



# EDUCATION

**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 2025**

# 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 the English Language Education Key Learning Area Curriculum Framework of National Security Education (2025); and

3

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

# Today's programme

|               |  |
|---------------|--|
| 14:30 – 14:35 | Housekeeping   |
| 14:35 – 15:50 | <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 (Part I)</li></ul> |
| 15:50 – 16:00 | Break  |
| 16:00 – 16:30 | Integrating NSE and other key curriculum initiatives into the secondary English Language curriculum through holistic planning and implementation (Part II)   |
| 16:30 – 16:35 | Break  |
| 16:35 – 17:20 | Experience sharing<br>(Bishop Hall Jubilee School)   |
| 17:20 – 17:30 | Q&A  |

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

## **Instructions**

- ◆ **You will be given 2 minutes to discuss in groups and write down as many duties of an English Panel Chairperson as possible.**
- ◆ **Each group will take turns to share two items 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

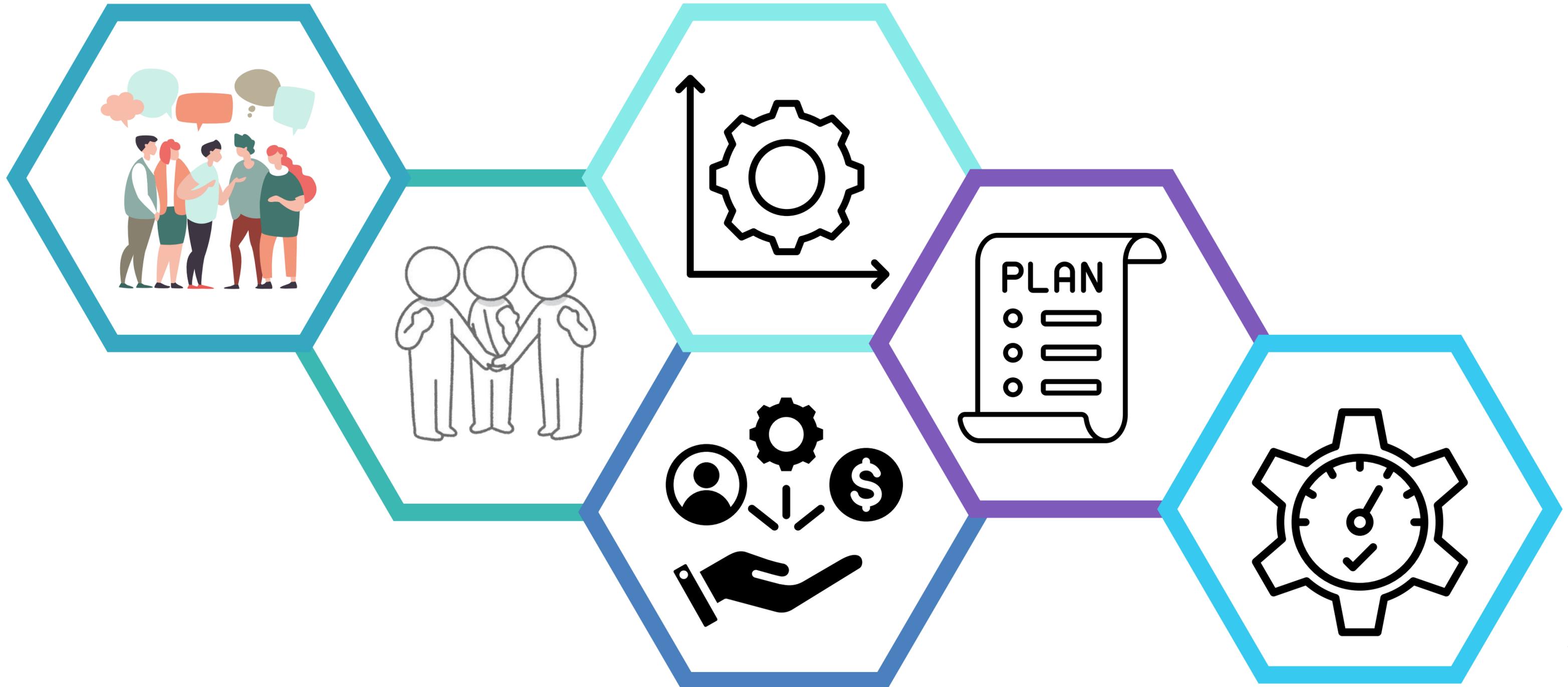
## Others

- ★ 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**

**1. Establish a sense of urgency** ★

**2. Create a guiding coalition**

**3. Develop a vision and strategy** ★

**ENGAGING & ENABLING YOUR PANEL**

**4. Communicate the vision and strategy**

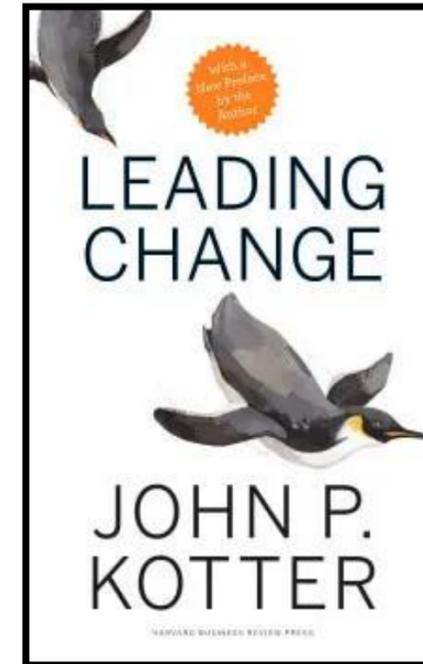
**5. Empower action** ★

**6. Generate short-term wins**

**IMPLEMENTING & SUSTAINING THE CHANGE**

**7. Build on the change**

**8. Make the change stick**



## 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, SMC/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

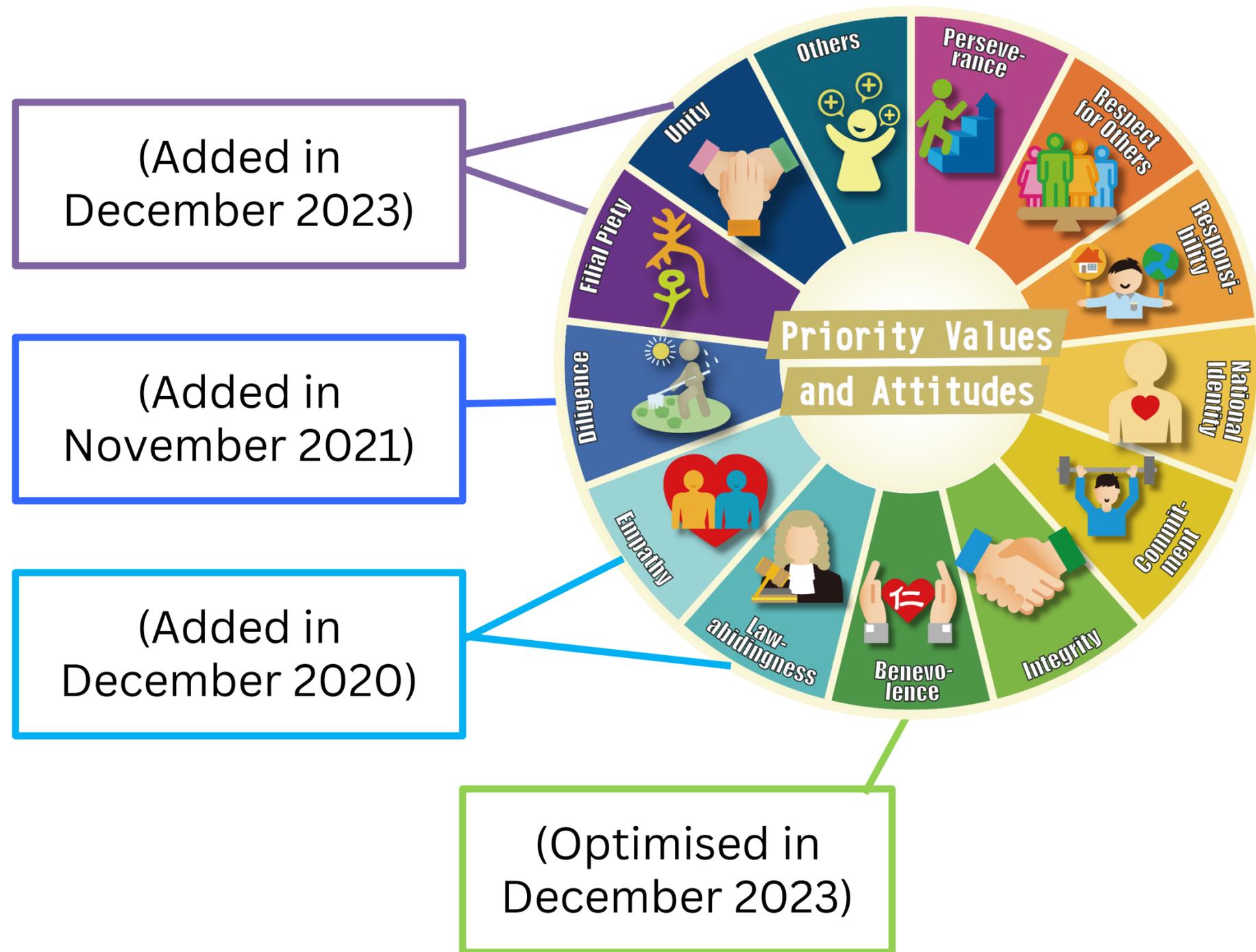


Values Education Curriculum Framework (Pilot Version)(2021)



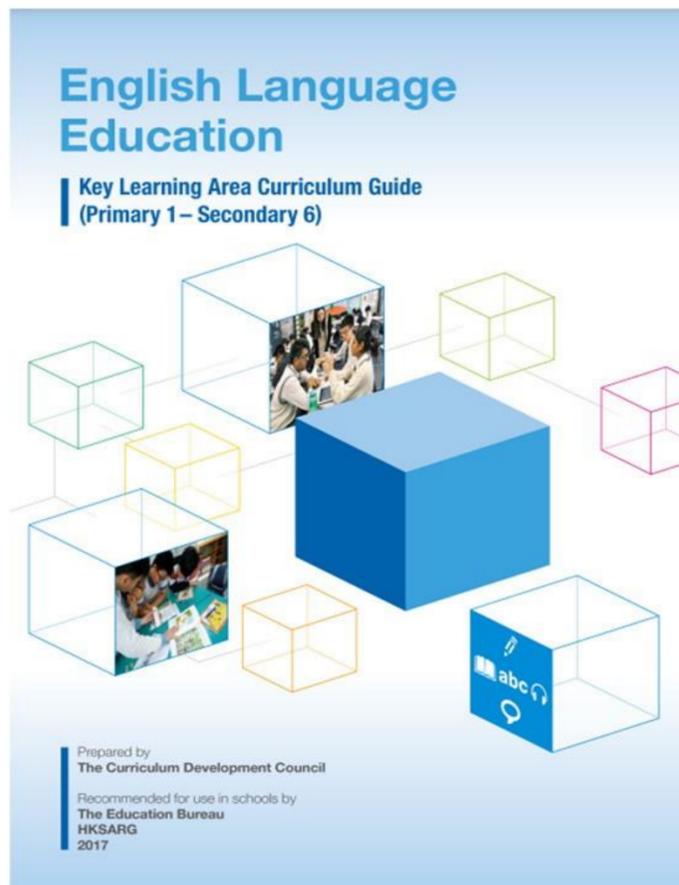
- the framework lists the learning expectations on students' attitudes and behaviours in different domains (e.g. personal, family, community, national and global domains)
- Examples of major focuses:
  - Emphasising the necessity to nurture a sense of belonging towards our country from an early age
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

