

Health Management and Social Care (S4 - S6) Curriculum Framework of National Security Education**1. General teaching foci**

- 1.1 The senior secondary Health Management and Social Care (HMSC) curriculum includes topics like “Skills in interpreting information” that enable students to research, analyse, evaluate and study health and social issues and problems, to interpret and verify the credibility and authenticity of health information, to share information in a prudent and responsible manner, and to understand cyber security as responsible network users.
- 1.2 Through HMSC project learning and field learning, students will develop and maintain healthy lifestyles and promote community health. When dealing with different media information, students need to be equipped with information literacy, so that they can use information and information technology ethically and effectively, understand the importance of proper use of the Internet to the normal operation of the society, enhance their awareness of cyber security, and share correct and safe health information prudently and properly.
- 1.3 Through understanding concepts of health and related healthy measures, students can authenticate health information critically, share information in a prudent and responsible manner, and shoulder the responsibilities of a good citizen.

2. Learning foci

HMSC (S4 - S6)		Curriculum Framework of National Security Education in Hong Kong	
Learning Elements	Learning Foci	Strand	Related Learning Elements
5D4. Skills in interpreting information	<ul style="list-style-type: none"> ● Use of research findings in health and social care and understand their significance ● Data interpretation and verification ● Analysing information on health products, health promotion, and social care service <ul style="list-style-type: none"> ➢ Information technology and network application are closely related to our daily life. When teaching interpreting and verifying health information using infectious disease as an example, students should be able to refer to authoritative sources, scientific proof and evidence-based information, and apply the relevant concepts and knowledge about infectious disease to query, interpret and verify relevant information collected online and from social media. In the meantime, students will understand the importance of the proper use of the Internet to the normal operation of the society, and increase their awareness of cyber security, so that they can share health information in a prudent and responsible manner. This will avoid any credulous or reckless forwarding of false information which would affect the anti-pandemic efforts and increase the risk to public health. 	7	<ul style="list-style-type: none"> ● Analyse the credibility and authenticity of information with rational, multiple perspectives and critical thinking, so as to enhance the awareness of safeguarding national security and law-abiding awareness

3. Suggested learning and teaching activities (examples)

✧ **Project learning – [interpretation and verification of health information]**

- ◆ Collect information of health products, health promotion and social care services from newspapers, the Internet or social media. Students can apply relevant concepts and knowledge to query, interpret and verify information, and share health information in a prudent and responsible manner

(Reference: example taken from the application of interpretation and verification of 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)

- ◆ Design appropriate self-learning activities in line with the curriculum aims and objectives to help students understand the concern of other countries and the importance they have attached to health information and related topics.

✧ **Cross-curricular collaboration – [interpretation and verification of health information]**

- ◆ Collaborate with the panel of Information and Communication Technology to study and apply relevant contents (e.g. verification of information providers and websites) and verify the health information and its validity.

✧ **Field learning – [promotion of campus health information]**

- ◆ Enhance students' ability to analyse and verify health information, enhance their information literacy, and encourage them to use information and information technology ethically and effectively, thereby increasing their law-abiding awareness, through the provision of authentic learning contexts, such as arranging health promotion activities including exhibitions in schools.