

Promoting Values Education through Infusing Priority Values in the Secondary English Language Curriculum (New)

CDI020250476

English Language Education Section
Curriculum Development Institute
Education Bureau
(June 2025)

Introduction

Part 1

Course Objectives

- To discuss effective strategies for integrating **priority values** into the secondary English Language curriculum
- To introduce **resources** in support of the promotion of values education in the school English Language curriculum
- To share **examples** on designing diversified learning activities to foster proper values and attitudes in the secondary English Language classroom

Course Structure

There are **four** parts in this programme:

Part	Content
1	Introduction
2	Effective Strategies for Integrating Priority Values into the Secondary English Language Curriculum
3	School Sharing on Designing Diversified Learning Activities to Foster Proper Values and Attitudes in the Secondary English Language Classroom
4	Resources in Support of the Promotion of Values Education in the School English Language Curriculum

Assignment

1. From your school's English Language Scheme of Work, choose one unit/module to show how values education can be integrated into your school English Language curriculum.
2. Provide a brief description of the **learning tasks** to be conducted to illustrate **balanced** integration of cognition, affection and action to provide holistic learning experiences.
3. Please submit the assignment using the online form below.

Submission Deadline and CPD hours to be awarded

- Course dates:
 - Start date: 27 June 2025 (Fri)
 - End date: 8 August 2025 (Fri)

3 CPD hours will be awarded upon completion and submission of the assignment on or before 8 August 2025 (Fri).

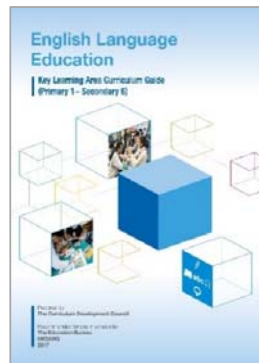
Effective Strategies for Integrating **Priority Values into the Secondary **English Language** Curriculum**

Part 2

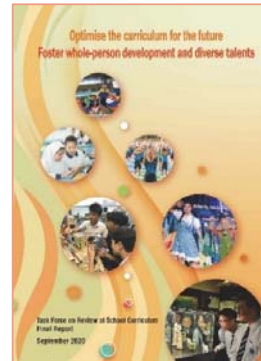
Objectives

- To provide updates on the latest developments of values education
- To discuss effective strategies for integrating priority values into the secondary English Language curriculum
- To provide examples on designing learning activities to foster proper values and attitudes in the secondary English Language classroom

Latest Developments of Values Education



ELE KLACG (2017)



Final Report of Task Force on Review of School Curriculum (2020)



Values Education Curriculum Framework (Pilot Version) (2021)



EDBCM No. 183/2023

Enriched the Values Education Curriculum Framework (Pilot Version) (2021) and optimised the priority values and attitudes

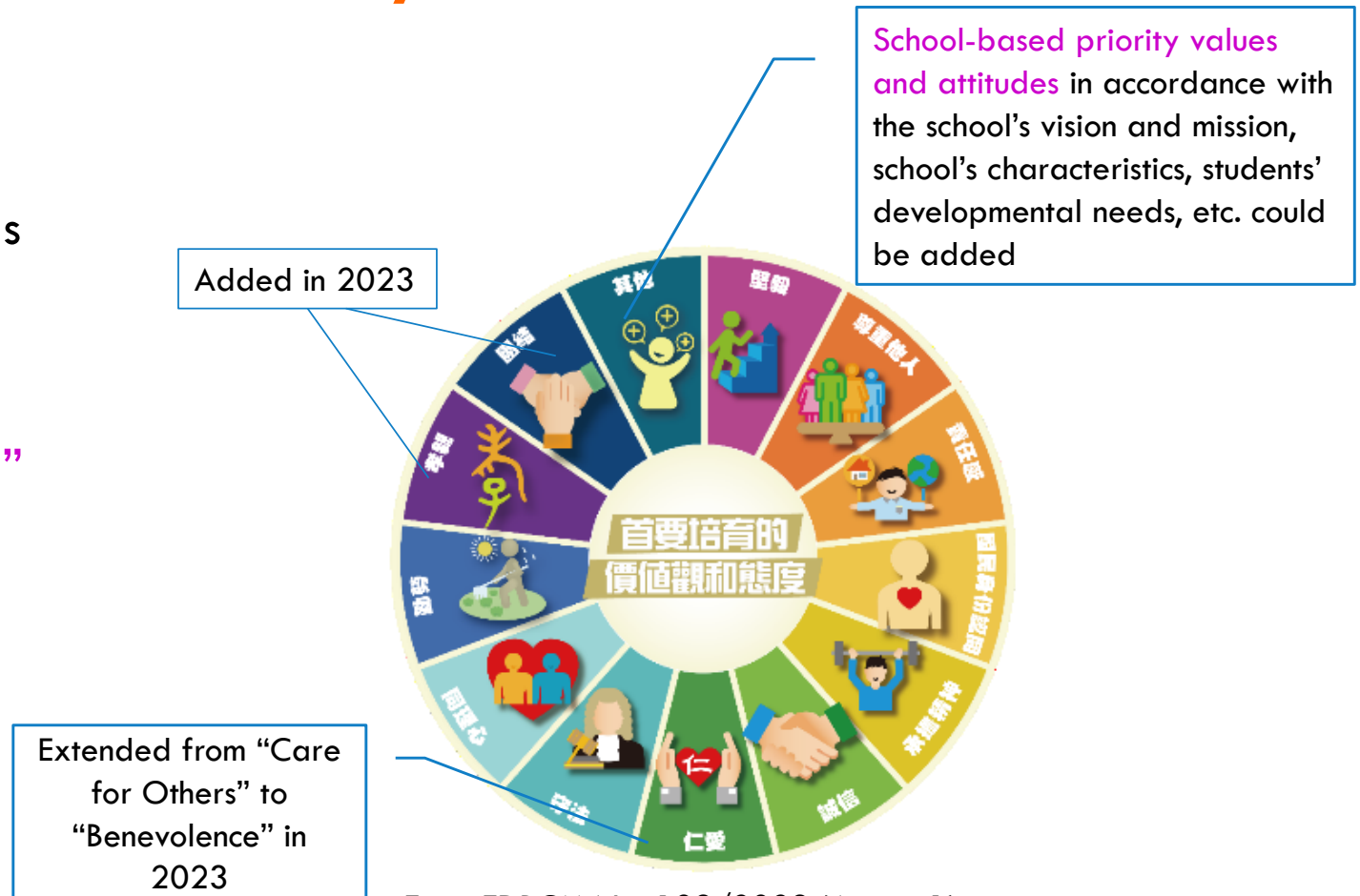
Strengthening values education as one of the Major Renewed Emphases

According higher priority to values education as one of the six directional recommendations

Set out the expected learning outcomes and provided recommendations for promoting values education

Optimisation of Priority Values and Attitudes

- Emphasising further the role of Chinese culture as the backbone
- Extending “Care for Others” to “Benevolence”
- Adding “Filial Piety” and “Unity”



From EDBCM No. 183/2023 (Annex 1)