# 1. Establish a sense of urgency

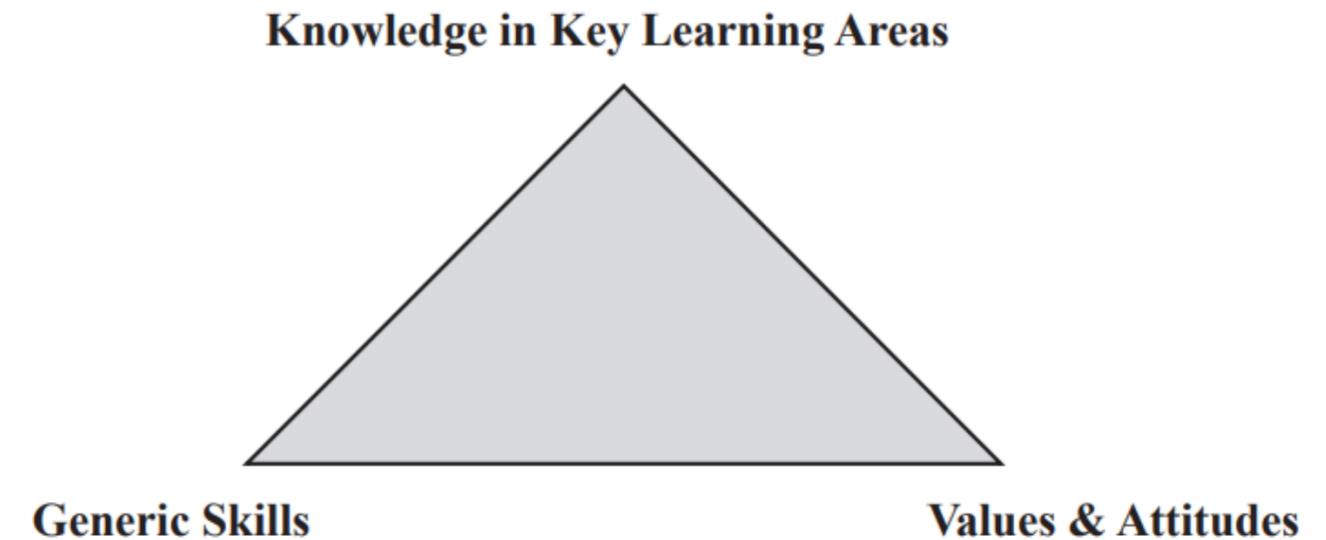


# 1. Establish a sense of urgency

## 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)



- 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

# 1. Establish a sense of urgency

As announced in EDBC No. 7/2025, the **Curriculum Framework of National Security Education in Hong Kong** has been updated, with key enhancement as follows:



- Strengthening the learning of a **holistic approach** to national security
- Aligning with the implementation of **patriotic education**
- Outlining the key learning focuses of NSE **across four key stages** of primary and secondary education
- Facilitating students' learning of relevant content in a **spiral and progressive manner**
- **Encompassing the subject curriculum frameworks** of eight key learning areas (KLAs) and citizenship and social development



Source: National Security Education Day Website - A Holistic Approach to National Security  
[https://www.nsed.gov.hk/national\\_security/index.php?l=tc&a=safety](https://www.nsed.gov.hk/national_security/index.php?l=tc&a=safety)

# English Language Education Key Learning Area (ELE KLA) Curriculum Framework of National Security Education (NSE) (2025)

- This framework is presented through **illustrative examples**.
- **NSE is not additional or new content**, but should be embedded meaningfully within existing curriculum components.
- It is **not necessary to cover all the twenty major fields**.



