



**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 Language Teachers**

**English Language Education Section
Curriculum Development Institute
Education Bureau**

Objectives

- To enhance English teachers' understanding of **curriculum leadership in holistic planning and implementation of** the secondary school English Language curriculum;
- 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
- 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

Programme

Time	Content
3 hours	1) Curriculum leadership
	2) Integrating NSE and other key curriculum initiatives into the secondary English Language curriculum through holistic planning and implementation
	3) Experience sharing (St. Stephen's College)
	4) Resources
	5) Assignment & Evaluation

Part 1:
Curriculum leadership



Learning to Learn 2+ — The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students' needs

Nurturing
lifelong & self-directed
learning capabilities

Fostering
whole-person development

SEVEN LEARNING GOALS

FIVE ESSENTIAL LEARNING EXPERIENCES

Values Education Intellectual Development Community Service Physical and Aesthetic Development Career-related Experiences

Core Subjects

Chinese Language
English Language
Mathematics
Citizenship and Social Development

Elective Subjects

Elective Subjects under Key Learning Areas
Applied Learning
Other Languages

Other Learning Experiences

Values Education
Aesthetic Development
Physical Development
Community Service
Career-related Experiences

Major Renewed Emphases of Primary and Secondary School Curricula

Chinese Language Education
Key Learning Area

English Language Education
Key Learning Area

Mathematics Education
Key Learning Area

Science Education
Key Learning Area

Technology Education
Key Learning Area

Personal, Social & Humanities Education
Key Learning Area

Arts Education
Key Learning Area

Physical Education
Key Learning Area

Values & attitudes, Skills and Knowledge

Language

Early Childhood Mathematics

Nature & Living

Self & Society

Arts & Creativity

Physical Fitness & Health

Values & attitudes Twelve priority values

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment
- Integrity
- Benevolence
- Law-abidingness
- Empathy
- Diligence
- Filial Piety
- Unity

Generic skills

- Basic Skills**
 - Communication Skills
 - Mathematical Skills
 - IT Skills
- Thinking Skills**
 - Critical Thinking Skills
 - Creativity
 - Problem Solving Skills
- Personal & Social Skills**
 - Self-management Skills
 - Self-learning Skills
 - Collaboration Skills

Secondary 4-6

SS

Secondary 1-3

JS

Primary 1-6

P

Kindergarten 1-3

KG



教育局
Education Bureau
2024

Seven Learning Goals of Secondary Education





Curriculum Planning

Horizontal Coherence

- Aligning with 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

- Ensuring the curriculum is 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

Qualities of Teacher Leadership



Building a supportive community



Empowering teachers as leaders



Utilising resources



Having a clear vision



Promoting inclusive learning



High emotional intelligence



Valuing effective practices

⋮

**“Leadership is an ACTION,
not a position.”**

Roles of English Language Curriculum Leaders

Plan, lead, manage and evaluate the school curriculum and its implementation

Ensure vertical and horizontal curriculum coherence

Build capacity in panel members and students

Manage resources

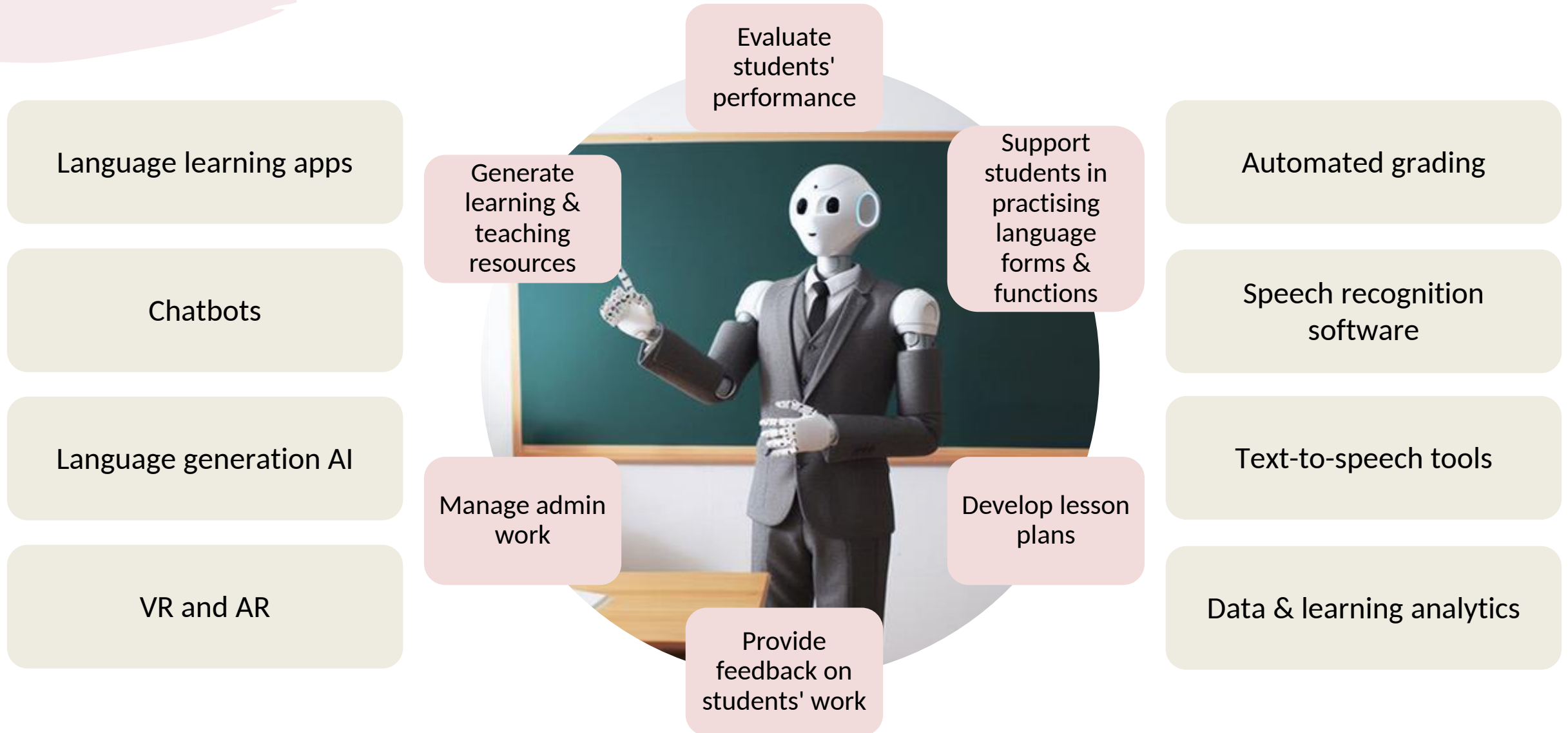
Collaborate with other KLA panels and promote a culture of collaboration



As an English Language teacher, you can:

- strengthen students' development of the language skills through adopting appropriate **pedagogical approaches** to **motivate** them
- try out **innovative** teaching strategies
- make use of a variety of **authentic language learning materials** to foster a broader range of literacy skills
- engage in **professional development** and **lifelong learning**
- enhance **assessment literacy**
- make use of **community resources** and expose students to **meaningful use of English**

A.I. for English Language learning and teaching



English Language Teachers in the Age of A.I.

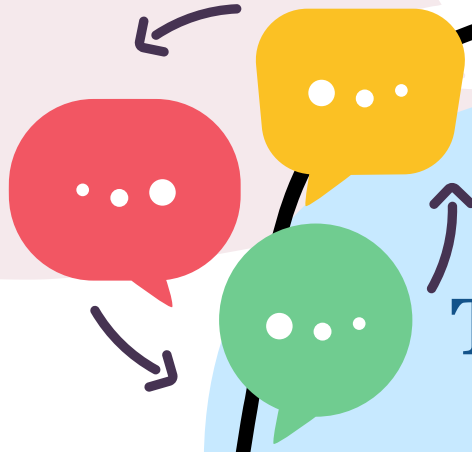
Utilise innovative technology in instruction to help students:

- develop their self-directed learning capabilities
- foster their critical thinking and interdisciplinary problem-solving skills
- enhance their information literacy
- gain an international perspective
- grow into lifelong learners
- ...

Part 2

**Integrating NSE and other key curriculum initiatives into the
secondary English Language curriculum
through holistic planning and implementation**







Take a moment to consider the following:

- 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?**

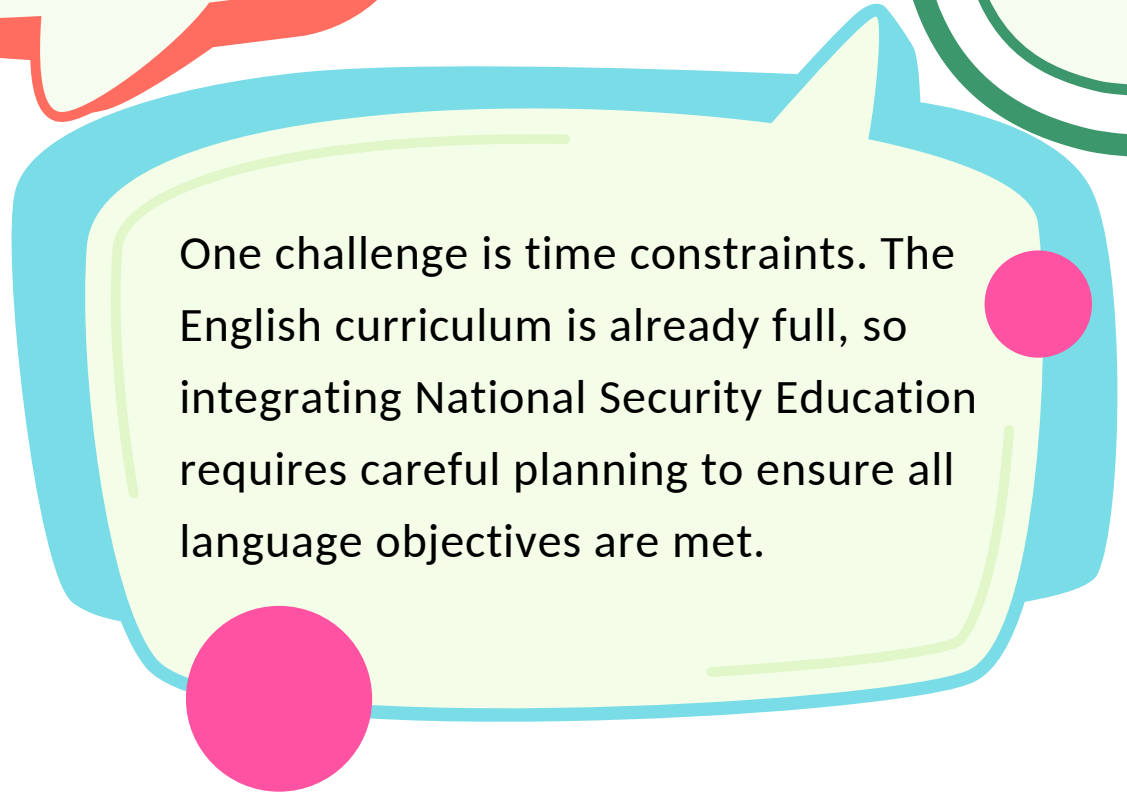




Engaging students can also be difficult since national security topics may seem abstract.



