



**Curriculum Leadership and Management for the  
English Language Education Key Learning Area Series:  
Integrating National Security Education (NSE) and Other Key Initiatives  
in the Secondary English Language Curriculum  
for English Panel Chairpersons**

**English Language Education Section  
Curriculum Development Institute  
Education Bureau  
10 December 2024**

# Objectives

1

To enhance English Panel Chairpersons' understanding of **curriculum leadership in holistic planning and implementing** the secondary school English Language curriculum;

2

To introduce approaches and strategies for **integrating National Security Education (NSE)** into the secondary English Language curriculum in alignment with educational goals and policies; and

3

To **provide suggestions on how to incorporate the other key curriculum initiatives** (e.g. promoting Language across the Curriculum, values education and the academic and creative uses of English) in the school English Language curriculum through effective leadership and management

# Today's programme

14:30 - 14:35	Housekeeping
14:35 - 16:00	<ul style="list-style-type: none"><li>- Role of English Language curriculum leaders (Kotter's 8-Step Change Model)</li><li>- Integrating NSE and other key curriculum initiatives into the secondary English Language curriculum through holistic planning and implementation</li></ul>
16:00 - 16:15	Break
16:15 - 17:00	Experience sharing (St. Stephen's College)
17:00 - 17:15	The enhanced School Development and Accountability framework
17:15 - 17:30	Q&A

# What are the roles / duties of an English Panel Chairperson?

## Instructions

- ◆ You will be given 3 minutes to discuss and write down as many duties of an English Panel Chairperson as possible in groups.
- ◆ Each group will take turns to share one item with the others.

## Curriculum Planning

- ★ Plan, implement and evaluate the curriculum (initiate changes as necessary)
- ★ Ensure vertical and horizontal curriculum coherence
- ★ Collaborate with other KLA panels
- ★ Assist in implementing the whole-school curriculum

## Learning and Teaching

- ★ Provide appropriate student-centred language programmes
- ★ Create a language-rich learning environment

## Building Capacity

- ★ Facilitate professional development of panel members
- ★ Keep abreast of the latest trends and development in education
- ★ Enhance assessment literacy

## Others

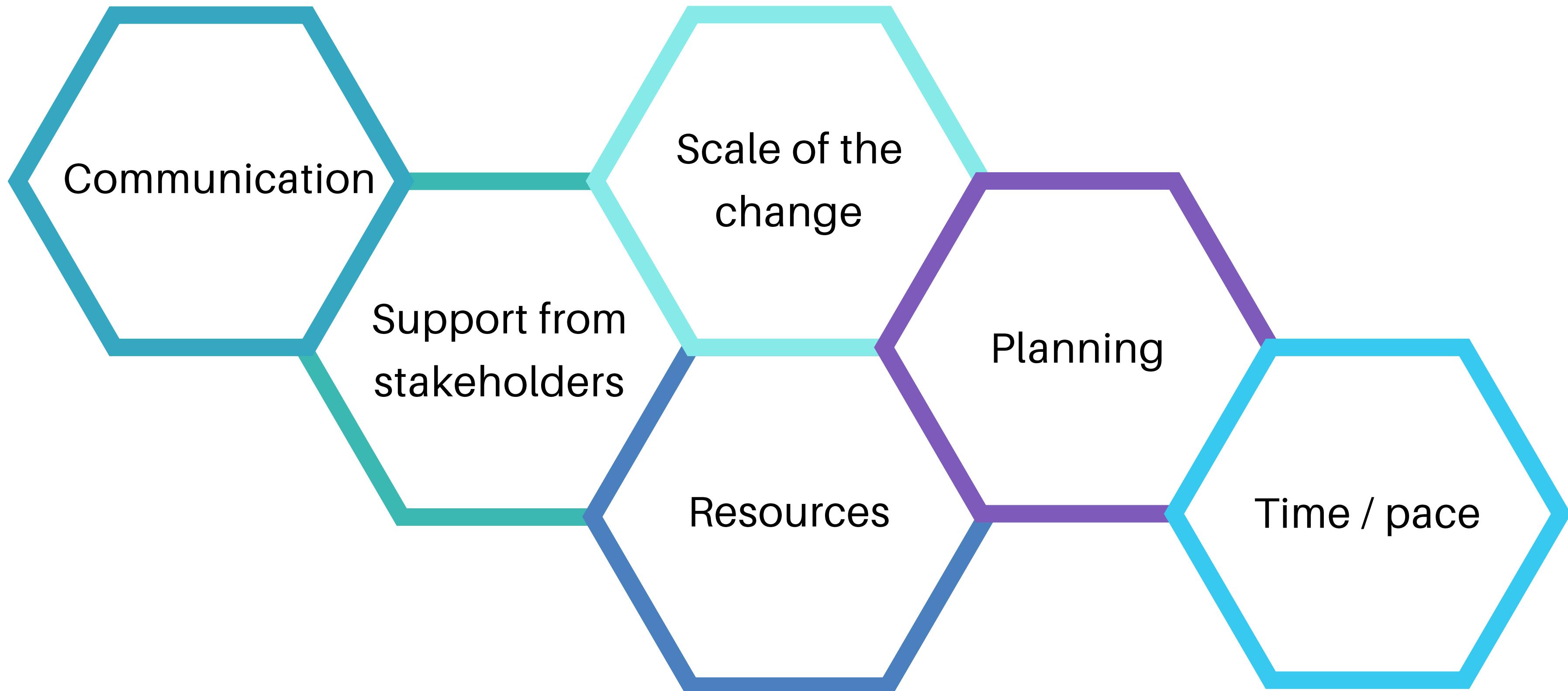
- ★ Promote a culture of collaboration among panel members
- ★ Review and adjust deployment of English panel members
- ★ Manage resources



## Share with your group members:

- **Name one change / new initiative implemented in your school English Language curriculum in recent years.**
- **Why was the change introduced?**
- **How did the panel members and other stakeholders generally respond to the change?**
- **Was the change successful? Why or why not?**

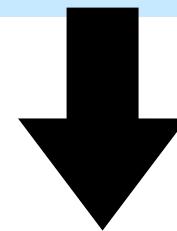
# Some factors contributing to successful changes



# Curriculum Leadership and Management

## Management

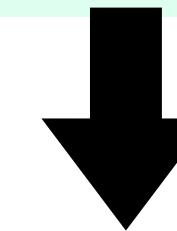
establish and maintain a set of **clear processes** in order to produce reliable, efficient and predictable **results**



- Staff and resources deployment
- Implementing the school curriculum and other related initiatives

## Leadership

**inspire** people and articulate a **vision of the future**



- Adaptable to changes
- Goal setting
- Re-evaluating goals and modifying the school curriculum



## Maintenance

## Development

# KOTTER'S 8-STEP CHANGE MODEL

CREATING A  
CLIMATE  
FOR CHANGE

ENGAGING &  
ENABLING  
YOUR PANEL

IMPLEMENTING &  
SUSTAINING  
THE CHANGE



## 1. Establish a sense of urgency



- Help your panel member to see the reason for the change

## Ongoing Renewal of the School Curriculum

**Respond to local,  
regional and  
global contextual  
changes**

**Build on existing  
strengths and  
practices of  
schools**

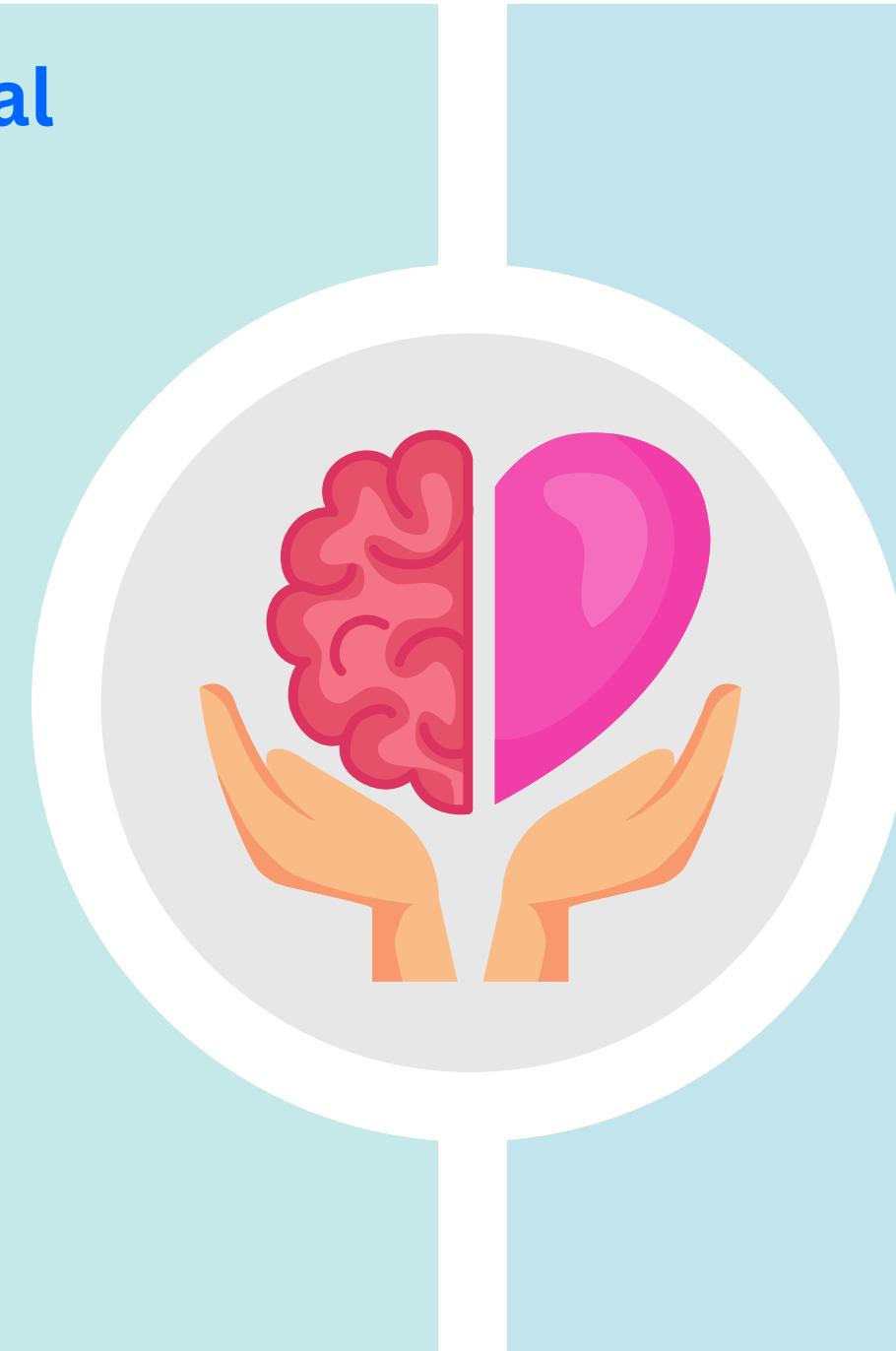
**Curriculum  
enhancement to  
benefit student  
learning**

# 1. Establish a sense of urgency

## A principle introduced by Kotter: Head and Heart

Convince people's **logical rational selves** with hard facts, e.g.:

- curriculum documents
- reports from External School Review and Focus Inspection
- latest development trends in teaching pedagogies and assessments
- school policies, IMC/IMC's visions
- education theories



Convince people's **emotional identities** by:

- helping panel members **see the need for the change** and understand how the change could **benefit students** through, .e.g., good practices and achievements from other levels / schools
- **creating values** at the personal level, the school level and community level

## 1. Establish a sense of urgency

### Values Education

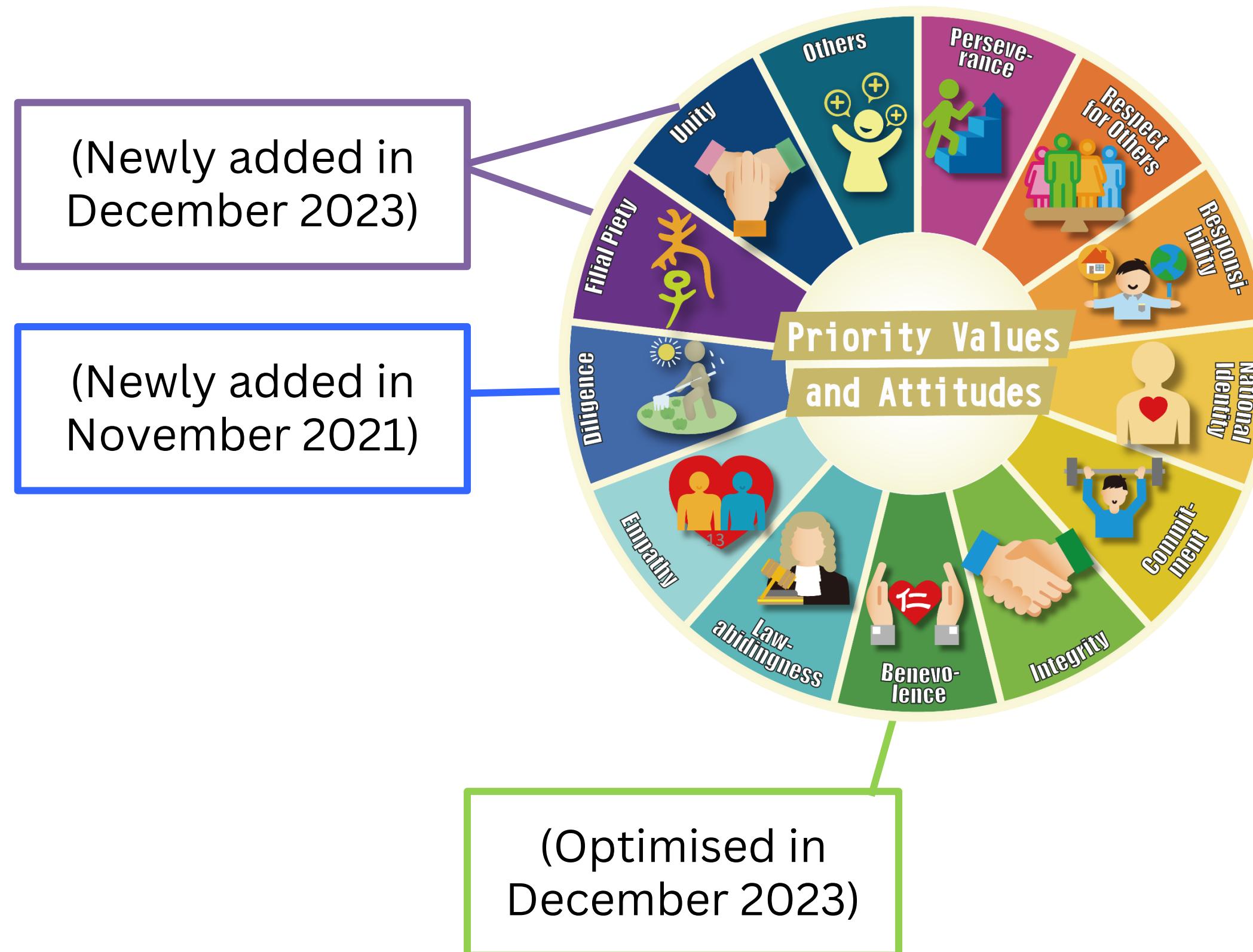


[Values Education Curriculum Framework \(Pilot Version\)\(2021\)](#)

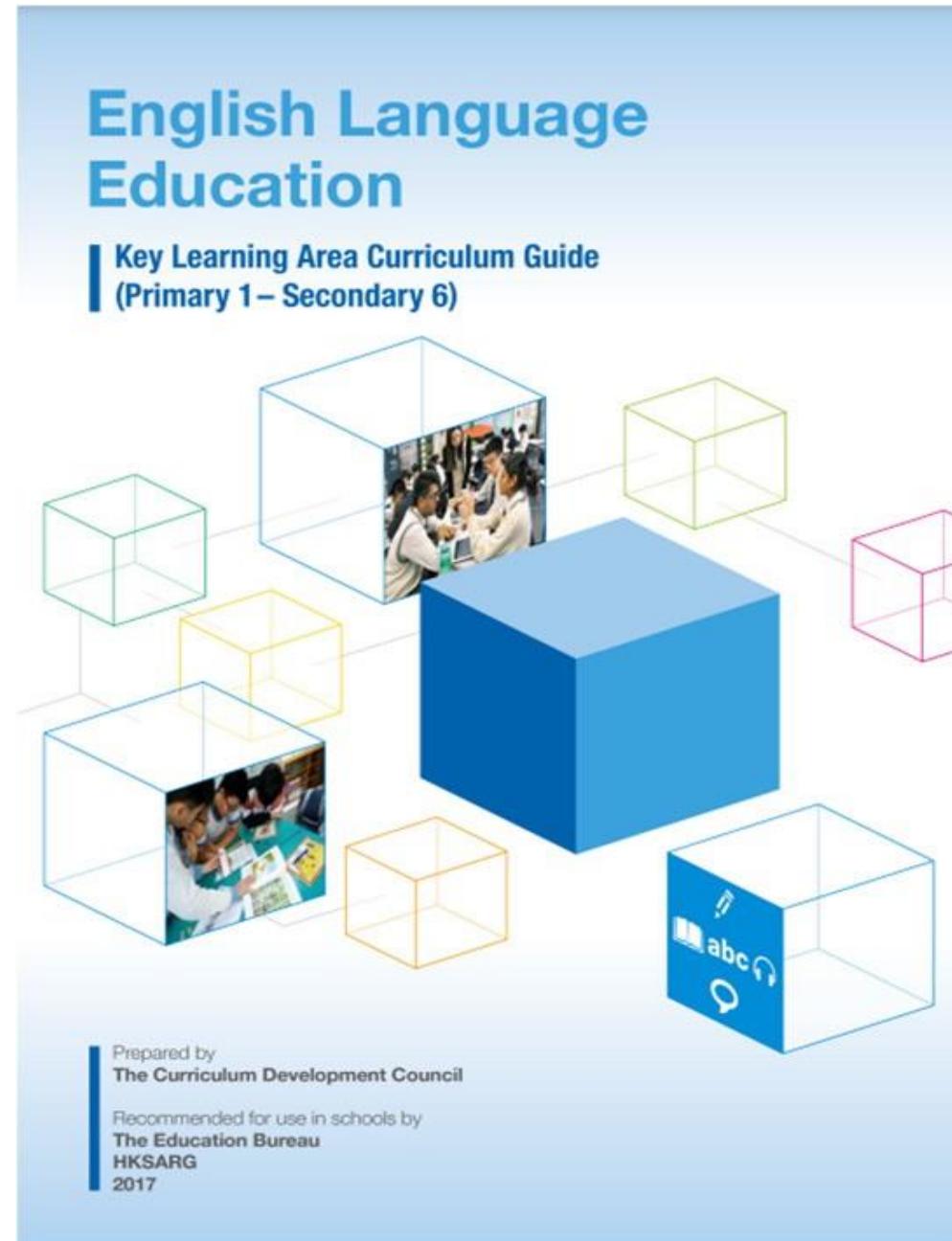


- the framework lists the learning expectations on students' attitudes and behaviors in different domains (e.g. personal, family, community, national and global domains)
- Examples of major focuses:
  - Emphasising the necessity to nurture a sense of belonging towards the country from an early age
  - Cultivating media and information literacy among students

# 1. Establish a sense of urgency

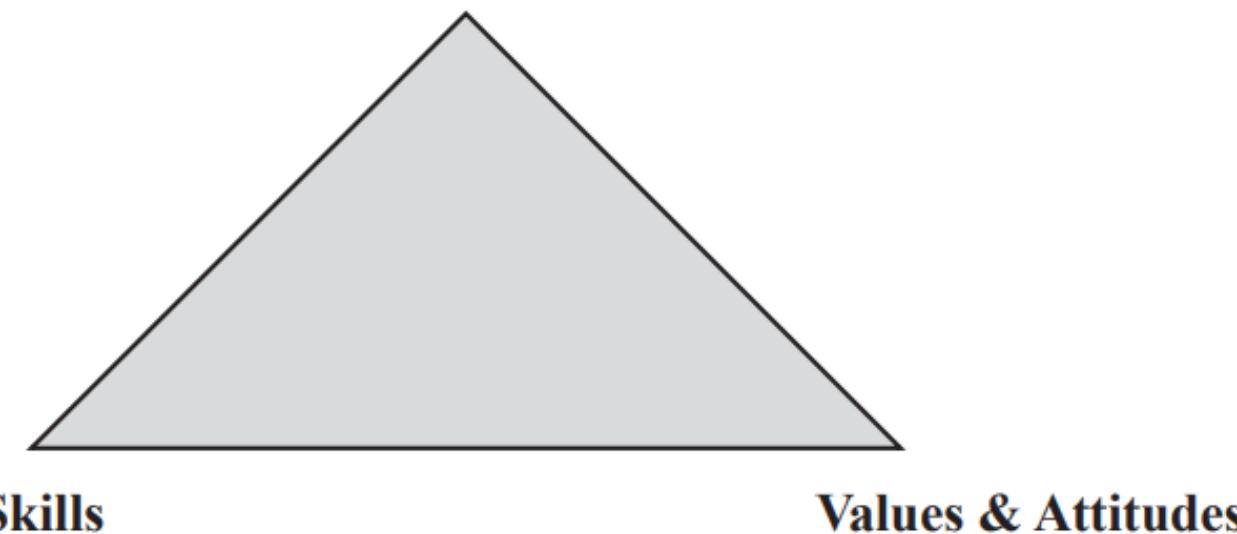


# Integrating Values Education into the School English Language Curriculum



[https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE\\_KLACG\\_P1-S6\\_Eng\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf)