Organic integration



Natural connection

Whole-school participation



Diversified strategies

Learning within and beyond the classroom

Mutual coordination





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

## 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





# 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 coherence

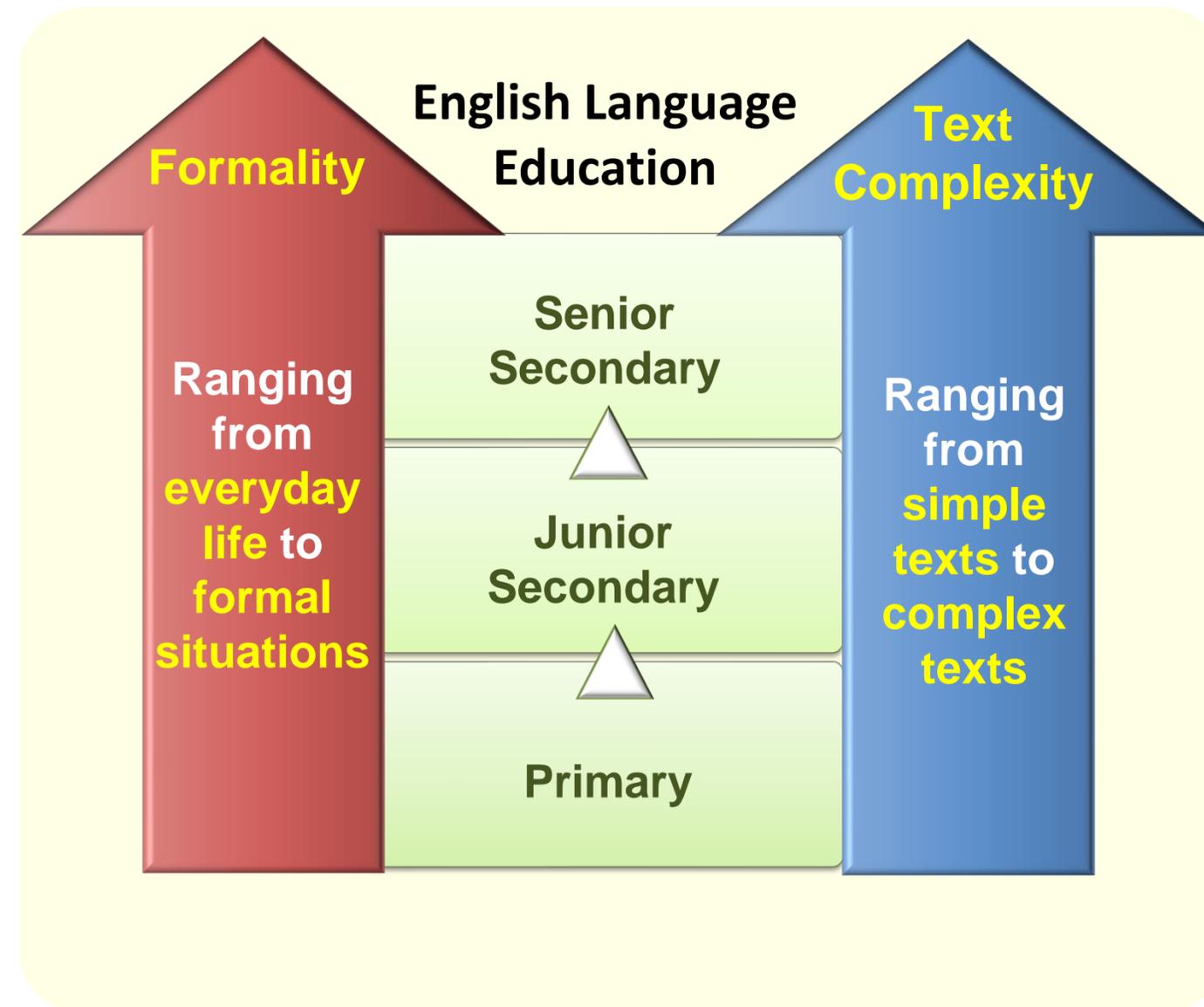
Ensuring the curriculum is well-planned to facilitate learning **in the subject**, and enabling communication and collaboration **among all teachers in the panel**

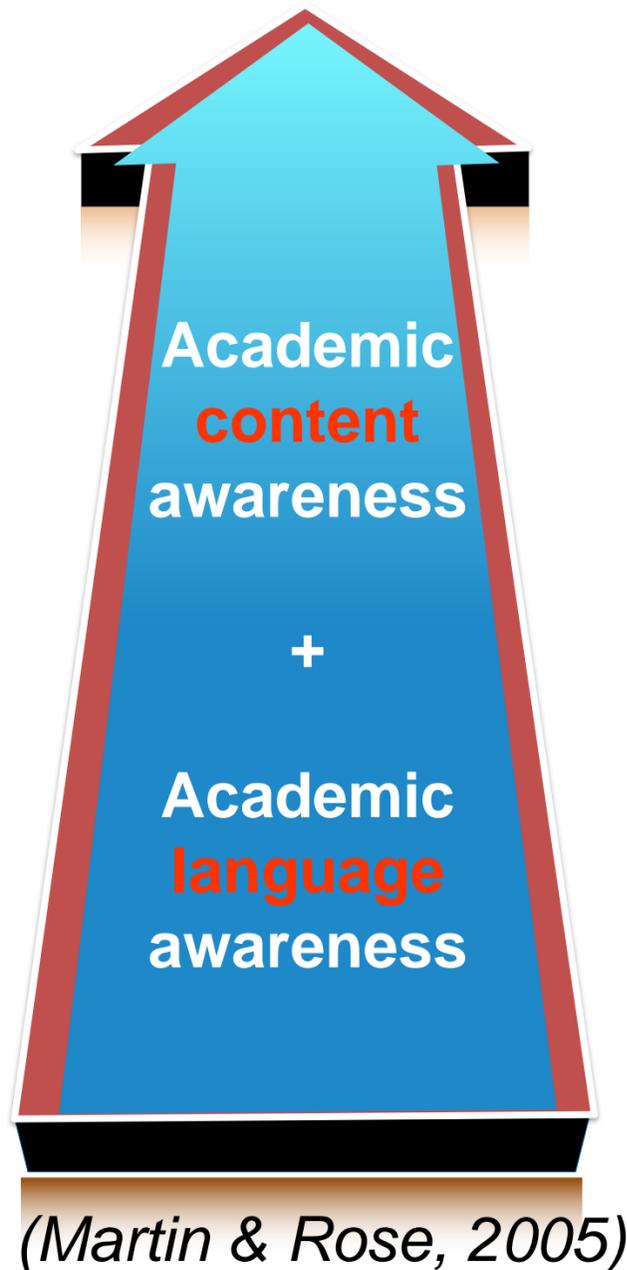
## Interdisciplinary coherence

**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 (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

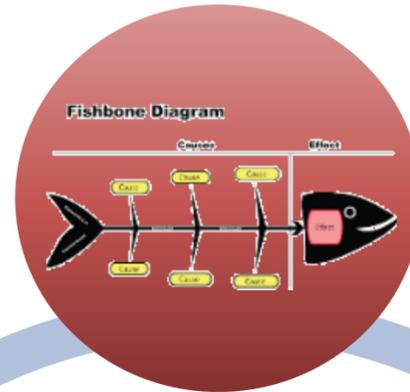
Use of **visual representation** to **deconstruct** the structure, language & content of the texts