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

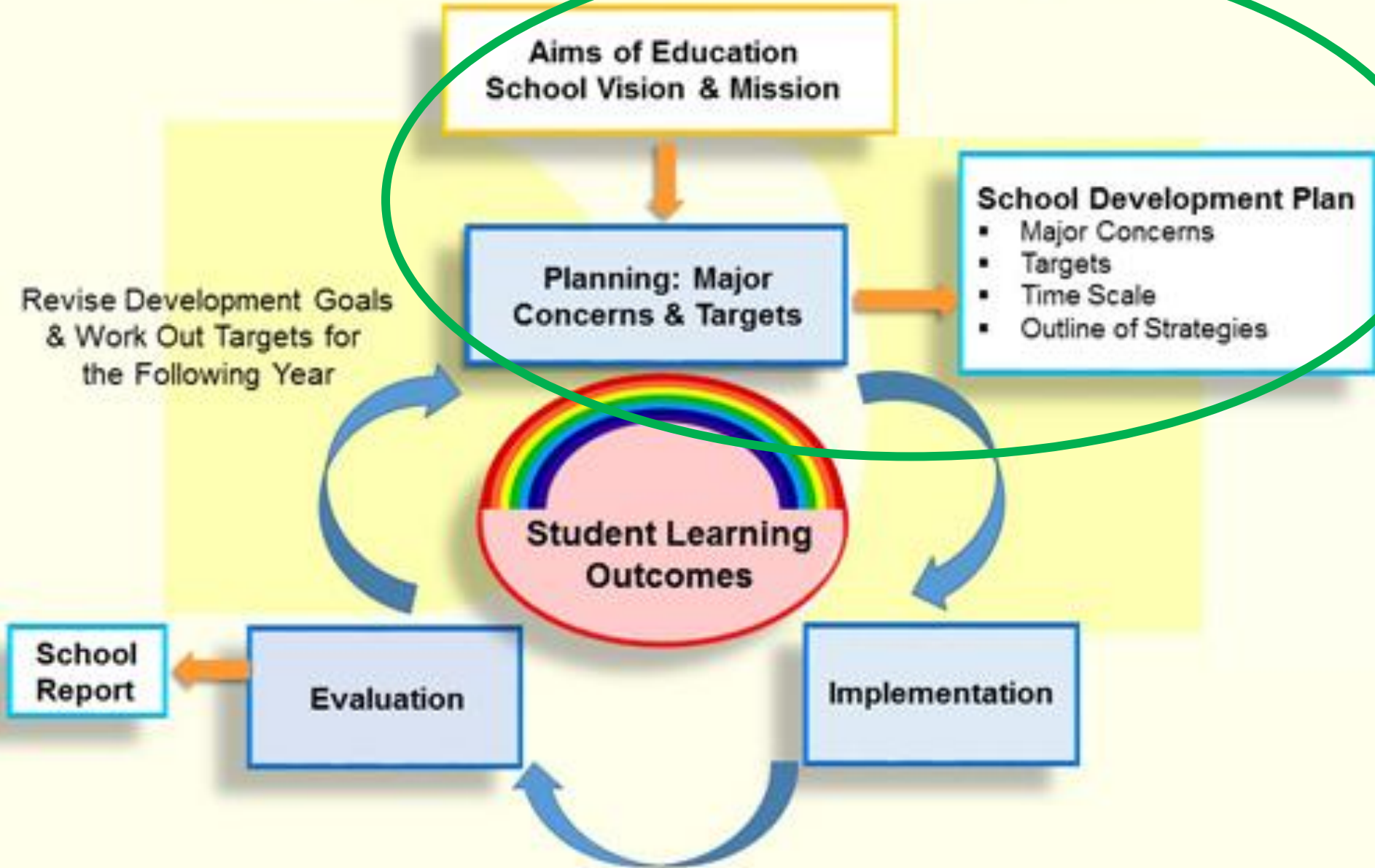
A lack of holistic
planning



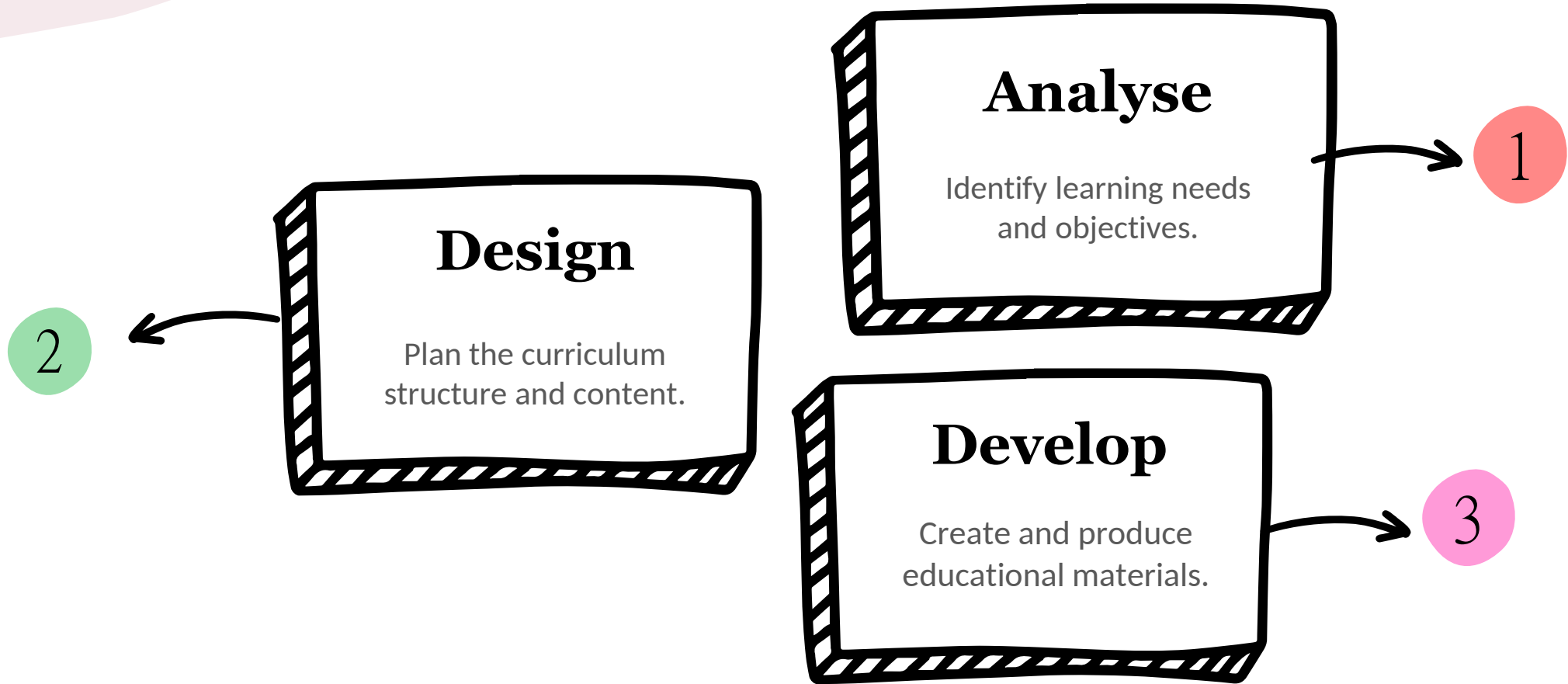
To enrich the existing school English Language curriculum by integrating NSE elements



School Self-Improvement Cycle



The 3 steps of planning – ADD



Understanding the core ideas

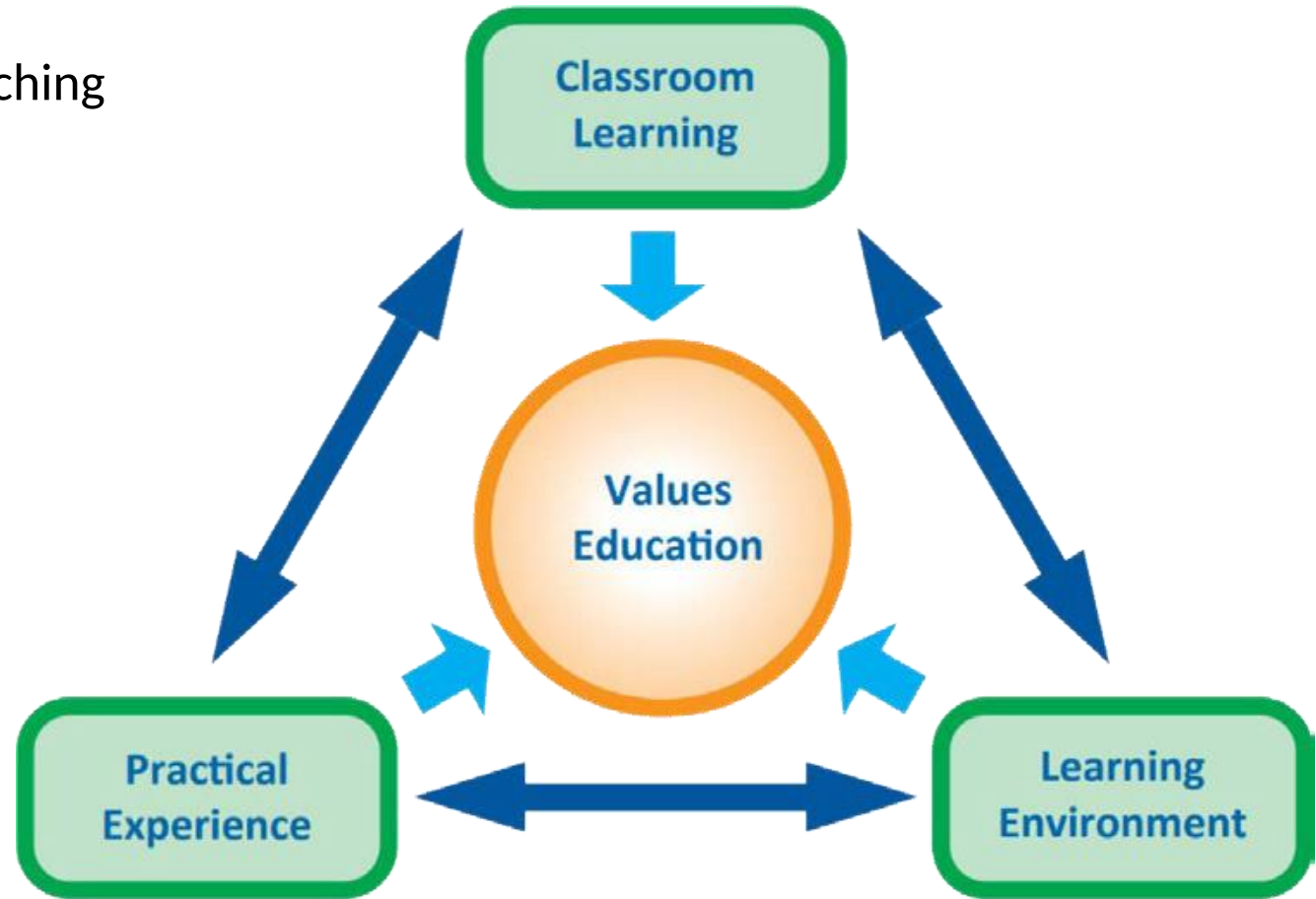
... Through careful curriculum planning, students can be provided with opportunities to explore a wealth of value-laden issues (e.g. human rights and responsibilities, sustainability, equal opportunities) in order to:

- **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 core ideas

- 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



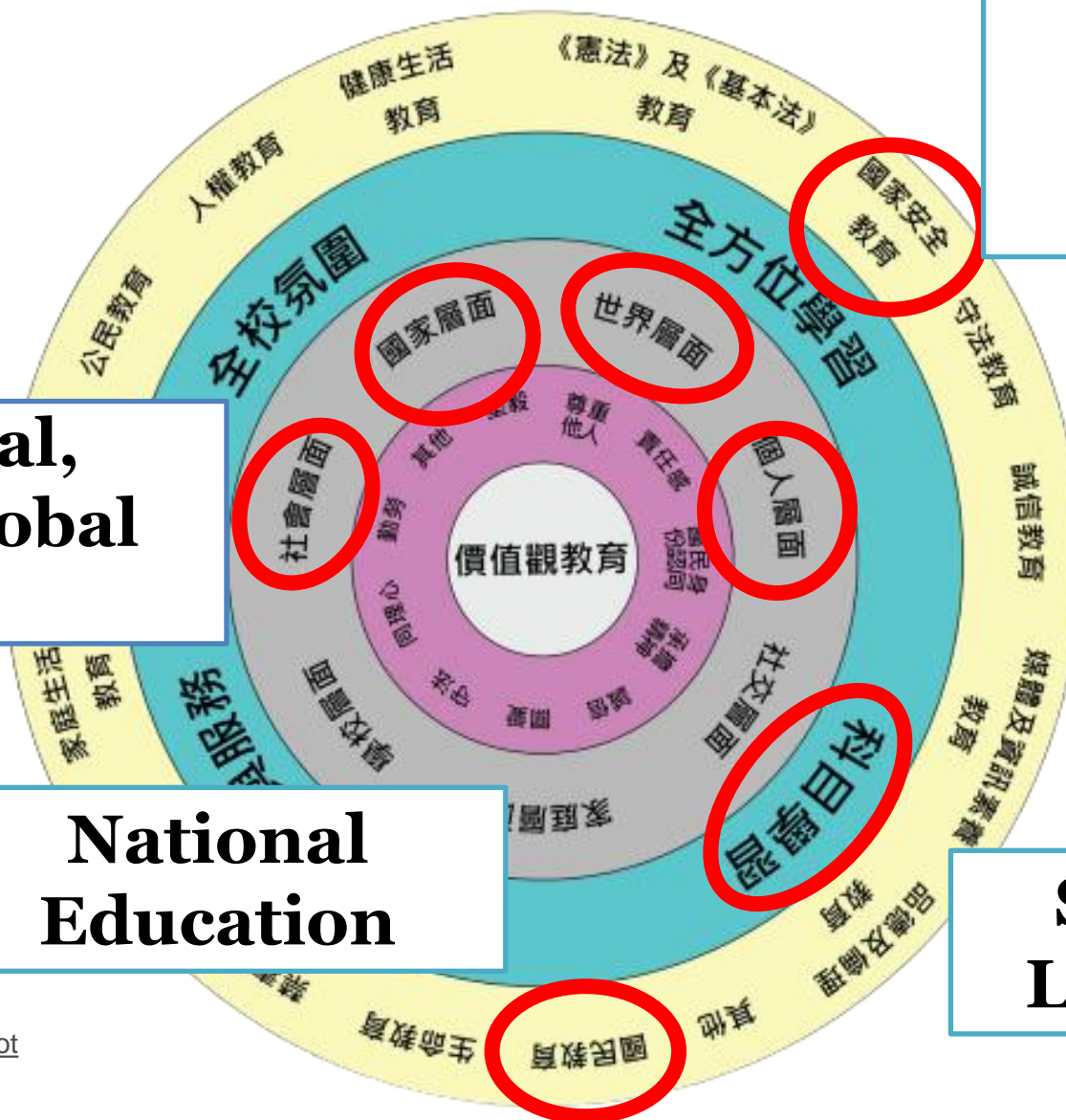
Understanding the core ideas

Personal, social, national, and global contexts

National Education

National Security 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 core ideas