Approaches to Promoting Values Education

Organic
Integration

Natural
Connection

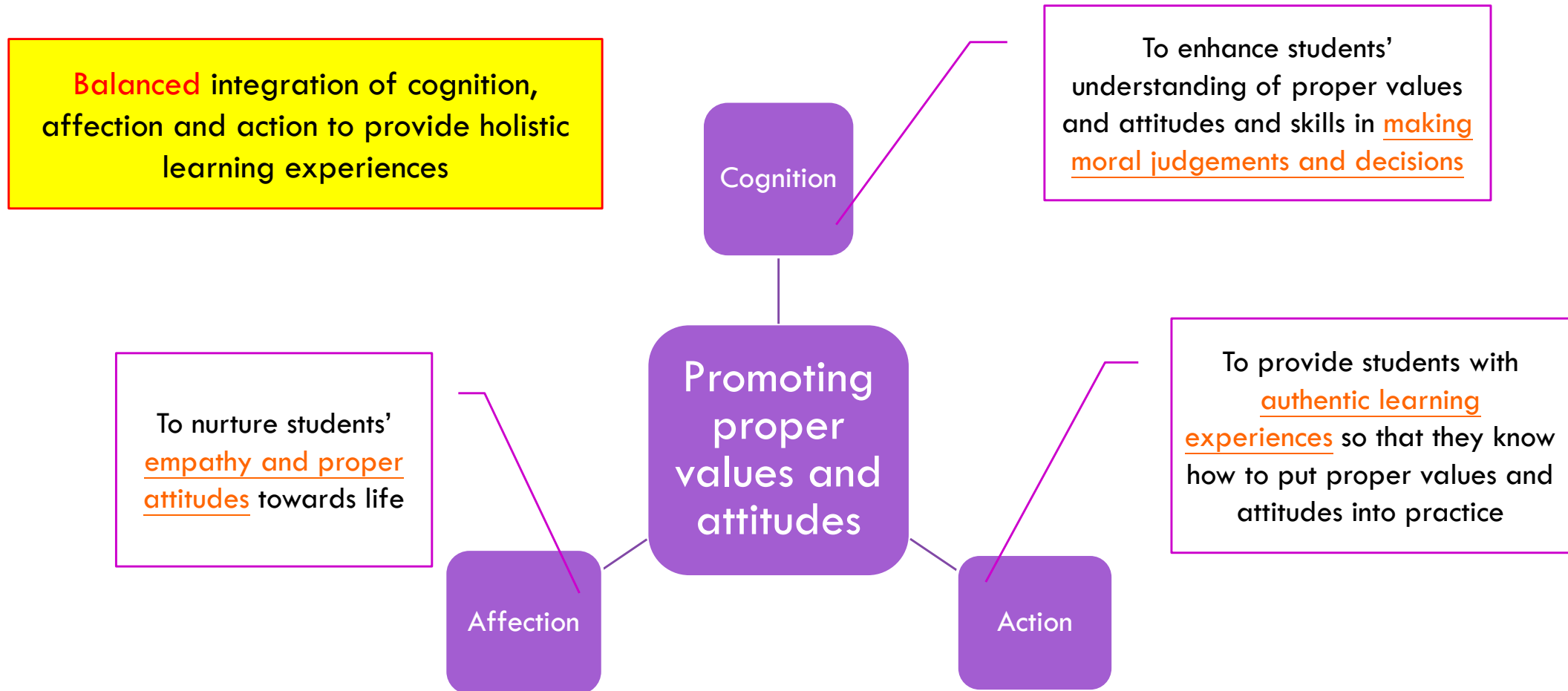
Diversified
Strategies

Mutual
Co-ordination

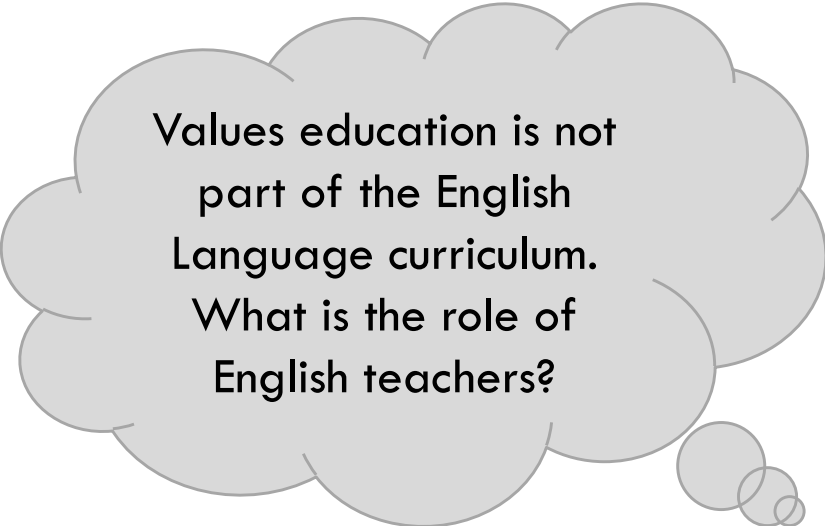
Learning Within
and Beyond the
Classroom

Whole-school
Participation

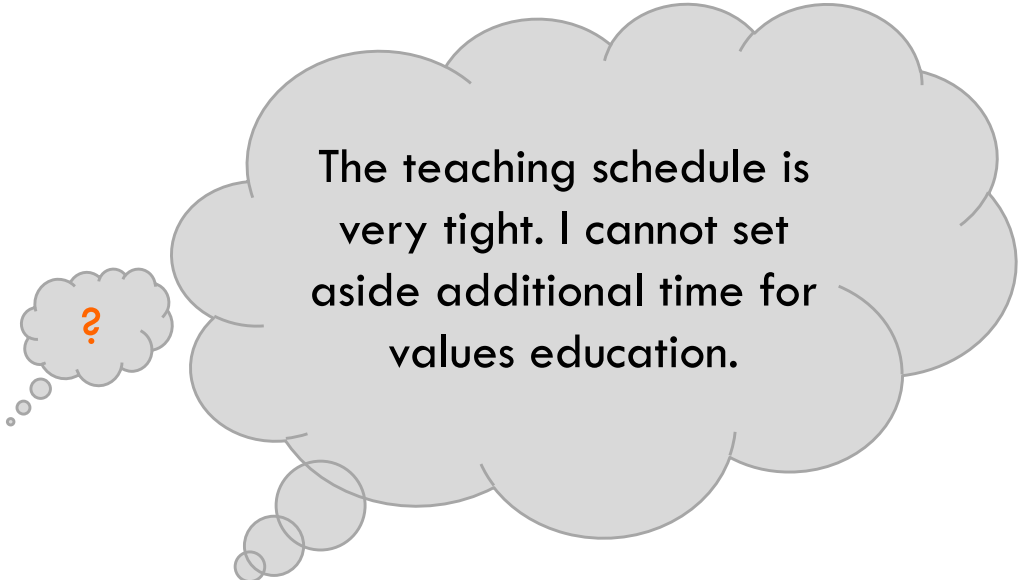
Implementation Strategy for Values Education



Myths about Promoting Values Education

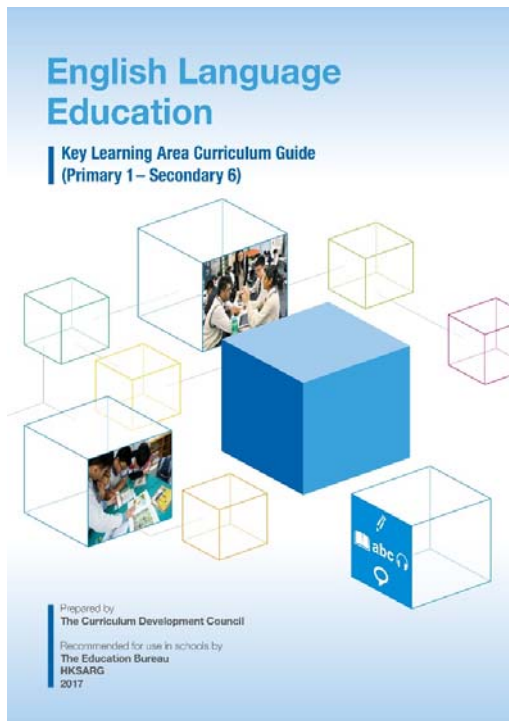


Values education is not part of the English Language curriculum.
What is the role of English teachers?



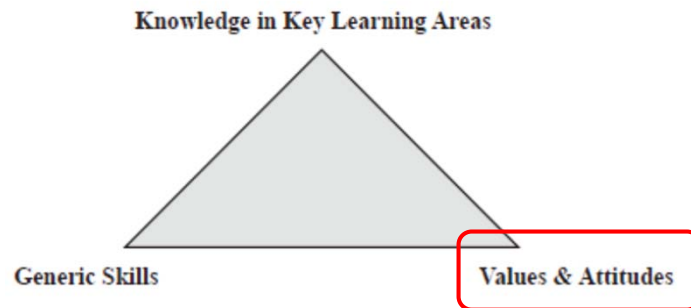
The teaching schedule is very tight. I cannot set aside additional time for values education.

Integration of Values Education into the School English Language Curriculum



ELE KLACG (2017)

- Values & Attitudes is one of the three interconnected components of the curriculum framework:



✓ integration
✗ addition

- The English Language Education curriculum provides a **flexible** framework for promoting a wide range of proper values and attitudes
- Teachers can flexibly use, adapt and develop a wide array of learning and teaching resources which provide **contexts** for students to explore a wealth of **value-laden issues and stimuli** for critical and imaginative responses

Two Ways of Integration

At the subject level

- **Connect** the 12 priority values and attitudes with the themes/topics of the modules in the English Language Curriculum

- Organic integration
- Natural connection

At the cross-curricular level

- Collaborate with other subjects/departments
- Organise cross-curricular (e.g. RaC and LaC) and life-wide learning activities **within and beyond the classroom** to enrich students' learning experiences

- Mutual co-ordination

- Learning within and beyond the classroom

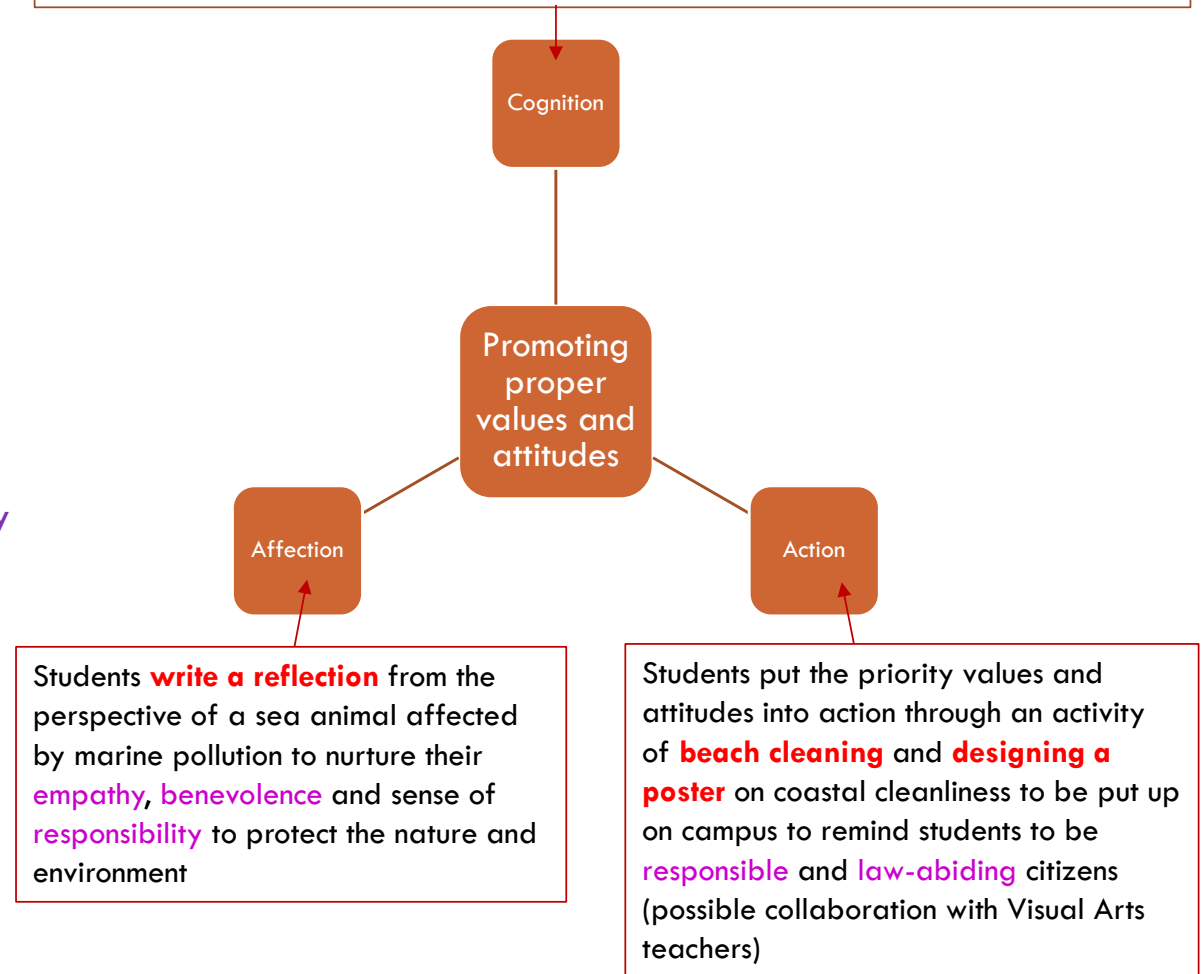
At the Subject Level – Example



- Module: Nature and Environment
- Unit: Protecting the environment
- Topic: Marine littering
- Priority values and attitudes:
responsibility, law-abidingness, empathy, benevolence
- English Language learning objectives:
 - How to use appropriate language and text features to create an effective and persuasive poster
 - How to use and present statistical findings to enhance persuasion