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



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

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

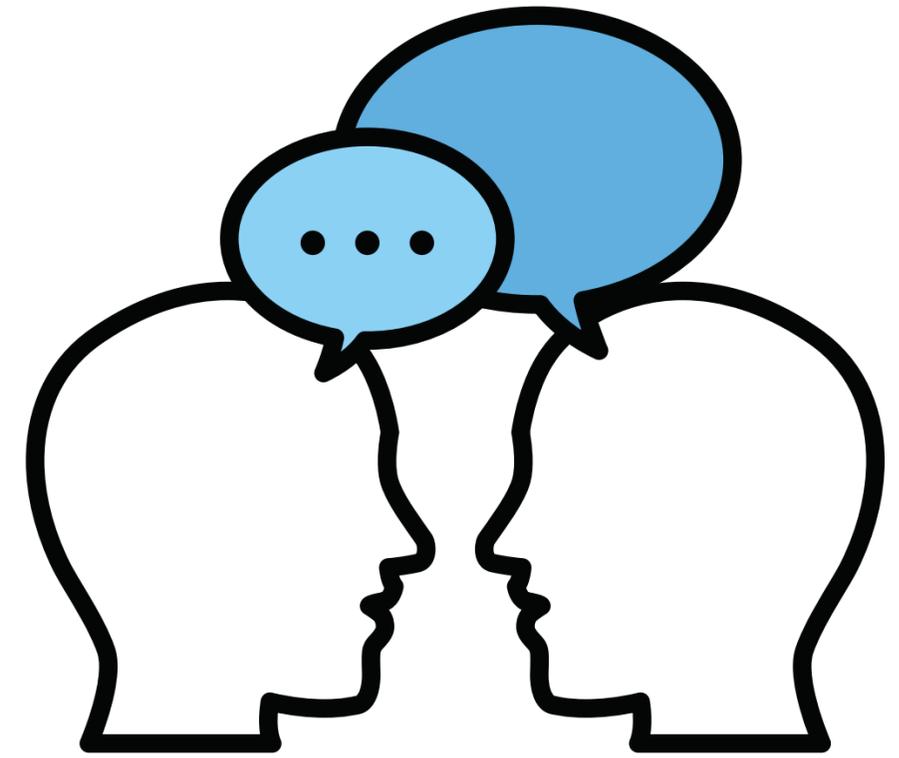


**Communication / Interaction strategies** that students can apply in **presentation & discussion** activities across KLAs