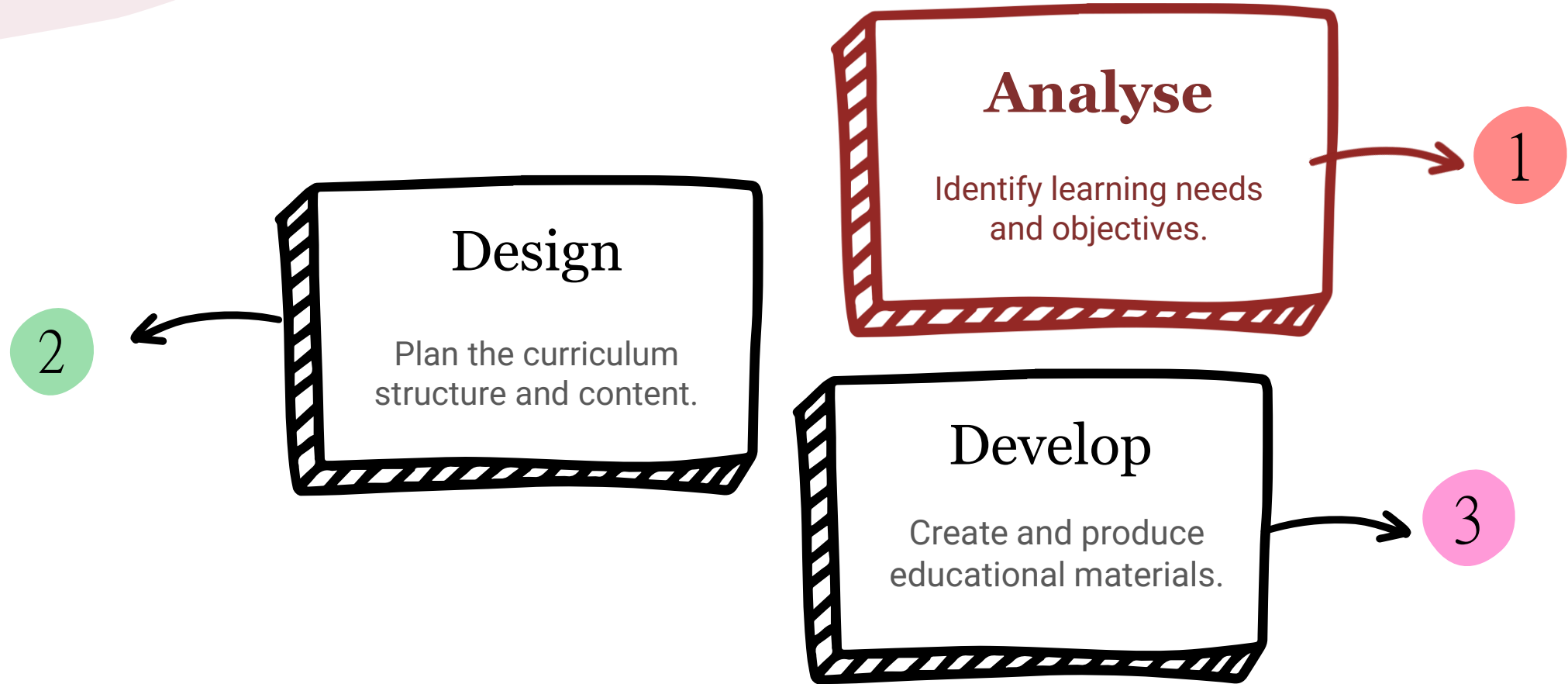
National Security - Twenty Major Fields




The National Security
Education Day Webpage



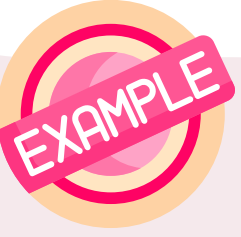
The 1st step of planning





 Identify learning needs and objectives related to national security education.





A School Case

1

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

Major Concerns:

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



Enriching the existing programme plan by integrating relevant NSE elements

Identify Opportunities for Enrichment

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

2

National Security Education	<u>The 8 strands of national security</u>			<u>The 13 domains of national security</u>	
	<div><div>1. The concept and importance of national security</div><div>2. Constitution, Basic Law and national security</div><div>3. Purposes and Principles of Enacting the National Security Law</div><div>4. Duties of the HKSAR to safeguard national security and the setup of related institutions</div><div>5. The ultimate responsibility of the Central Government to safeguard national security</div><div>6. Offences that endanger national security</div><div>7. Major domains of national security</div><div>8. The relationship between national security and human rights, freedom and the rule of law</div></div>			<div><div>1. political security,</div><div>2. homeland security,</div><div>3. military security,</div><div>4. economic security,</div><div>5. cultural security,</div><div>6. social security,</div><div>7. technological security,</div><div>8. cyber security,</div><div>9. ecological security,</div><div>10. resource security,</div><div>11. information security,</div><div>12. overseas interests security,</div><div>13. new security domain</div></div>	
Priority Values	<div><div>1. Empathy</div><div>2. Diligence</div></div>	<div><div>3. Care for Others</div><div>4. Law-abidingness</div></div>	<div><div>5. Commitment</div><div>6. Integrity</div></div>	<div><div>7. Perseverance</div><div>8. Responsibility</div></div>	<div><div>9. Respect for Others</div><div>10. National Identity</div></div>

Module: Nature and Environment

Unit: Animal Protection

3

Integrate National Security Education (NSE)
Identify key values and topics where NSE elements can be incorporated.

Reading	Writing	Listening	Speaking	Grammar Items	National Security Education	Priority Values
<p>Unit 1:</p> <p>1. A memorable experience</p> <p>2. A new furry friend</p> <p>3. <u>Didi</u>: an amazing therapy dog</p> <p>Word Building</p> <p>-Parts of animals</p> <p>-Understanding sound words</p> <p>Skills:</p> <p>-decoding words</p> <p>-using five senses</p>	<p>P.11-15</p> <p>Write a story based on given pictures</p> <p>Skills:</p> <p>-Identify text type - features of a story;</p> <p>-Produce a story with relevant content and coherent organization</p>	<p>• Module 2 listening and Integrated Tasks</p> <p>• Module 4 Unit 2</p> <p>P.30-34</p>	<p>Booklet</p> <p>Modules 2 and 3</p>	<p>• Preposition time</p> <p>• Demonstrative adjectives and pronouns</p> <p>• Using and, but, or</p> <p>Grammar Book</p> <p>Chapter 10, 13, 20</p>		

Empathy

Module: Nature and Environment
Unit: Animal Protection

3

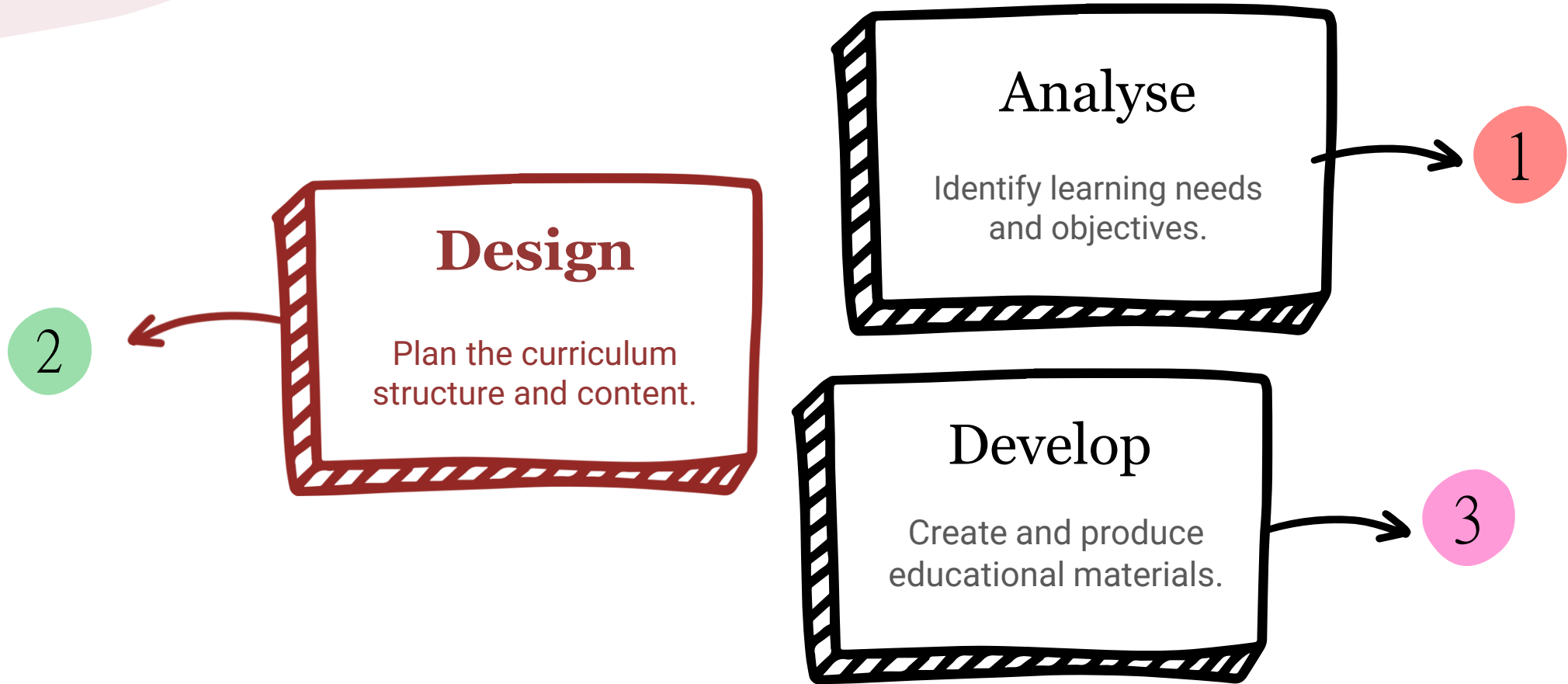
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Ecological Security

Empathy

The 2nd step of planning



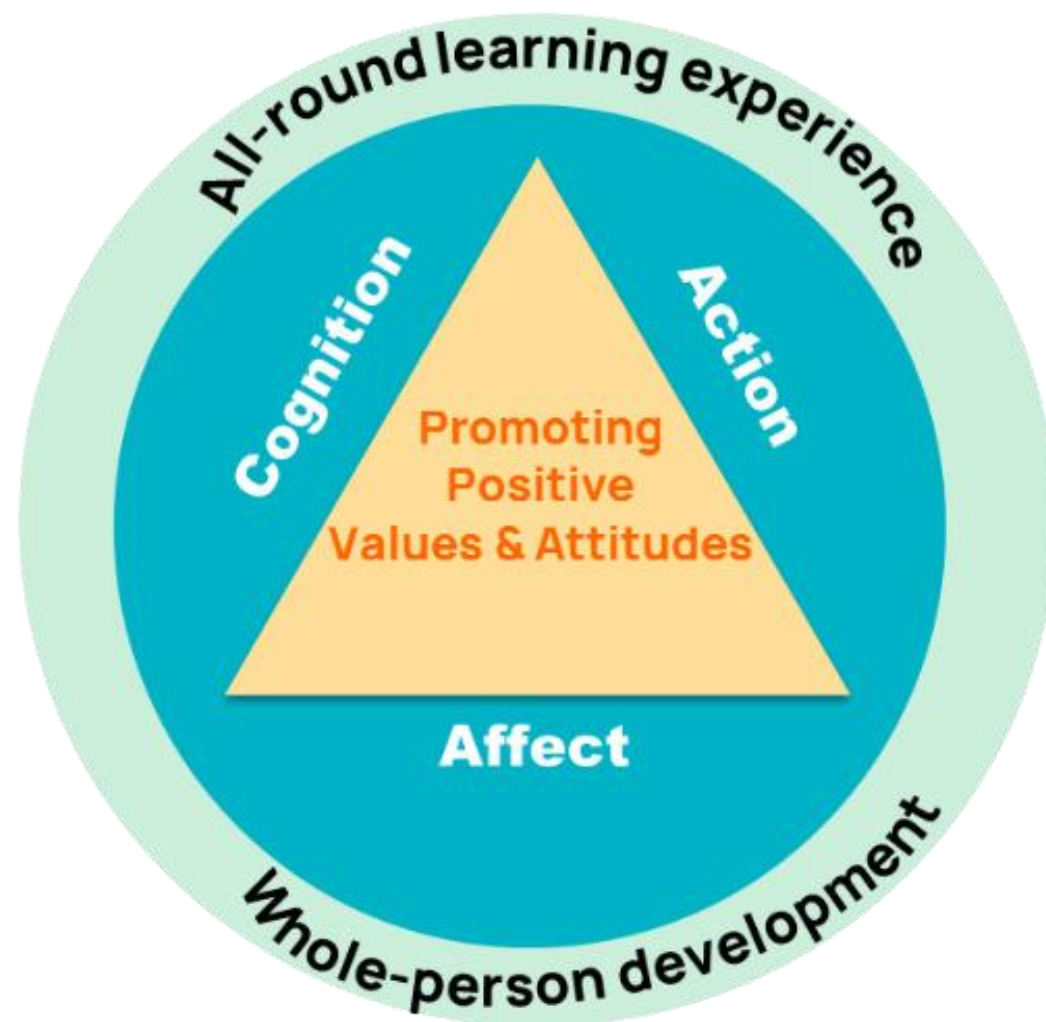


Diagram illustrating the Integration of Cognition, Affect and Action, adapted from 6A.5 'Implementation Strategies of Values Education' in Booklet 6A 'Moral and Civic Education: Towards Values Education' in Secondary Education Curriculum Guide (2017), CDI, EDB