} tied in naturally

- Students **read an information sheet** on marine littering and **an extract of a report** on marine refuse to understand:
 - the importance of marine and coastal cleanliness
 - their **responsibility** as a Hong Kong citizen to **abide by the law**
- Students **watch a video** on marine pollution and the affected sea animals in Hong Kong to understand the severity of the problem



At the Subject Level – More Examples

Modules and Units in English Language Curriculum	Priority Values and Attitudes	Learning and Teaching Activities
Module: Cultures of the World Unit: Customs, Clothing and Food of Different Places	National Identity	Writing a profile on a cultural heritage item in China
Module: Wonderful Things Unit: Successful People and Amazing Deeds	National Identity, Perseverance, Diligence	Reading the life stories of successful people in China and writing a feature article on the ways to face adversities in life
Module: Nature and Environment Unit: Animal Protection	Empathy, Law-abidingness	Writing a story from the perspective of an animal experiencing abuse and cruelty
Module: Technology Unit: Changes Brought about by Technology	Integrity, Law-abidingness	Debate on the use of artificial intelligence (AI) in academic studies

At the cross-curricular level – Example

English
Language

Values
Education

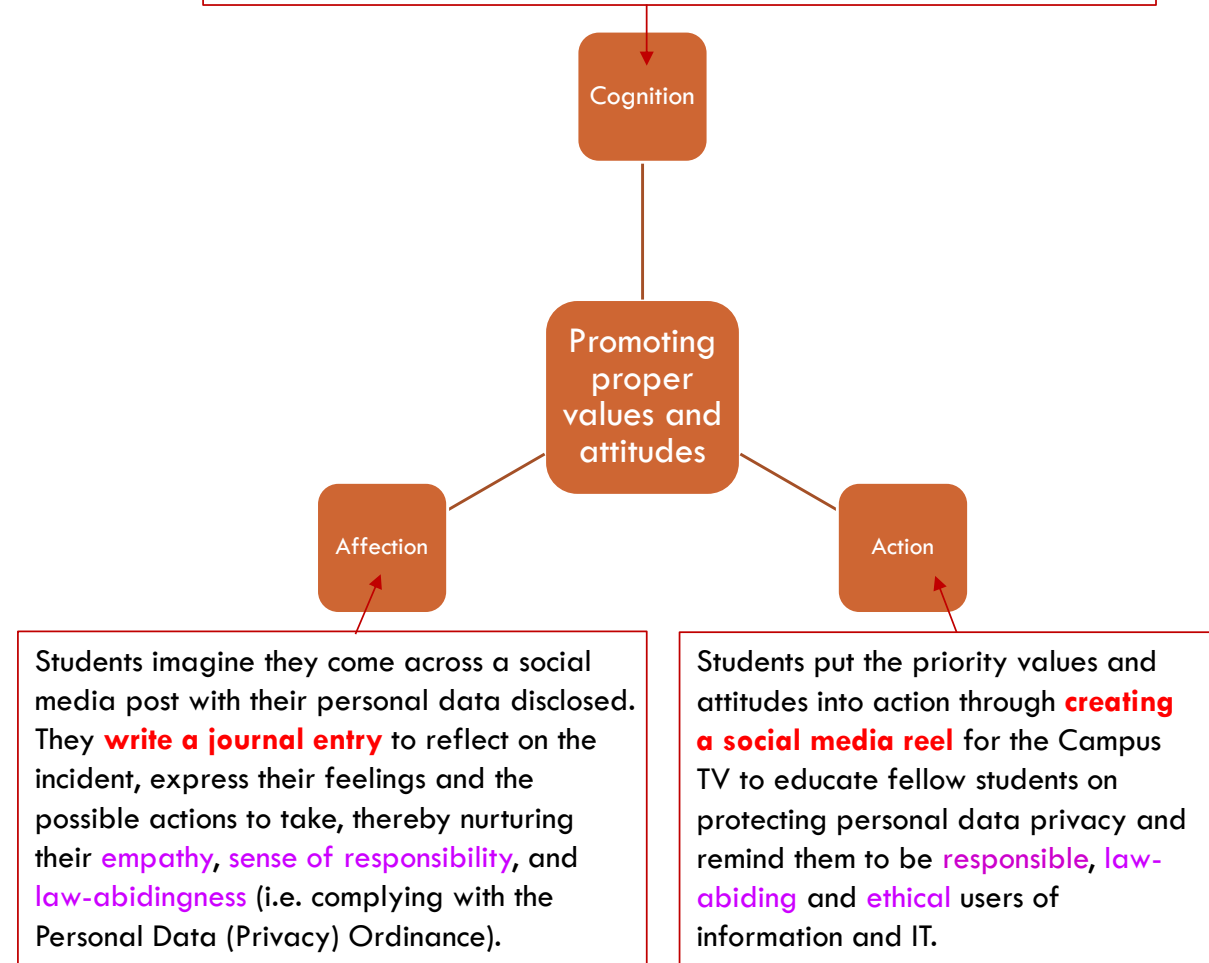
- Module: Communicating
- Unit: The Internet
- Topic: Combatting doxxing
- Priority values and attitudes: **empathy, responsibility, law-abidingness**
- Learning objectives:

tied in
naturally

English Language:	To use literary techniques to enhance persuasion
Values Education:	To develop students' media and information literacy

Students **watch a video** produced by the Office of the Privacy Commissioner for Personal Data, Hong Kong to understand:

- the meaning of doxxing
- the legal consequences of contravening the Personal Data (Privacy) Ordinance in Hong Kong



At the Cross-curricular Level – More Examples

English Language + Music

Learning objectives:

- To listen to **songs** with **proper values and attitudes**, and analyse the use of **literary devices in lyrics**
- To understand **song structure** (e.g. verse, chorus)
- To **rewrite the lyrics** of a song using literary devices (for more able students)

English Language + Mathematics

Learning objectives:

- To understand the key elements and organising structure of **biographies**
- To know more about famous mathematicians in China, their major achievements and the **proper values and attitudes** they uphold
- To **write a biography** of a Chinese mathematician for the school's activity on introducing successful people and their amazing deeds

Implementation of NE, including NSE, in the School English Language Curriculum

- National Education aims to deepen students' understanding of our country's history, culture and development, the Constitution and the Basic Law, and the concepts and aspects of national security education
- Major fields of national security education include:

Political Security

Military Security

Homeland Security

Economic Security

Financial Security

Cultural Security

Societal Security

Science and Technology Security

Cybersecurity

Food Security

Ecological Security

Resource Security

Nuclear Security

Overseas Interests Security

Outer Space Security

Deep Sea Security

Polar Security

Biosecurity

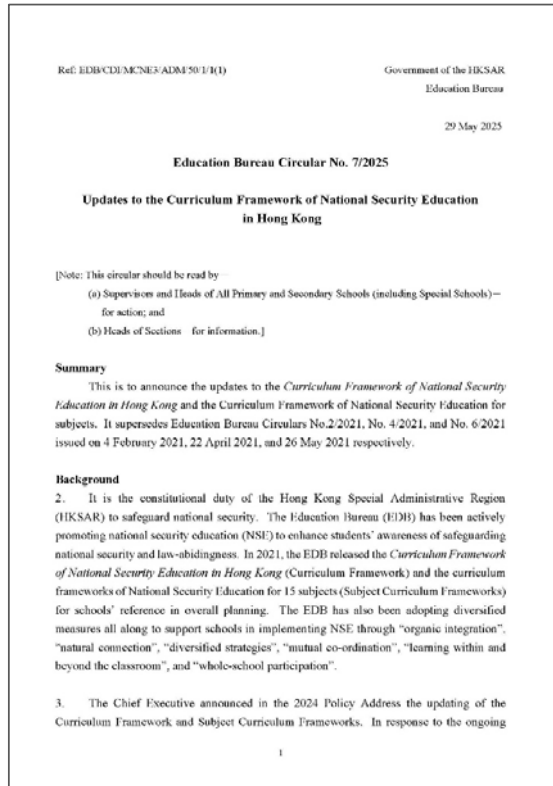
Artificial Intelligence Security

Data Security

Guide students to reflect on:

- their responsibility to safeguard our country's security
- the contribution they can make in the respective field

Updates to the Curriculum Framework of National Security Education in Hong Kong (May 2025)



Education Bureau Circular No. 7/2025

- In 2021, the EDB released the *Curriculum Framework of National Security Education in Hong Kong (Curriculum Framework)* and the curriculum frameworks of National Security Education for 15 subjects (*Subject Curriculum Frameworks*) for schools' reference in overall planning.
- The Chief Executive announced in the 2024 Policy Address the updating of the above. In response to the ongoing optimisation and renewal of primary and secondary school curricula, the EDB has updated the *Curriculum Framework* and *Subject Curriculum Frameworks* to keep NSE abreast of the times, providing teachers with clearer and more comprehensive guidelines, and helping schools further promote NSE on the existing solid foundation.
- The *Curriculum Framework of English Language Education KLA* (in the form of examples) is also included.