e.g. reasoning and sequencing in Science / History

## 4. Communicate the vision and strategy

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

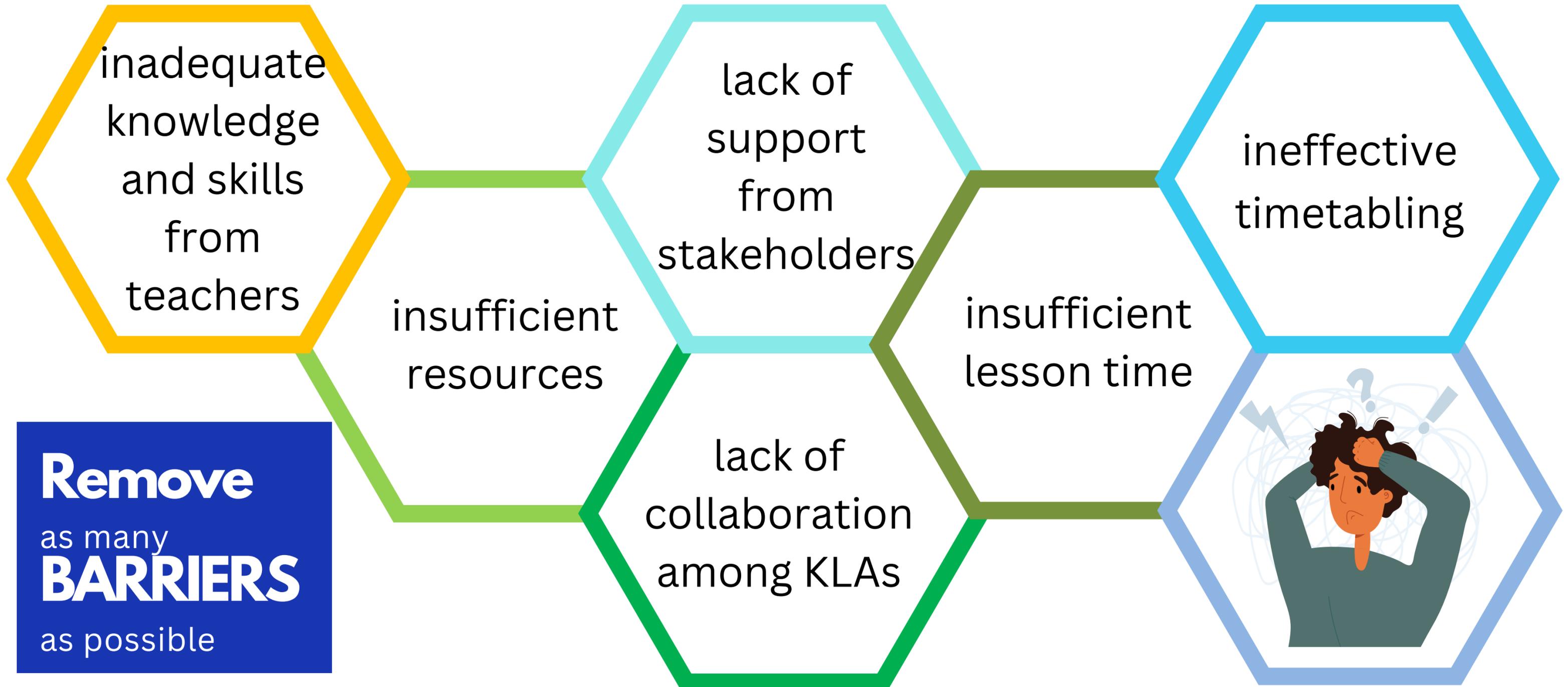


**How can EPC communicate the vision and the strategy?**

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

# 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



Praise actions that support the change timely



Communicate progress supported by evidence



GOOD THINGS TAKE TIME

## 7. Build on the change

## 8. Make the change stick



- **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***



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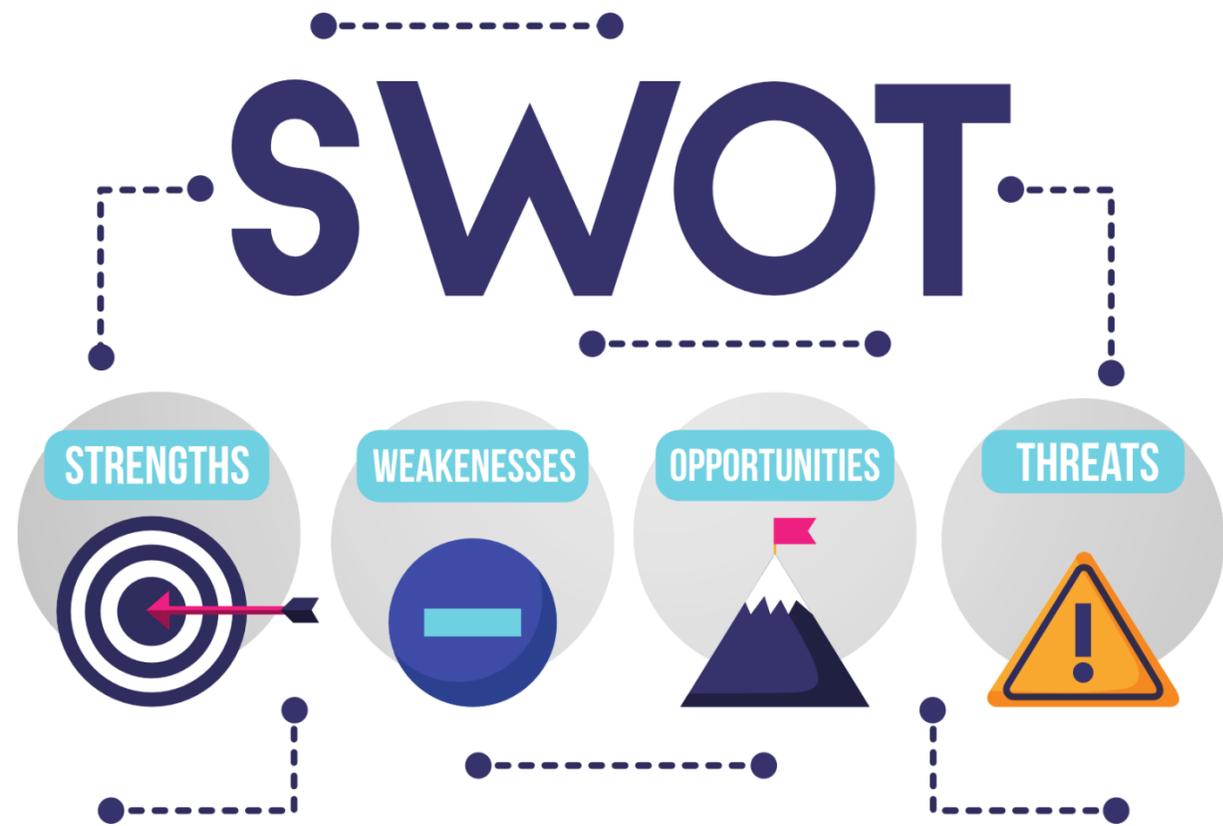
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To critically analyse the current situation of your school, we can conduct a SWOT analysis, which needs to be:

- holistic
- specific

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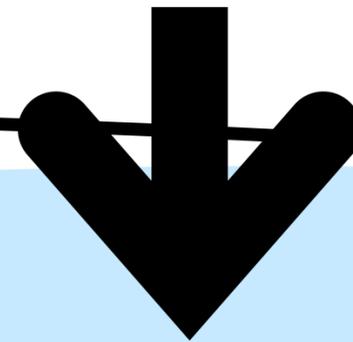
**3. Develop a vision and strategy**

# 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 **actively** engaged in diversified experiential life-wide learning activities outside the classroom related to NSE.

School

Teacher / within the classroom

Student / beyond the classroom

# 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

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

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.**

|  |  |
|--|--|
|  |  |
|--|--|

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





## **Share with your group members:**

- 1. How does NSE connect with the school English Language curriculum?**
- 2. What are some good practices of implementing NSE in your school?**