EXAMPLE

Cultural Security



Cognition

1. **Understanding** how cultural preservation strengthens national security and protects against cultural infiltration

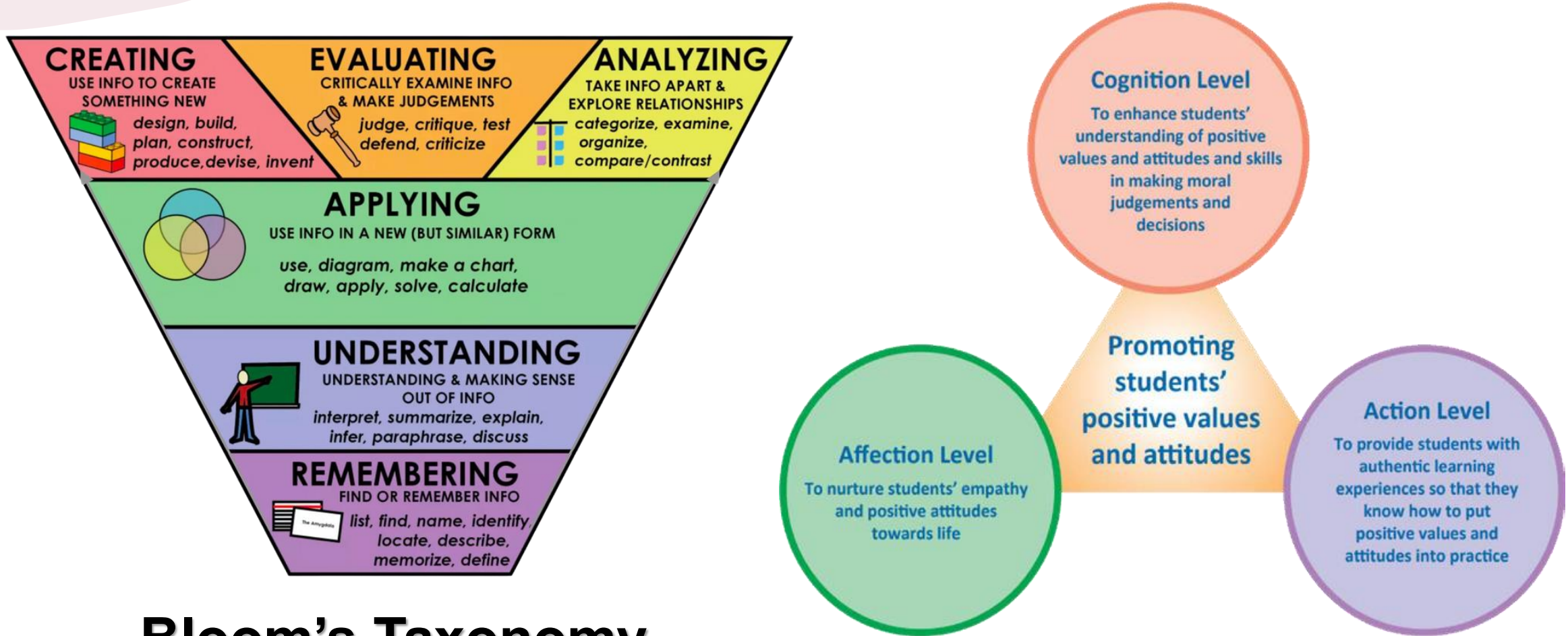
Affect

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

Action

3. Addressing global challenges to cultural security and **taking steps to safeguard our cultural identity** in a globalized world

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



Bloom's Taxonomy

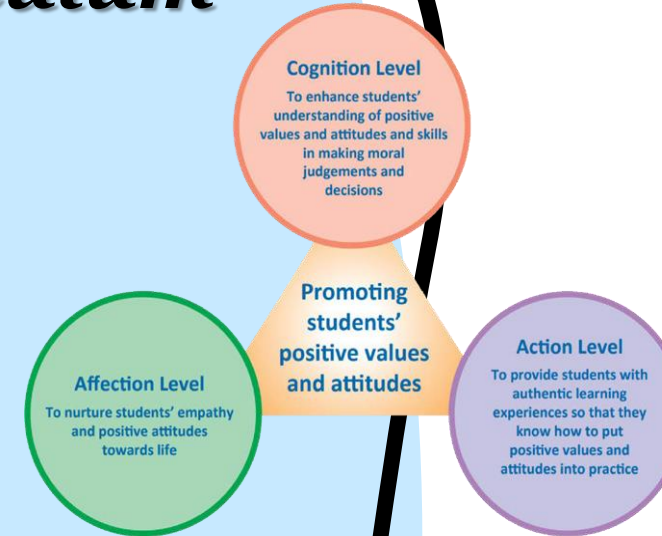
Source: Rawia Inaim

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

Module: “Wonderful Things: Successful People and Amazing Things”

Grade Level: S3

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.

1

Pre-reading

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

2

While-reading

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

3

Post-reading

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

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

To explore the development of space exploration and space technology

News reading

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

Class discussion / students' presentation

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

After reading the text and watching the video on space exploration, 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 - **Affection**

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

Activity: Space Security Poster Campaign

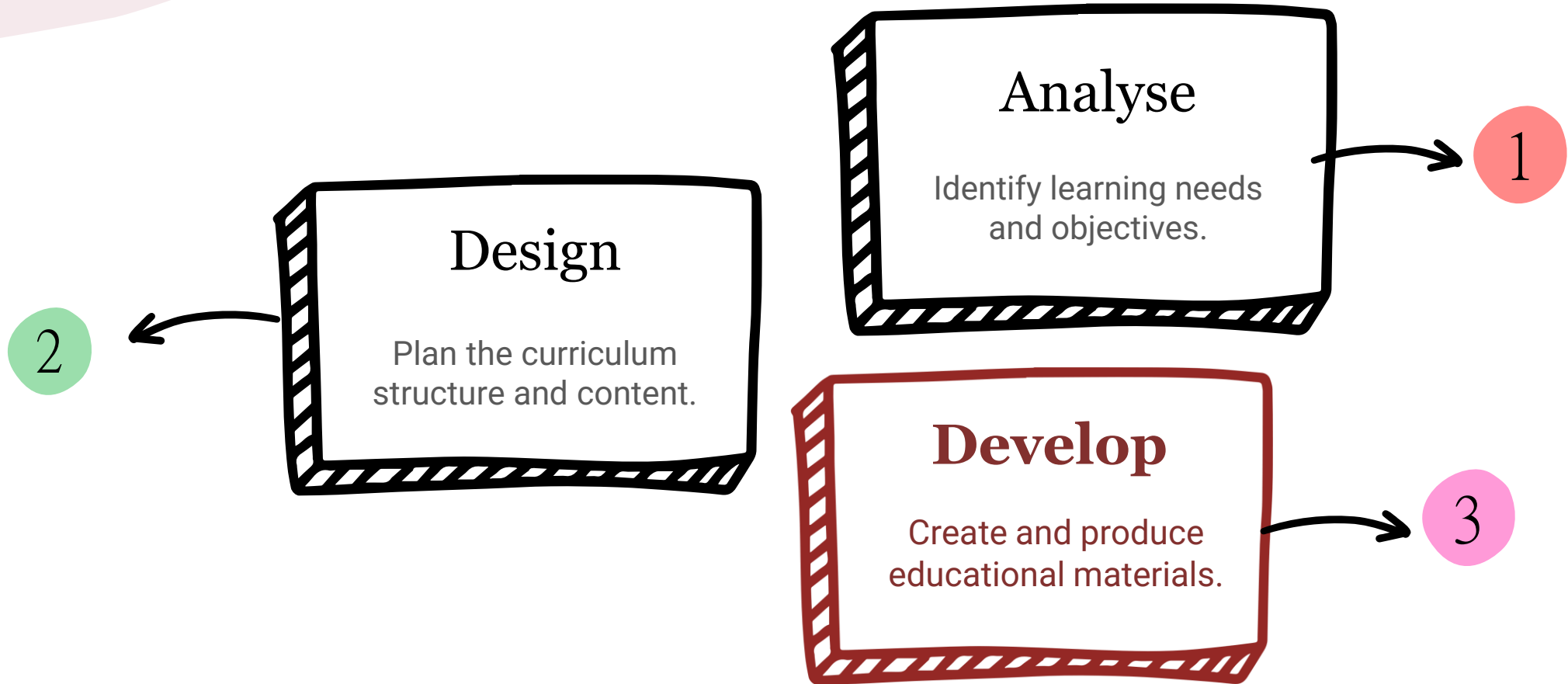
In groups, students design creative posters advocating for the peaceful and responsible use of outer space. Their posters should:

- 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.



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



4) The _____








The moat



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 New 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 the village 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



Poon Choi is often served during religious rituals, festivals, special occasions and wedding banquets in the open areas of villages. Poon Choi is a large dish portioned to be suitable for a communal meal, it was served whenever there were celebrations connected with rituals, weddings, festivals, ancestor worship and other local events as an expression of village dining culture.

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 Hong Kong. To serve the Emperor as well as his army, the locals collected all their best ingredients available, cooked it. But there were not enough serving containers available, so they put the resulting meal in large wooden washbasins. This is a traditional Cantonese festival meal made up of many layers of different ingredients. It is served in large wooden, porcelain or metal basins 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.

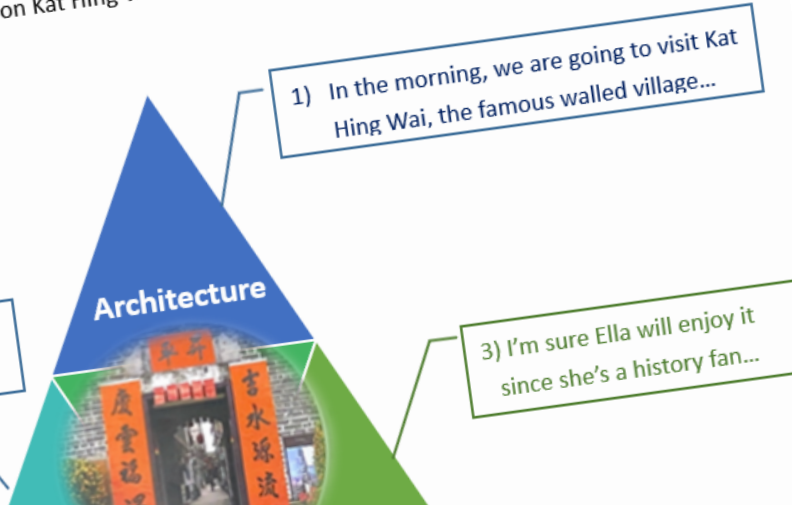
- D.) To enrich the text, you may add more **descriptions**, include **explanations**, and enhance **connections** between ideas. Add elaborations to the text to help readers explore more on Kat Hing Wai.



1) In the morning, we are going to visit Kat Hing Wai, the famous walled village...

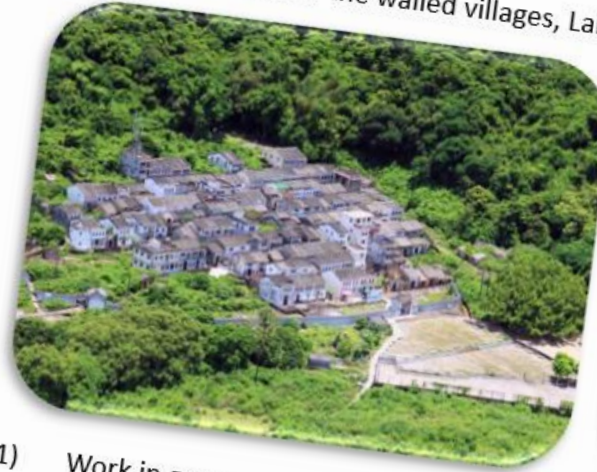
3) I'm sure Ella will enjoy it since she's a history fan...

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



Creating a Blog Post

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



- 1) Work in groups and research on any of the three aspects below:
i.) Architecture
ii.) Life...

- 2) Upload your text together with a photo/video to Padlet.

(An Example)

Blog on Walled Villages

3 December

A wonderful weekend outing to Kat Hing Wai

History



D.) To enrich the text
enhance conner
readers explore

2) People have been living
for over five hundred

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.

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.



