen their sense of identity and belonging to our country, nation and society.

2. Learning Foci

Personal, Social and Humanities Education Key Learning Area: Tourism and Hospitality Studies [Key Stage 4 (Senior Secondary)]		Curriculum Framework of National Security Education in Hong Kong (2025)
Learning Units (Examples)	Learning Elements (Examples)	Related Learning Elements / Major Fields of National Security (Examples)
Module I Introduction to Tourism	<ul style="list-style-type: none"> Forms of travel <ul style="list-style-type: none"> ➤ Students can learn about Hong Kong's traditional festivities by learning about different forms of travel and relevant local tourism resources, such as 	<ul style="list-style-type: none"> 4.3 Learn and recognise that safeguarding cultural security is a fundamental basis for maintaining national and ethnic unity, and national stability; and that equality and mutual

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	<p>participating in the dragon boat water parade of Tai O and Jiao-festival of Cheung Chau in the form of cultural tourism. Through these national intangible cultural heritages, they learn to appreciate and inherit our country's excellent traditional culture and develop a sense of responsibility for safeguarding cultural security</p>	<p>learning among the cultures of different nations should be promoted</p> <ul style="list-style-type: none"> • Related major field of national security: Cultural Security
	<ul style="list-style-type: none"> • The development of tourism in Hong Kong <ul style="list-style-type: none"> ➤ Through studying documents such as the “‘14th Five-Year’ Tourism Development Plan”, the “Culture and Tourism 	<ul style="list-style-type: none"> • 4.5 Further understand and care about the achievements of our country in various aspects (e.g. society, economy, national defence,

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	<p>Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area” and the “Development Blueprint for Hong Kong’s Tourism Industry”, students can understand our country’s recent development achievements, Hong Kong’s role in the tourism development of the Guangdong-Hong Kong-Macao Greater Bay Area and the Central Government’s unwavering support for Hong Kong’s development, thereby strengthening their sense of responsibility for the development of our country and Hong Kong</p>	<p>environment, diplomacy, technology, healthcare, transportation and infrastructure), and have pride in our country’s achievements</p> <ul style="list-style-type: none"> • Related major fields of national security: Ecological Security, Cultural Security

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	<p>➤ Through visits to cities in the Guangdong-Hong Kong-Macao Greater Bay Area, students can gain a deeper understanding of our country's latest developments and achievements in areas such as culture and tourism, as well as our country's significant contribution to the development and protection of tourism resources (especially cultural resources), thereby enhancing their sense of pride in our country and national identity</p>	

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Module III Destination Geography	<ul style="list-style-type: none"> • A typology of attractions <ul style="list-style-type: none"> ➤ Through studying different types of tourist attractions, including tourism resources categorised under cultural attractions, such as historic attractions and culture and customs, students can gain an understanding of the diverse tourism resources (especially cultural resources) of our country as a major tourist destination in Asia and develop confidence and respect for Chinese culture ➤ By visiting local cultural attractions, including traditional Chinese 	<ul style="list-style-type: none"> • 4.2 Have a deeper understanding of the important historical events of our country, political changes, deeds of important figures, overview of national development, social and cultural outlook and external exchanges, thereby fostering patriotic sentiments • Related major field of national security: Cultural Security

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	<p>architecture and art (such as Chi Lin Nunnery and Nan Lian Garden), historic attractions and red tourism resources (such as the Hong Kong Museum of the War of Resistance and Coastal Defence, and the Hong Kong Sha Tau Kok Anti-war Memorial Hall), students can learn to appreciate and inherit our country's excellent traditional culture. They also understand the historical and cultural connection between our country and Hong Kong, thereby strengthening their national identity and sense of</p>	

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	belonging and pride in our country	
	<ul style="list-style-type: none"> Information related to tourism activities <ul style="list-style-type: none"> ➤ By exploring tourism information of 21 countries, including information on hygiene, visa application requirements, accessibility, natural and human resources, students can learn about the diversity of global cultures and engage in respectful exchanges and appreciation. Furthermore, by comparing the tourism information of our country with 20 other countries, students gain a deeper understanding of 	<ul style="list-style-type: none"> 4.3 Learn and recognise that safeguarding cultural security is a fundamental basis for maintaining national and ethnic unity, and national stability; and that equality and mutual learning among the cultures of different nations should be promoted 4.5 Further understand and care about the achievements of our country in various aspects (e.g. society, economy, national defence,