**Time**

**Resources**

**Student  
Engagement**

**Holistic  
planning**

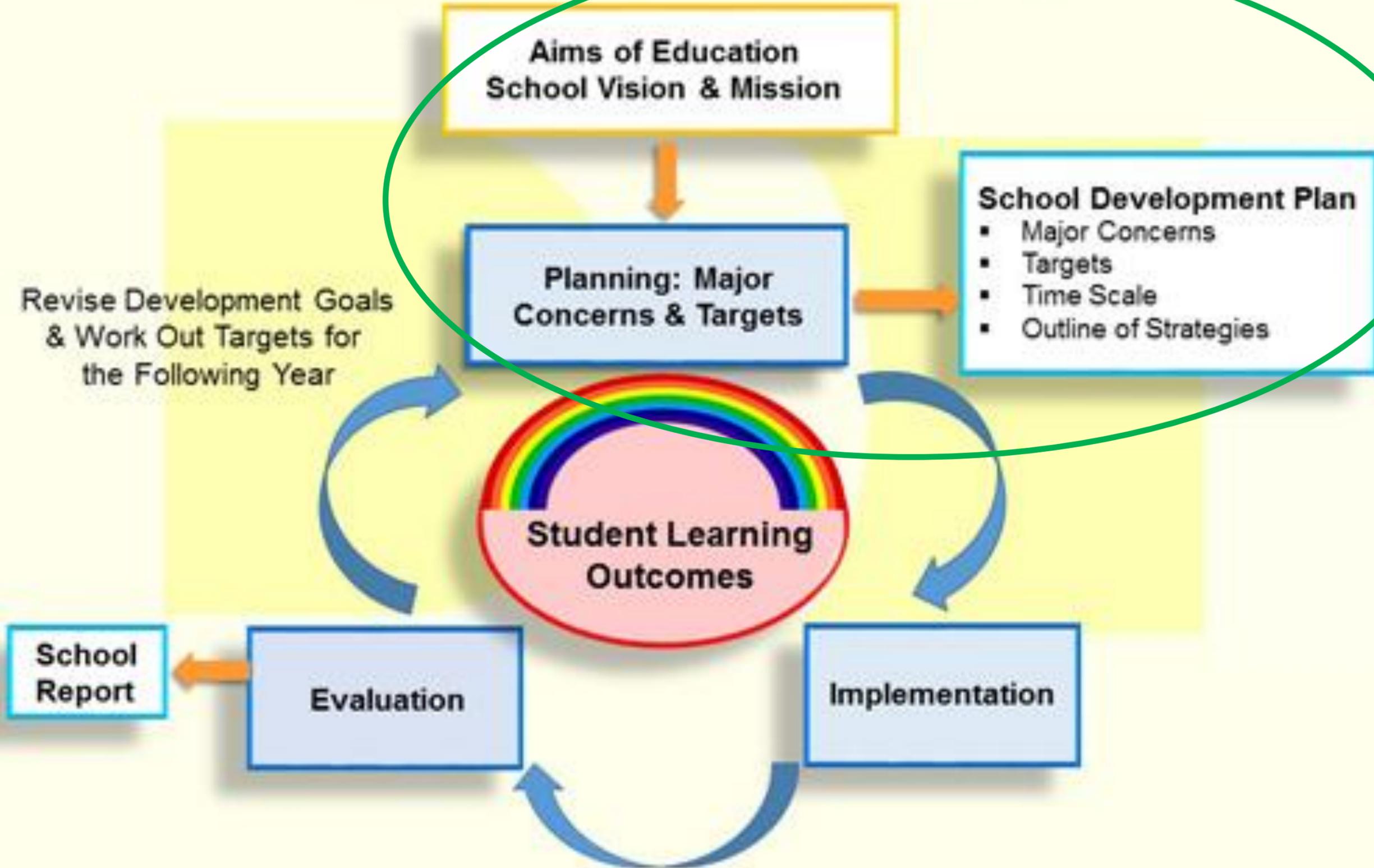


| <b>Tasks/ Strategies</b>               | <b>Success Criteria</b>   | <b>Methods of Evaluation</b>        | <b>Time</b> | <b>Grade levels</b> | <b>Learning goals (values)</b>             |
|--|---|-------------------------------------|-------------|---------------------|--|
| A visit to the Great Wall (on website) | Students show awareness of the importance of <b>cultural security</b> | Students' feedback in the worksheet | Dec 2025    | S1 – S5             | Knowledge, information (National Security) |

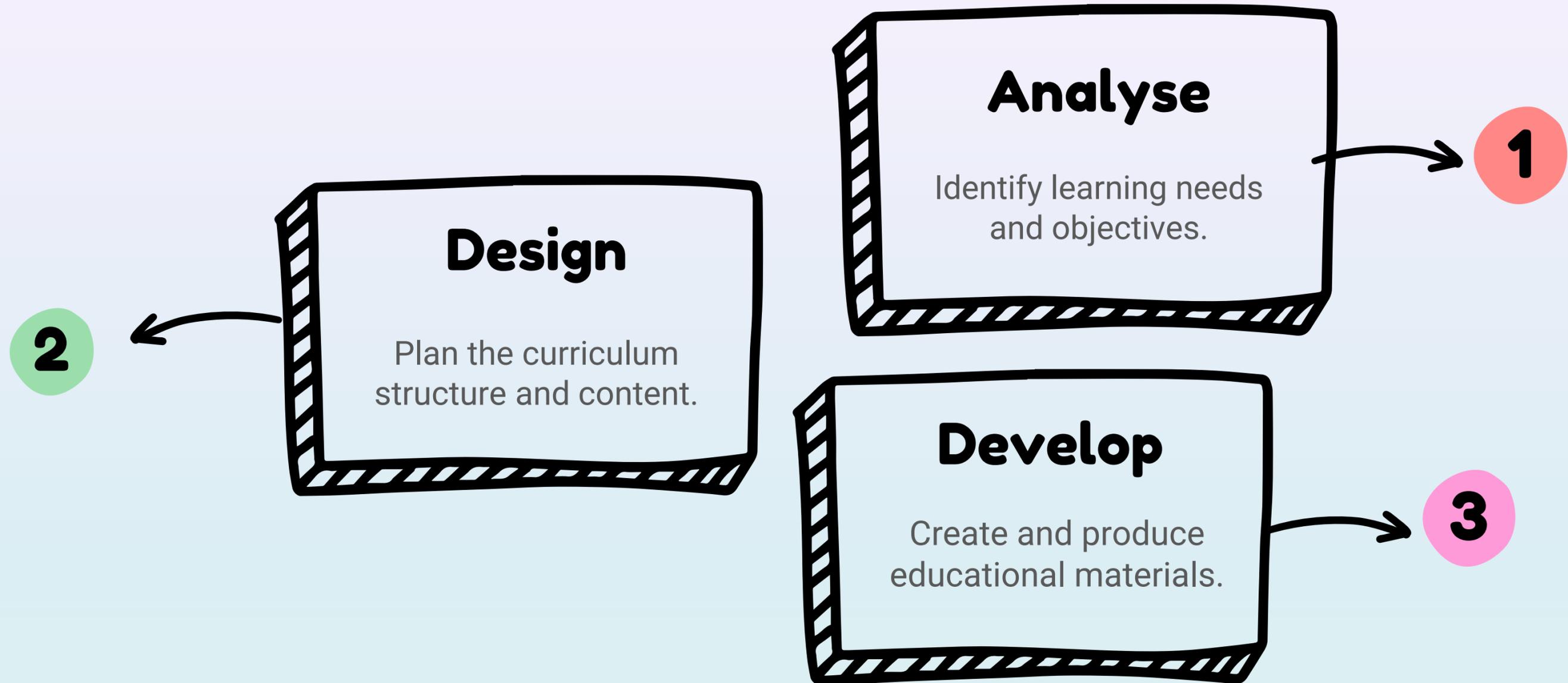
# To enrich the existing school English Language curriculum by integrating NSE elements