## Knowledge in Key Learning Areas



- Schools are encouraged to focus on the positive values and attitudes that align with their school mission, school contexts, stakeholders' views, students' needs and major concerns
- Exploring a variety of value-laden issues and stimuli for critical and imaginative learning experiences
- Making use of everyday life events and a variety of learning and teaching resources to provide contexts for cultivating values in students

## 2. Create a guiding coalition

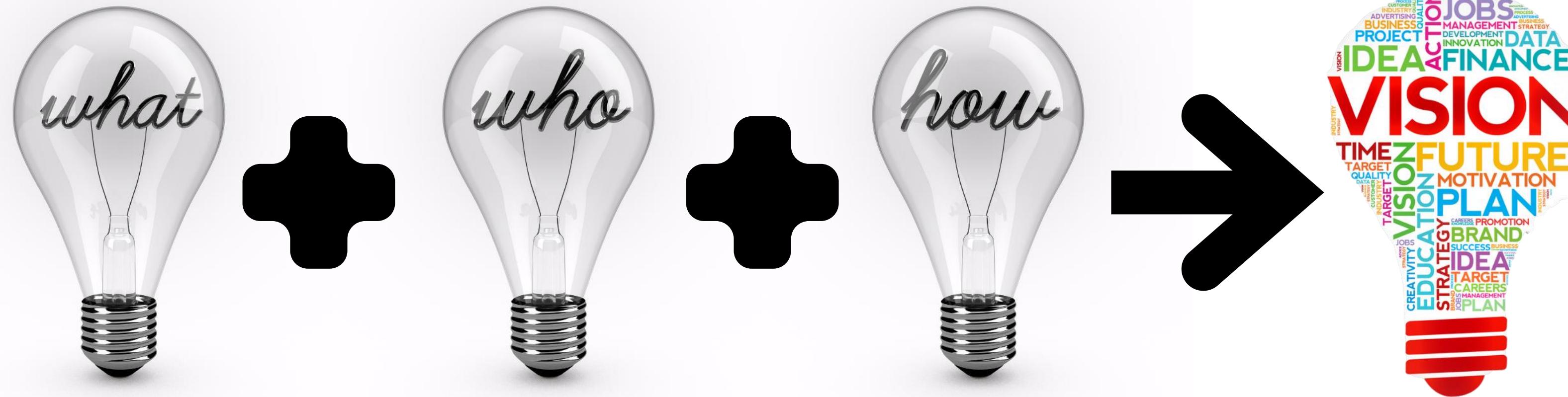
- Who are you going to invite to join the coalition? Why?
- What qualities do they possess to be effective change agents?
- Empowering teachers may help you **unearth leaders** of different levels at school.

**committed**  
members are needed  
**to guide and coordinate**  
the change



## 3. Develop a vision and strategy

- Clarify how the future will be different from the past
- Make that future a reality with the appropriate strategy
- 3 crucial elements should be considered to devise appropriate strategies:



# Curriculum Planning

## Horizontal coherence

Teachers **aligning** what is taught, and discussing the progress of learning and conduct of assessments to ensure key concepts are covered in every classroom **at the same level**

## Vertical coherence

Learning **logically sequenced across all levels** so that students are building on what they have previously learnt and progress to more challenging, higher-level work

## Subject-area coherence

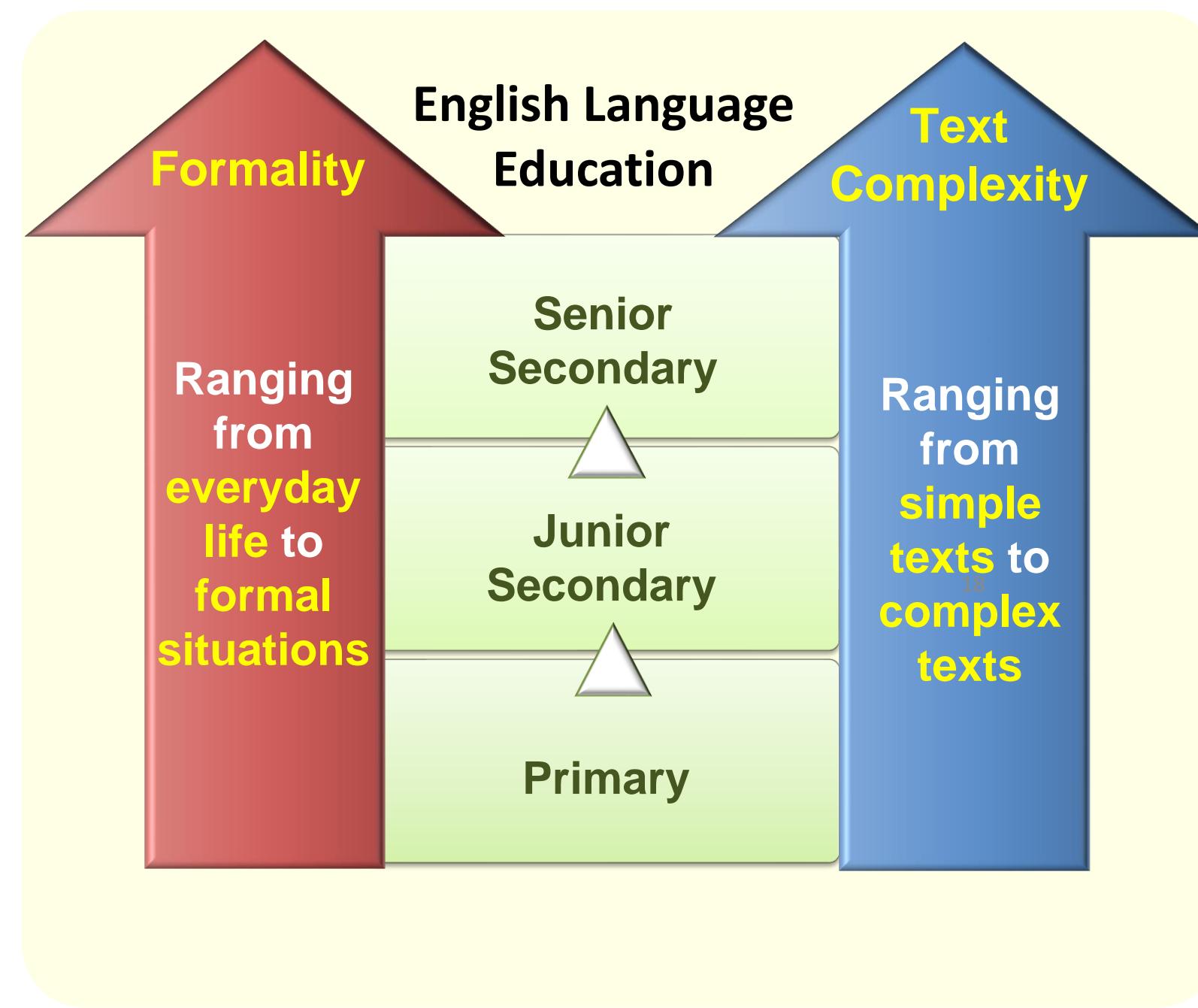
**Ensuring the curriculum is well-planned** to facilitate learning in the subject, and **enabling communication and collaboration** among all teachers in the panel

## Interdisciplinary coherence

**Focusing on skills and habits** that students need to succeed in their study, such as reading and writing skills, generic skills

# Challenges for Secondary School Students

Language demand grows in terms of **formality** and **text complexity**



# Reading across the Curriculum



- Reading across the curriculum (RaC) helps students establish meaningful links among concepts and ideas acquired in different KLAs.
- RaC
  - explicit teaching of reading skills and strategies to be integrated with the curriculum
  - students learning to read
    - the subject matter of pedagogic texts
    - the associated language patterns
  - develop students' literacy skills, positive values and attitudes, deep learning and world knowledge

# Strategies for Promoting RaC

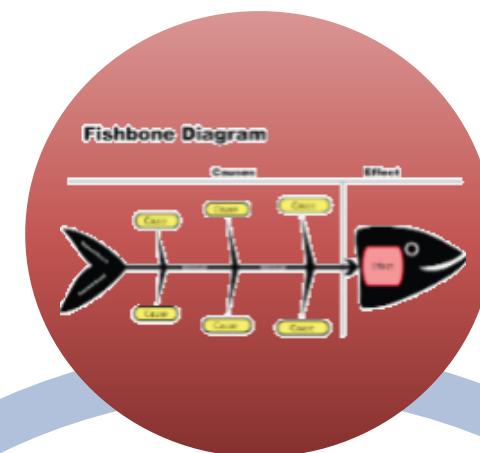
Use of **visual representation** to **deconstruct** the structure, language & content of the texts

e.g. understanding infographics in History



Features of different text types (e.g. text structures, rhetorical functions & the related language items)

e.g. comprehending academic articles



## Explicit Teaching of Learning Strategies



Communication / Interaction strategies that students can apply in **presentation** & **discussion** activities across KLAs



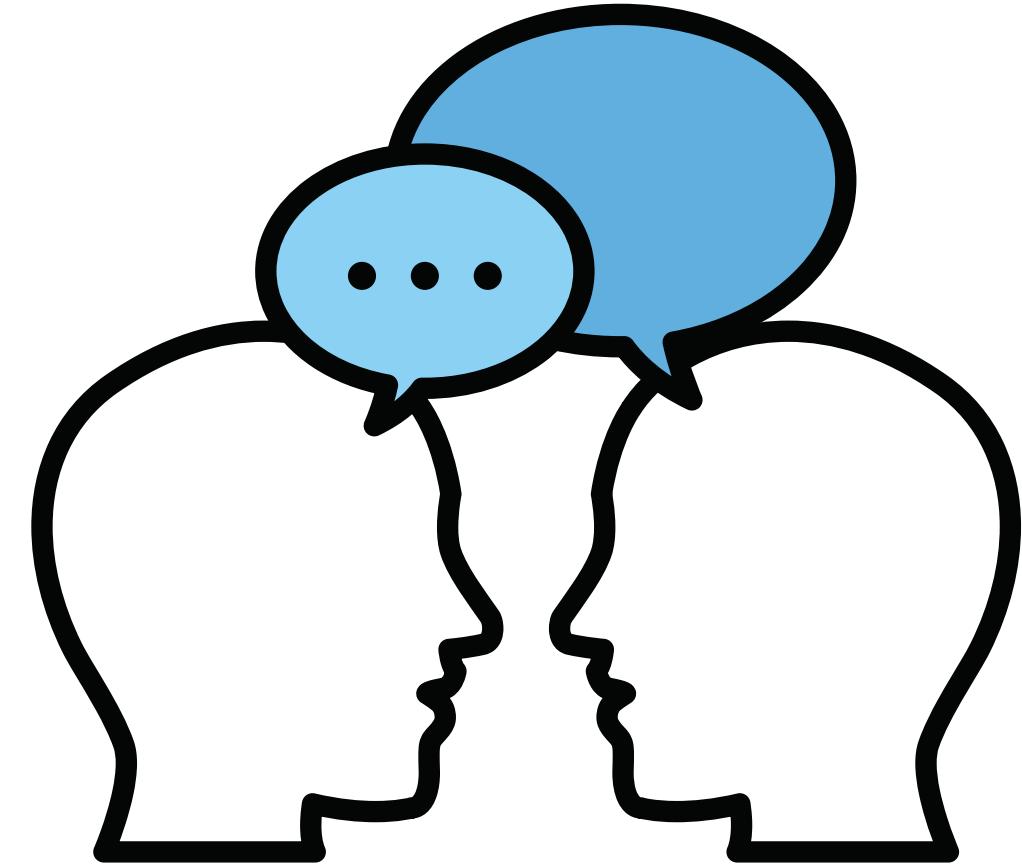
e.g. reasoning and sequencing in Science / History

**Reading & enabling skills** (e.g. vocabulary building strategies, phonics skills)

e.g. using knowledge of word formation in Science / Geography

## 4. Communicate the vision and strategy

- To create a common vision of the desired future
- To motivate and coordinate action through the outlined strategy

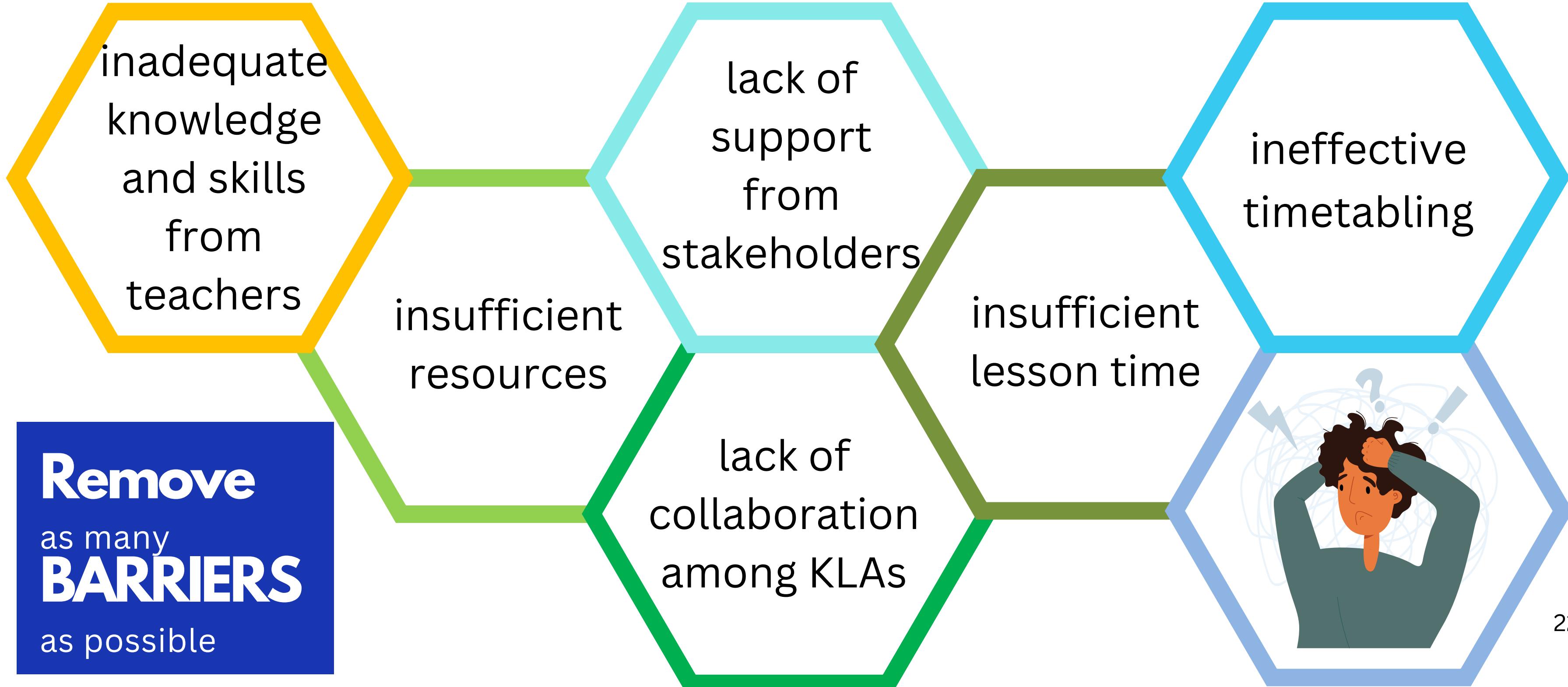


### How can EPC communicate the vision and the strategy?

“work closely with level co-ordinators to ... **promote a culture of collaboration** among panel members through regular exchange of teaching ideas and reflections (e.g. peer coaching, lesson observation, action research, collaborative lesson planning)” (p. 40)

## 5. Empower Action

What are some expected challenges / obstacles?



# Collaboration among KLAs

- **Curriculum mapping**

- Take into consideration **students' learning needs across KLAs** at the same year level or across levels
- Develop a **horizontal or vertical curriculum map** that highlights possible **entry points** (e.g. learning and teaching strategies, themes, text structures, rhetorical functions, language items) for the implementation of RaC

- **Planning of curricula and collaborative development of learning materials**

- Planning the **English curriculum** to facilitate and enhance reading and writing skills for **non-language subjects**
- Working on the **scheme of work** of English Language to **incorporate language skills and features** needed for non-language subjects

# Collaboration among KLAs

- **Conduct of cross-curricular projects**

- Small-scale cross-curricular projects:

Subjects	Suggested Ideas
English + Mathematics	Conduct a <a href="#">survey</a> , e.g. to find out the favourite extra-curricular activities of S1 students and present the findings in the form of <a href="#">statistical presentation</a> and <a href="#">oral presentation</a> .
English + Geography	<a href="#">Describe</a> the <a href="#">land use</a> in the district where the school is located and <a href="#">suggest</a> alternative uses of the land.
English + Computer Literacy	Use of <a href="#">apps</a> (e.g. “Explain Everything”, “Book Creator”) to produce English <a href="#">digital multimodal texts</a> .

# Collaboration among KLAs

- **Conduct of cross-curricular projects**

- Large-scale cross-curricular projects:
- Collaboration of several KLAs on one project

## Example: A project on a school tour to the Mainland

### History:

Students study the history of the place.

### Geography:

Students read the map of the place and plan the tour.

### Mathematics & Computer Literacy:

Students prepare a statistical presentation.

### English:

Students present their findings in English.