Blog on Walled Villages

3 December

A wonderful weekend outing to Kat Hing Wai

History



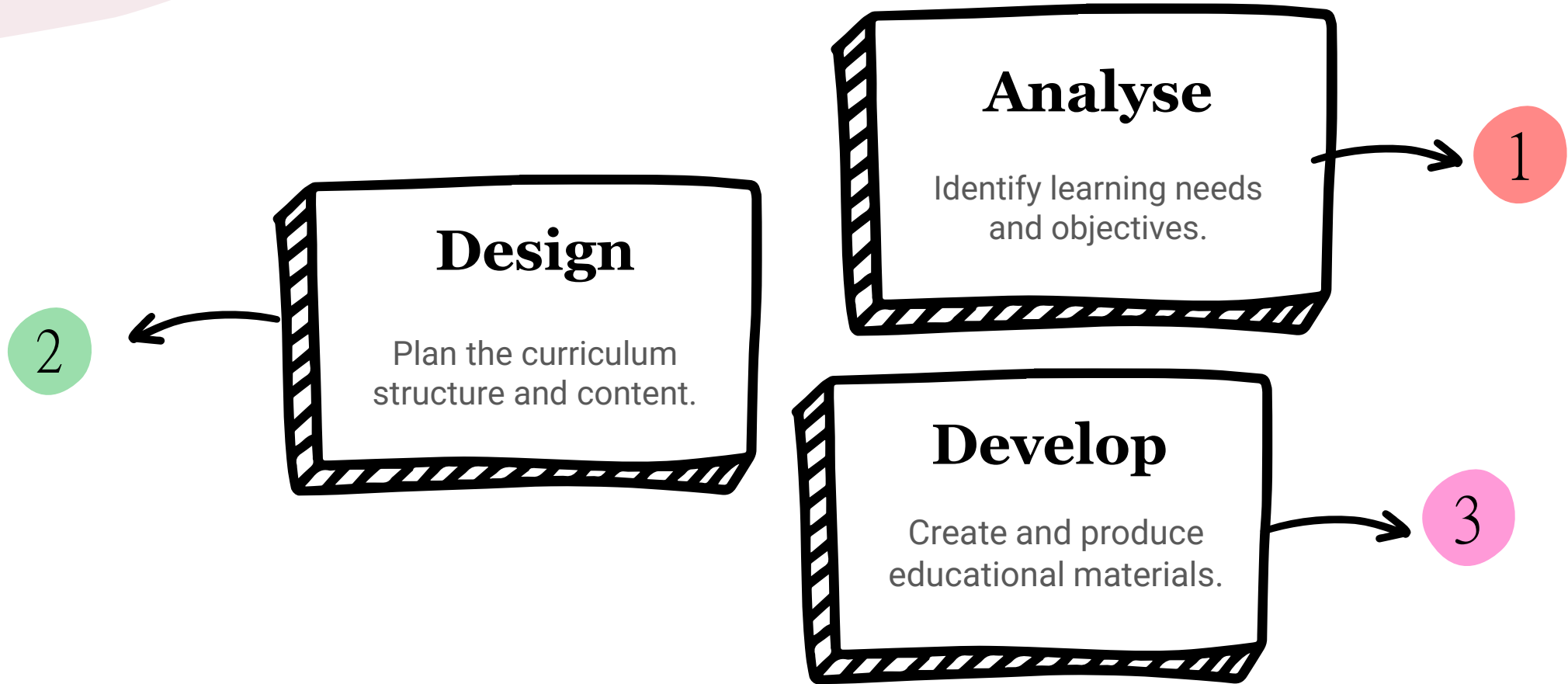
Cognition Level
To enhance students' understanding of positive values and attitudes and skills in making moral judgements and decisions

Promoting students' positive values and attitudes

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

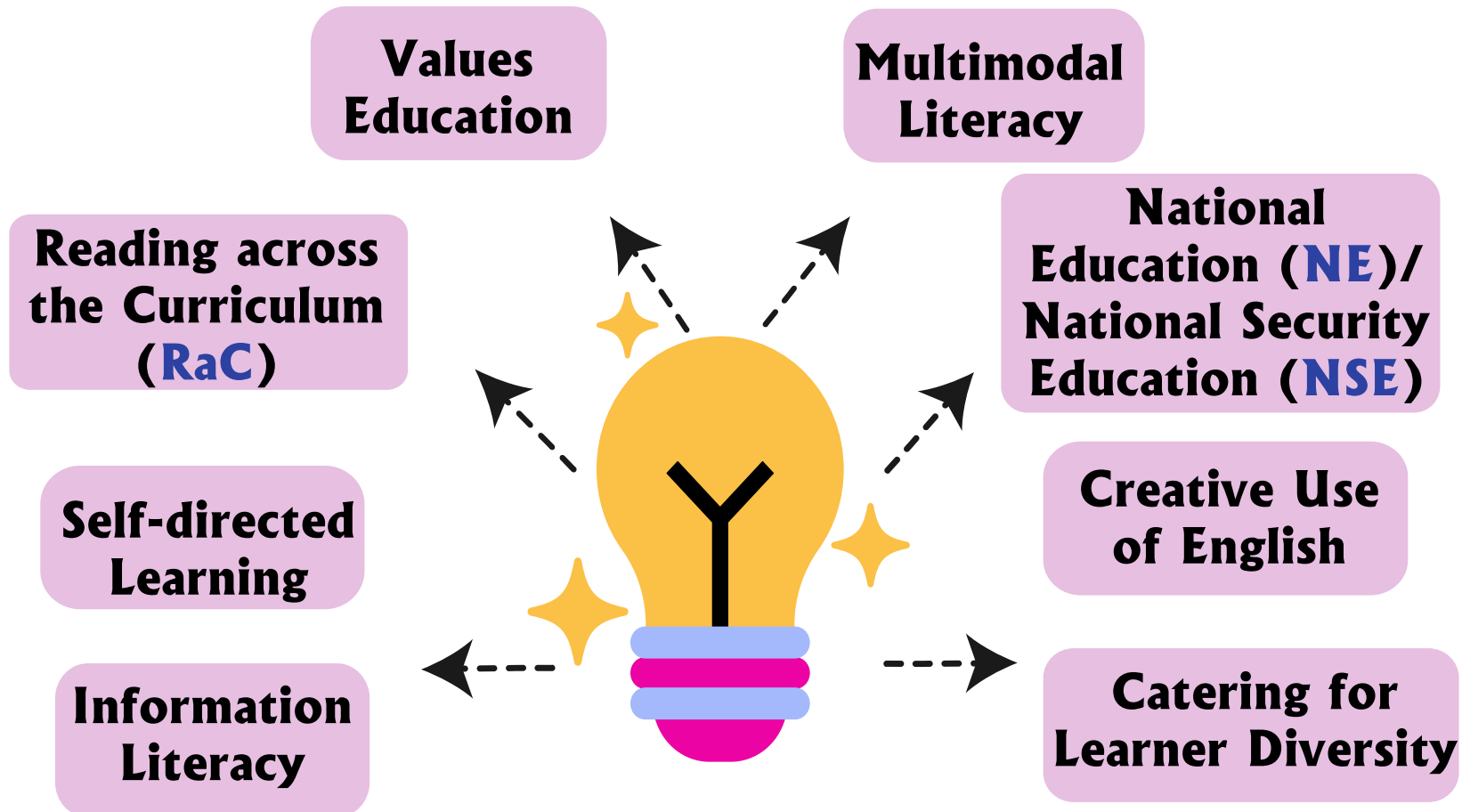
Action Level
To provide students with authentic learning experiences so that they know how to put positive values and attitudes into practice

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:





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



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

Content Objectives

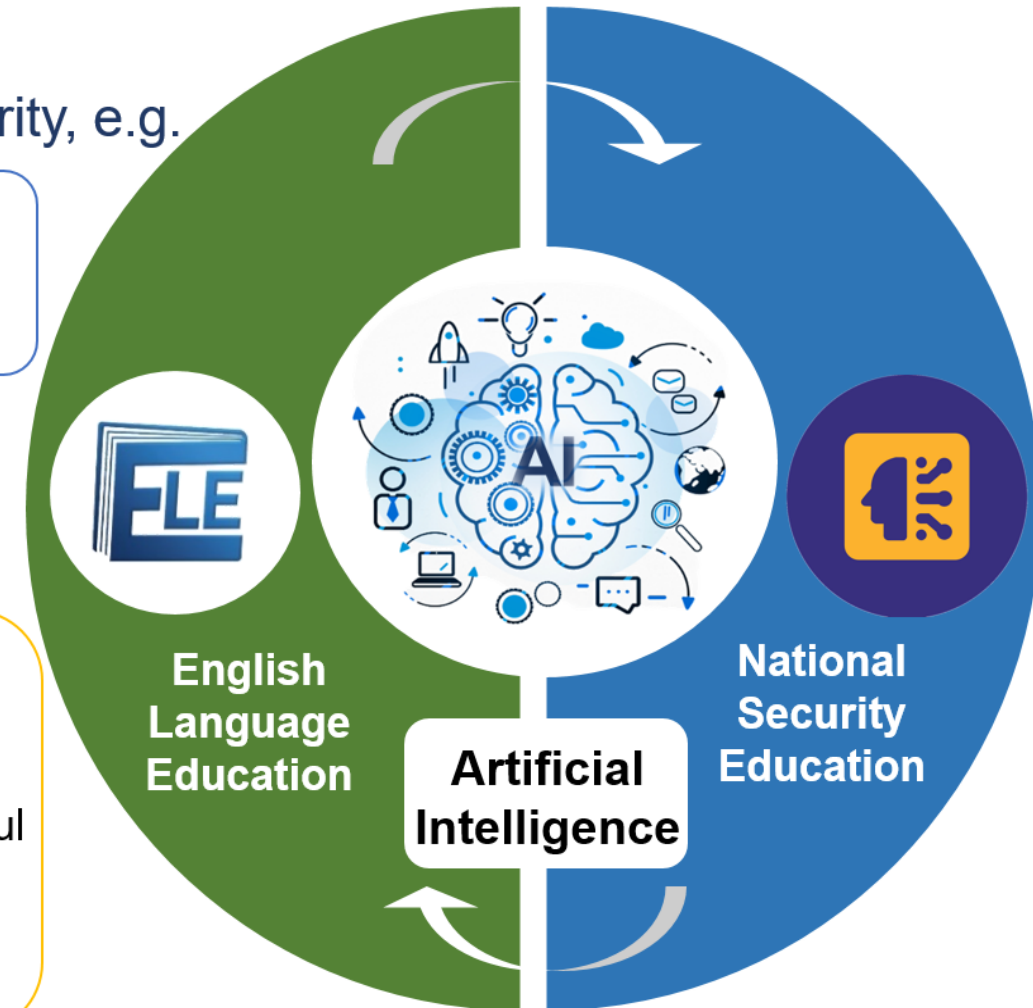
To explore concepts related to artificial intelligence (AI) security, e.g.

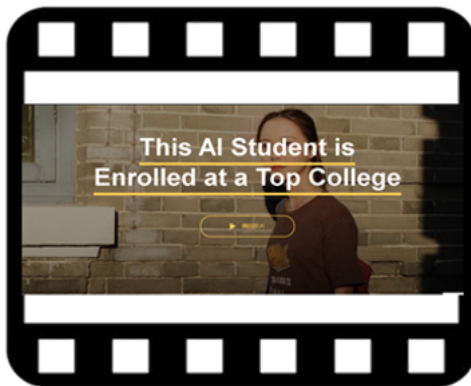
- the role of AI in our everyday life
- the integration of non-human AI students in schools/universities
- the impact of AI on future workforce

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

- Find out how much students know about the application of Artificial Intelligence (AI) in their everyday life.

While- viewing

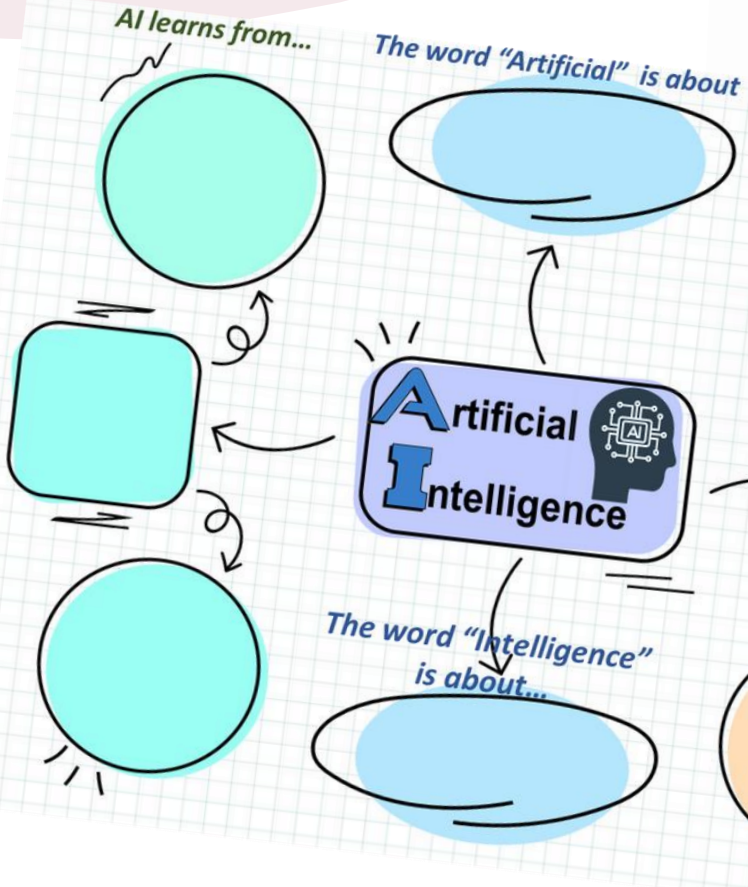
- Play the video.
- Engage students in knowing more about the first non-human AI student and the recent development of AI in our country.