<https://applications.edb.gov.hk/circular/upload/EDBC/EDBC25007E.pdf>



English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)

English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)

Introduction

This curriculum framework¹ illustrates how elements of national security education (NSE) can be integrated into and tied in with the development of language skills in the English Language Education Key Learning Area at the primary and secondary levels. To cater to students' abilities and learning needs, possible topics in the respective key stages of English Language and Literature in English are given, thereby allowing students to learn progressively and facilitating schools in planning the content of NSE. Schools should aptly integrate NSE into the curriculum planning and teaching of various learning areas/subjects 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 NSE more effectively.



https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/nse/nse2025_subject_framework_ele.pdf

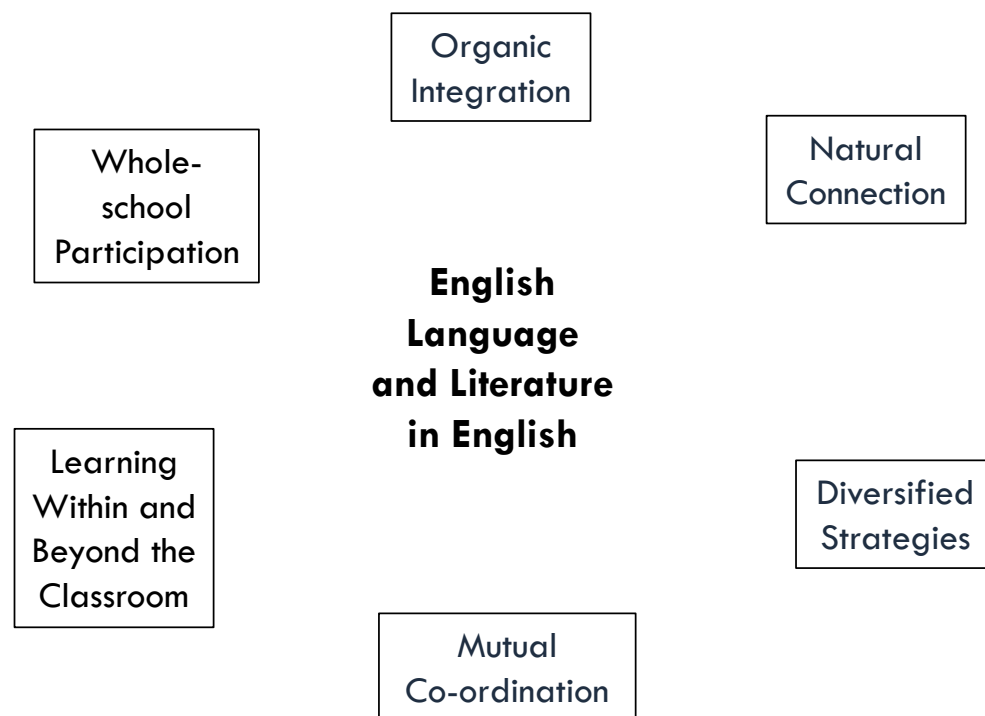
1. Learning Objectives

- 1.1 The English Language Education curriculum comprises two closely related subjects: English Language (a core subject for Key Stages 1 to 4) and Literature in English (an elective subject for Key Stage 4).
- 1.2 The overall aims of the English Language Education curriculum are to provide students with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and to enable them to prepare for the changing socio-economic demands, which include the interpretation, use and production of materials for pleasure, study and work in the English medium, resulting from advances in information technology.
- 1.3 The development of positive attitudes, along with knowledge and skills, is an integral part of the English Language Education curriculum. Opportunities for exploring, developing and encouraging positive attitudes, including national identity and awareness of safeguarding national security, should be provided in all English learning tasks.
- 1.4 To foster the holistic planning and systematic implementation of NSE in the English Language Education Key Learning Area, schools should integrate NSE elements organically into and connect them naturally with the suggested modules and units of the English Language curriculum; and relevant set texts and components of the Literature in English curriculum.
- 1.5 Schools should also ensure a progression when implementing NSE across year levels/key stages (i.e. from enriching students' understanding of the latest developments of our country and the major fields of national security to engaging them in reflecting on and applying what they have learnt about national security, thereby raising their awareness of safeguarding national security), and enrich, connect and extend students' learning experiences through selecting relevant learning materials, organising learning activities within and beyond the English classroom, and cross-curricular and life-wide learning activities in collaboration with other subject departments.

¹ This framework is presented in the form of examples, which are not exhaustive. Schools are encouraged to adopt or adapt the learning and teaching activities based on students' learning needs and abilities.

English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)

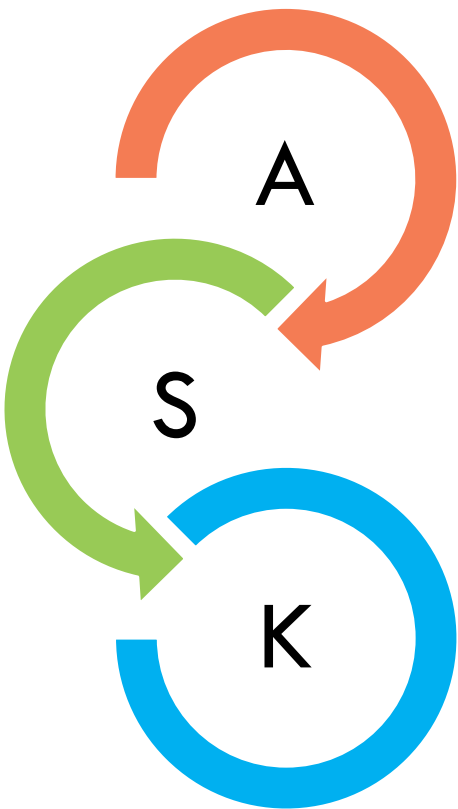
Primary → Secondary



- The English Language Education curriculum includes two closely related subjects:
 - **English Language** (a core subject from Key Stages 1 to 4)
 - **Literature in English** (an elective subject at Key Stage 4)
- Both subjects are **not content-based**; therefore, this framework is presented through **illustrative examples** rather than prescriptive content.
- Schools should also refer to the **Curriculum Framework of National Security Education in Hong Kong (2025)** and other relevant curriculum documents to support effective implementation.

English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)

Learning Objectives



- The development of **proper values and attitudes**, including **national identity** and **awareness of safeguarding national security**, is an integral part of the ELE curriculum. While developing students' language skills, opportunities to explore and foster these attitudes should be provided in **all English learning tasks**.
- Schools should **organically integrate** NSE elements into and **connect** them **naturally** with:
 - **suggested modules and units** of the English Language curriculum
 - relevant **set texts** and **components** of the Literature in English curriculum
- **NSE is not additional or new content**, but should be embedded meaningfully within existing curriculum components. In this connection, it is **not necessary to cover all the twenty major fields**.
- Ensure **progression across year levels/key stages** from:
 - **understanding** national developments and major fields of national security, to
 - **reflecting on** and **applying** knowledge of national security
- Enrich and extend students' learning through:
 - selecting **relevant materials**
 - organising **learning activities within and beyond the English classroom**, and **cross-curricular and life-wide learning** activities in collaboration with other subject departments

English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)

Suggested Learning and Teaching Activities

Classroom learning activities

- Refer to the “Learning and Teaching Activities (Examples)” provided in the curriculum framework for ideas that align with different modules and levels

English-related life-wide learning activities

- Enrich students’ language learning by integrating NSE into **authentic contexts** (e.g. organising an “**Anti-Scam Day**” to raise awareness of **societal security**)

Project learning and cross-curricular activities

- Collaborate with other KLAs/subjects (e.g. **Primary Humanities, Chinese History, Citizenship and Social Development**) to
 - design **cross-curricular projects**
 - provide opportunities for students to apply **language skills** in meaningful contexts
 - connect **language and content learning**

Online and self-directed learning activities

- Promote **technology-enhanced** and **self-directed learning** by guiding students to make use of suitable learning resources (including **e-resources**) **within and beyond the school**

Implementation of NE, including NSE, in the School English Language Curriculum – Example 1

Module	Unit	Topic	NSE Field
Cultures of the World	Customs, clothing and food of different places	Cultural Heritage Preservation	Cultural Security

Level: Junior Secondary

Content Objectives

To explore **concepts** related to **cultural security**, e.g.

- walled villages and the **relationship** between **culture** and **heritage**
- the importance and benefits of **preserving** **our country's cultural security**

Language Objectives

To develop language knowledge and skills

- listening, speaking, reading/** **writing** **skills**
- text structures** (i.e. a video, a blog, a virtual tour, a history textbook unit)
- the use of the **present tense** (to present facts) and the **simple past tense** (to present past events)

Curriculum Framework of NSE in Hong Kong

- 3.2 Understand the inheritance and development of our country's excellent traditional culture across various dimensions (e.g. tangible, institutional, spiritual) and **strengthen cultural confidence**
- 3.5 Understand our country's developments and achievements in areas such as economy, national defence, society, culture, science and technology, healthcare, transportation infrastructure, ecological conservation, bioengineering, and aerospace endeavours, thereby **enhancing national pride**

A virtual tour

knowledge about walled villages and the relationship between cultural heritage and security
A virtual tour to Kat Hing Wai

(An image)

A blog

A video clip about a visit to walled villages
, (e.g. unity in the Poon
preservation (e.g. walled villages)
the return of the iron
ing cultural security

(An image)

A History textbook unit

teacher in organising a
a Heritage Trail as an
e learning unit
ng" to reinforce
cultural heritage
safeguarding our

(An image)

Implementation of NE, including NSE, in the School English Language Curriculum – Example 2

Module	Unit	Topic	NSE Field
Cultures of the World	Customs, clothing and food of different places	Cultural Heritage Preservation	Cultural Security

Level: Senior Secondary

Content Objectives

- To explore **concepts** related to **cultural security**, e.g.
- the impacts of technological **preservation**
 - the importance and benefit
 - the **cultural tradition of our importance of preserving c**
- maintain unity and harmony among different backgrounds

Language Objectives

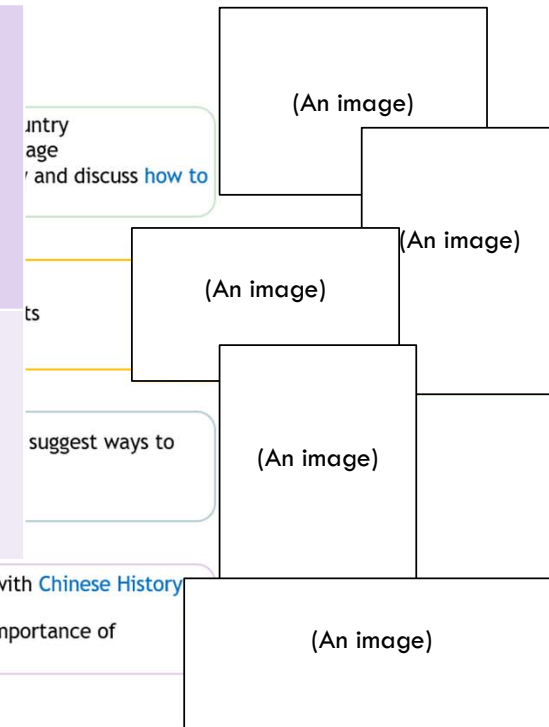
- To develop language knowledge
- the use of a variety of language items to **provide additional information and descriptions on objects, people or places**; and
 - the use of different kinds of supporting details in **expository and information texts**

Curriculum Framework of NSE in Hong Kong

- | | |
|-----|---|
| 4.3 | Understand and recognise that safeguarding cultural security is an important foundation in unifying our country and our people, as well as maintaining stability of our country, and equality and mutual learning among cultures of different nations should be promoted |
| 4.9 | Have a deeper understanding of the importance of scientific and technological innovation endeavours of our country and Hong Kong in safeguarding national security and promoting sustainable development |

Life-wide learning

- Conduct a visit to a **heritage trail in Hong Kong** in collaboration with **Chinese History and/or Citizenship and Social Development**
- Give a post-visit presentation on our cultural tradition and the importance of preserving cultural heritage in **safeguarding cultural security**



Implementation of NE, including NSE, in the School English Language Curriculum – Example 3

- Module: Nature and Environment
- Unit: Protecting the environment
- Topic: Reducing Our Carbon Footprint
- Major Field of National Security: Ecological Security

tied in
naturally

- English Language learning objectives:
 - How to use graphic organisers to organise and summarise information
 - How to use a variety of language items to make comparison and suggestions

- Students **read a fact sheet** to understand the impact of human activities on the ecological environment and the threats to ecological security facing our country.
- Students **read a leaflet** and **watch a video** to understand the latest developments of EVs in Hong Kong and the Mainland to reduce carbon footprint.