## 6. Generate short-term wins

Visibly relate the change effort to the wins



Communicate progress supported by evidence



Praise actions that support the change timely



GOOD  
THINGS  
TAKE  
TIME



## 7. Build on the change

## 8. Make the change stick

KEEP  
MOVING  
FORWARD

- **Be relentless** with initiating changes until the vision becomes a reality
- **Review the effectiveness** of the strategies and make necessary adjustments for better results and a sustainable change

“  
• evaluate the effectiveness of the school English Language curriculum through **collecting and analysing assessment data and stakeholders' views**, which provides feedback on curriculum planning and learning/teaching strategies for the betterment of student learning  
• **review and adjust deployment** of English panel members and provide them with regular feedback through **performance appraisal**

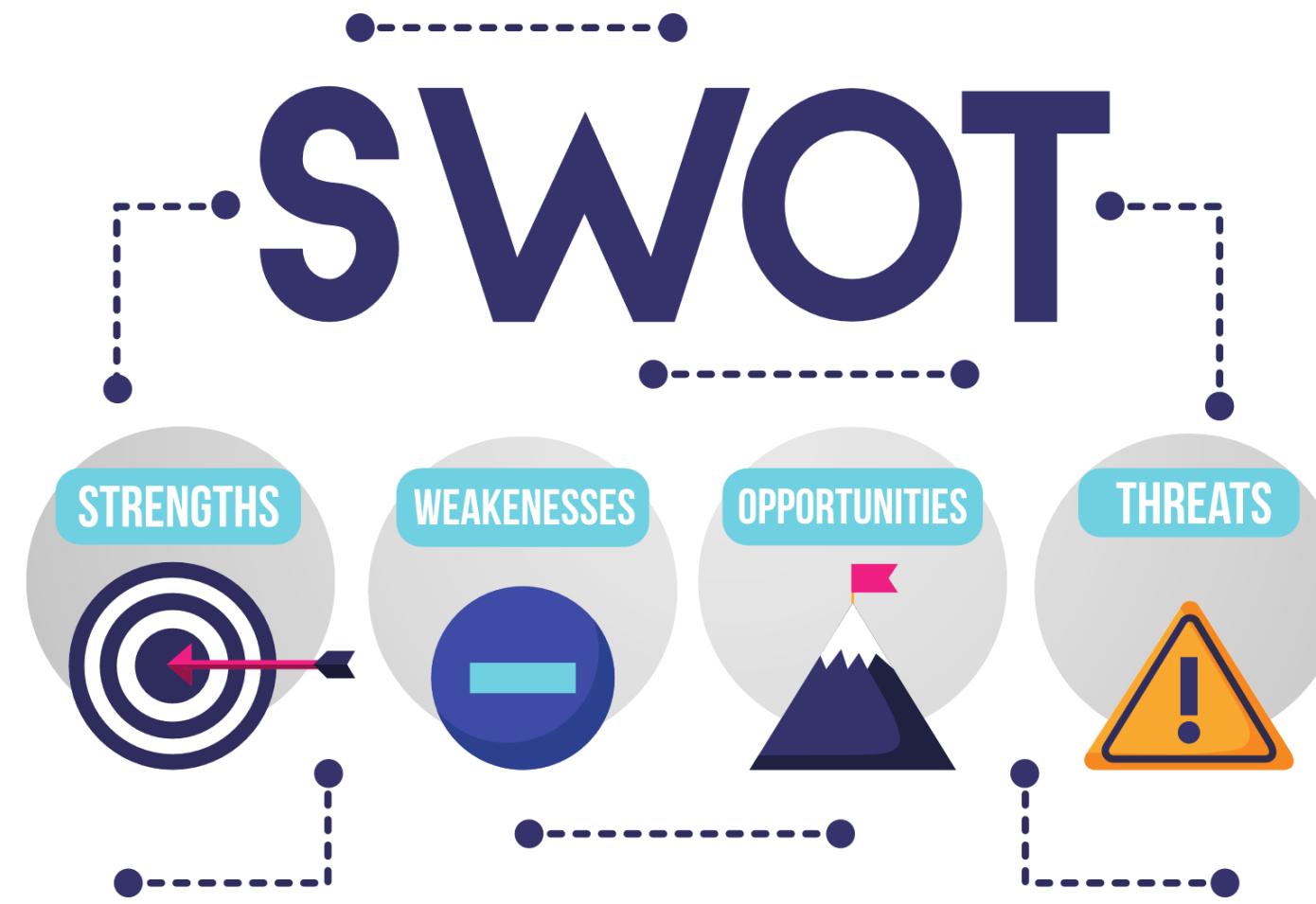
## KOTTER'S 8-STEP CHANGE MODEL

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1. Establish a sense of urgency
2. Create a guiding coalition
3. Develop a vision and strategy
4. Communicate the vision and strategy
5. Empower action
6. Generate short-term wins
7. Build on the change
8. Make the change stick



To critically analyse the current situation of your school, we can conduct a SWOT analysis, which needs to be:

- holistic
- specific

## KOTTER'S 8-STEP CHANGE MODEL

CREATING A  
CLIMATE  
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1. Establish a sense of urgency
2. Create a guiding coalition
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# HOLISTIC – covering different levels

## Strengths

- NSE has been incorporated at different levels of our school

English Language curriculum.

Revised

## Strengths

- School highly prioritises the incorporation of NE and NSE into the school curriculum. (one of the MCs)
- Through holistic curriculum planning, teachers are able to integrate elements of NSE into the school English Language curriculum in an organic manner.
- Students are engaged in diversified experiential life-wide learning activities outside the classroom related to NSE.



# SPECIFIC – supported by evidence

## Weakness

- Teachers lack professional knowledge to implement National Security Education.



Revised

## Weakness

- Focus inspection report, lesson observations and teachers' survey reveal that teachers mainly incorporate NE elements in the lesson but not NSE because they lack substantial understanding and awareness of the difference between the two.

## Activity 1

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English Language Education Section  
Curriculum Development Institute  
Education Bureau

To critically analyse the current situation of your school / department, conduct a SWOT analysis to plan for the implementation of Values Education (including National Education and National Security Education) at your school. Share your ideas with other teachers.

Strengths	Opportunities

**Complete the SWOT analysis to plan for the implementation of VE (particularly NE and NSE) at your school.**

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# **Integrating NSE and Other Key Curriculum Initiatives into the Secondary English Language Curriculum through Holistic Planning and Implementation**





## Share with your group members:

1. What are the current practices for implementing NSE in your school?
2. How does NSE connect with the school English Language curriculum?
3. What are the challenges of implementing NSE in your school? Any good practices?



Engaging students can be difficult since national security topics may seem abstract.

We cannot find appropriate resources. There are few resources that effectively combine English with national security from publishers, so we often need to create or adapt materials ourselves.

One challenge is time constraints. The English curriculum is already full, so integrating National Security Education requires careful planning to ensure all language objectives are met.

## Some observations:



- More schools show higher awareness of implementing NSE in the ELE KLA, including connecting the NSE elements to the relevant modules and themes in the Schemes of Work.
- Many schools still lack holistic planning and systematic implementation strategies to integrate NSE in the English Language curriculum.

Time

Resources

Student  
Engagement

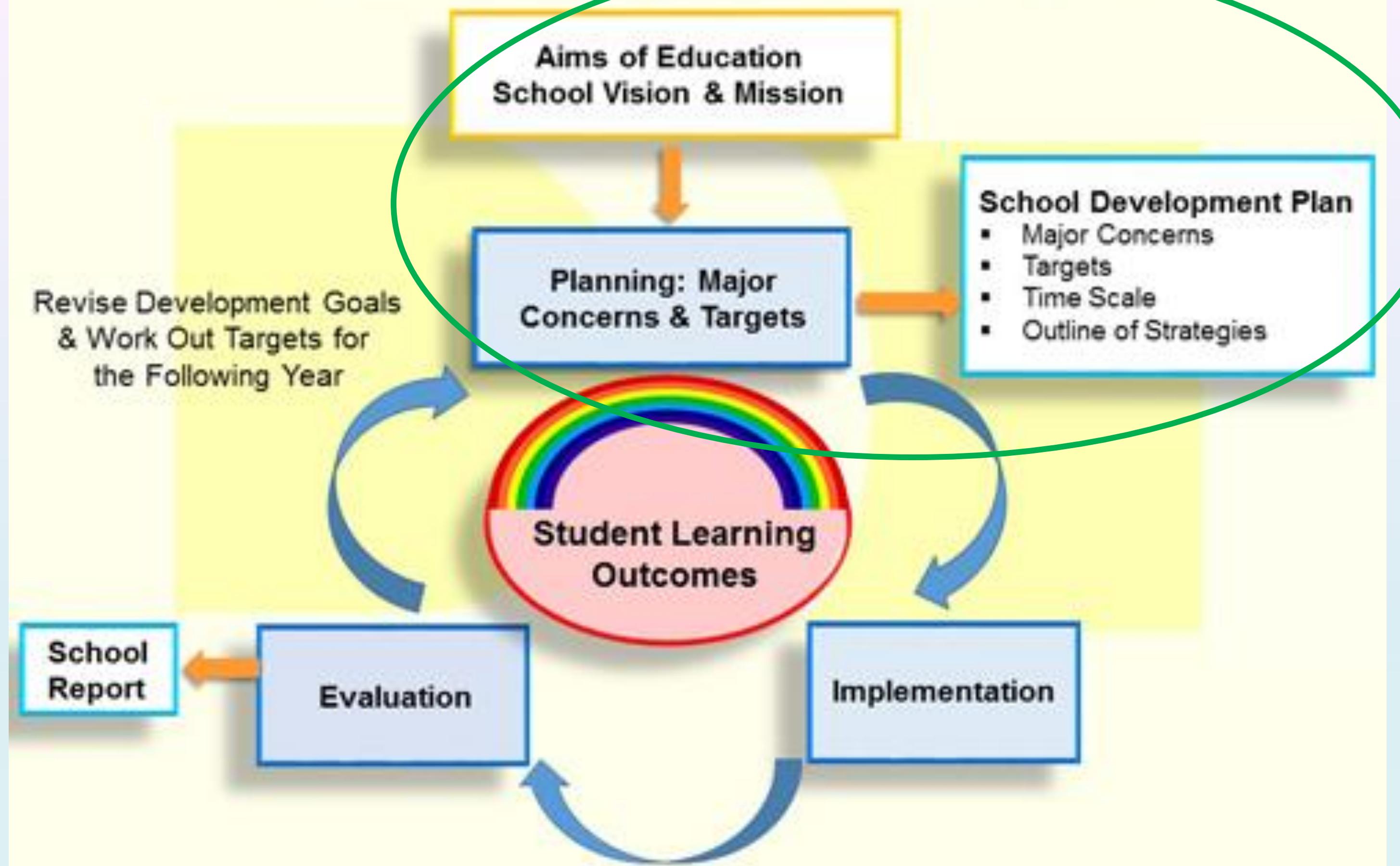
A lack of holistic  
planning



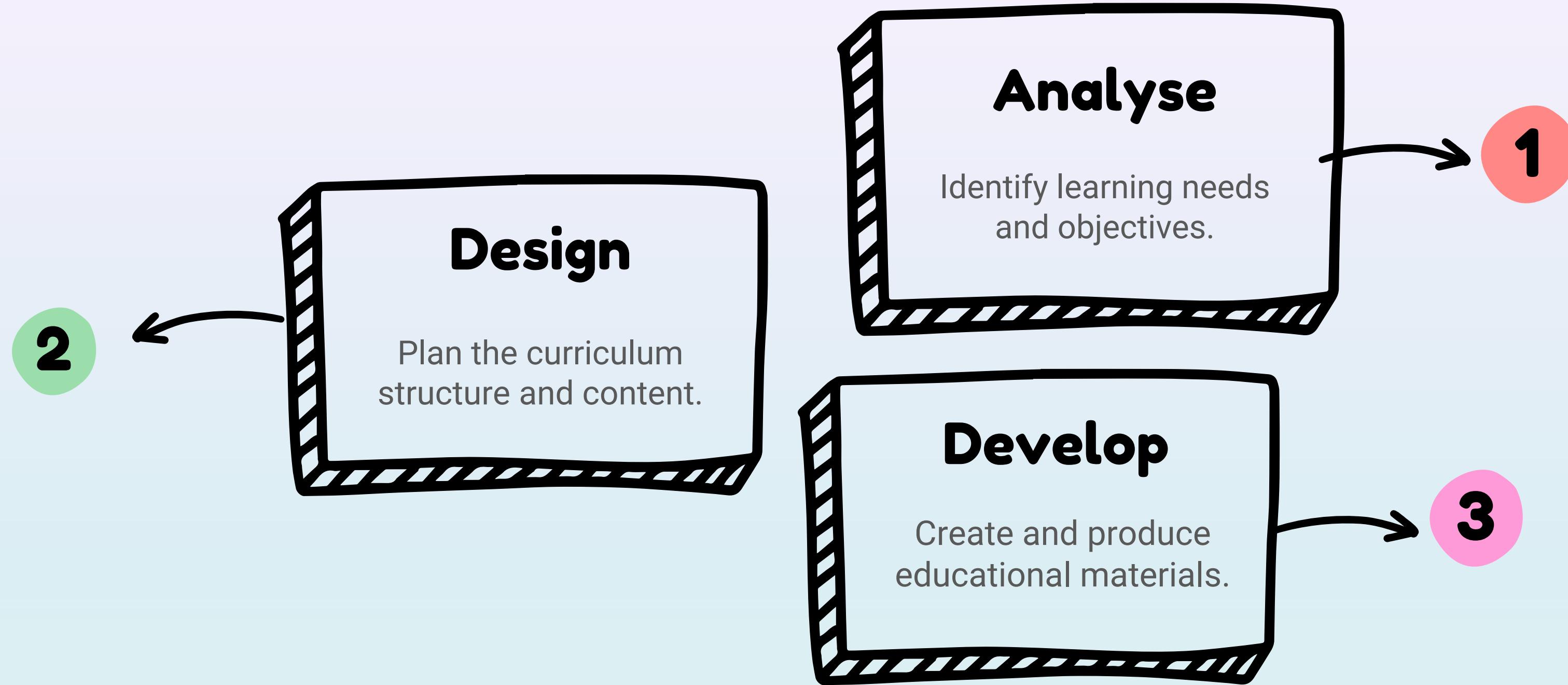
# To enrich the existing school English Language curriculum by integrating NSE elements



# School Self-Improvement Cycle



# The 3 steps of planning – ADD



# Understanding the matters

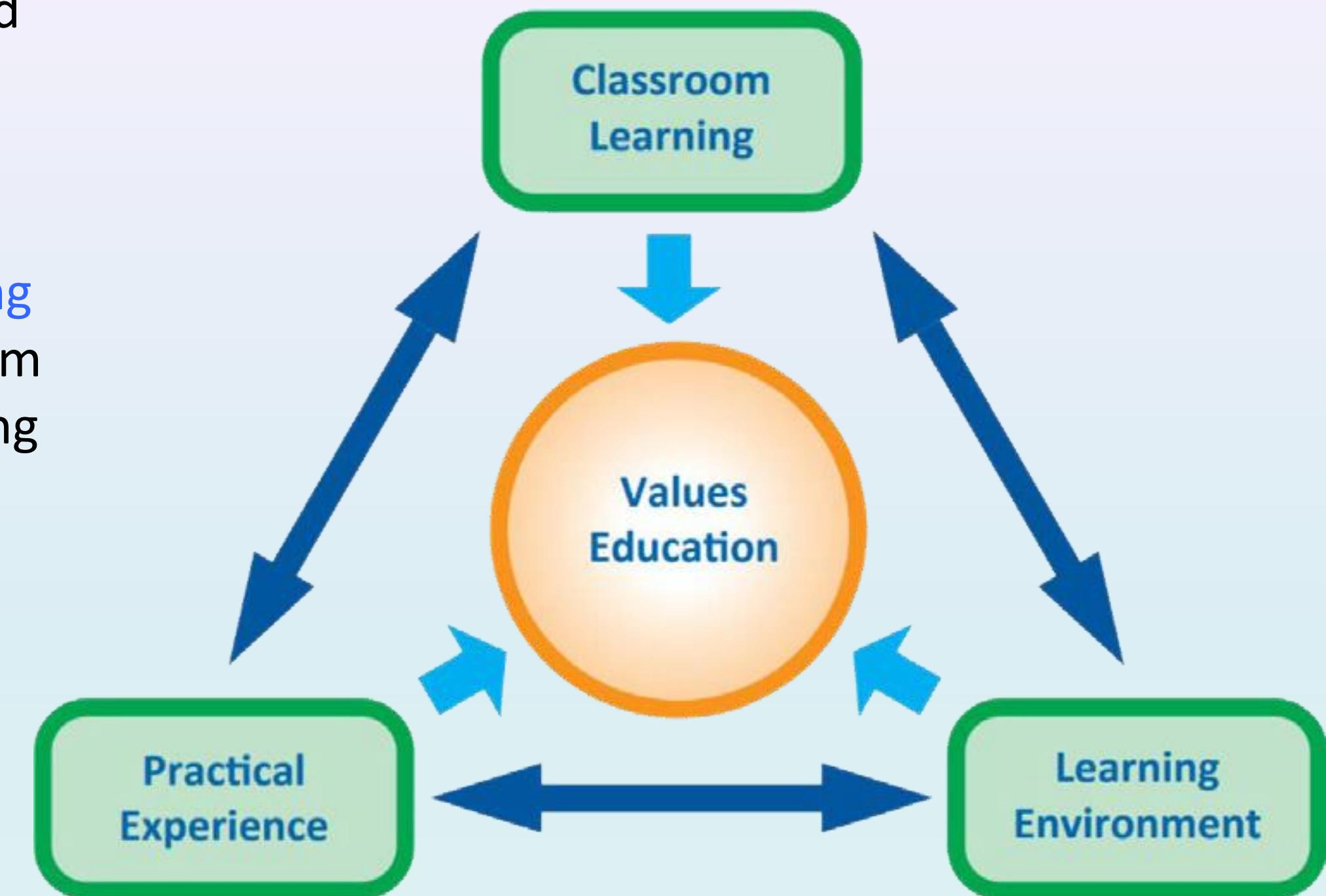
... Through careful curriculum planning, students can be provided with opportunities to explore a wealth of value-laden issues (e.g. human rights and responsibilities, sustainability, equal opportunities) in order to:

- **deepen their understanding** of positive values and attitudes from multiple perspectives and **develop their capabilities to analyse issues** in a rational and objective manner; and
- nurture their abilities to **reflect on and apply their beliefs**, including identifying, clarifying and evaluating values and attitudes in different situations, and **adopt positive values and attitudes as the guiding principles in making judgements and decisions**.



# Understanding the matters

- Connecting the twelve priority values and attitudes with the **themes** and **topics** of teaching modules/units in the English Language curriculum
- Provision of **holistic and balanced learning experiences** through integrating classroom learning, practical experience and learning environment



# Understanding the matters

## National Security Education

Personal, social, national, and global contexts

National Education

Subject Learning

Values Education Curriculum Framework (Pilot Version)(2021)

Adopting the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual coordination”, “learning within and beyond the classroom”, and “whole-school participation”.

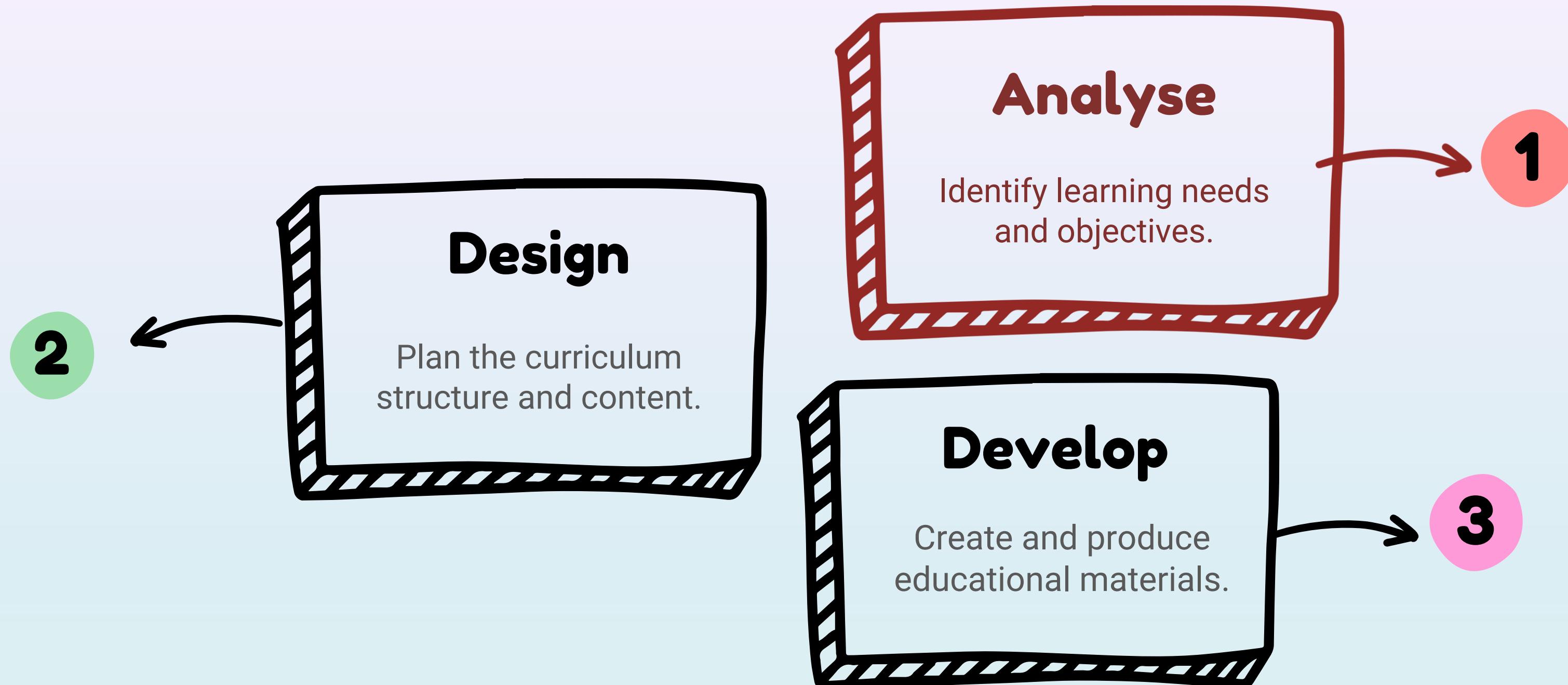
# Understanding the matters

## National Security - Twenty Major Fields



The National Security Education Day Webpage

# The 1st step of planning



## Analyse

1

 Identify learning needs and objectives related to national security education.