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.
- Use the article “Some Workers Turning AI Challenge into Advantage” to engage students in knowing more about the impact of AI on future workforce.

Pre-viewing

How much do you know about these tools/apps?



1)

Have you used any of them before?
Can you give some examples?

2)

If yes, why do you use it/them?

2. How do you protect your digital footprints (e.g. footprints left when using social media, playing online games)?



Reflection on AI Security



The Role of AI in Our Everyday Life

1. What are the pros and cons of getting personalised feeds?



3. Why is it important for our country to safeguard AI security?

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.



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

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

Words/Phrases	
(a)	<p>unfolded</p> <p>Not/the opposite A past action</p> <p><u>To bend something</u></p> <p>Meaning: <u>To open/spread out something</u></p>
(b)	<p>unveiled</p> <p>Not/the opposite A past action</p> <p><u>A covering for hiding something</u></p> <p>Meaning: <u>To show something to the public for the first time</u></p>
(c)	<p>around the clock</p> <p>Meaning: <u>All day long/non-stop</u></p>

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**...

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

(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”

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

- What can student do

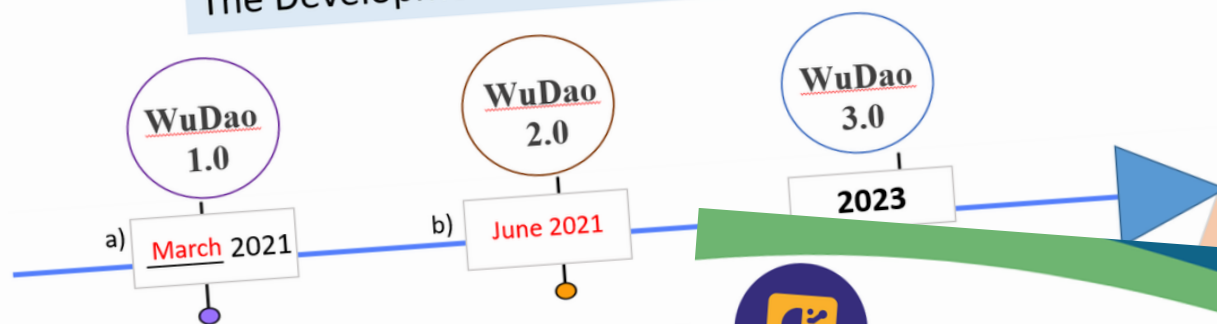
Source: The China Current: <https://chinacurrent.com/education/23022>

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.

- 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”.

The Development of AI in Our Country



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

It was China's first
c) homegrown
large-scale
intelligent model
system.

It powered the world
first AI d) student
It was able to e) thir
like human, simulat
f) conversational
speeches, wr
g) poems and
understand pictur

- i) Identify the language items used for citing and
According to Tang... / Tang says...



Reflection on AI Security

- Do you want to have non-human AI students as your classmates? Why/why not?

- From the students' perspective, what is the impact of having non-human AI students on schools/universities?

The Integration of Non-human AI Students in Schools/Universities



- What is the impact of having non-human AI graduates on our country?



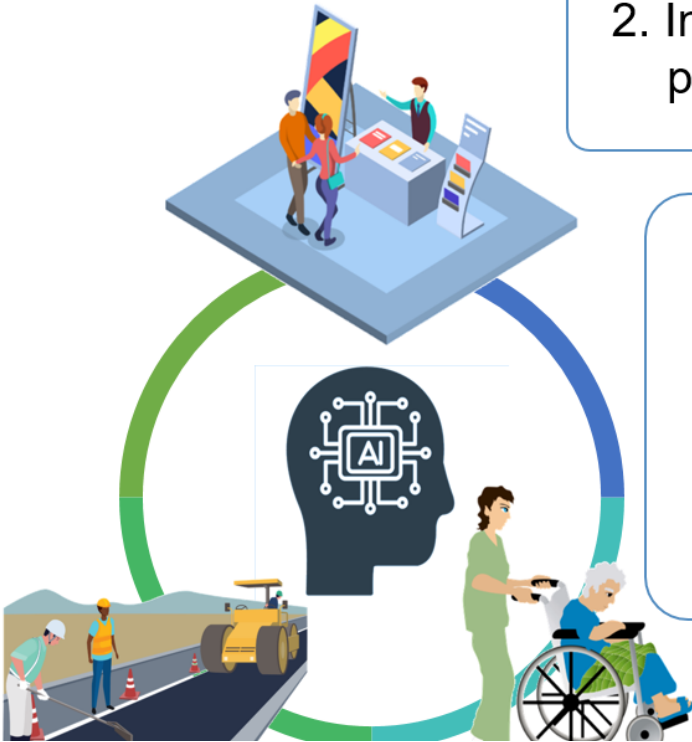
Extended Learning Activities

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.





Resources in Support of the Promotion of Values Education in the School Curriculum



Learning and Teaching Resources

for promoting

**Proper Values and
Attitudes**

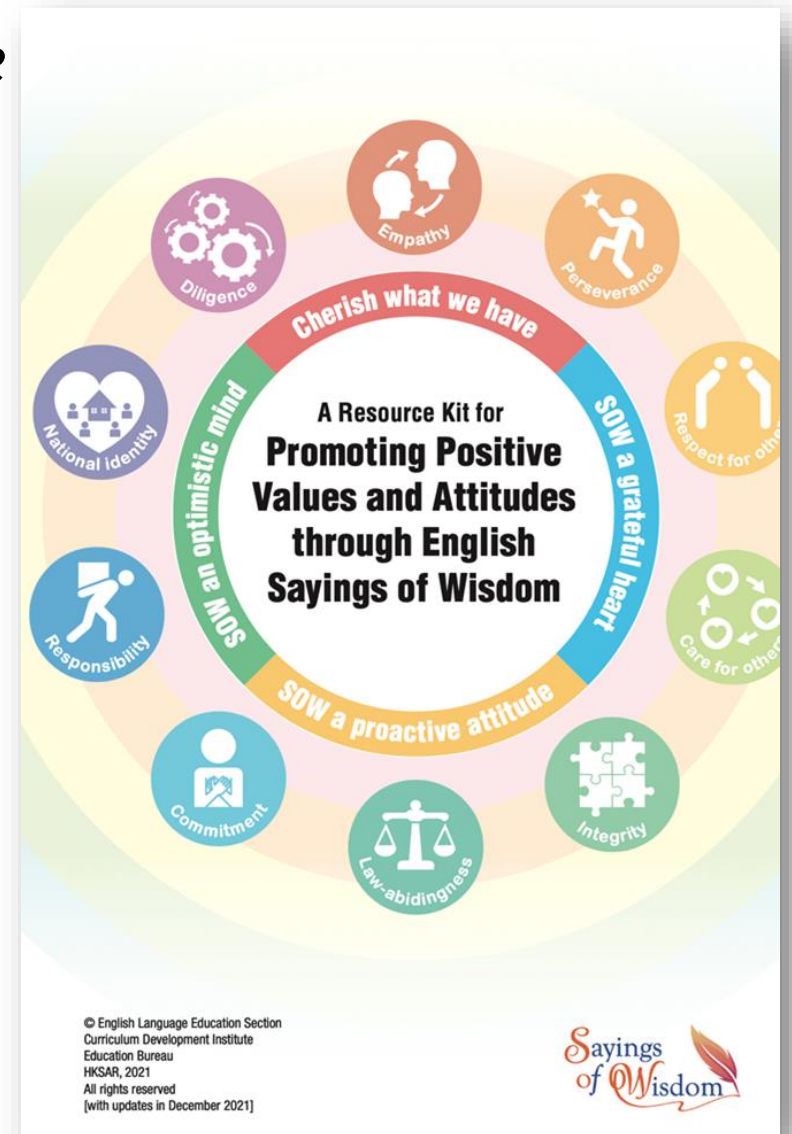
through

**English Sayings
of Wisdom**

A Resource Kit on Promoting Positive Values and Attitudes through English Sayings of Wisdom



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



How to use the *Resource Kit*?

✓ Get inspirations on how to put a school plan for promoting values education through English sayings of wisdom into action

1.3 A School Plan in Action – Nurturing Positive Values and Attitudes through English Sayings of Wisdom and the “Week of Hope”

A variety of learning activities can be organised throughout the school year to create an environment conducive to English learning and nurturing positive values and attitudes. Through hosting a school-based activity week (e.g. “Week of Hope/Gratitude/Kindness”), students are provided with holistic learning experiences and opportunities to apply what they have learnt in context. The plan below is an example illustrating how schools can structure learning activities throughout the school year and feature a “Week of Hope” to foster positive values and attitudes. The suggested activities are suitable for both primary and secondary schools. Teachers can select and adapt them to suit the needs of students of different capabilities.

A Plan for Nurturing Positive Values and Attitudes through English Sayings of Wisdom and the “Week of Hope”

Stage 1: Planning

Step 1: Identifying themes

Identify an overarching theme for the annual plan for promoting values education taking into consideration the school context (e.g. the school motto, major concerns, students’ needs).

Overarching Theme: Hope		
Level	Sub-theme	Objective
S1 – 3	Gratitude	To enable students to realise that they are leading a life filled with love and hope by appreciating the things and people around them
S4 – 6	Staying optimistic and being proactive	To encourage students to stay optimistic and positive amid challenges and practise goal setting

Step 2: Looking for suitable SOW

Explore different types of SOW and compile a list of SOW which echoes the chosen theme(s).

Proverbs:	
S1 – 3	Count your blessings. Where there’s a will, there’s a way. All roads lead to Rome
Quotes by famous people:	
S4 – 6	“Learn from yesterday, live for today, hope for tomorrow.” (Albert Einstein). “Hope sees the invisible, feels the intangible, and achieves the impossible.” (Helen Keller)

Stage 2: Implementation

Step 3: Recruiting SOW Ambassadors

Recruit a team of SOW Ambassadors to support English teachers in organising the “Week of Hope” and other SOW activities throughout the school year.

Step 4: Infusing values education into learning activities in the classroom

- Read a biography of an inspiring person
- Watch an animation conveying a positive message
- Design an infographic of an inspiring person
- Conduct research on the success story of an athlete
- Keep a “Hope” Journal

Refer to Part 2 “Promoting Sayings of Wisdom in the English Language Classroom” for more suggestions.

Step 5: Creating a conducive school environment for promoting “Hope”

Make use of visual displays and leverage the efforts of different stakeholders to organise a wide variety of activities.

Visual display of the selected SOW

- Display posters/banners of SOW in the playground
- Organise a “Tree of Hope” board design competition
- Display SOW bookmarks designed by students

Promotion of reading related to SOW

- Organise thematic book displays in the school library (e.g. hope, inspiring people, overcoming challenges, self-help books)
- Arrange book sharing sessions in school assemblies
- Provide book recommendations on hope and other positive values by the principal, teachers, parents, students and alumni

Home-school cooperation

- Engage the PTA in running a parent-child “Hope Challenge” activity
- Organise a talk on “Mindfulness and Positivity” for parents and students

Refer to Part 3 “Creating a Language-rich Environment for Nurturing Positive Values and Attitudes” and Part 4 “Games and Teaching Aids” for more inspirations.

Step 6: Organising service-oriented activities

Develop students into hope builders and get them to take actions to spread hope to others.

- Draw greeting cards with positive messages and send them to the children at hospitals
- Recruit students for voluntary services at animal rescue shelters
- Organise a donation for food banks

Step 7: Week of Hope

Signature event of the school year – schedule the highlights/finals of different English activities/competitions for the week

- Inter-class drama performance
- Song dedication by the school Campus TV
- Charity fair
- Mini games conducted by SOW Ambassadors during class teacher periods or recesses
- Polling for the “Tree of Hope” board design competition

Step 8: Concluding and reviewing the SOW activities

Conclude and review the activities held in the school year and plan for the way forward.

- Create a photo album for the “Week of Hope”
- Arrange publications
- Acknowledge outstanding works and efforts (e.g. printing students’ designs on school souvenirs, publishing winning entries of competitions)

Stage 3: “Week of Hope”

Stage 4: Evaluation & Way Forward

How to use the Resource Kit?

✓ Gain more ideas on how to **integrate** values education into the school English Language curriculum

Activity 2: Research on Famous Failures – Learning from Stories about People Who Embraced Failures with Grit

Aim

This activity aims to discuss how failure can play a positive role in one's journey to success. Through researching into the success stories of selected people, students learn how to perceive failure positively and persevere in the face of challenges.

Values and Attitudes

Hope, perseverance, resilience, determination, grit

Materials/Resources

Worksheet on "Learning From Famous Failures"

Procedures

1. Have students name some famous people who failed multiple times before reaching success. Ask if they know the people's special journey to achieving their goals.
2. Share an article about a famous person who did not have a smooth run before achieving success. Discuss with students how he/she endured the failures and got back up. Examples: Thomas Edison, the Wright Brothers, Walt Disney, J.K. Rowling
3. Guide students to conduct research on other examples of "successful failures" by completing the worksheet on "Learning From Famous Failures" (see pp.14 -15).
4. Invite students to share and present their findings in class. Encourage students to give feedback (e.g. ask a follow-up question about the research findings) to their peers.
5. Have students discuss and reflect on how we should perceive failure and how failure can make us a better person (see p.16). Ask each student to contribute three ideas and have them design a class poster on "Embracing Failures".