Cognition

Promoting
proper
values and
attitudes

Affection

Action

Students **write a feature article** to reflect on the importance of safeguarding the ecological security of our country and their **responsibility** of safeguarding it, and suggest ways to further promote EVs in Hong Kong to reduce carbon footprint.

Under the collaboration between English teachers and teachers of **Geography and/or CS**, students **visit an education centre** to understand the importance of adopting a low-carbon lifestyle. After the visit, students **make a presentation** to appeal to their schoolmates to contribute to safeguarding the ecological security of our country by adopting a low-carbon lifestyle.

Implementation of NE, including NSE, in the School English Language Curriculum – Example 4

- Module: Technology
- Unit: Changes Brought about by Technology
- Topic: Ensuring Self-sufficient Food Supply
- Major Field of National Security: Food Security

tied in
naturally

- English Language learning objectives:

- How to use a variety of sentence patterns to give reasons, provide examples and give suggestions

- Students **watch a video** to understand how our country has addressed the problem of food shortages.
- Students **read an article** to understand the importance of safeguarding the food security of our country, and the technologies adopted and policies implemented to safeguard food security in our country.

Cognition

Promoting
proper
values and
attitudes

Affection

Action

Students **participate in a group interaction and an individual presentation** to reflect on the importance of safeguarding the food security of our country and their **responsibility** for safeguarding it, and suggest ways to raise their schoolmates' awareness of food security at school.

Students **make a social media reel** on responsible food consumption to be broadcast on the school website and Campus TV to appeal to their schoolmates to reduce food waste.



Steps of Integrating Values Education into the School English Language Curriculum

Review the curriculum and identify suitable modules and units for integration of values education



Map the modules and units with relevant proper values and attitudes for integration



Select appropriate texts to provide authentic contexts for learning tasks

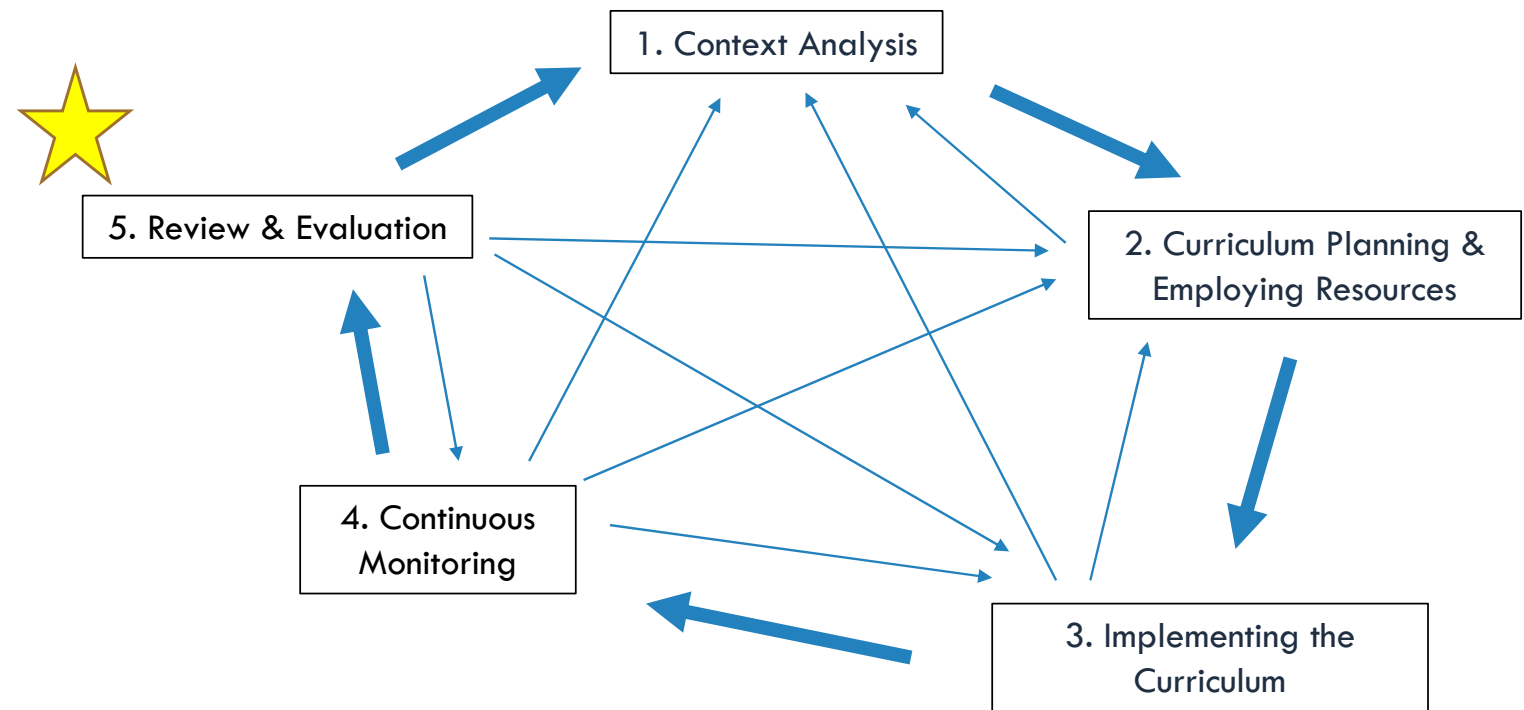


Design purposeful learning tasks with balanced integration of cognition, affection and action, and English Language learning objectives to provide holistic learning experiences

Points to Consider When Integrating Values Education into the School English Language Curriculum

Possible modes of assessment:

- ✓ Observation of students' attitude and behaviour
- ✓ Review of students' work in learning and teaching activities
- ✓ Discussion/Interviews with students
- ✓ APASO-III and/or school-based questionnaires
- ✓ Portfolios or tools and platforms for recording (e.g. "My Pledge to Act" Handbook)
- ✓ Parents' feedback



KEY STRATEGIES FOR INTEGRATING VALUE EDUCATION INTO THE SCHOOL ENGLISH LANGUAGE CURRICULUM

Fostering students' proper values and attitudes through the learning and teaching of English Language and the provision of relevant learning experiences

CONNECT

Connecting the priority values and attitudes with relevant modules and units

Coordinating learning activities by making use of everyday life events

Integrating Cognition, Affection and Action

EXTEND

Making good use of learning time beyond the classroom

Strengthening cross-curricular links and collaboration

**Resources in Support of the
Promotion of Values
Education in the School
English Language Curriculum**

Part 4

Learning and Teaching Resources:

Values Education



SOW posters on the 4 sub-themes of SOW Campaign 2024/25



<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/posters/index.html>

How to utilise the posters?

Design bite-sized / warm-up activities

- ❖ to introduce positive values and attitudes (i.e. resilience, empowerment, appreciation, delight)

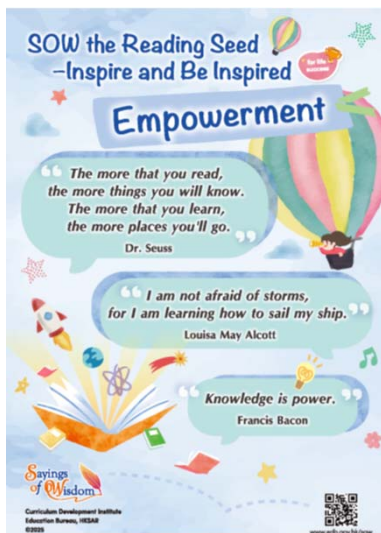
- e.g. matching, fill in the blanks

- ✎ *The reading of all good books is like a _____ with the finest minds of past centuries.*

- ❖ to introduce language features

- e.g. sentence patterns

- ✎ ***The more** you explore, **the more** knowledge you will gain.*





Three animated videos based on the English sayings of wisdom



In love of home,
the love of country has its rise.
(Charles Dickens)

Watch the Video



Friendship is a sheltering tree.
(Samuel Taylor Coleridge)

Watch the Video



To love oneself is the beginning
of a lifelong romance.
(Oscar Wilde)

Watch the Video

Three sets of **activity sheets and e-books** are developed to facilitate and complement the use of the animation series

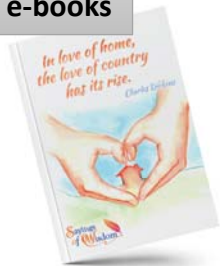
✓ Electronic version
✓ Print version

Sub-themes		
Love Our Country	Love the Community	Love Our Family and Friends
Love Nature	Love Myself	Love Learning

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/Book_LG/html/index.html

How to utilise the videos/e-books?