## Review Current Programme

### Direction

Make reference to the school context (e.g. Major Concerns).

## Identify Opportunities for Enrichment

Look for areas that can be **enhanced** or **expanded**.

3

## Integrate National Security Education (NSE)

Identify key values and topics where **NSE elements can be incorporated**.



## A School Case

### Major Concerns:

1. Develop independent learning skills, enhance language abilities, and encourage exploratory learning
2. Develop **empathy**, cultivate **gratitude**, and contribute to a **positive school culture**

### Major Emphases in the English Language subject in response to MC2

- a. Cultivate students' sense of **gratitude** and ability to show **appreciation**
- b. Foster **caring and supportive relationships** among students
- c. Strengthen students' sense of **national identity**



Review **Current Programme**  
**Direction**  
Make reference to the school context (e.g. Major Concerns).

# Enriching the existing programme plan by integrating relevant NSE elements

Identify Opportunities for Enrichment  
Look for areas that can be **enhanced** or **expanded**.

2

<b>National Security Education</b>	<p><b>The 8 strands of national security include:</b></p> <ol style="list-style-type: none"><li>1. The concept and importance of national security</li><li>2. Constitution, Basic Law and national security</li><li>3. Purposes and Principles of Enacting the National Security Law</li><li>4. Duties of the HKSAR to safeguard national security and the setup of related institutions</li><li>5. The ultimate responsibility of the Central Government to safeguard national security</li><li>6. Offences that endanger national security</li><li>7. Major domains of national security</li><li>8. The relationship between national security and human rights, freedom and the rule of law</li></ol>	<p><b>The 13 domains of national security include:</b></p> <ol style="list-style-type: none"><li>1. political security,</li><li>2. homeland security,</li><li>3. military security,</li><li>4. economic security,</li><li>5. cultural security,</li><li>6. social security,</li><li>7. technological security,</li><li>8. cyber security,</li><li>9. resource security,</li><li>10. nuclear security,</li><li>11. overseas interests security and national security domain</li><li>12. new security domain</li></ol>
<b>Priority Values</b>	<ol style="list-style-type: none"><li>1. Empathy</li><li>2. Diligence</li><li>3. Care for Others</li><li>4. Law-abidingness</li><li>5. Commitment</li><li>6. Integrity</li><li>7. Perseverance</li><li>8. Responsibility</li><li>9. Respect for Others</li><li>10. National Identity</li></ol>	

# Module: Nature and Environment

## Unit: Animal Protection

3

Integrate National Security  
Education (NSE)

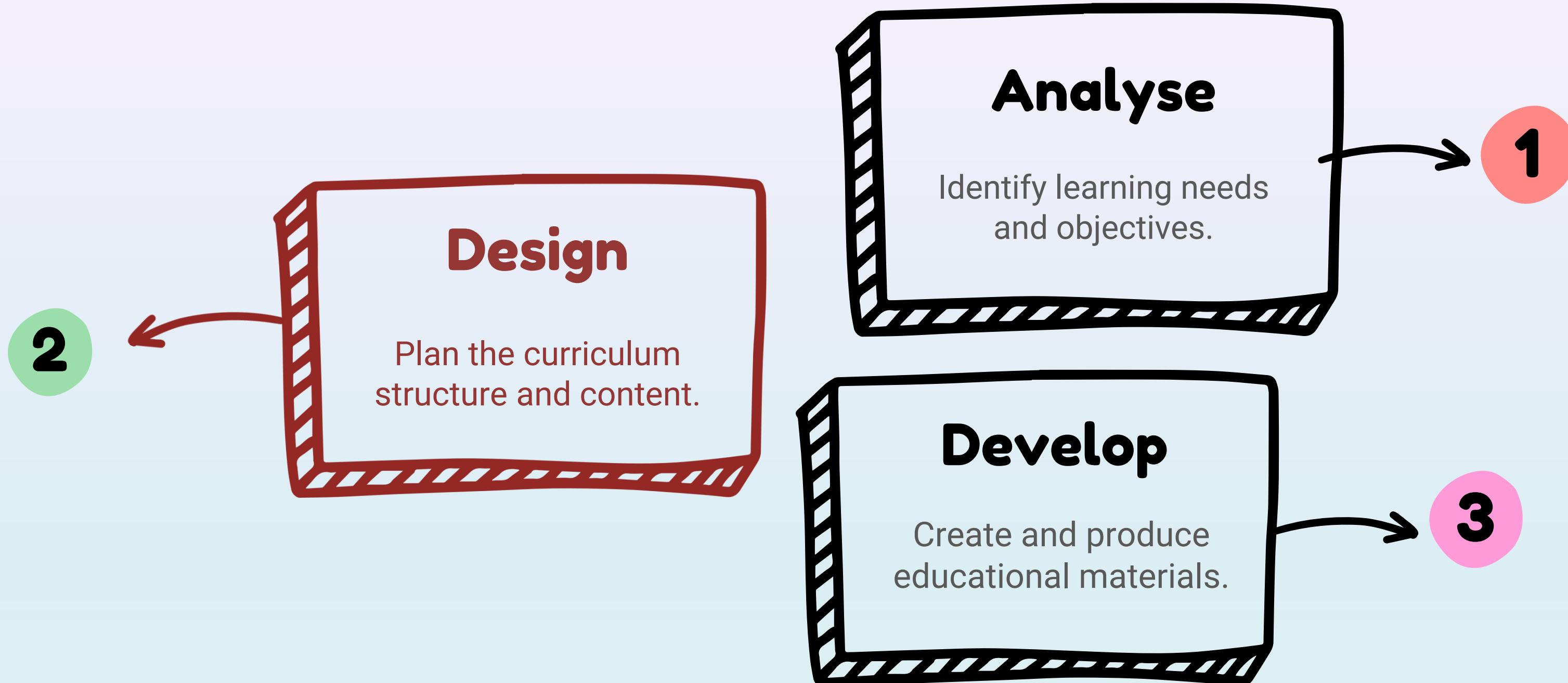
Identify key values and topics where  
NSE elements can be incorporated.

### Unit 4 : All about pets

Reading	Writing	Listening	Speaking	Grammar Items	National Security Education		Priority Values
					Standards	Domain	
<p><b>Teaching focus:</b> Unit 4: 1. A memorable experience 2. A new furry friend 3. Tucker: an amazing therapy dog</p> <p><b>Word Building</b> -Parts of animals -Caring for animals -Understanding sound words</p> <p><b>Skills:</b> -guessing the meaning of words -using the five senses</p>	<p><b>Teaching Focus:</b> P.117-121 Write a story based on given pictures</p> <p><b>Skills:</b> -Identify text type a features of a story; -Produce a story with relevant content and coherent organization</p>	<p><b>Teaching Focus:</b> P.117-121 Write a story based on given pictures</p> <p><b>Performance:</b></p> <ul style="list-style-type: none"><li>Module 2 Unit 4 P.39-43</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>Module 2 Unit 4 P.39-43</li></ul>		<p><b>Ecological Security</b></p>			9 1

Empathy

# The 2nd step of planning



## Design

2

 Plan the curriculum structure and content



### Curriculum Mapping

Align content **vertically and horizontally** to integrate relevant NSE major fields across grade levels.

### Cross-curricular collaborations

Link the learning content and **NSE elements with other subjects** .

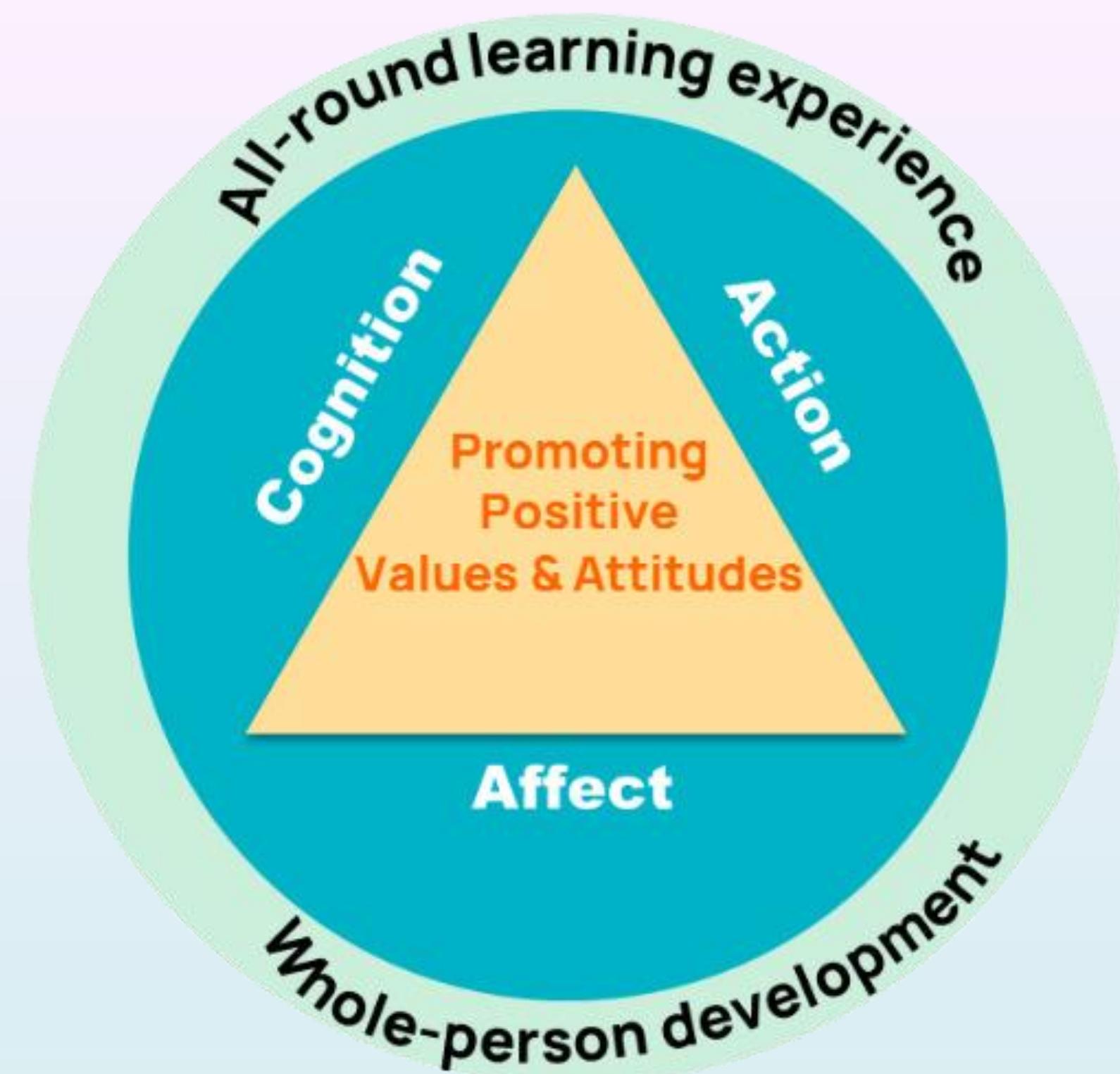


Diagram illustrating the Integration of Cognition, Affect and Action, adapted from 6A.5 'Implementation Strategies of Values Education' in Booklet 6A 'Moral and Civic Education: Towards Values Education' in Secondary Education Curriculum Guide (2017), CDI, EDB

## EXAMPLE

Cognition

Affect

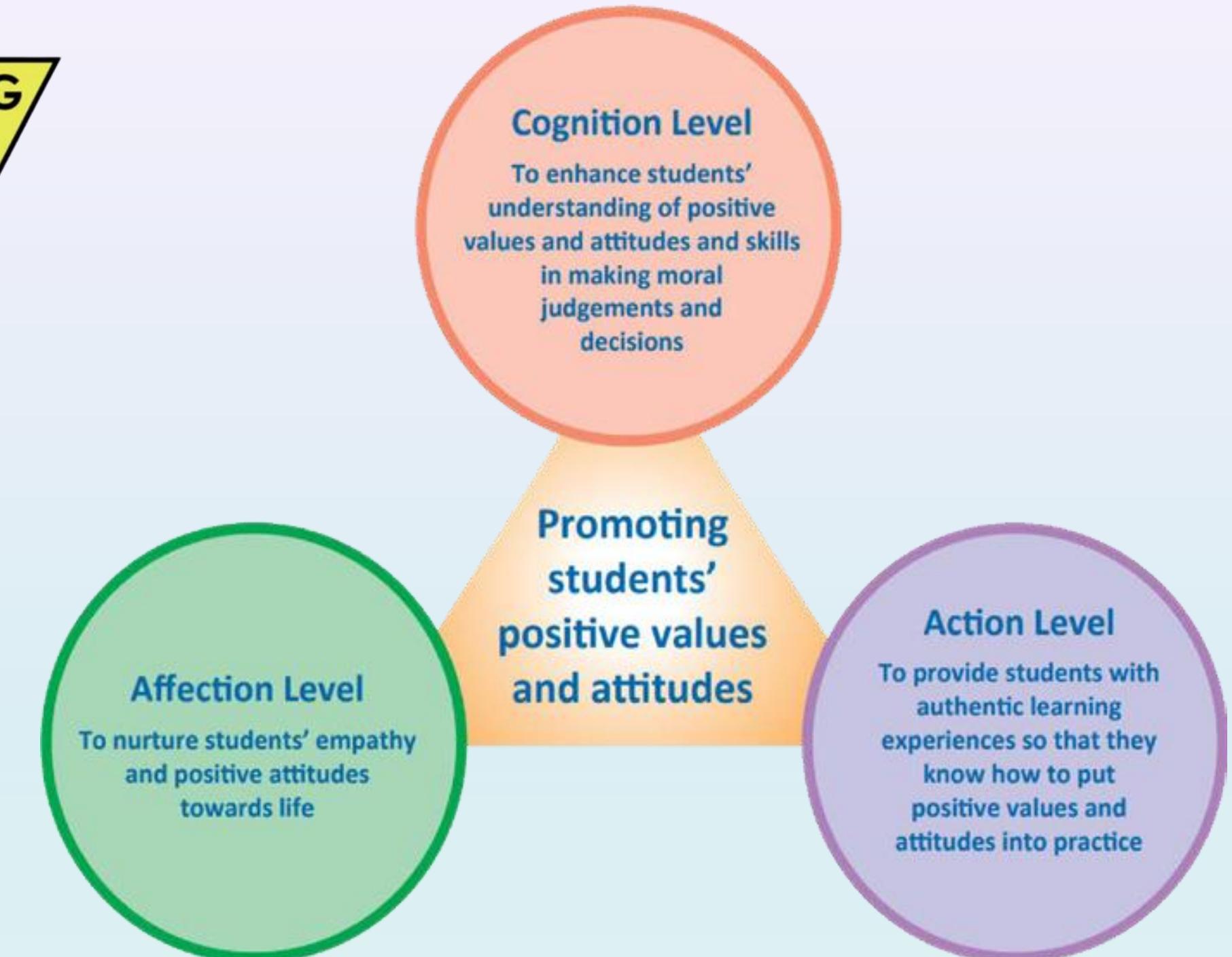
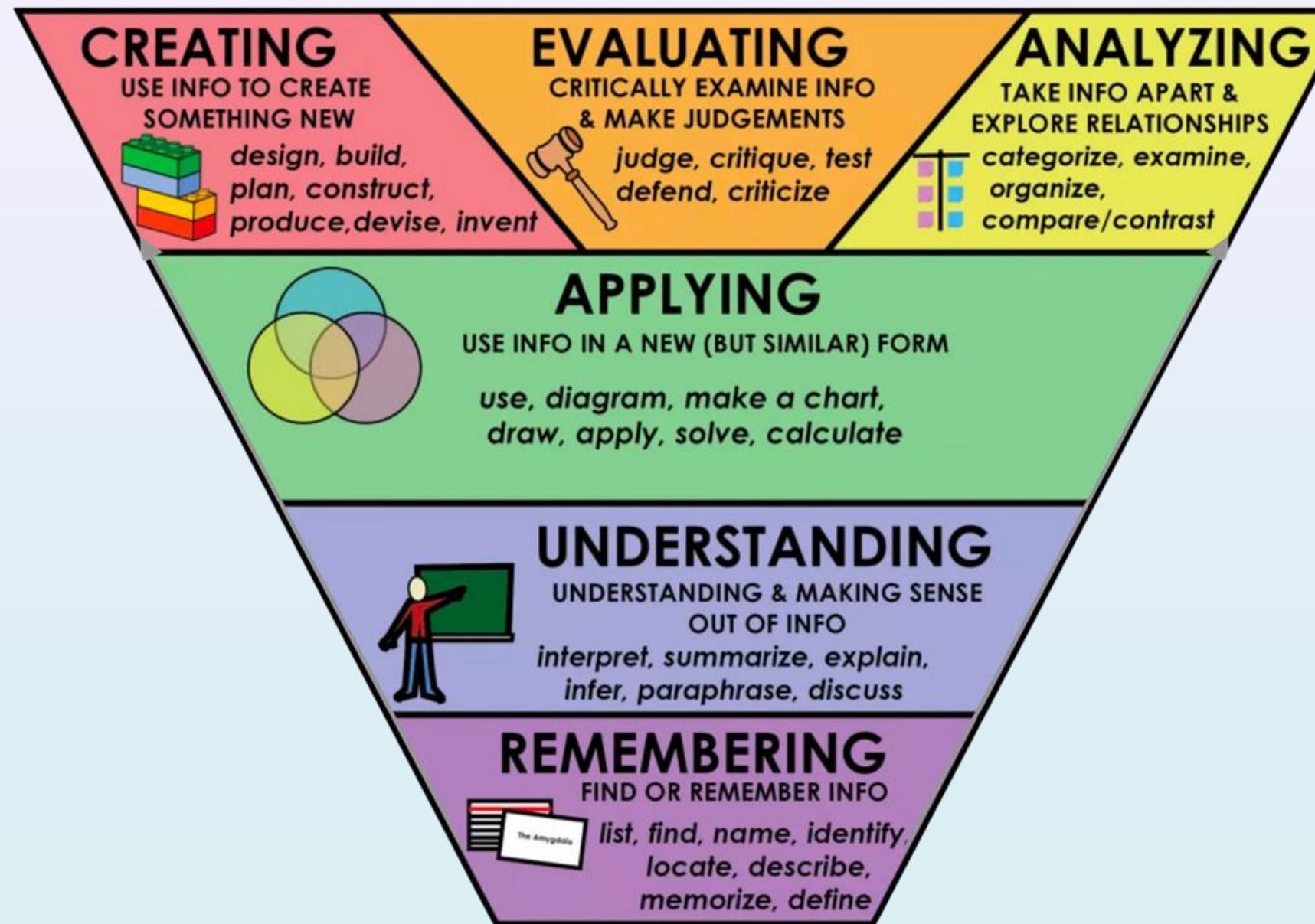
Action

## Cultural Security

1. Understanding how cultural preservation strengthens security and protects against cultural infiltration
2. Developing pride in our rich cultural heritage (traditional festivals, literature, arts, and historical landmarks) and commitment to protecting our cultural heritage from erosion and external influences
3. Addressing global challenges to cultural security and taking steps to safeguard our cultural identity in a globalised world



# Strategies for Integrating **Values Education & NSE** into the School English Language Curriculum



## Bloom's Taxonomy

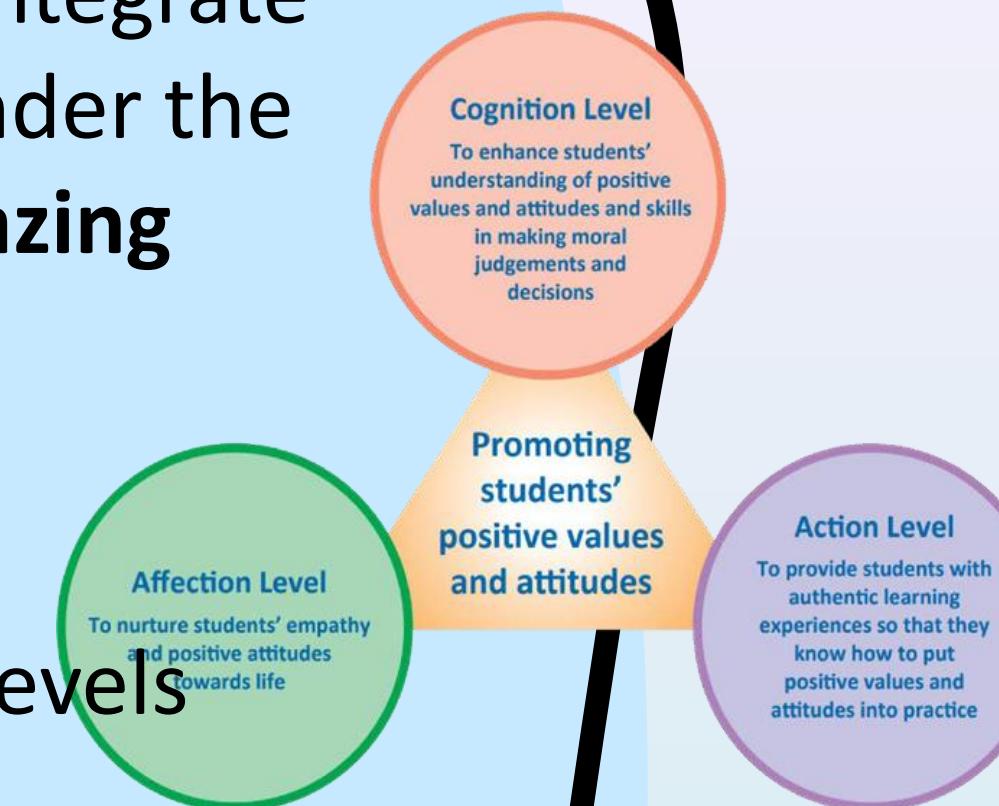
Source: Rawia Inaim

## Activity 2: Integrating **Values Education & NSE** into the School English Language Curriculum

Discuss with other teachers and come up with ideas to integrate **VE** and **NSE** into English lessons based on a given text under the module **“Wonderful Things: Successful People and Amazing Things”** for S3 students.