Suggested Creative Writing Tasks

Designing an infographic of an inspiring person

Have students conduct research on an inspiring person of their choice from different sources (e.g. books, websites, magazine articles) and design a catchy infographic for the person.

Details that can be included in the infographic:

- his/her inspirational quote
- important accomplishments of the person
- things learnt from the person
- ways to apply his/her good deeds/attitudes into the present-day life

Writing a blog entry on "A Day with..."

Ask students the following question "If you were given a chance to spend a day with a person who inspires you, who would it be?". Have them write a blog entry. Pair up students who write on the same person and get them to refine their ideas together.

Possible ideas for students to write about:

- who to meet and why
- where to go and what to do with him/her
- what to say to him/her

Creating a digital story about an inspiring person

Have students select photos and make an audio recording to illustrate a motivational story of an inspiring figure.

Some guiding questions for students:

- What is the most remarkable event of this person?
- Why do you find this person inspiring?
- What have you learnt from this person?

Creating a fan page for an inspiring person

Have students create a post on the social media platform to introduce an inspiring person.

Possible elements to include:

- fun facts
- photos/videos
- questions and answers about the person
- a fan discussion board

Writing a thank-you letter to an inspiring person

Have students write a letter of gratitude to the inspiring person they have chosen.

Possible ideas for students to write about:

- reason for thanking him/her
- how he/she has been an inspiration to the student
- inspiring quotes or accomplishments of that person

Writing a podcast script to introduce an inspiring person

Instruct students to write a five-minute script in groups or individually to introduce an inspiring person. Have a vote in class to choose the best three scripts. Get the three students/groups to record the scripts and upload their podcasts on the school website.

Prompts for a "Hope" Journal

Help a person by spreading hope to him/her. Record the experience.



Share an inspiring quote with a family member. Write an entry about the experience.



Say "thank you" to three people and express what you are thankful for.

THANK YOU

Collect 5 inspirational quotes and write them in the journal.



Write an acrostic poem by using the word "Hope".



Collect a piece of news about hope. Share your views about it.



Write a note of encouragement to your classmate.



Write down three things you appreciate about your friend/parent/teacher.



Take a photo to show your understanding of a positive value. Write a short description about the photo.



Recommend a song that conveys a positive message to your friend.



Watch a video or an animation about hope. Share what it is about and what your classmates can learn from it.



Give a compliment to yourself. Write the compliment in the journal.



How to use the *Resource Kit*?

✓ Look for ideas on creating a language-rich environment for nurturing proper values and attitudes

3.3 A Display Board on “Random Acts of _____”

(e.g. Kindness, Love)

Design a display board on “Random acts of _____” (e.g. kindness, love, courage) in the school playground or on the class noticeboard. Each card describes an action for students to complete (e.g. recommend a book about kindness to your friend, share an inspirational quote about hope to three classmates, write words of encouragement on a card and place it on your classmate’s desk). Post the following instructions on the board:



Step 1: Pick a card.

Step 2: Complete the act of kindness/love/courage.

Step 3: Pass your card to a friend to pay it forward.

3.4 Quote/Picture of the Day

Instruct students to take turns to stick an inspirational quote/picture of the day on the class bulletin board. Get them to do a mini-sharing on the quotes/pictures before the lessons.



3.5 Interactive Board Display on Thematic Book Recommendation

Recommendation

Select a theme (e.g. hope, perseverance, overcoming challenges) and have an interactive book recommendation board display in the school playground or on the class noticeboard. Below are a few suggestions on what to put on the cover and the inner page to elicit students’ interest:

Title of the Board	Cover Page	Inner Page
Which book says this?	Select a quote from the book	Introduction of the book
Come take a look at your teacher’s favourite book on _____ (theme)!	Name of teacher	Introduction of the book by the teacher and the reason for choosing the book
What’s the name of the book?	Picture of the book cover (without the book title)	Book title and introduction of the book
Stories on _____ (theme) from around the world	Flag/name of the country	Introduction of the book
Books from inspiring people	Picture of the book cover	Introduction of the book
Fascinated by the first line? Grab the book in the school library.	First line of the book	Picture of the book cover



3.8 A Book Hunt Competition

Select a positive value (e.g. hope, integrity, resilience) to be the monthly theme. Have students search for a book in the school library that matches the monthly theme. The book can be of any genres, for instance, a biography, a story or a self-help book. Invite students to conduct a one-minute sharing about the book they have selected with three people (e.g. the principal, teachers, parents, siblings, classmates) and record the sharing in a logbook.



3.9 Hope Clouds

Design a cloud template (e.g. a speech bubble, a thought bubble, a star). Ask students to write about their dreams as well as people and things that bring them hope. Post the “Hope Clouds” in the school premises. Get students to walk around to find their favourite “Hope Cloud”.

My dream is to be a vet. I want to take care of animals that are sick.

I stay hopeful by appreciating the people and things around me.

My life motto
Fall down seven times,
stand up eight.

How to use the *Resource Kit*?

✓ Ready-made games to promote values education

4.1 "Word Search" on Hope

How to Play:

Search for the words related to "Hope" in the word search puzzle.

HOPE

X	R	O	C	P	O	S	I	T	I	V	I	T	Y
T	D	P	Y	U	Z	L	F	Y	X	G	R	I	T
Q	H	T	G	D	S	I	H	O	P	E	F	U	L
Z	B	I	H	R	E	P	K	R	E	Y	J	Z	D
A	C	M	F	E	G	L	G	A	R	D	G	T	K
S	N	I	K	A	R	O	W	D	S	G	F	D	I
P	O	S	K	M	J	V	H	W	E	Q	E	A	N
I	J	M	P	G	O	E	A	I	V	C	N	W	D
R	T	L	A	S	D	C	Z	Q	E	B	E	T	N
A	W	B	E	L	I	E	F	G	R	M	R	U	E
T	S	Q	K	I	G	J	D	S	A	Z	G	H	S
I	B	J	N	G	O	A	L	J	N	F	Y	R	S
O	K	O	M	H	X	W	A	H	C	J	S	H	J
N	D	Y	E	T	H	S	T	R	E	N	G	T	H

JOY	GOAL	GRIT	LOVE	DREAM
LIGHT	ENERGY	BELIEF	HOPEFUL	KINDNESS
OPTIMISM	STRENGTH	ASPIRATION	POSITIVITY	PERSEVERANCE

1

Cut out the square on the template. (see p.59)

2

Fold diagonally.

3

Unfold.

4

Fold diagonally.

5

Unfold.

6

Fold the four corners to the centre.

7

Keep the folds together and turn over.

8

Fold the four corners to the centre.

9

Fold in half inwards.

10

Finish!

Instructions for Making a Cootie Catcher

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



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



✓ Three animated videos based on the English sayings of wisdom



Saying

*"In love of home, the love
of country has its rise."*
(Charles DICKENS)

Sub-themes

Love Our Country
Love the Community



Saying

"Friendship is a sheltering tree."
(Samuel Taylor COLERIDGE)

Sub-themes

Love Myself
Love Learning



Saying

*"To love oneself is the
beginning of a lifelong
romance."*
(Oscar WILDE)

Sub-themes

Love Our Family and
Friends
Love Nature

How to utilise the Animation Series?

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

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

Friendship is a sheltering tree.

To love oneself is the beginning of
a lifelong romance.



Student version:

[MS WORD](#)

[PDF](#)

Student version:

[MS WORD](#)

[PDF](#)

Student version:

[MS WORD](#)

[PDF](#)

Teacher version:

[MS WORD](#)

[PDF](#)

Teacher version:

[MS WORD](#)

[PDF](#)

Teacher version:

[MS WORD](#)

[PDF](#)

How to utilise the Animation Series?

✓ Engage students in interacting with and responding to the animated videos

Pre-viewing 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.

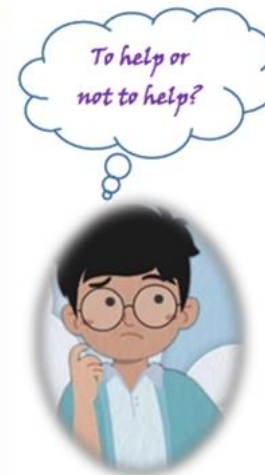
4. In the video, Joe faced two situations where he had to decide whether to lend a hand. What do you think were the considerations behind his decisions in each situation? Watch the video and answer the questions:

(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.



While-viewing tasks

How to utilise the Animation Series?

✓ Enhance students' viewing and multimodal literacy skills as well as cultivate their proper values and attitudes

Post-viewing tasks

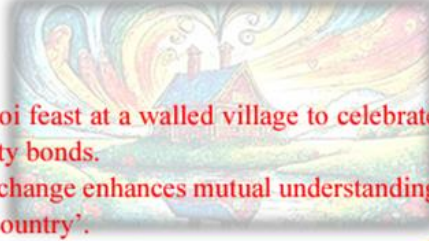
6. How did Joe's participation at home and in the community illustrate the meaning of the saying 'In love of home, the love of country has its rise'?

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'.



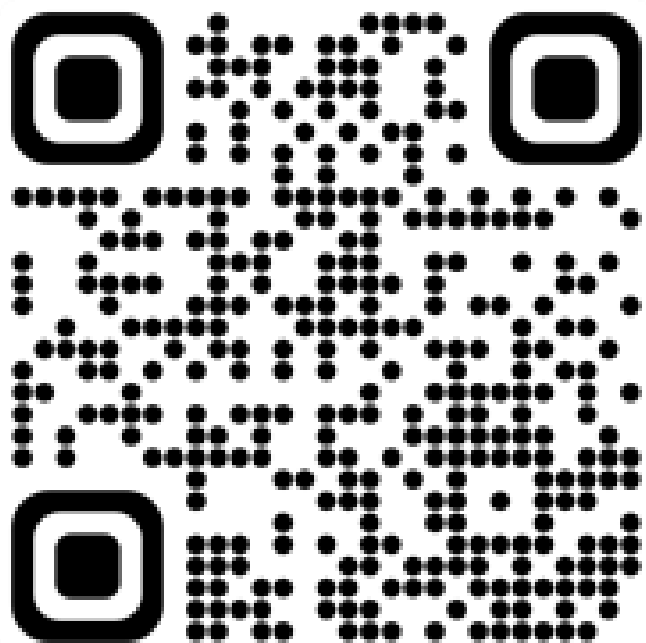
7. In the video, Joe put '*In love of home, the love of country has its rise*' into action by playing an active role at home, in the community and in the country. He helped with the clean-up before Chinese New Year at home, participated in the poon choi feast preparation in the walled village, and introduced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

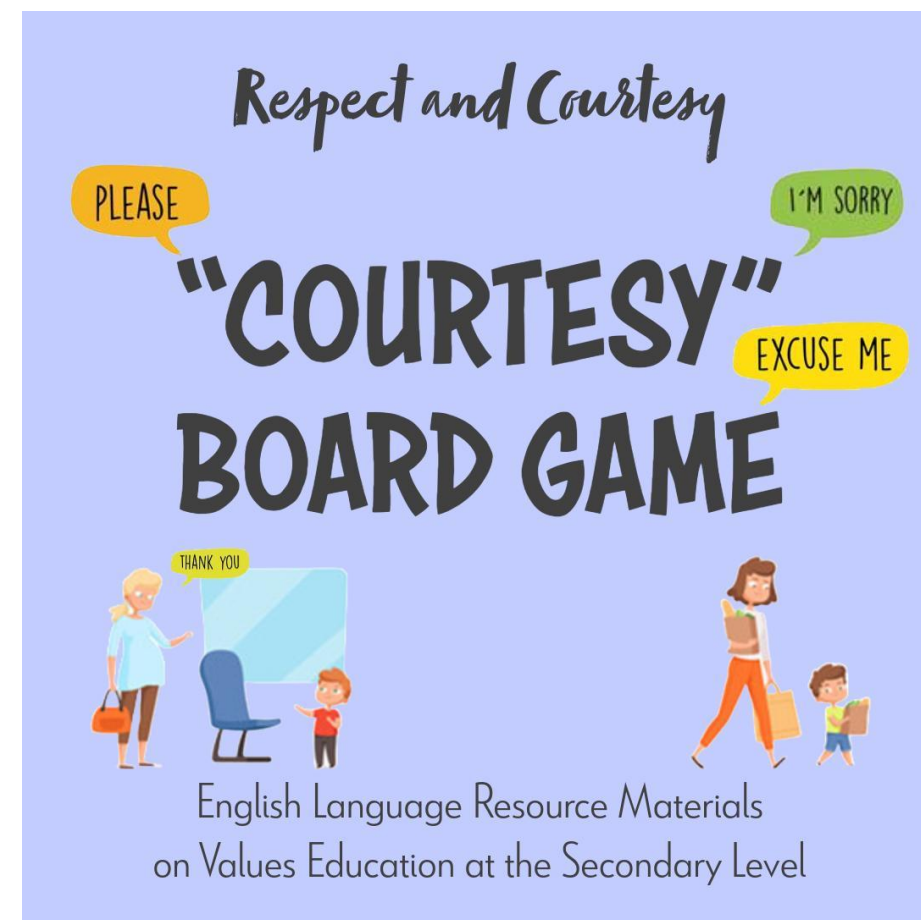
In love of home, the love of country has its rise



*English Language Resource Materials on Values Education at the Secondary Level - **Respect and Courtesy***



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



English Language Resource Materials on Values Education at the Secondary Level - Respect and Courtesy

"Courtesy" Board Game

Materials/Resources

Copies of the game board for each group of three or four (enlarge the game board to A3 size if possible), some dice and counters, three tips cards related to courtesy expressions

Procedures

1. Explain to students that they will have the opportunity to practise using polite phrases and expressions for **apologising**, **making requests** and **expressing gratitude** that are appropriate in various contexts through playing a board game.
2. Divide students into groups of three or four.
3. Provide each group with a game board, a set of tips cards, a dice and counters.
4. Instruct students to place their counters on the "Start" square of the game board.
5. Guide students to take turns rolling the dice and moving their counters along the board accordingly.
6. When a student lands on a square, they must use the correct polite expression in response to the scenario. They may pick one corresponding tips card to help them.
7. If a student cannot think of anything to say, they should move their counter back two spaces on the board. If necessary, the teacher may provide clues or suggestions.
8. The first student to reach the "Finish" square on the board wins the game.
9. After the game, the teacher can encourage students to contemplate their emotions in relation to a particular scenario mentioned in the board game, for example, "You have sent someone text messages, but they have not responded yet." The teacher can inquire about students' feelings towards the person's behaviour or lack of response. This reflection aims to help students develop their empathetic understanding and encourages them to be considerate and mindful of their own actions.