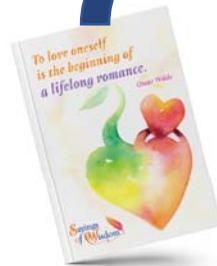
e-books



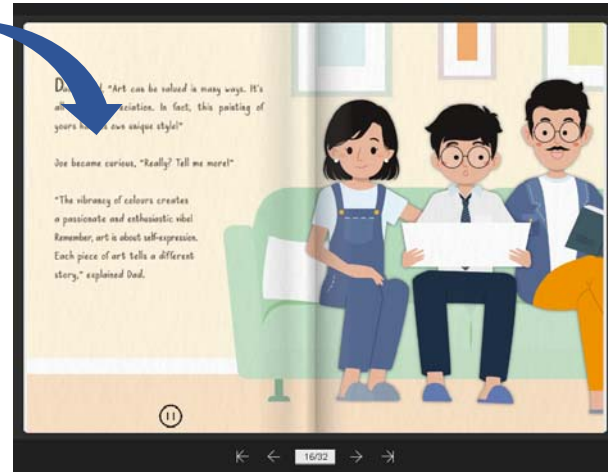
Read the eBook



Read the eBook



Read the eBook



Three sets of activity sheets



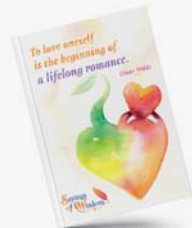
Student version: [MS WORD](#) [PDF](#)

Teacher version: [MS WORD](#) [PDF](#)



Student version: [MS WORD](#) [PDF](#)

Teacher version: [MS WORD](#) [PDF](#)



Student version: [MS WORD](#) [PDF](#)

Teacher version: [MS WORD](#) [PDF](#)

Foster the development of **proper values and attitudes** in students through **appreciating the beauty and meaning of SOW**



How to utilise the videos/e-books?

Engage students in interacting with and responding to the videos/books to **enhance their viewing and multimodal literacy skills**

While-viewing task

Pre-viewing task

2. Reflect on your experience working with friends or classmates on a group project. Are there things you achieved together that would have been impossible to accomplish alone?



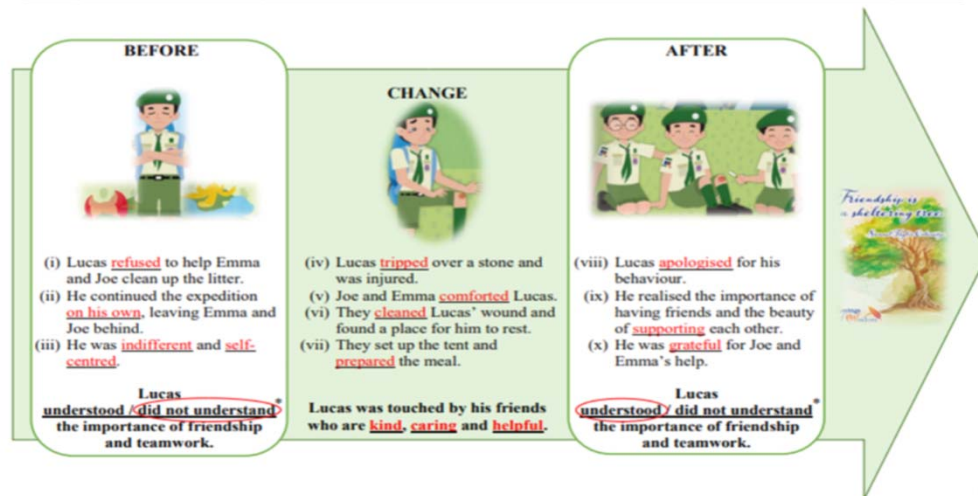
Accept any reasonable answers.

What made Lucas understand the importance of friendship? As friends of Lucas, what qualities did Joe and Emma show?

1. Analyse how Emma and Joe helped Lucas understand the importance of friendship by completing the chart below.

*Circle the correct answers and use the words provided in the box to fill in the blanks.

apologised	caring	cleaned	comforted	grateful	helpful	indifferent
kind	on his own	prepared	refused	self-centred	supporting	tripped





Friendship is a sheltering tree.
(Samuel Taylor Coleridge)

How to utilise the videos/e-books?

Example: *Friendship is a Sheltering Tree*

Engage students in interacting with and responding to the videos/books to **cultivate their proper values and attitudes**

Post-viewing task: Students are encouraged to reflect on handling disagreements with **empathy** and **respect**. Through discussion, they **explore personal experiences**, and **conflict resolution strategies** using the STAND Conflict Resolution framework.

Post-viewing task

E) Resolving Disagreement

Although Lucas refused to clean up the litter, Joe and Emma did not get mad at Lucas or argue with him. They continued to show their care and support for Lucas when he was injured.

1. In pairs, discuss the following questions with your partner.

- Would you respond the same way as Joe and Emma? Why or why not?
- Recall an incident when you disagreed with your friend. Describe what happened and how it ended.
- Did your relationship change after the incident? If given another chance, how would you resolve the conflict? The following STAND Conflict Resolution framework may be helpful.

STAND Conflict Resolution*



Stop and calm down

- stay calm and manage your feelings



Talk about the problem

- take turns to explain the problem and how you want to fix it
- listen attentively when the other is speaking
- use "I" to share your thoughts and feelings



Ask for alternatives

- brainstorm options for resolving the conflict



Narrow the choices

- get rid of choices that are not okay for both of you
- avoid choices that are unsafe or against rules



Decide on the best solution

- think about what will happen with each choice you consider
- weigh the pros and cons of each choice

Your Reflection













Borba, M. (2014, March 26). Conflict resolution for kids.

<https://micheleborba.com/building-moral-intelligence-and-character/michele-borba-blog-teaching-kids-to-solve-conflicts-peacefully/>



“Developing Students’ Listening and Viewing Skills” Video Series

Video	Title	Activity Sheets	Suggested Answers
	A Typical Day in My Life	DOCX PDF	PDF
	Dream without Borders	DOCX PDF	PDF
	Jenny's New Classmate	DOCX PDF	PDF
	Survival	DOCX PDF	PDF

- ❖ The **four videos** cover different stories: a deaf athlete’s success, chasing dreams, a newcomer’s journey, and trees' resilience
- ❖ **Four sets of activity sheets** are developed to facilitate and complement the use of the video series

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Multimedia/Sec_LV.html


How to utilise the videos?

- ❖ Use the **ready-made learning and teaching tasks** to promote values education
- ❖ Develop students' proper values and attitudes through engaging them in **personal reflection** or **meaningful tasks** with reference to the **real-life contexts** in the four videos

How to utilise the videos?

Example: *A Typical Day in My Life*

(Video Time: 01:55-02:37)





10) Organisation: _____

11) Location: _____

12) Occupation/Role: _____

13) What she does: _____

14) Despite multiple challenges, Mary managed to find ways to overcome them. Complete the following table about how she overcame the hurdles and achieved success (Video Time: 02:07-02:36).

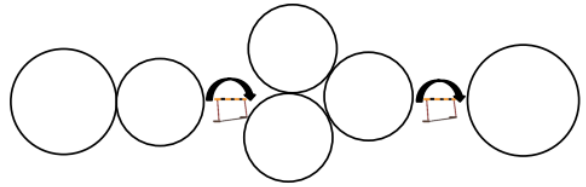
Challenges	Solutions
 <ul style="list-style-type: none"> Hearing (i) _____ Unable to wear her (ii) _____ on the pitch Her coaches and teammates couldn't understand (iii) _____ 	 <ul style="list-style-type: none"> Rigorous (iv) _____ Developed (v) _____ that allowed both the able-bodied and deaf players to effectively (vi) _____

- ❖ **While-viewing task:** Through Mary's inspiring journey as a deaf rugby player, students learn to **appreciate her resilience and positive attitude in overcoming life's challenges.**
- ❖ **Q.14:** Students are encouraged to **explore the solutions she adopts to tackle the obstacles**, reinforcing the importance of perseverance and problem-solving.

(Post-viewing)

C) Take a moment to recall and reflect on the different challenges you faced recently and how you dealt with them. Then, complete a flowchart with the topic "My Success Story". Share your story with a classmate after finishing your chart.

My Success Story



Challenges Solutions Success

D) Express your gratitude to Mary in writing for the inspiration her experience has given you.

Dear Mary,

5

Post-viewing task: Students are encouraged to **express their gratitude to Mary** for sharing her journey. Her experiences not only inspire them to **develop resilience and a positive outlook**, but also **learn to respect individual differences**. Through her perseverance and diligence in rugby training, students learn the value of determination and hard work in overcoming challenges.



Leaflet on “Learning English through News”

- ❖ Sharing of **school cases** and **effective practices** in enhancing media and information literacy through promoting news reading
- ❖ Tips on developing students’ **reading habit** and **effectiveness** through a news literacy programme

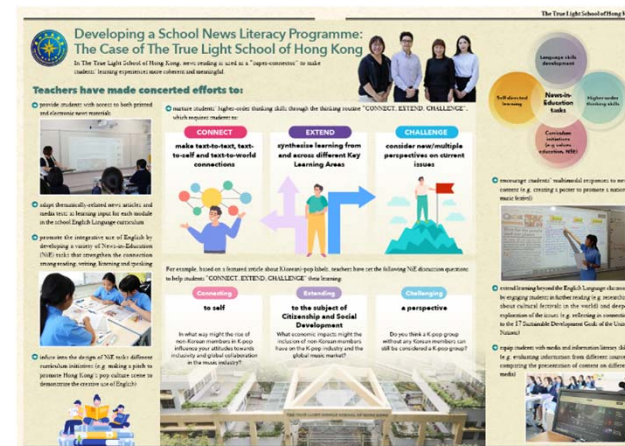


www.edb.gov.hk/ele_newsleaflet

How to utilise the leaflet?

Get inspirations on how to...

- ❖ map newspaper articles to the school-based priority values
- ❖ integrate values education, including NSE in English lessons
 - e.g. select an article about a patriotic song debuting in Hong Kong schools to develop students' national identity



Learning and Teaching Resources:

National Education



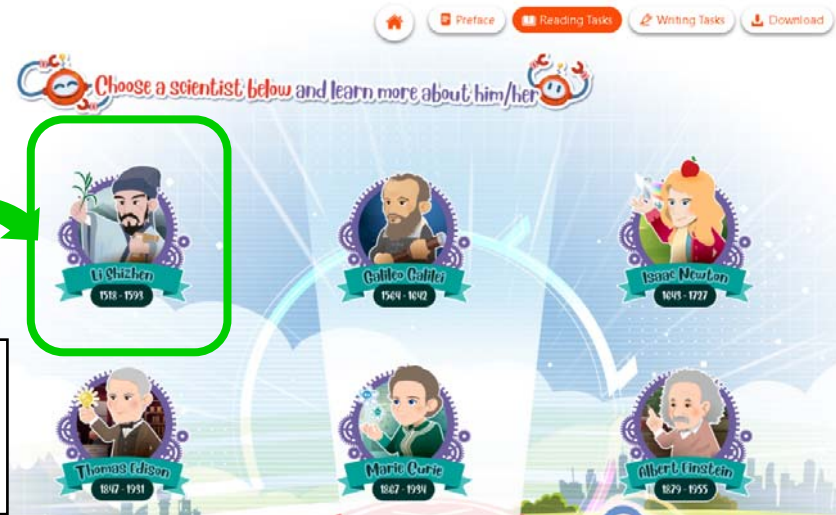
e-Books

A number of e-books facilitate students' self-directed learning on Chinese cultures.

e-Book “Famous Scientists”



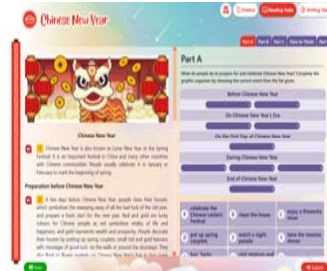
E.g. The reading task comprises the inspiring life story of a famous Chinese scientist (LI Shizhen) and follow-up learning activities.