Please highlight the following in your discussion:

1. **VE elements** at the cognition, affection, and action levels (e.g., responsibility, empathy); and
2. **NSE elements** (e.g., cybersecurity, resource security).



# “Mars, here we come!”

## **Overview:**

This blog entry explores humanity's ongoing journey in space exploration, focusing on three key areas:

### **WOMEN IN SPACE**

Notable current astronauts like Wang Yaping and Samantha Cristoforetti are highlighted alongside historical pioneers from the 1960s.

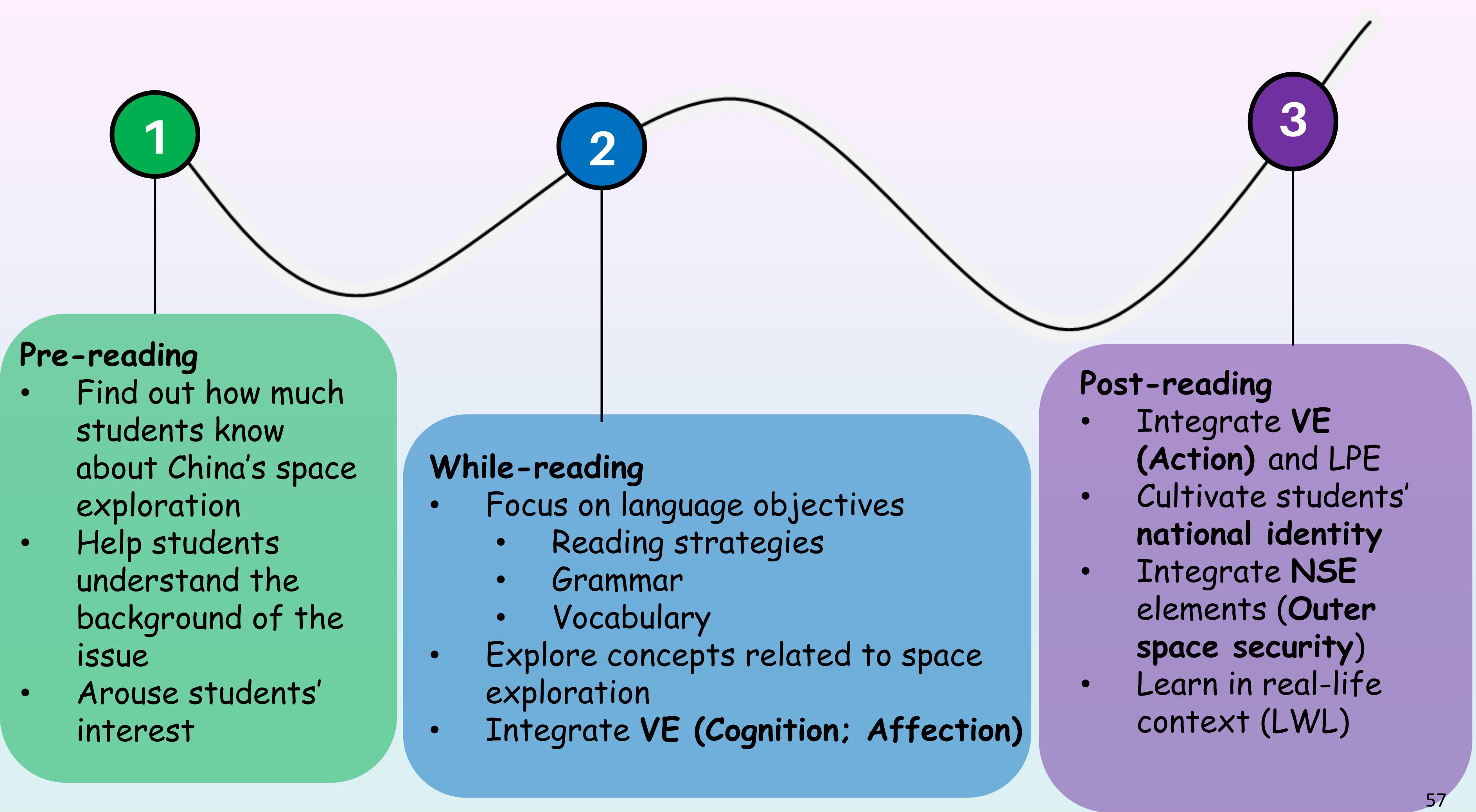
### **MARS EXPLORATION**

Current robotic missions include Perseverance and Zhurong rovers. Future plans envision human missions in the 2030s and potential colonies by the 2050s.

### **BECOMING AN ASTRONAUT**

The text discusses the competitive selection process and required qualifications for aspiring astronauts. It emphasises that it's never too late to pursue this dream, as exemplified by Wally Funk's story.

A timeline is included to show Mars mission progression from the 1960s to the 2020s.



## Pre-reading

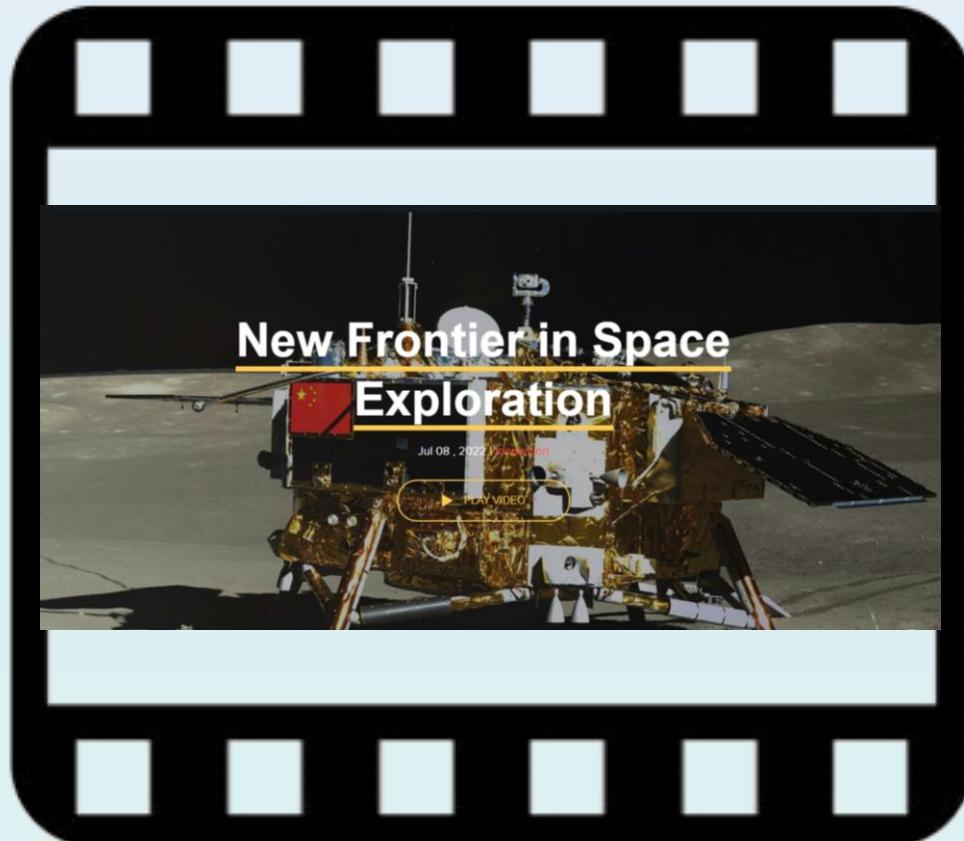
- Find out how much students know about China's space exploration
- Help students understand the background of the issue
- Arouse students' interest



How many astronauts has our country sent to space?

What do you think are the strengths of China's space exploration project?

What are some milestones of China's space exploration?



Watch a video on  
“New Frontier in Space Exploration”  
to arouse students' interest

## While-reading

- Focus on language objectives
  - Reading strategies
  - Grammar
  - Vocabulary
- Explore concepts related to space exploration
- Integrate VE (Cognition; Affection)

## Language Objectives

### Reading skills:

- Identifying the main idea
- Analysing texts to identify intended audience and writers' attitudes

### Grammar:

- Use of tenses
- Function and form of present participles

### Vocabulary building skills:

- Working out meaning of unfamiliar words by making use of contextual clues / identifying meaningful chunks

## Content Objectives:

Explore concepts related to space exploration

- Skills needed to be an astronaut
- "Mars generation"
- Achievements of "Zhurong", the Chinese rover

### VE (Cognition): enhance students' understanding of "perseverance"

What kind of person is Wally Funk?

For example, from a pool of 12 000 candidates, NASA might select just 10 or 20 new astronauts, who then receive years of demanding training. That's what blows my mind about these people – their strong determination. There's always hope, though: at age 82, Wally Funk finally took a flight into space – becoming the oldest woman ever to do so. It's never too late to chase the dream of space travel!

### VE (Affection): nurture students' empathy and positive attitudes towards life

Watch a video about training received by potential astronauts to understand the courage and determination needed for them to overcome the challenges

## Post-reading

- Integrate VE (Action) and LPE
- Cultivate students' national identity
- Integrate NSE elements organically (Outer space security)
- Learn in real-life context (LWL)

**VE (Action): to provide students with authentic learning experiences so that they know how to put proper values and attitudes into practice**

## An Example of Student Activity: Dare to dream it! Work to achieve it!

Explore career aspiration

Engage in self-reflection to understand their own personal qualities

Set goals and make plans for self-improvement in pursuit of their dream job

Set the plans in motion by keeping a log of their effort and determination in following through their plans

Share their progress and celebrate their effort

## Post-reading

- Integrate VE (Action) and LPE
- Cultivate students' national identity
- Integrate NSE elements organically (Outer space security)
- Learn in real-life context (LWL)

## Integrating NSE elements into English language learning – **Cognition**

A visit to the Hong Kong Space Museum

News reading

Class discussion / students' presentation

To explore the development of space exploration and space technology



Teacher introduces a news article “*Hong Kong's first astronaut to join Chinese space programme, national agency confirms*” to learn more about Hong Kong's participation in national space exploration

Teacher leads a class discussion / invites students to make presentation on the following topics:

- Why do different countries put so much resources into space exploration?
- Why is space exploration important and beneficial to our country?
- How can young people in Hong Kong contribute to the national space exploration?

## Post-reading

- Integrate VE (Action) and LPE
- Cultivate students' national identity
- Integrate NSE elements organically (Outer space security)
- Learn in real-life context (LWL)

## Integrating NSE elements into English language learning - **Affection**

**Objective:** Cultivate pride in China's achievements in space exploration and appreciation for the importance of outer space security.



### Activity: Astronaut Diaries – Life in Space

Students imagine themselves as astronauts on a space mission and write a short personal diary entry reflecting on:

- the **pride** of representing their country in space exploration;
- the **challenges and responsibilities** of ensuring the peaceful and secure use of outer space.

To build emotional connection to the text and China's advancements in space exploration & help students envision their role in contributing to national pride and global peace in space.

## Post-reading

- Integrate VE (Action) and LPE
- Cultivate students' national identity
- Integrate NSE elements organically (Outer space security)
- Learn in real-life context (LWL)

## Integrating NSE elements into English language learning - **Action**

**Objective:** Inspire students to take action in advocating for peaceful and sustainable use of outer space.



### Activity: Space Security Poster Campaign

Students design creative posters advocating for the peaceful and responsible use of outer space.

Their posters should:

- highlight **key challenges** in outer space security (e.g., space debris, satellite protection, international cooperation);
- emphasise **China's role in promoting peaceful space exploration**;
- include a slogan (e.g. "Protect Our Shared Space" or "Outer Space for All Humanity.")

To encourage students to think critically about global space security challenges and empower them to communicate the importance of responsible space exploration.

## EXAMPLE

# Cross-Curricular Collaboration

Cross-curricular collaborations  
Link the learning content and **NSE**  
elements with other subjects .

2

1. Identify key NSE major fields and learning outcomes to address students' **cognitive, affective, and action-oriented** learning needs.
2. Identify subject-specific skills, themes, and prior knowledge; recognise how different KLAs can address related themes.
3. Align NSE themes across subjects within the same grade level (horizontal integration).

**EXAMPLE**

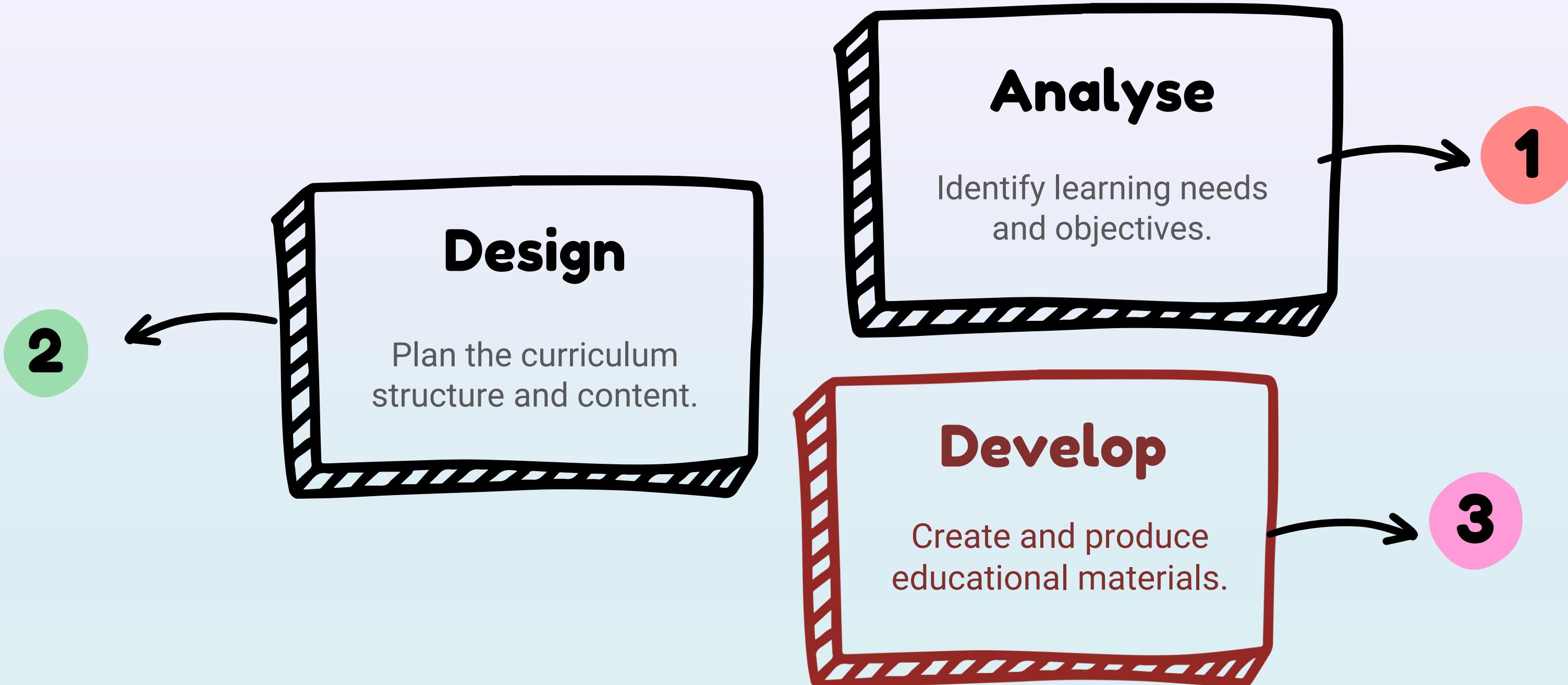
# Wonderful Things: Successful People and Amazing Things

Cross-curricular collaborations  
Link the learning content and **NSE**  
elements with other subjects.



KLA/Subject	Learning Content/Outcome	NSE Major Fields and Values
English	Analyse space-related texts and videos about peaceful exploration and global cooperation.	<b>Cognition</b>  <b>NSE Major Fields</b> 1. Outer Space Security 2. Science and Technology Security
PSHE (Personal, Social & H Education)	Study the timeline of space exploration, including key events like China's achievements. Cultivate pride in our country's achievements through multimodal tasks.	<b>Affection</b>  <b>Values</b> 1. National Identity 2. Perseverance 3. Diligence
Arts	Create visual campaigns (e.g., posters, infographics) advocating for sustainable space exploration.	<b>Action</b>

# The 3rd step of planning





Module: Cultures of the World

Unit: Travelling and Visiting

Grade Level: S1

Text: A blog post about an upcoming weekend outing

“

In the morning, we are going to visit **Kat Hing Wai**, the famous **walled village**. People have been living there for over five hundred years. I’m sure Ella will enjoy it since she’s a history fan. I think the next stop will interest me more – the street art in nearby Kam Tin Mural Village. Local students have been covering its walls with spectacular murals since a few years ago. I’ll take lots of photos there, I’m sure!

”

## Walled Villages

### Pre-viewing (Vocabulary Building)

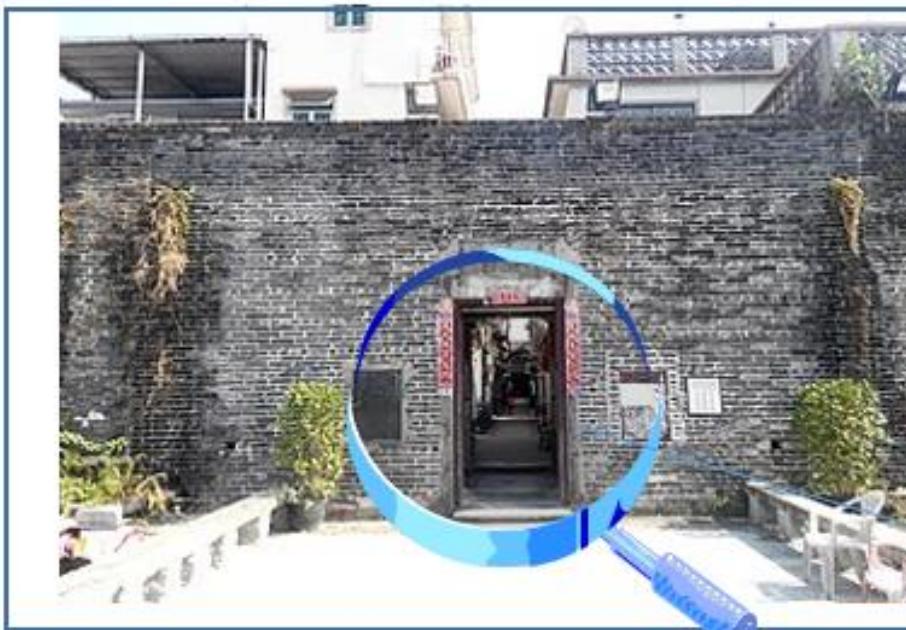
A) You are going to explore fun facts about walled villages in Hong Kong. Below is one of the well-known walled villages, Kat Hing Wai. Form compound nouns by matching words from Groups A and B and complete items 1 – 3 using the compound nouns.