Tips Cards

Useful Courtesy Expressions for Apologising

I'm (...) sorry! <i>e.g. I'm terribly sorry for being late.</i> You can also use other adverbs such as deeply, genuinely, really, desperately, dreadfully, extremely, frightfully and truly.	I apologise (for...) <i>e.g. I apologise for the mistake I made.</i> Remember to use a noun phrase (e.g. gerund) after "for".
Please accept my (...) apologies. <i>e.g. Please accept my sincere apologies.</i> You can also use other adjectives such as humble, heartfelt, full and profuse.	Please forgive me (for...) <i>e.g. Please forgive me for missing your messages.</i> Remember to use a noun phrase (e.g. gerund) after "for".
Excuse me (please). This is the most common way to politely ask someone to move out of the way.	My bad! / My mistake! / It's my bad. Use it when you have committed a small mistake.
How can I make it up to you? <i>e.g. Oh no! I have broken your favourite cup. How can I make it up to you?</i> This is used when you're asking how you can compensate for your mistake.	I didn't mean (to...) <i>e.g. I didn't mean to hurt you.</i> This is commonly used to express regret.

Game Board

Finish	Someone calls for your mother, but she is not available.	You need your parents to sign a reply slip for you.	You forget to cover your mouth when you sneeze. Miss a turn	You are on a busy train. Ask the woman with her bag on an empty seat to move it so that you can sit.	Your friends come to your house for dinner. Ask them to take off their shoes.
					A friend accidentally breaks a glass cup at your home.
A neighbour looked after your pet while you were away.	Your neighbour knocks on your door and says your party is too noisy.	A person wants to take the seat beside you, but you are reserving the chair for a friend.	You want your guests to feel comfortable taking any food they like from the fridge.	You make fun of others because of their appearance. Uh-oh! Go back to the start	You interrupt someone who is speaking.
You are doing your homework, and your parents are talking loudly.					
You forget to greet your teacher. Uh-oh! Go back			You mistakenly take your friend's jacket while leaving the classroom.	You want your friends to know that they are welcome to visit you at any time.	You offer your seat to a pregnant woman on the bus. Fast forward
You want your classmate to clean the blackboard even though it's your turn.			A friend invites you to his housewarming party.		You accidentally spill your drink on the floor at your friend's home.
You sent someone text messages, but they haven't replied yet.			You are at the cinema. A person behind you is talking on his phone.		You drop your wallet and someone picks it up for you.
A classmate has just told you that he likes your new schoolbag.		You forget to thank your friend for a gift. Miss a turn		Someone is blocking your path as you walk along the street.	
You show a tourist the direction to her destination. Move forward 2 spaces	You just broke your pen. Ask your classmate to lend you another one.	Your phone is making noise while you are having a lesson.			You accidentally step on someone's foot.
					Start

Learning and Teaching Resources

for promoting

Resources

in support of

**SOW-related
Competitions**



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

Learning and Teaching Resources

- ♥ e-Books on positive values and attitudes
- ♥ SOW posters
- ♥ Resources in support of competitions



School examples

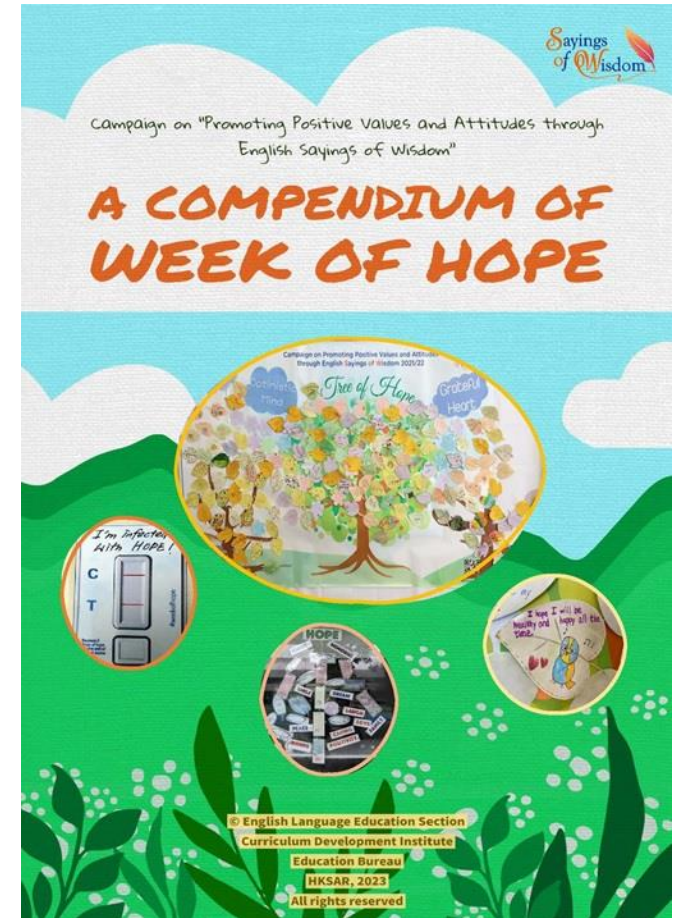


https://www.edb.gov.hk/WoP_examples



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

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



SOW Campaign 2024/25 resources

Ready for Dissemination (early 2025):

- SOW e-Book Series “In Love We Share, In Love We Grow”
- SOW posters on the 4 sub-themes of SOW Campaign 2024/25 and "Reading Challenges" (A2 size)
- SOW Reading Challenge booklet
- SOW Corner Bookmarks
- SOW Reading Ambassador Badges





SOW Readathon

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



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



“SOW Inspiring” Book Gifting Competition

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



A writing competition in which 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



“SOW Inspiring” Book Gifting Competition

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



Learning and Teaching Materials on “SOW Inspiring” Book Gifting Competition

(Secondary Level)



The Chief Executive's 2024 Policy Address on English Language Education

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**.



For more information,
please refer
to EDBCM210/2024 (issued
on 18 Dec 2024)

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

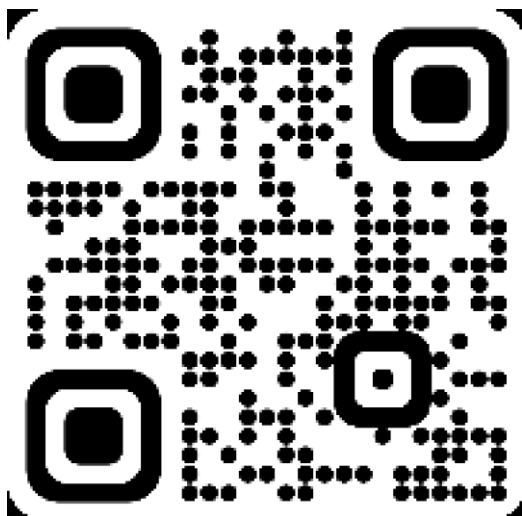


EDBCM No.233/2024





SOW Webpage



www.edb.gov.hk/sow



Home

Selected
SOW

Student
Activities/
Competitions

SOWIT
Videos

Wallpapers/
Posters

Instant
Messaging
Stickers

Games

Learning and
Teaching
Materials

PROMOTING POSITIVE VALUES AND ATTITUDES THROUGH *English Soyings of Wisdom*

First launched in the 2020/21 school year, "Promoting Positive Values and Attitudes through English Soyings of Wisdom" (SOW Campaign) is a territory-wide and cross-curricular campaign that connects English Language education with values education. It aims to provide opportunities for schools to plan holistically their curricula by integrating essential curriculum initiatives, such as values education, Reading/Language across the Curriculum (RaC/LaC) and multimodal literacy, extending students' learning experience outside the classroom, and promoting cross-curricular collaboration.



SOW Campaign 2024/25

Award Presentation Ceremony for the SOW Campaign 2023/24



Student Activities/ Competitions



SOWIT Videos



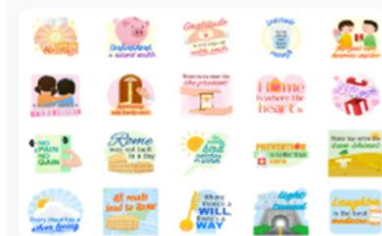
Selected SOW



Wallpapers/Posters



Instant Messaging Stickers





ELE Section Webpage



www.edb.gov.hk/ele



ENGLISH
LANGUAGE
EDUCATION
www.edb.gov.hk

Position

Every learner is entitled to English Language education. As a Key Learning Area, English Language Education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures through the English medium; and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.

Direction

Schools are encouraged to continue with the good practices that they have developed which are in line with the recommended curriculum developments. More importantly, they are encouraged to enhance learners' experience by providing a language-rich environment through:

- providing greater opportunities for learners to use English for purposeful communication both inside and outside the classroom;
- making use of learner-centred instruction to encourage learner independence;
- making greater use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and
- promoting language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning.



[What's New](#)



[BOW Campaign](#)



[Reference & Resource](#)



[Professional Development Programme](#)



[Curriculum Document &
Relevant Information](#)



[Questions and Answers](#)

PDPs for 2024/25 s.y.

English-related Applied Learning Courses

- Introduction to English-related Applied Learning Courses

Curriculum Management, Leadership and Planning

- 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
- 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 Teachers
- Experience Sharing Session on Promoting Values Education in the School English Language Curriculum (Secondary Level)

PDPs for 2024/25 s.y.

Senior Secondary Curriculum and Assessment:

- Exploring the Creative Use of English in the Senior Secondary English Language Classroom
- Exploring the Academic Use of English in the Senior Secondary English Classroom

Sustaining the Curriculum and Assessment Reform:

- Adopting Effective Strategies to Enhance the Learning and Application of Grammar Knowledge in the Secondary English Language Classroom
- Connecting the Dots: Effective Strategies for Teaching Vocabulary for Cross-curricular Learning
- Enhancing Assessment Literacy through Effective Use of the Learning Progression Framework (Reading and Listening Skills)
- Effective Assessment Practices in the English Language Curriculum
- Enriching Knowledge Series: (3) Improving English Pronunciation and Speaking Skills

PDPs for 2024/25 s.y.

Sustaining the Curriculum and Assessment Reform:

- Effective Use of e-Resources to Enhance Students' English Language Skills and Promote the Creative Use of English at the Secondary Level
- Harnessing Technology to Cater for Learner Diversity in the Secondary English Language Classroom
- From Reading to Writing: Promoting Language across the Curriculum in the Junior Secondary English Classroom
- Enhancing Assessment Literacy through Effective Use of the Learning Progression Framework (Writing and Speaking Skills)
- Nurturing Secondary Students into Competent Lifelong Readers
- Enriching Knowledge Series: Understanding Film Language and Cinematography

PDPs for 2024/25 s.y.

Sustaining the Curriculum and Assessment Reform:

- Writing Extended Essays on Films
- Poetry Appreciation and Analysis
- Enriching Knowledge Series: (1) Exploring and Appreciating English Creative Texts
- Enriching Knowledge Series: (2) Effective Writing Skills and Strategies for English Teachers
- Promoting Values Education through Infusing Priority Values in the Secondary English Language Curriculum
- Critical Reading and Viewing: Developing Students' Visual Literacy in the English Language Classroom

Useful Websites

Learning and teaching resources

- Resources developed by the Native-speaking English Teacher Section, CDI
<http://www.edb.gov.hk/en/curriculum-development/resource-support/net/enet-resources.html>
- Resources developed by the Language Learning Support Section, CDI
<https://cd1.edb.hkedcity.net/cd/languagesupport/services.html>
- One-stop Portal for Learning and Teaching Resources
<http://minisite.proj.hkedcity.net/edbosp-eng/eng/home.html>
- Educational Multimedia
<https://emm.edcity.hk/>
- HKedCity English Campus
<https://www.hkedcity.net/english/>