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	<p>our country's achievements in various areas, foster a sense of national pride and strengthen their national identity</p>	<p>environment, diplomacy, technology, healthcare, transportation and infrastructure), and have pride in our country's achievements</p> <ul style="list-style-type: none"> • Related major fields of national security: Ecological Security, Cultural Security
<p>Module V</p> <p>Trends and Issues in the Tourism and Hospitality Industry</p>	<ul style="list-style-type: none"> • A conceptual approach to sustainable tourism <ul style="list-style-type: none"> ➤ Through studying the application of sustainable development principles in the tourism industry, students can understand that sustainable tourism 	<ul style="list-style-type: none"> • 4.3 Learn and recognise that safeguarding cultural security is a fundamental basis for maintaining national and ethnic unity, and national stability; and that equality and mutual

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	<p>involves striking a balance between the environment, the economic and socio-cultural aspects. Through case studies and relevant examples from Hong Kong and Macao, students appreciate our country's active promotion and practice of the concept of "lucid waters and lush mountains are invaluable assets" and the development of an ecological civilisation, as well as our country's significant contributions to the development and conservation of natural and cultural tourism resources. Students also reflect on the importance</p>	<p>learning among the cultures of different nations should be promoted</p> <ul style="list-style-type: none"> • 4.5 Further understand and care about the achievements of our country in various aspects (e.g. society, economy, national defence, environment, diplomacy, technology, healthcare, transportation and infrastructure), and have pride in our country's achievements • Related major fields of national security: Cultural Security, Ecological Security

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	of respecting and preserving their own historical traditions, cultural customs and the uniqueness of these practices, thereby strengthening their awareness of safeguarding cultural security and ecological security	

3. Suggested Learning and Teaching Activities (Examples) (Senior Secondary)

The following are merely examples. Teachers can design appropriate activities based on the school context and subject characteristics to promote national security education.

✧ Classroom learning

- Design appropriate case studies in line with curriculum aims and objectives, such as case studies on sustainable tourism development in Hong Kong and Macao, to help students understand our country's concern and focus on tourism-related fields of security, such as cultural security and ecological security.

✧ Extended learning activities

- By utilising online resources, students can browse websites of our country's famous cultural attractions for animations, online games and multimedia clips to learn about our country's tourism development and appreciate our motherland's magnificent landscapes and excellent cultural traditions. This enhances students' cultural confidence in the Chinese nation and foster their patriotism and help them understand the importance of safeguarding cultural security.

✧ Competitions

- [In connection with Module I: Introduction to Tourism: The local tourism industry] Design project learning competitions, such as a competition to design an itinerary or a thematic tourism product, to allow students to explore how Hong Kong's tourism industry can integrate into the development opportunities of tourism in the Guangdong-Hong Kong-Macao Greater Bay Area and how Hong Kong can align with the national planning principle of “shaping tourism with cultural activities and promoting

culture through tourism” as set out in the “Culture and Tourism Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area”. This helps students understand Hong Kong’s role in the tourism development of the Guangdong-Hong Kong-Macao Greater Bay Area and the Central Government’s unwavering support for Hong Kong’s development, thereby strengthening their sense of responsibility for our country and Hong Kong’s development.

✧ **Visits**

- Collaborate with the panel of Geography to organise ecotourism field trips to destinations such as the Hong Kong UNESCO Global Geopark to help students understand how to sustainably develop and manage ecotourism resources and appreciate their relationship with ecological security.
- Collaborate with the panel of History to organise cultural tourism field trips to destinations such as the Hong Kong Sha Tau Kok Anti-war Memorial Hall and Sha Tau Kok Frontier Closed Area. These trips allow students to understand the historical and cultural connections between our country and Hong Kong through local cultural attractions and red tourism resources, thereby strengthening their national identity and sense of belonging to our country.

✧ **Exchanges with the Mainland**

- [In connection with Module III: Destination Geography: Major tourism regions: China] Arrange for students to go on study tours in the Guangdong-Hong Kong-Macao Greater Bay Area, visiting various natural and cultural attractions in cities in the Greater Bay Area, to understand our country’s significant contribution to the development and conservation of natural and cultural tourism resources. Students gain a stronger sense of identity and national pride through first-hand experiences of our country’s tourism development and appreciation of our country’s magnificent landscapes.

- Arrange for students to travel to Beijing, the capital of our country, to visit tourist attractions such as the Palace Museum, the Great Wall, the Summer Palace and the National Museum of China, gaining an understanding of the development of various cultural attractions in our country from the perspective of tourism and hospitality studies and appreciating our country's history and culture, thereby strengthening their national identity and sense of belonging and pride in our country.

Disclaimer:

- *In case of any discrepancy in the meaning of wording between the English text and the Chinese text, the Chinese text shall prevail.*