#### Group A

- 1) Iron
- 2) Watch
- 3) Main

#### Group B

- a) entrance
- b) gate
- c) tower



### While-viewing (A Virtual Tour to Kat Hing Wai)

A) Watch the video of a virtual tour to Kat Hing Wai (<https://www.youtube.com/watch?v=0MM-Mfp61Ds>) (Video Time: 02:09 – 05:20). Write down what you see in the table below. Categorise them according to your five senses.

Creating a Sense of Place				
1) Taste	2) Smell	3) Sight	4) Sound	5) Touch

### Post-viewing (A Virtual Tour to Kat Hing Wai)

A) Work in pairs.

- 1) Compare your notes in Part A with your neighbour's.
- 2) Identify the similarities and differences.
- 3) Discuss which sense you use most often and which one(s) you use less frequently.  
Reflect on why that might be the case.

B) Answer the following questions with reference to the video:

- 1) How many entrances does Kat Hing Wai have? What do you think is the reason?
- 2) Describe life in the walled village. How is it different from living on flats in urban areas?
- 3) Do you like life in a walled village? Why?

B.) Read the text below to explore more about walled villages.

### The Origin of Walled Villages

1 In the 13th century, there were many pirates in the waters around Hong Kong. To protect themselves, residents began to build low walls for safety. In the early Qing Dynasty, to fight against the pirate leader Zheng Chenggong, the Qing government forced coastal residents to move inland. Even after this ban was lifted, the danger from pirates remained, so residents built high walls to protect themselves. The term "walled village" refers to residential buildings that are fortified with walls, resembling a fortress. Walled villages often appeared in wealthy areas.



2 Regarding the iron gate at the entrance, there is an interesting story. In 1899, the second year of British rule in the <sup>8</sup> Territories, the residents of Kat Hing Wai fiercely resisted British leasing, resulting in a bloody battle. The angry residents used cannons to attack and took the iron gate back to Hong Kong as a trophy. In 1924, after continuous requests from the residents, the gate's return, it was finally brought back safely. This event was turned into a movie that became quite popular in Hong Kong.

5

In larger walled villages, there is often a protective river and a bridge in front, while smaller ones may have bamboo and thorn bushes planted outside the walls to deter thieves. Some villages have ponds in front, which is believed to be good feng shui, helping to attract wealth and ward off bad luck. Feng shui is essentially a type of environmental science, as water helps regulate the temperature inside the village, keeping residents healthy. It also allows for fish and duck farming, which can improve the economy.



### Culture and Traditions



According to tradition, Poon Choi was invented during the late Song dynasty. When Mongol troops invaded Song China, the young Emperor fled to the area around Guangdong Province in China. To serve the Emperor as well as his army, the locals collected all their best available, cooked it. But there were not enough serving containers available, so they put the resulting meal in large wooden washbasins. is a traditional Cantonese festival meal made of many layers of different ingredients. It is served in large wooden, porcelain or ceramic bowls called poon, due to the communal style of consumption.

### Architecture



### Life & Culture

### History

1) Study the events below and identify the values and attitudes reflected.

Events	Values and Attitudes
a) The return of the iron gate	
b) Keeping doors open when the villagers were at home	
c) The Poon Choi dining culture	

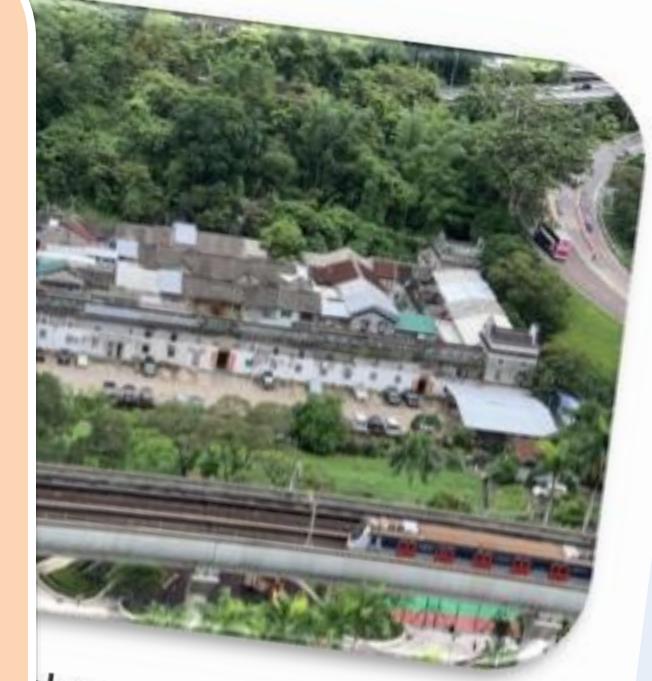
2) Which fun fact of the walled villages would you like to promote to the tourists? Explain your answer.

D.) To enrich the text, you may add more descriptions, include explanations, and enhance connections between ideas. Add elaborations to the text to help readers explore more on Kat Hing Wai.



### Creating a Blog Post

A) Research on one of the walled villages, Lai Chi Wo/Tsang Tai Uk.



**Affection:** Foster a sense of pride and emotional connection to traditional Chinese culture and history by highlighting the ingenuity, resilience, and cultural richness of walled villages as a symbol of heritage and identity.

2) People have been living there for over five hundred years...

**Action:** Inspire action to protect traditional values and cultural heritage by raising awareness of preservation challenges. Show how walled villages face threats from modernisation while highlighting practical ways to safeguard these cultural treasures.

3 December

A wonderful weekend outing to Kat Hing Wai

History



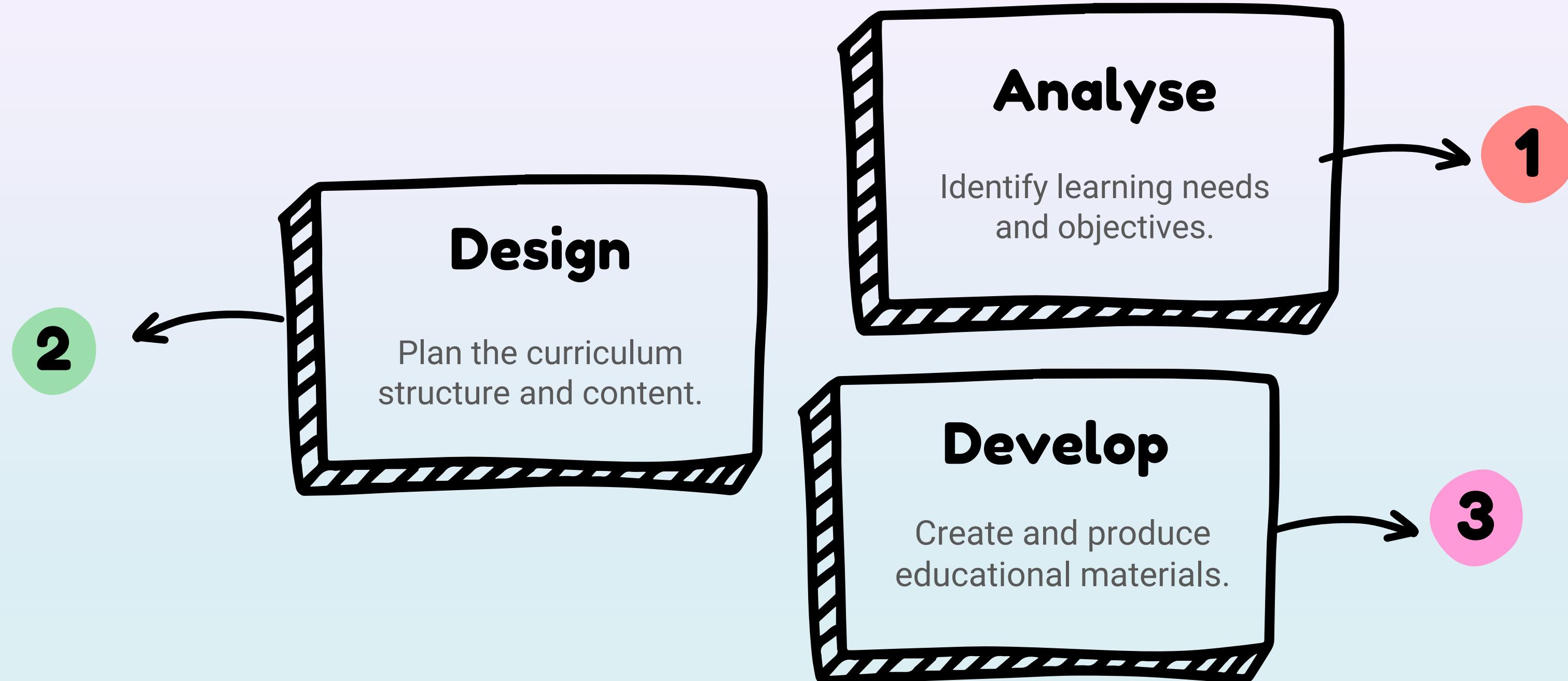
**Cognition Level**  
To enhance students' understanding of positive values and attitudes and skills in making moral judgements and decisions

**Affection Level**  
To nurture students' empathy and positive attitudes towards life

**Promoting students' positive values and attitudes**

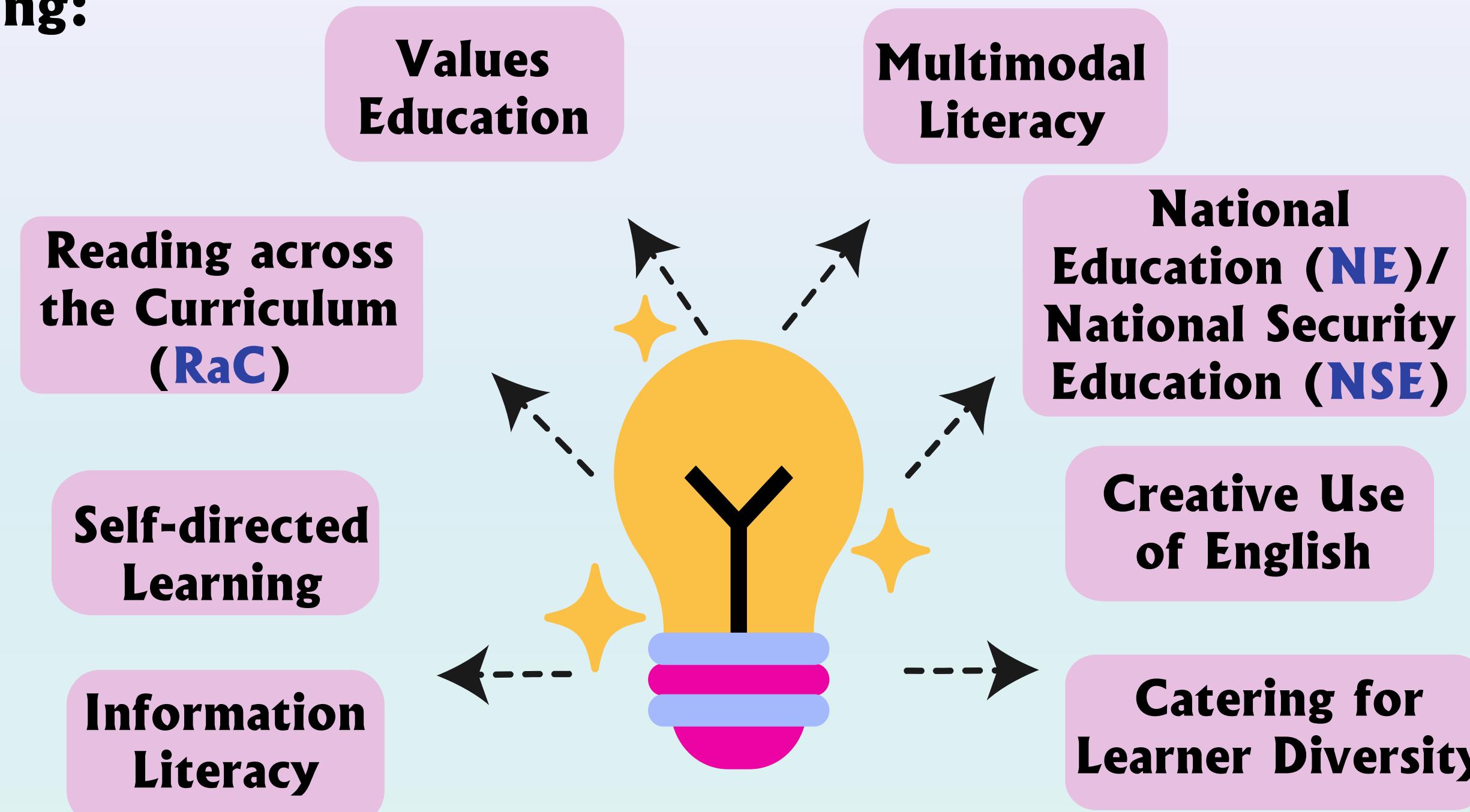
**Action Level**  
To provide students with authentic learning experiences so that they know how to put positive values and attitudes into practice

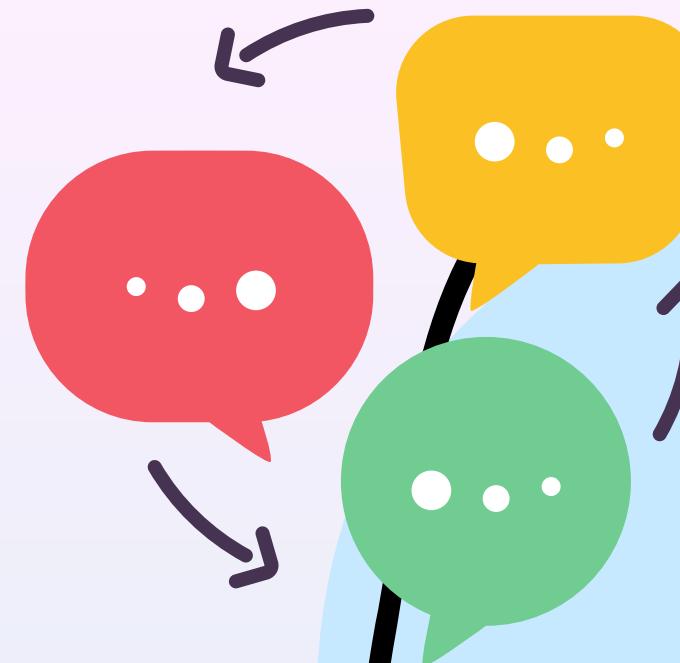
# The 3 steps of planning – ADD



# Holistic Planning

- **ADD – systematically ADD NSE elements to the existing English Language curriculum**
- **Integrate various curriculum initiatives into the lesson design, including:**





## Activity 3: Curriculum Mapping

1. Take a moment to review your subject programme plan/ SOW.
2. Look for areas that can be enhanced or expanded.
3. Identify key values and topics where NSE elements can be incorporated.
4. Add the NSE elements and define the learning outcomes.



The 12 Priority Values



The National Security  
Education Day  
Webpage



# Resource Materials

# Resource Materials on National Security Education

## Four learning tasks

### Junior Secondary Level – Presentation Slides

1	Artificial Intelligence (AI) and Our World	AI security
2	Water Issues	Resource security
Senior Secondary Level – Lesson Plans (Speaking)		
3	Enhancing the Safety of Nuclear Energy	Nuclear security
4	Ensuring Self-sufficient Food Supply	Food security



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



[https://www.edb.gov.hk/NSE\\_elesec\\_1](https://www.edb.gov.hk/NSE_elesec_1)

Module	Unit	Topic
Study, School Life and Work	Artificial Intelligence (AI)	Artificial Intelligence (AI) and Our World

## Content Objectives

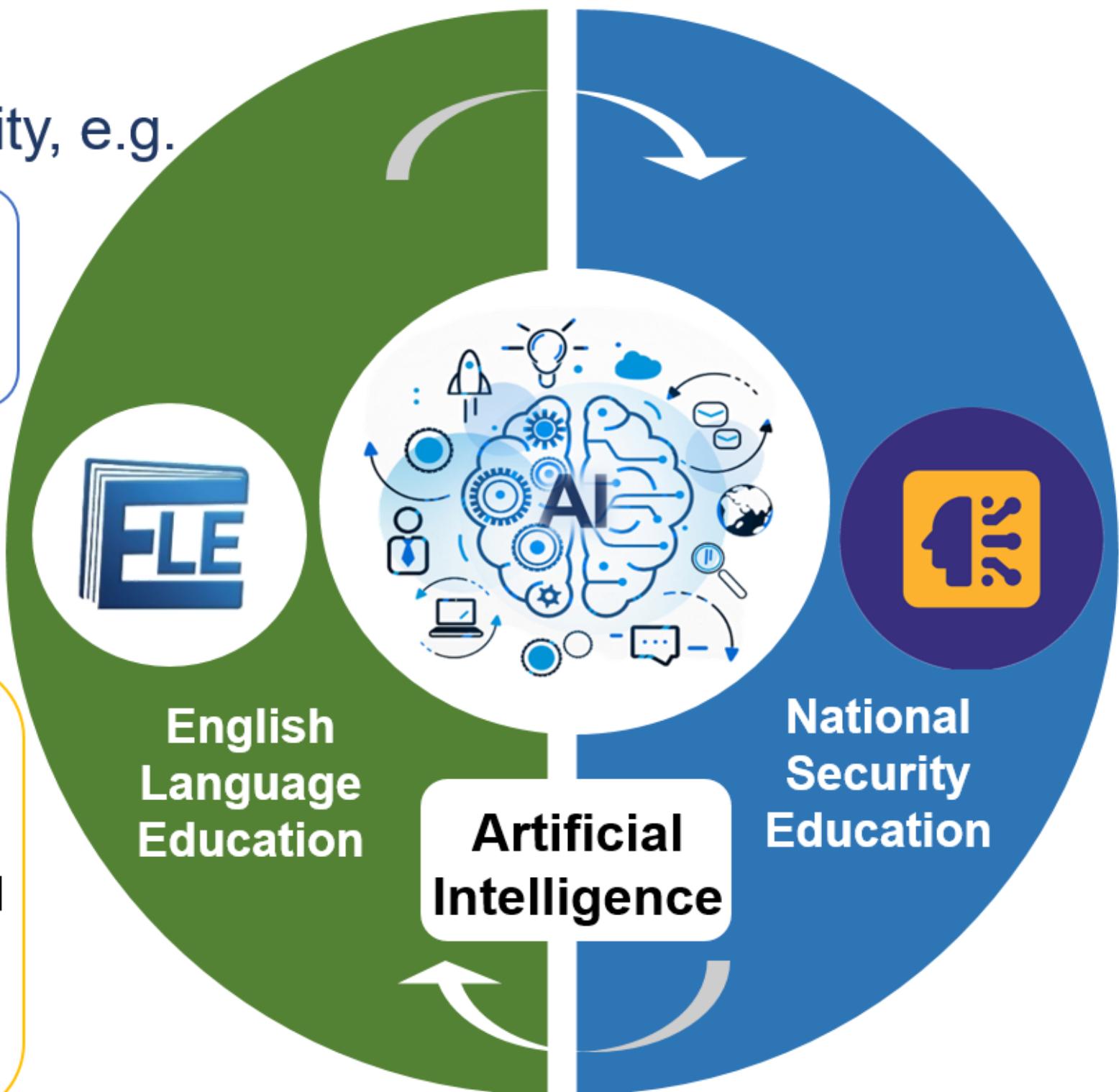
To explore concepts related to artificial intelligence (AI) security, e.g.