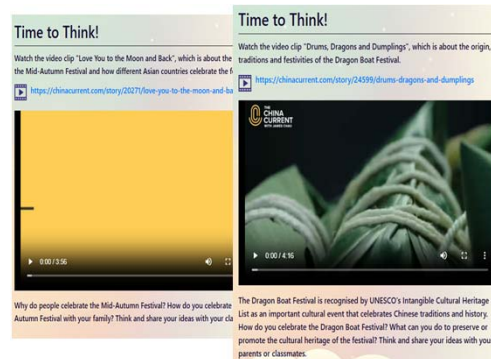


How to utilise the e-books?

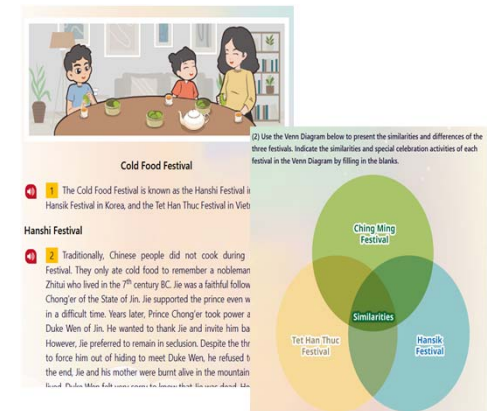
Example: e-Book “Traditional Chinese Festivals”



Learning about Chinese traditions and customs



Reflecting on the traditions



Extending learning about different cultures

Learning and Teaching Resources:

National Security Education



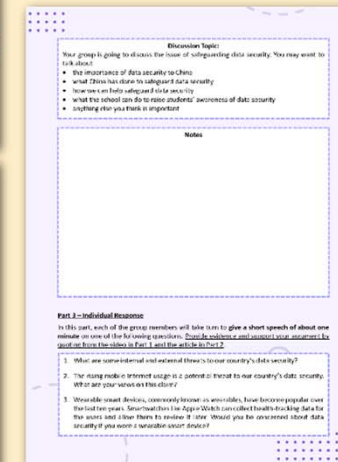
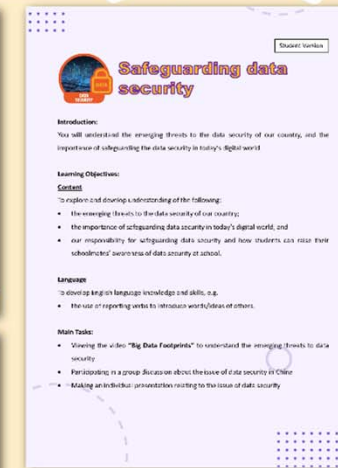
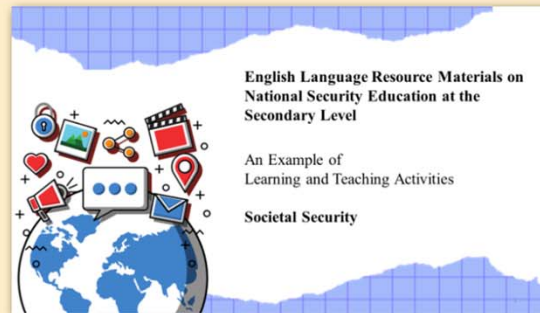
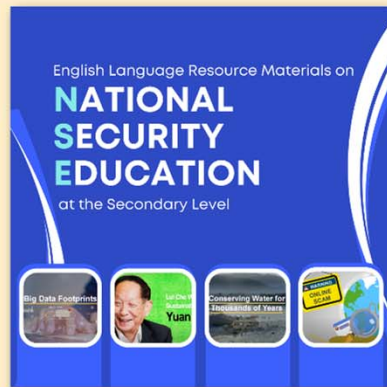
National Security Education (NSE)

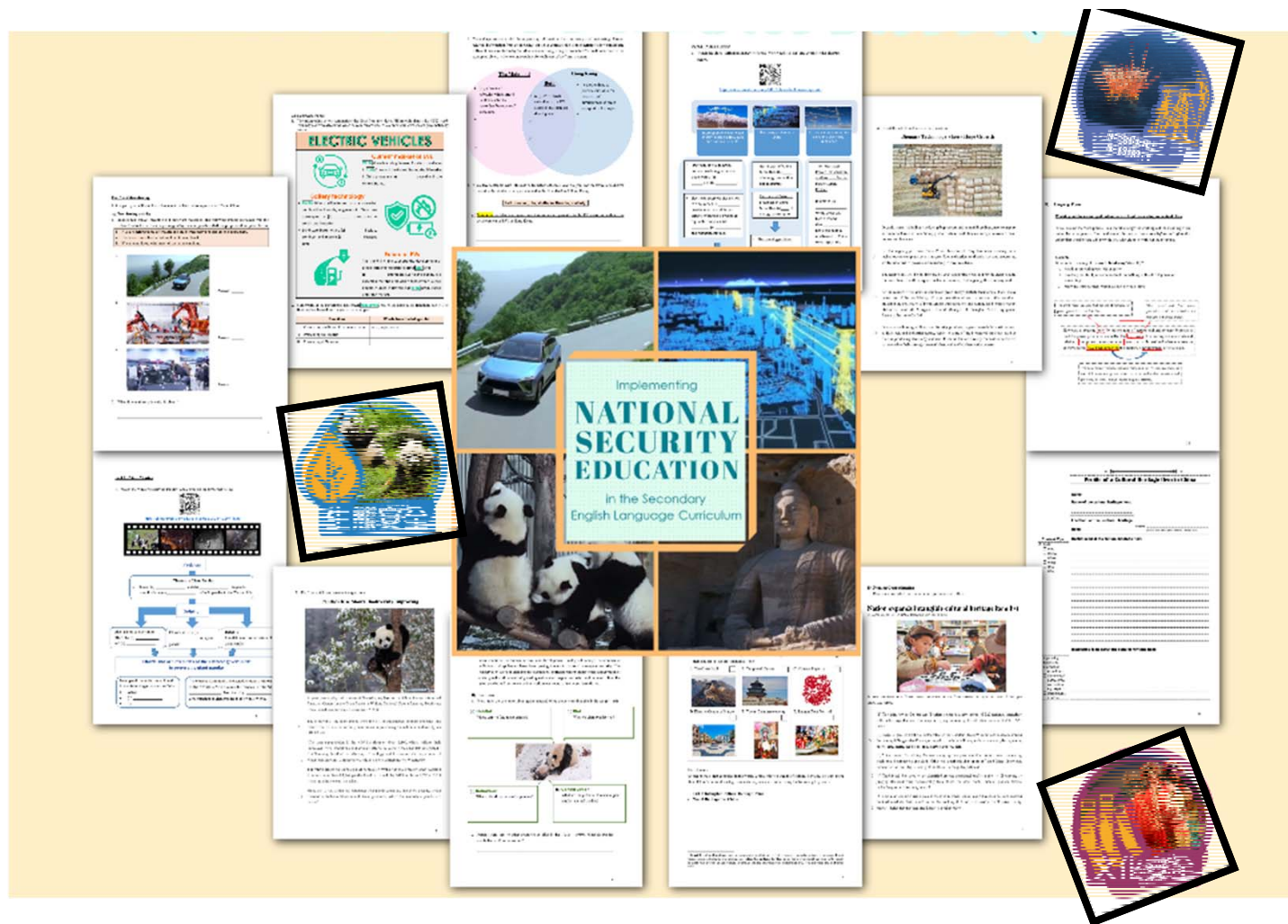


Resource materials covering:

- data security,
- resource security,
- food security; and
- societal security


https://www.edb.gov.hk/NSE_ele_sec_1







English Language Resource Materials on
National Security Education at the Secondary Level




An Example of Learning and Teaching Activities
WATER ISSUES

Reflection on Resource Security

1. Why is resource security, particularly the availability of sufficient water, crucial for the sustainable development of our country's economy and society?


Impact of Water Security



2. How does water scarcity in China contribute to conflicts and tensions between different regions or neighbouring countries?

3. Do you know any other innovative technologies or solutions that can help address water problems in our country?

English Language Resource Materials on
National Security Education at the Secondary Level



An Example of Learning and Teaching Activities
**ARTIFICIAL INTELLIGENCE (AI)
AND OUR WORLD**



English Language Resource Materials on
NATIONAL SECURITY EDUCATION
at the Secondary Level



Enhancing the Safety
of Nuclear Energy

Student Version

Introduction:
You will understand the latest development of nuclear energy in China, the importance of safeguarding the nuclear security of our country and measures taken to achieve it.

Learning Objectives:
Content:
To explore and develop understanding of the following:
• the importance of safeguarding the nuclear security of our country;
• the technologies adopted and measures implemented to safeguard nuclear security in our country; and
• our responsibility for safeguarding the nuclear security of our country and how students can raise their schoolmates' awareness of nuclear security at school.

Language:
To develop English language knowledge and skills, e.g.
• the use of relative clauses to provide additional information/descriptions
• the use of creative elements of English (e.g. alliteration) to attract the audience's attention

Main Task:
• Viewing the video "The Next Nuclear Plants" to understand the latest development and safe use of nuclear energy for electricity generation in China
• Participating in a group discussion about the issue of nuclear security in China
• Making an individual presentation in response to a question relating to the issue of nuclear security

Ensuring Self-sufficient
Food Supply

Student Version

Introduction:
You will understand the importance of safeguarding the food security of our country, and how this can be achieved through emerging technologies and deliberate policies.

