Technology Education Key Learning Area: Health Management and Social Care
Curriculum Framework of National Security Education (2025)

Introduction

This Curriculum Framework[1] illustrates in tabular form how learning in Health Management and Social Care 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 Topics covered in the senior secondary Health Management and Social Care (HMSC) curriculum include "Infectious Diseases" and "Infection Control". These topics help students understand the risks and challenges faced in the Biosecurity, such as major, new and sudden outbreaks of infectious diseases.

1.2 Through project and field learning, HMSC students could develop and maintain healthy lifestyles, promote health and help prevent the outbreaks of infectious diseases in the community.

1.3 HMSC allows students to understand the concept of health and related health measures, critically analyse the authenticity of health information, and share information in a prudent and responsible manner to shoulder the responsibilities as a good citizen.

---

[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.

2. Learning Foci

Technology Education Key Learning Area: Health Management and Social Care [Key Stage 4 (Senior Secondary)]		Curriculum Framework of National Security Education in Hong Kong (2025)
Learning Areas (Examples)	**Learning Elements (Examples)**	**Related Learning Elements / Major Fields of National Security (Examples)**
Infectious diseases Skills in interpreting information	• Students are expected to understand the concepts about infectious diseases, the relevant risk factors, disease prevention and control, so as to help them identify the importance of effective prevention and timely response to the biological risk factors and the related hazards • Analyse information about health products, health promotion and social care services ➢ Our daily lives are closely intertwined with information technology and network applications. When teaching students to interpret and verify health information applications, using infectious diseases as an example and referring to authoritative sources, scientifically verified and evidence-based data,	• 4.8 Further understand the challenges and opportunities faced by our country in the process of development, thereby strengthening the sense of vigilance against potential danger in times of peace • Related major fields of national security: Biosecurity, Cybersecurity

Technology Education Key Learning Area: Health Management and Social Care [Key Stage 4 (Senior Secondary)]		Curriculum Framework of National Security Education in Hong Kong (2025)
Learning Areas (Examples)	Learning Elements (Examples)	Related Learning Elements / Major Fields of National Security (Examples)
	students will apply concepts and knowledge related to infectious diseases to question, interpret and verify relevant information collected on Internet and social media. This allows students to understand the importance of proper use of Internet to the normal operation of society, raising their awareness of cybersecurity, so that they share health information prudently and responsibly to ensure the information is disseminated accurately and safely.	

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

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

✧ **Project learning – [Interpreting and verifying infectious disease information]**

- Collect information on infectious diseases from newspapers, the Internet or social media. Students can apply relevant concepts and knowledge to question, interpret and verify information, so as to share health information prudently and responsibly (Reference: Examples of Interpreting and Verifying Health Information) (https://www.edb.gov.hk/attachment/tc/curriculum-development/resource-support/learning-teaching-resource-list/2020_P2/TE/HMSC/HMSC_COVID_phase%202_2907201042%20clean_Revised1700.pptx) (Chinese version only)

- Design appropriate self-learning activities that align with the curriculum aims and objectives to help students understand our country's focus and attention on health information and related issues. Through examples of national cooperation with other countries in responding to infectious diseases, students can learn how our country simultaneously considers the security of other countries while safeguarding our country's security to promote shared international security and pride for our country's contributions

✧ **Cross-curricular collaboration – [Interpreting and verifying infectious disease information]**

- Collaborate with the Information and Communication Technology to learn and apply relevant content (e.g., verifying information providers and websites), verify and validate information about infectious disease and thus understand the need to observe the corresponding ethical responsibilities and behave in a responsible manner when applying science and innovative technologies

- ✧ **Field learning – [Promoting health information in schools]**
  - Through providing students with authentic learning contexts, such as arranging exhibitions or other health promotion activities in schools, strengthen students' ability to analyse and verify infectious disease and health information, so as to enhance their information literacy and encourage them to use information and information technology effectively and ethically, thereby increasing their law- abiding awareness

Disclaimer:

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