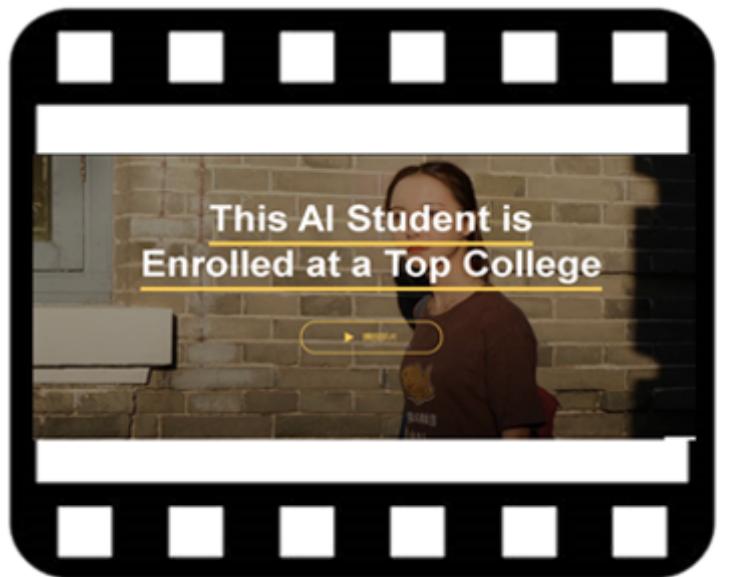
- the role of AI in our everyday life
- the integration of non-human AI students in schools/universities
- the impact of AI on future workforce

## Language Objectives

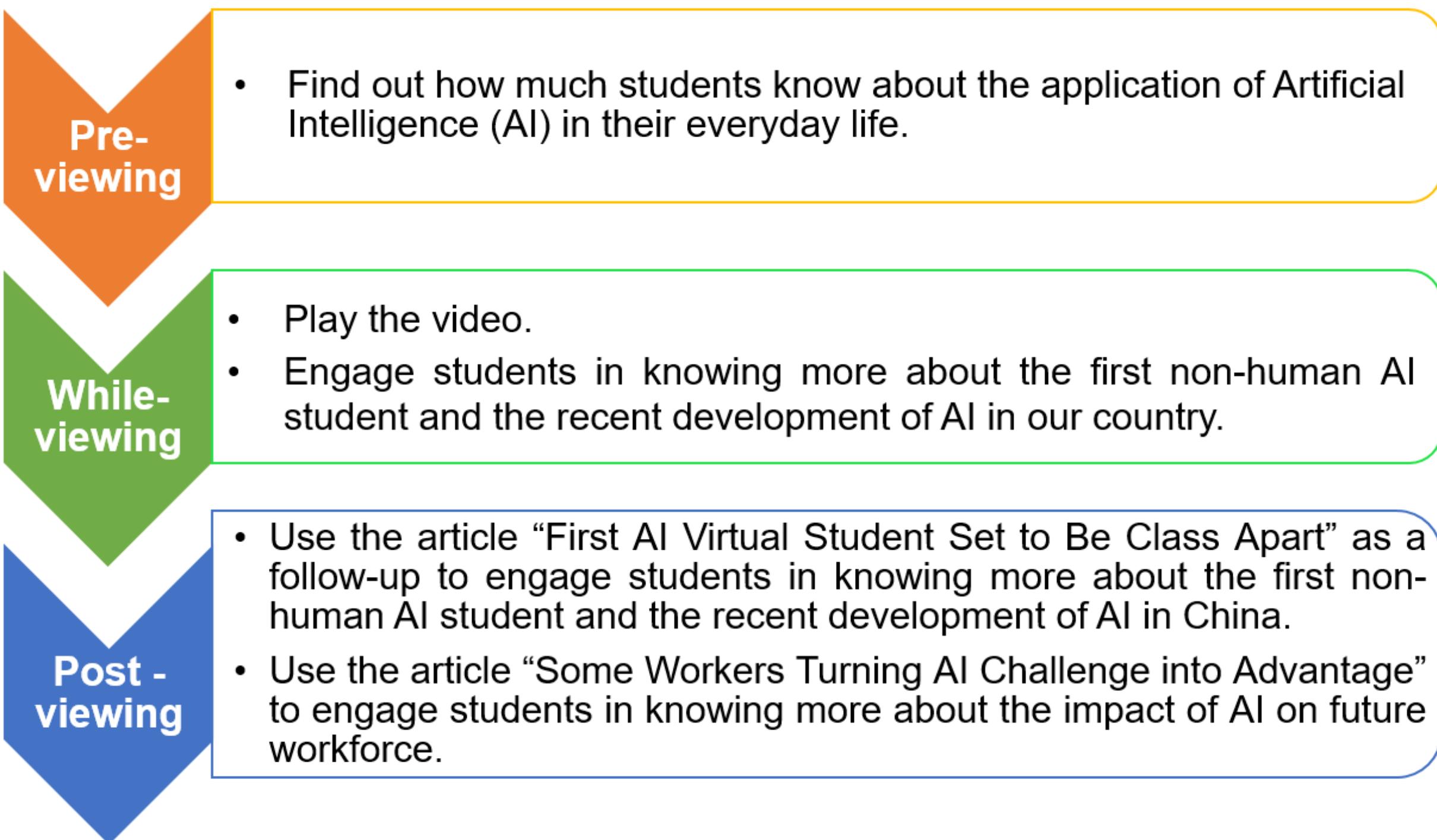
To develop language knowledge and skills, e.g.

- listening, speaking, reading/viewing and writing skills
- text structures (e.g. video, news article, timeline)
- vocabulary building strategies:
  - working out the meaning of unfamiliar words by identifying meaningful chunks/making use of semantic/visual clues
- identifying the language items used for citing and quoting the source of information

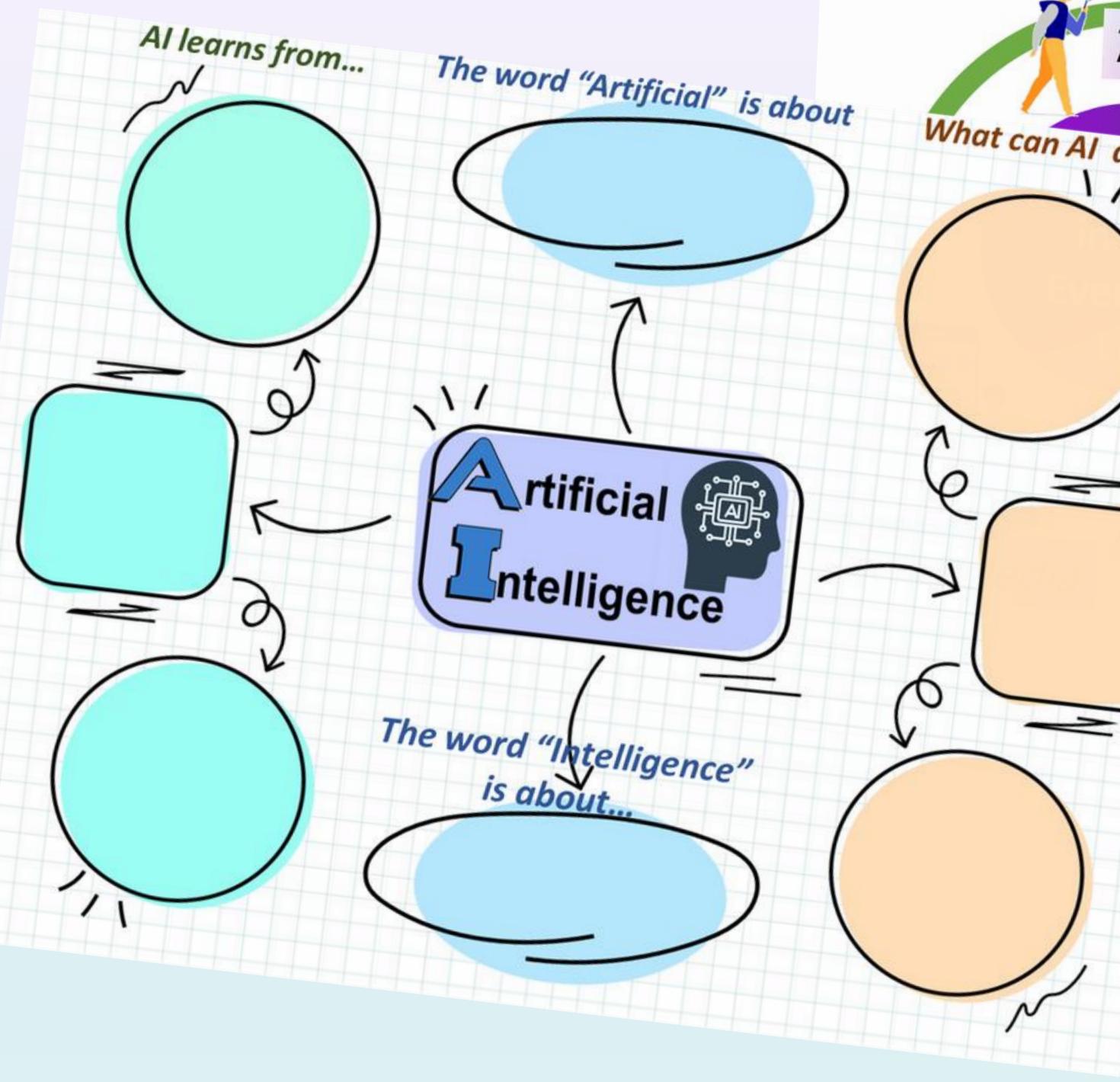




## A Video on “This AI Student is Enrolled at a Top College”



# Pre-viewing



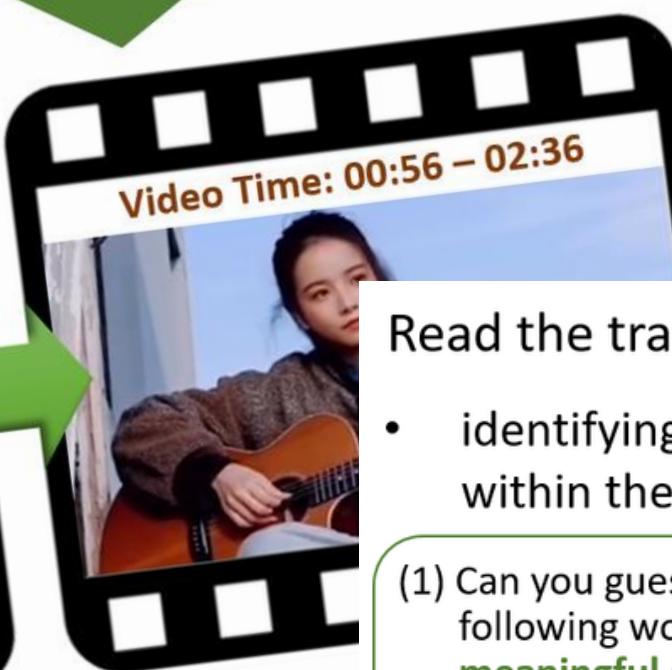
How much do you know about these tools/apps?



What can AI do for us?



## A Video on s AI Student is Enrolled at a Top College"



### While- viewing

- Play the video.
- Engage students in knowing more about the first non-human AI student and the recent development of AI in our country.

- What are the characteristics of the world's first AI news presenter?

Source: The China Current: <https://chinacurrent.com/education/23022>

- What can a student do

Read the transcript below. Without using a dictionary, try to guess the meaning of the words by:

- identifying **meaningful chunks** within the word/in the sentence

- using **semantic/visual clues** from the text (video clip)

(1) Can you guess the meaning of the following words/phrases by identifying **meaningful chunks** within the word/in the sentence?

Words/Phrases
(a) <u>unfolded</u> <u>Not/the opposite</u> <u>To bend something</u> Meaning: <u>To open/spread out something</u>

Words/Phrases
(b) <u>unveiled</u> <u>Not/the opposite</u> <u>A covering for hiding something</u> Meaning: <u>To show something to the public for the first time</u>

Words/Phrases
(c) <u>around the clock</u> Meaning: <u>All day long/non-stop</u>

## Vocabulary Building Strategies

Hi, I'm James Chau. Before The China Current, I **anchored** the news on television, interviewed world leaders, and reported on-the-ground as major events **unfolded**, which is why I was fascinated when the world's first virtual news presenter was **unveiled** in China a few years ago. He uses artificial intelligence to **mimic** people like me and our voices, lip movements, and facial expressions. The result is not completely natural. After all, nothing quite replaces a human conveying human emotion. But an AI newsreader can work **around the clock**...

(2)



Study the line "Before The China Current, I **anchored** the news on television, interviewed world leaders, and reported on-the-ground as major events..." Can you suggest another word which carries similar meaning as the word "anchored"? **"reported"**

(3a) Study the line "He uses artificial intelligence to **mimic** people like me and our voices, lip movements, and facial expressions..." Can you guess the meaning of the word "mimic"?

**To copy**

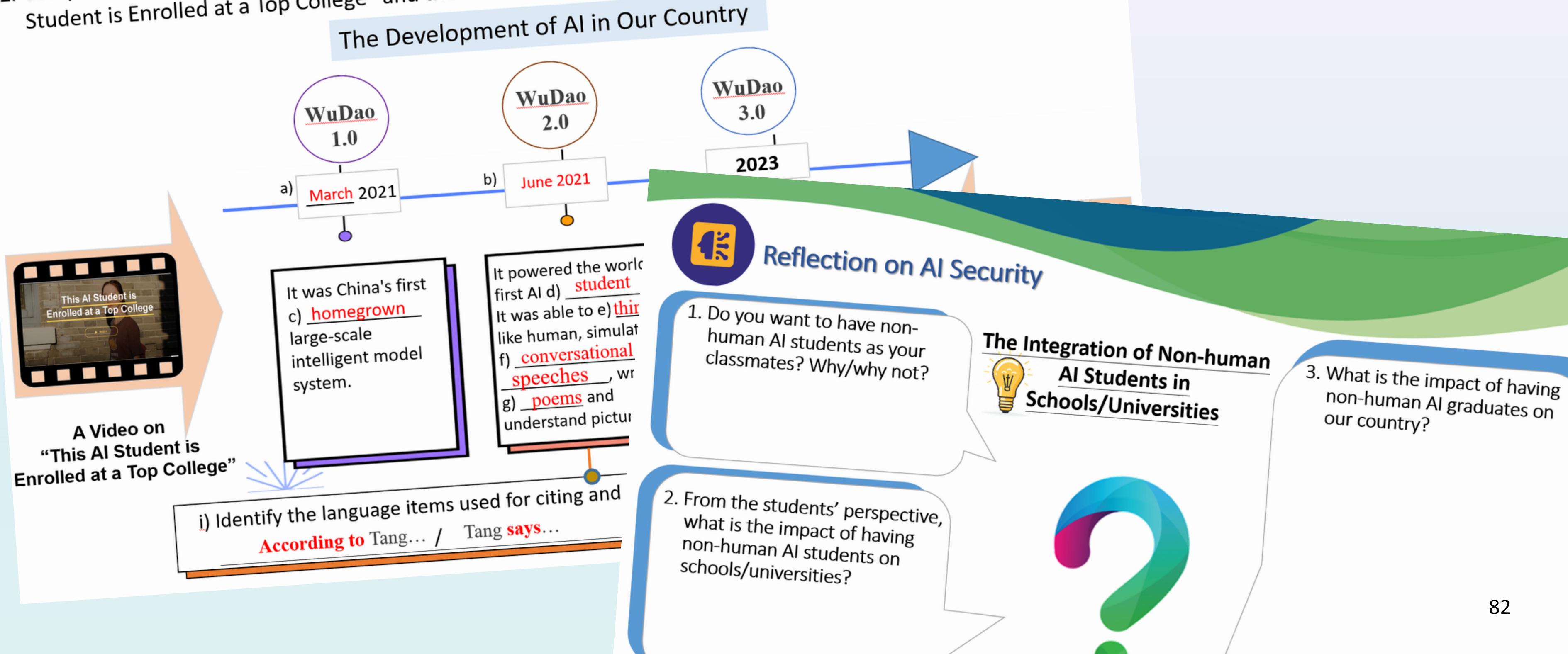
(3b) Which word can give you clues about the meaning of the word "mimic"?

**"like"**

## Post-viewing

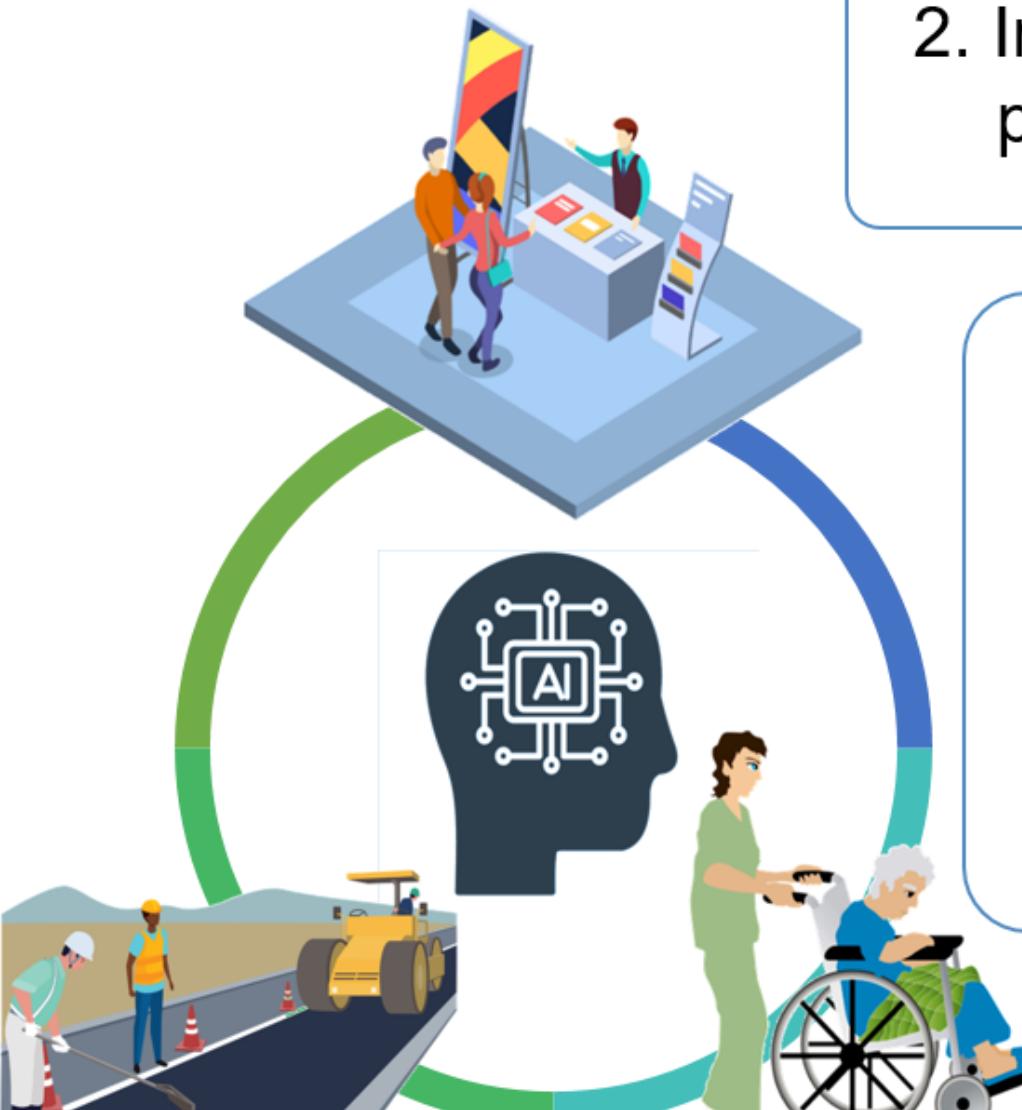
- Use the article “First AI Virtual Student Set to Be Class Apart” as a follow-up to engage students in knowing more about the first non-human AI student and the recent development of AI in China.

1. Complete the timeline of the recent development of AI in our country with reference to the video “This AI Student is Enrolled at a Top College” and the article “First AI Virtual Student Set to Be Class Apart”.



## Extended Learning Activities

1. Hong Kong has been facing the challenge of manpower shortage in different sectors (e.g. elderly homes, retail sector, construction sector) in recent years. Arrange students into groups and engage them in suggesting possible ways of making effective use of AI technology to improve the current situation.



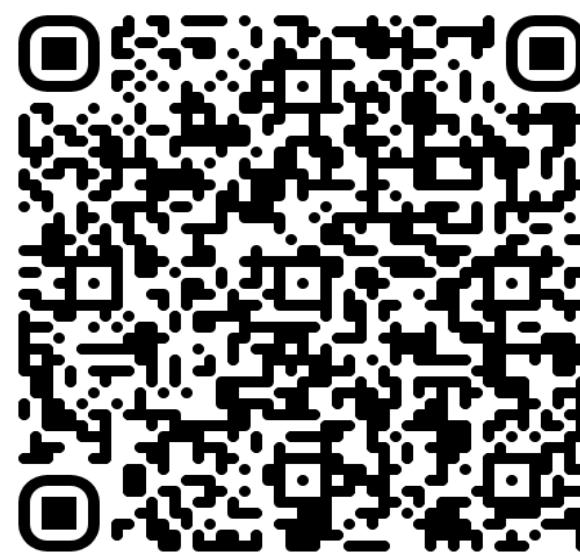
2. Invite students to present their ideas to the class. They may include photos, video clips or presentation slides in their presentation.