Learning Objectives:
Content:
To explore and develop understanding of the following:
• the importance of safeguarding the food security of our country;
• the technologies adopted and policies implemented to safeguard food security in our country; and
• our responsibility for safeguarding the food security of our country and how students can raise their schoolmates' awareness of food security at school.

Language:
To develop English language knowledge and skills, e.g.
• the use of a variety of sentence patterns to give reasons, provide examples and give suggestions.

Main Task:
• Viewing the video "Feeding Our Food Crisis" to understand how China has addressed the problem of food shortages
• Participating in a group discussion about the issue of food security in China
• Making an individual presentation in response to a question relating to the issue of food security

Part 2 - Warm-up Activities

1. Before exploring the topic, write down in the box below what springs to your mind when it comes to food security.

You may refer to the webpage on "Major Fields of National Security" <https://newsandopinion.mcm.academia.edu/JohnAdeboye/works-on-national-security-china-2020> for some ideas.



2. Watch the following video from The China Current and answer the questions that follow.



<https://thecurrent.com/videos/2021/feeding-our-food-crisis-2021>

3. Identify four threats to global food security from the video.

How to utilise the activity sheets?



Safeguarding data security

Major Field of National Security	Module	Unit	Topic
Data Security	Technology	Changes Brought about by Technology	Safeguarding data security

Suggested Levels: S4-6

Summary of the Learning Topic:

The learning topic aims to guide students to understand the security of our country, and the importance of safeguarding the digital world.

Learning Objectives:

Content

To explore and develop understanding of the following:

- the emerging threats to the data security of our country
- the importance of safeguarding data security in today's digital world; and
- our responsibility for safeguarding data security and how students can raise their schoolmates' awareness of data security at school.

Language

To develop English language knowledge and skills, e.g.

- the use of reporting verbs to introduce words/ideas of others

Learning Tasks:

- **Part 1 – Warm-up Activities:** Students understand through a video the emerging threats to data security.
- **Part 2 – Group Interaction:** Students participate in a group discussion about the issue of data security in China.
- **Part 3 – Individual Presentation:** Students respond to a question relating to the issue of data security.

Activity sheet on data security and the development of English language knowledge and skills

How to utilise the activity sheets?

Pre- and while-viewing activities

Part 1 – Warm-up Activities

- i. Before exploring the topic, write down in the box below what springs to your mind when it comes to data security.

You may refer to the webpage on “Major Fields of National Security” (https://www.nsed.gov.hk/national_security/index.php?l=en&a=national_security_main_focus) for some ideas.



Suggested answers:

- Data security refers a state in which necessary measures are taken to ensure that data are effectively protected and lawfully used.
- Data security is not only related to national security, but also closely related to national economy.
- Data security risks are in the complexity of data processing and the large volume of data.
- Effective data security protection is the basis for the development of the digital economy.

- ii. Watch the following video from *The China Current* and answer the questions that follow.

Big Data Footprints



<https://chinacurrent.com/story/21072/big-data-footprints>

1. Explain why WeChat is considered a ‘lead player’ in the market.

[00:30 – 00:44] Over 1.2 billion active monthly users use WeChat to message friends, pay bills, book plane tickets, order takeout, crowdfund startups, donate to charity and much more.

2. According to the video, how are the data generated by Apps like WeChat used to influence users’ behaviour?

[00:45-00:58] The data generated by Apps are used to streamline users’ experience, so that what they see on their timeline is likely to reflect what they are seeking.

3. What change did the pandemic bring to the Chinese economy?

[01:17-01:30] The pandemic put pressure on the export-heavy Chinese economy, so manufacturers began to pivot to the local consumer market.

How to utilise the activity sheets?

Post-viewing reading and speaking tasks

Part 2 – Group Interaction

Situation: Your class is working on a project on national security. Your group is going to discuss the issue of safeguarding data security. Read the article and conduct a discussion of 10-15 minutes in groups of 3-4. Provide evidence and support your arguments by quoting from the video in Part 1 and the article below.

Ministry urges vigilance on data security

By Yang Zekun | China Daily

The Ministry of State Security has called for heightened vigilance against persistent and covert risks to data security, as well as the strengthening of the protection of crucial information infrastructure and early detection of data security risks.

In a statement issued on Wednesday, the ministry cautioned that problems and risks, such as unclear ownership, unauthorised access and disorderly transactions, have emerged in data collection, storage, transmission and usage. Illicit activities such as data leaks, trafficking and misuse have increased, posing challenges to data security.

The statement emphasised the close links between data security, national security and public interests. It also cautioned that foreign intelligence agencies are often detected as being behind cyberattacks targeting China.

The ministry noted that in recent years, it has become more evident that some overseas organisations attempted to gain access to China's important data. However, Chinese

Discussion Topic:

Your group is going to discuss the issue of safeguarding data security. You may want to talk about:

- the importance of data security to China
- what China has done to safeguard data security
- how we can help safeguard data security
- what the school can do to raise students' awareness of data security
- anything else you think is important

Get inspirations on how to link language input with the learning of NSE

e.g.
reporting verbs

Indirect Quoting

Quoting is one way to borrow others' words and ideas to provide evidence and support your argument. In an indirect quote, the writer's words are presented in another way without quotation marks. A change in the tense or sentence structure may be needed.

Language input



The following table provides a list of common reporting verbs:

Functions	Examples
agreeing	admit, agree, accept, acknowledge, recognise, support
advising	advise, propose, recommend, suggest, urge
arguing and persuading	advocate, argue, caution, convince, prove
believing	assert, assume, believe, claim, insist, maintain
concluding	conclude, infer
disagreeing and questioning	challenge, debate, deny, disagree, doubt, oppose, question, refute, reject
discussing	comment, discuss, explore
emphasising	accentuate, emphasise, highlight, stress, warn
evaluating and examining	analyse, assess, compare, contrast, evaluate, examine, investigate
explaining and presenting	clarify, define, describe, explain, illustrate, mention, point out, present, remark, reveal, state

To learn more about the common features and skills in the academic use of English, visit the **e-Learning Platform on Academic Use of English**:

<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Academic-Eng/e-platform/>



Updates to the Curriculum Framework of National Security Education in Hong Kong (May 2025)



Ref: EDB/CDI/MCNE3/ADM/50/1/1(1)

Government of the HKSAR
Education Bureau

29 May 2025

Education Bureau Circular No. 7/2025

Updates to the Curriculum Framework of National Security Education in Hong Kong

[Note: This circular should be read by —

- (a) Supervisors and Heads of All Primary and Secondary Schools (including Special Schools)— for action; and
- (b) Heads of Sections — for information.]

Summary

This is to announce the updates to the *Curriculum Framework of National Security Education in Hong Kong* and the Curriculum Framework of National Security Education for subjects. It supersedes Education Bureau Circulars No.2/2021, No. 4/2021, and No. 6/2021 issued on 4 February 2021, 22 April 2021, and 26 May 2021 respectively.

Background

2. It is the constitutional duty of the Hong Kong Special Administrative Region (HKSAR) to safeguard national security. The Education Bureau (EDB) has been actively promoting national security education (NSE) to enhance students' awareness of safeguarding national security and law-abidingness. In 2021, the EDB released the *Curriculum Framework of National Security Education in Hong Kong* (Curriculum Framework) and the curriculum frameworks of National Security Education for 15 subjects (Subject Curriculum Frameworks) for schools' reference in overall planning. The EDB has also been adopting diversified measures all along to support schools in implementing NSE through "organic integration", "natural connection", "diversified strategies", "mutual co-ordination", "learning within and beyond the classroom", and "whole-school participation".

3. The Chief Executive announced in the 2024 Policy Address the updating of the Curriculum Framework and Subject Curriculum Frameworks. In response to the ongoing

- **Education Bureau Circular No. 7/2025**
- **Issued on 29 May 2025**
- **For details, please refer to Part 2 of this online self-learning programme.**

<https://applications.edb.gov.hk/circular/upload/EDB/C/EDBC25007E.pdf>

How to utilise the Curriculum Framework of National Security Education?

English Language Education Key Learning Area Curriculum Framework of National Security Education (2025)

Introduction

This curriculum framework¹ illustrates how elements of national security education (NSE) can be integrated into and tied in with the development of language skills in the English Language Education Key Learning Area at the primary and secondary levels. To cater to students' abilities and learning needs, possible topics in the respective key stages of English Language and Literature in English are given, thereby allowing students to learn progressively and facilitating schools in planning the content of NSE. Schools should aptly integrate NSE into the curriculum planning and teaching of various learning areas/subjects 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 NSE more effectively.

1. Learning Objectives

- 1.1 The English Language Education curriculum comprises two closely related subjects: English Language (a core subject for Key Stages 1 to 4) and Literature in English (an elective subject for Key Stage 4).
- 1.2 The overall aims of the English Language Education curriculum are to provide students with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and to enable them to prepare for the changing socio-economic demands, which include the interpretation, use and production of materials for pleasure, study and work in the English medium, resulting from advances in information technology.
- 1.3 The development of positive attitudes, along with knowledge and skills, is an integral part of the English Language Education curriculum. Opportunities for exploring, developing and encouraging positive attitudes, including national identity and awareness of safeguarding national security, should be provided in all English learning tasks.
- 1.4 To foster the holistic planning and systematic implementation of NSE in the English Language Education Key Learning Area, schools should integrate NSE elements organically into and connect them naturally with the suggested modules and units of the English Language curriculum; and relevant set texts and components of the Literature in English curriculum.
- 1.5 Schools should also ensure a progression when implementing NSE across year levels/key stages (i.e. from enriching students' understanding of the latest developments of our country and the major fields of national security to engaging them in reflecting on and applying what they have learnt about national security, thereby raising their awareness of safeguarding national security), and enrich, connect and extend students' learning experiences through selecting relevant learning materials, organising learning activities within and beyond the English classroom, and cross-curricular and life-wide learning activities in collaboration with other subject departments.

¹ This framework is presented in the form of examples, which are not exhaustive. Schools are encouraged to adopt or adapt the learning and teaching activities based on students' learning needs and abilities.

Get inspirations on how to

- incorporate the development of **positive attitudes**, including **national identity** and **awareness of safeguarding national security**, in the ELE curriculum.
- develop students' **language skills**, opportunities for exploring and fostering these attitudes in English learning tasks.