3. Engage students in writing a proposal on how AI can be applied to solve the problem of manpower shortage in different sectors including the following details:

- ✓ the reasons for manpower shortage in a sector facing the problem;
- ✓ job duties that can possibly be supported with the use of AI; and
- ✓ descriptions of how AI can be applied to support the sector.



Home > Curriculum Development and Support > Key Learning Areas > English Language Education > References Resources > National Security Education



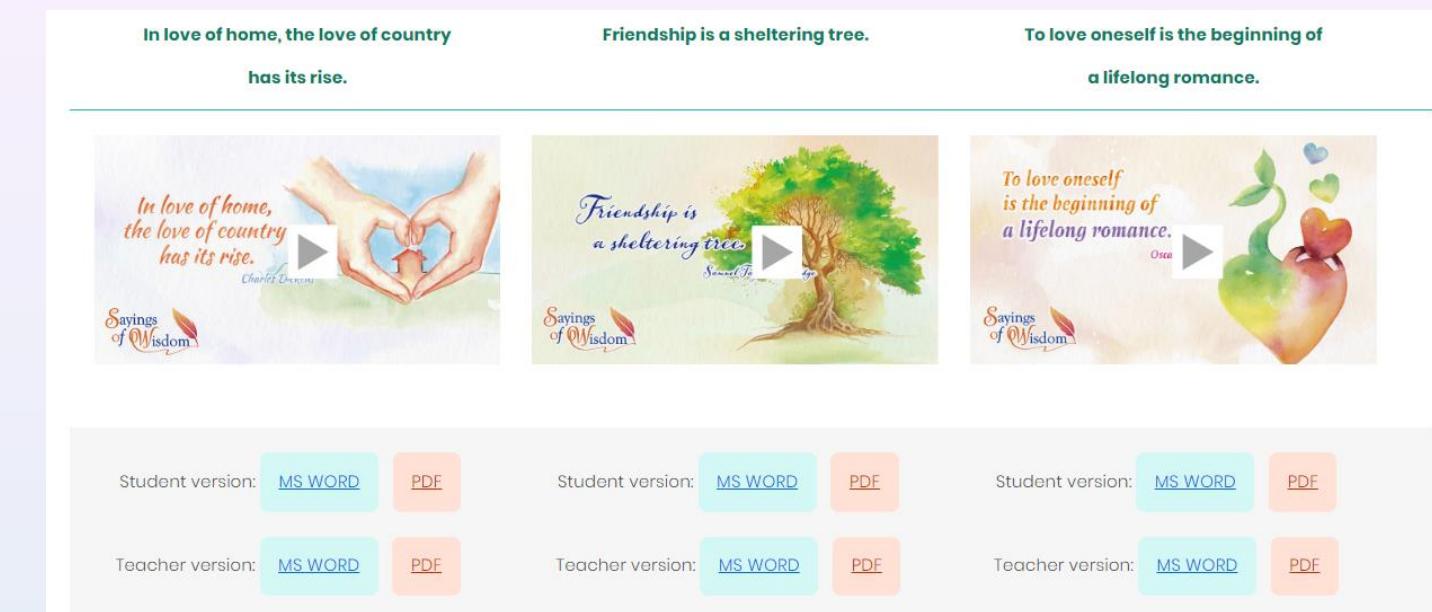
## English Language Resource Materials on National Security Education at the Secondary Level



The resource materials aim to illustrate how elements of National Security Education (NSE) can be integrated organically into and connected naturally with the learning components of the English Language curriculum. The resource materials consist of four sets covering **artificial intelligence security**, **nuclear security**, **resource security** and **food security**. A range of reading and multimodal texts are featured to help students explore different fields of national

# Animation Series “In Love We Share, In Love We Grow”

- To illustrate the overarching theme of the SOW Campaign, “In Love We Share, In Love We Grow”, and the six sub-themes (“Love Our Country”, “Love the Community”, “Love Our Family and Friends”, “Love Myself”, “Love Learning” and “Love Nature”)
- Three animated videos based on the English sayings of wisdom
- Three sets of activity sheets are developed to:
  - facilitate and complement the use of the animation series
  - engage students in interacting with and responding to the animated videos
  - enhance their viewing and multimodal literacy skills as well as cultivate their proper values and attitudes



<http://www.edb.gov.hk/VideosLG>

# Animation Series

## “In Love We Share, In Love We Grow”



### Saying

“In love of home, the love of country has its rise.”  
(Charles DICKENS)

### Sub-themes

Love Our Country  
Love the Community

### Saying

“To love oneself is the beginning of a lifelong romance.”  
(Oscar WILDE)

### Sub-themes

Love Our Family and Friends  
Love Nature

### Saying

“Friendship is a sheltering tree.”  
(Samuel Taylor COLERIDGE)

### Sub-themes

Love Myself  
Love Learning

# An example on “In love of home, the love of country has its rise” (Charles Dickens)

Animated video



<https://www.youtube.com/watch?v=aCzzz1JXpF8>

# An example on “In love of home, the love of country has its rise” (Charles Dickens)

## Activity sheet

### Pre-watching tasks

Read the paragraph below and answer the questions that follow.



As the big celebration approached, the Lee family was busy preparing their home for the festivities. “It’s time to clean up and redecorate—*out with the old, in with the new*,” said Mrs. Lee. She explained that *this tradition* symbolised getting rid of bad luck from the past year and welcoming good fortune for the coming year.

1. Based on the descriptions provided above, what festival do you think the Lee family was preparing for?

The Lee family was preparing for the Chinese New Year.

2. What does ‘*this tradition*’ refer to in the paragraph?

‘This tradition’ refers to the practice of cleaning up and redecorating the home (to get rid of bad luck from the past year and welcome good fortune for the coming year).

3. What does the phrase ‘*out with the old, in with the new*’ mean in this context?

It means removing old and possibly unlucky items, replacing them with new things to bring good luck for the new year.

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### While-watching tasks

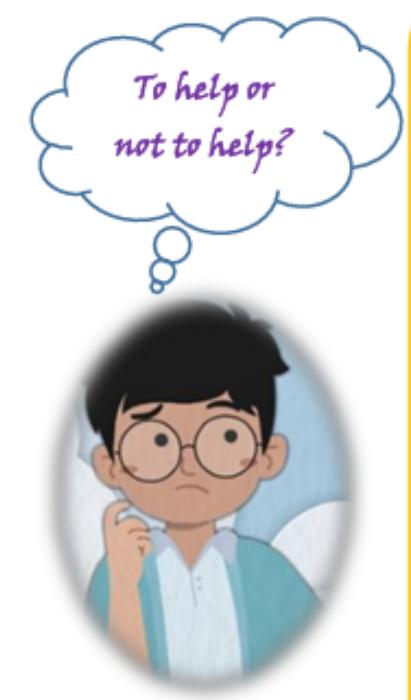
4. In the video, Joe faced two situations where he had to decide whether to lend a hand. What do you think were the considerations behind his decisions in each situation? Watch the video and answer the questions:

(Video Time: 0:14 – 0:33)

- a) Joe’s parents were busy cleaning up their home in preparation for the festival. If you were Joe, would you lend a hand?

What proper values does his choice reflect?

It reflects his love and respect for his home and family traditions. This act shows his deep-rooted affection for his home which might naturally extend to a broader appreciation and love for his cultural heritage and country.



(Video Time: 1:08 – 1:30)

- b) On his way to the walled village, Joe saw Emma helping a tourist with directions to a nearby temple. If you were Joe, would you stop to help them?

What proper values does his choice reflect? It demonstrates the values of kindness and selflessness. Joe’s willingness to assist a stranger despite having his own commitments demonstrates his readiness to put others’ needs before his own and his sense of responsibility towards being a good community member.

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# An example on “In love of home, the love of country has its rise” (Charles Dickens)

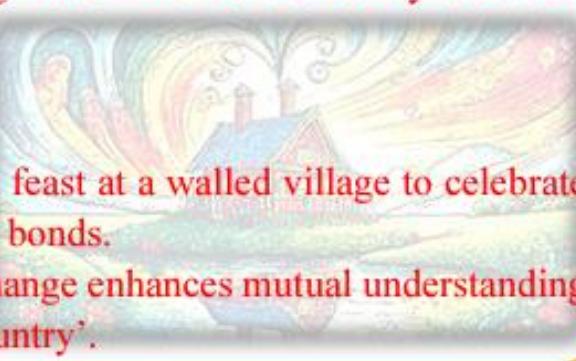
## Activity sheet

### Post-watching tasks

6. How did Joe’s participation at home and in the community illustrate the meaning of the saying ‘In love of home, the love of country has its rise’?

At home:

- Joe helped his parents with Chinese New Year preparations, showing his commitment to family traditions and cultural practices. This reflects his love for home.



In the community:

- Joe volunteered with Lucas and Emma to prepare for the poon choi feast at a walled village to celebrate their cultural heritage, fostering unity and strengthening community bonds.
- Joe shared cultural traditions with a tourist. This act of cultural exchange enhances mutual understanding and shows Joe’s pride in his culture – demonstrating his ‘love of country’.

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7. In the video, Joe put ‘*In love of home, the love of country has its rise*’ into action by playing an active role at home, in the community and in the country. He helped with the clean-up before Chinese New Year at home, participated in the poon choi feast preparation in the walled village, and introduced Chinese culture to a tourist.

How about you? Write down how you would achieve ‘*In love of home, the love of country has its rise*’ and share your ideas with your classmates.

***In love of home, the love of country has its rise***



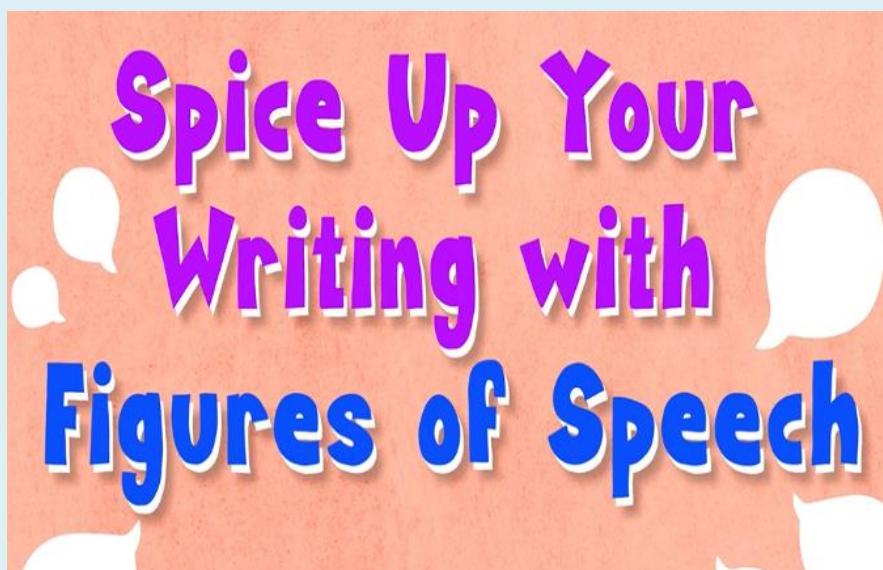
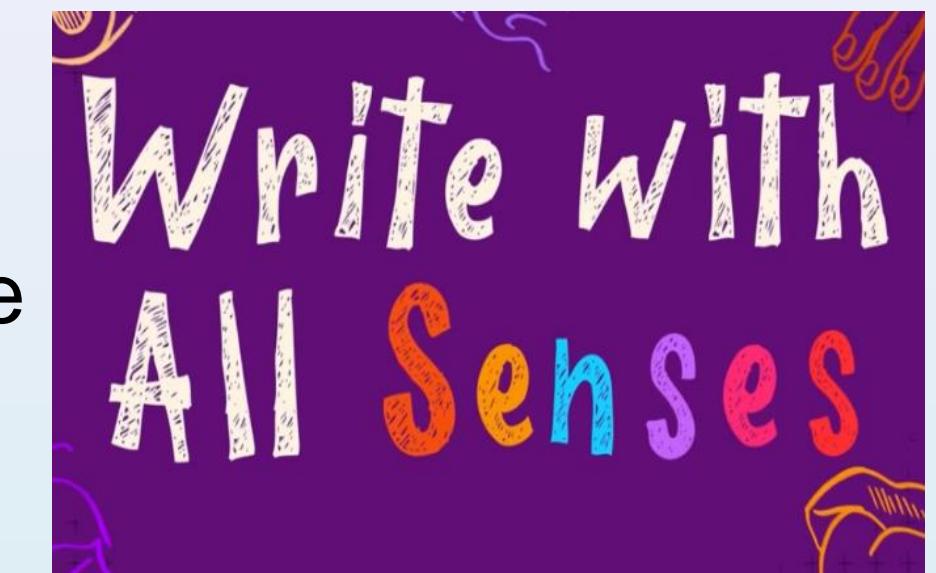
## An Animation Series on the Creative Use of English



“Diction Matters” explains how the appropriate choice of words, particularly the use of specific nouns and vivid verbs/verb phrases, helps create a powerful impact in writing.

“Write with All Senses” illustrates how the use of sensory language makes descriptions more vivid and compelling.

[https://emm.edcity.hk/media/1\\_xihlpo4s](https://emm.edcity.hk/media/1_xihlpo4s)



“Spice Up Your Writing with Figures of Speech” demonstrates how the effective use of figures of speech, such as personification, simile, metaphor, alliteration, parallelism and hyperbole, helps create emphasis and build mental pictures in readers’ minds.



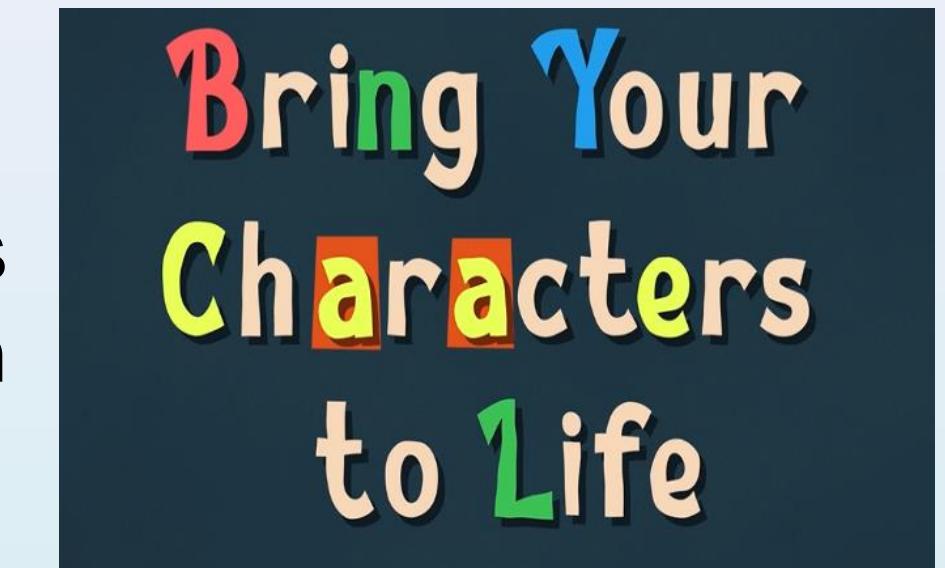
[www.edb.gov.hk/Creative\\_English](http://www.edb.gov.hk/Creative_English)

## An Animation Series on the Creative Use of English



"Give Your Story an Engaging Opening and Ending" illustrates a variety of ways to open and close a story effectively.

"Bring Your Characters to Life" introduces the S.T.E.A.L. approach, which guides writers to craft lively and believable characters through describing their speech, thought, effect on others, action and look.



"Show, Don't Tell" explains how writers can vividly reveal the characters' emotions and state of mind by describing their physical reactions and responses.

# sow Campaign 2024/25

*sow the Reading Seed: Inspire and Be Inspired*



# Information of SOW Campaign 2024/25

## Theme and Sub-themes

- Overarching theme:  
SOW the Reading Seed: Inspire and Be Inspired
- Sub-themes:  
Resilience, Empowerment, Appreciation, Delight

## School Activities

- Experience sharing sessions on promoting values education in the school English Language curriculum



## Sayings of Wisdom

- Quotes by famous authors

## Competitions

- “SOW Inspiring” Book Gifting Competition
- SOW Readathon
- Animal Photopoetry Creative Challenge
- Filmit 2025: A Student Film Competition
- Once Upon A Book Storytelling Competition 2024/25
- Story to Stage Puppetry Competition for Primary Schools 2024/25
- Time to Talk Public Speaking Competition 2024/25



# Competitions

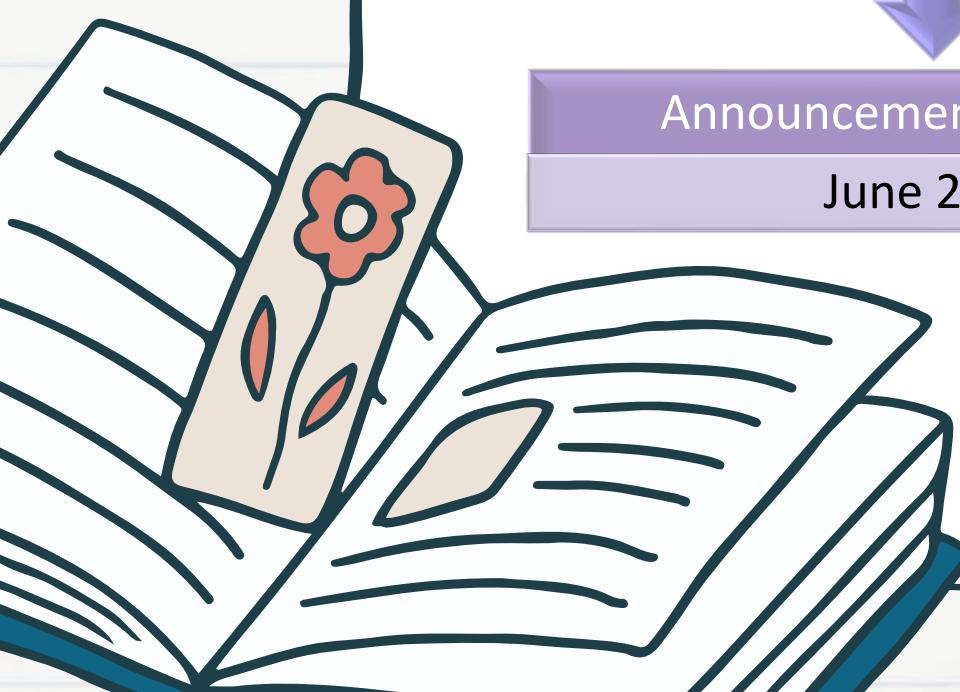
For more information, please refer to EDBCM No. 233/2024 (issued on 30 Oct 2024)



## “SOW Inspiring” Book Gifting Competition



- Students present a book that echoes the overarching theme and/or sub-themes as a gift to someone dear to them (e.g. friend, teacher, parent, Hong Kong citizens)
- The entry should include:
  - the reason(s) why the book was chosen, how the book has inspired the participant, and how the book will resonate with and inspire the recipient
  - a **SOW** taken from the book that will leave a lasting and uplifting impact on the recipient
  - a **photo** or a **piece of 2D artwork** to enhance the conveyance of the book gifting message





# Competitions

For more information, please refer to EDBCM No. 233/2024 (issued on 30 Oct 2024)



## SOW Readathon



- **Territory-wide reading scheme** for both **primary and secondary levels** to promote reading habits and encourage sharing of good reads
- **SOW Reading Ambassadors** to complete “**Reading Challenges**”, e.g.:
  - A buddy read
  - Reading a book about animals
- Upon completing **three or more** challenges with teachers’ validation, each SOW Reading Ambassadors will be awarded a **certificate**.
- Outstanding **SOW Reading Ambassadors** will receive the **SOW Reading Ambassador Badges** and may be featured in EDB’s **promotional videos**

## Supplement: Build Hong Kong into an International Hub for High-caliber Talents

### Enhance Support for Learning and Teaching

- Provide an array of **support measures** for publicly-funded primary and secondary schools (including special schools) in the 2024/25 school year for enhancing their learning and teaching of **English Language**, including provision of **subsidy**, setting up thematic **teacher learning circles**, offering diversified **learning activities** and **learning and teaching resources**, as well as organising an English **promotional campaign**.

CM to be released in Dec 2024

CM on SOW Campaign released on 30 Oct 2024 & other relevant CMs



THANK  
YOU