# School Self-Improvement Cycle



# The 3 steps of planning – ADD



# Understanding the core ideas

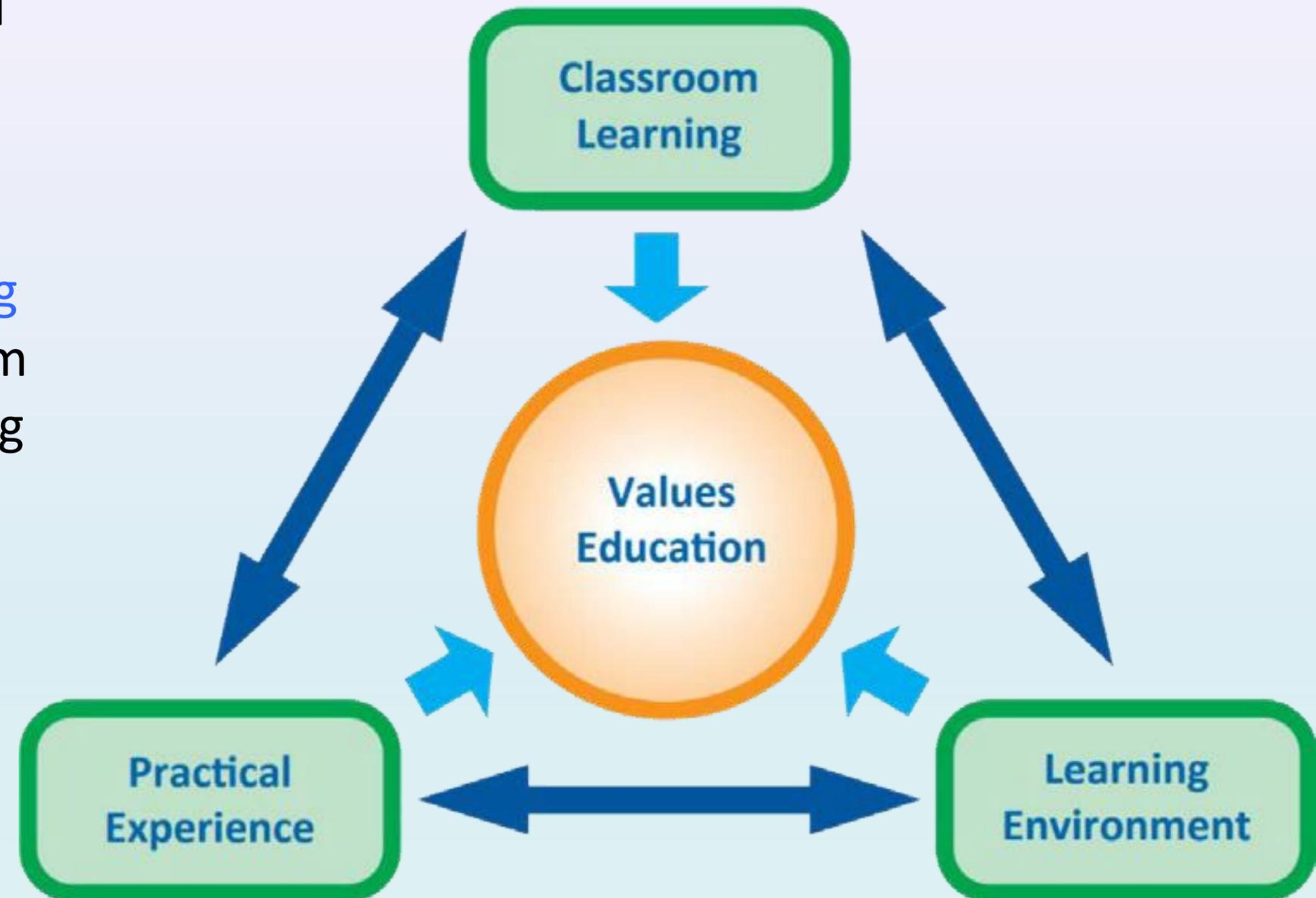
... Through careful curriculum planning, students can be provided with opportunities to explore a wealth of value-laden issues (e.g. human rights and responsibilities, sustainability, equal opportunities) in order to:

- **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



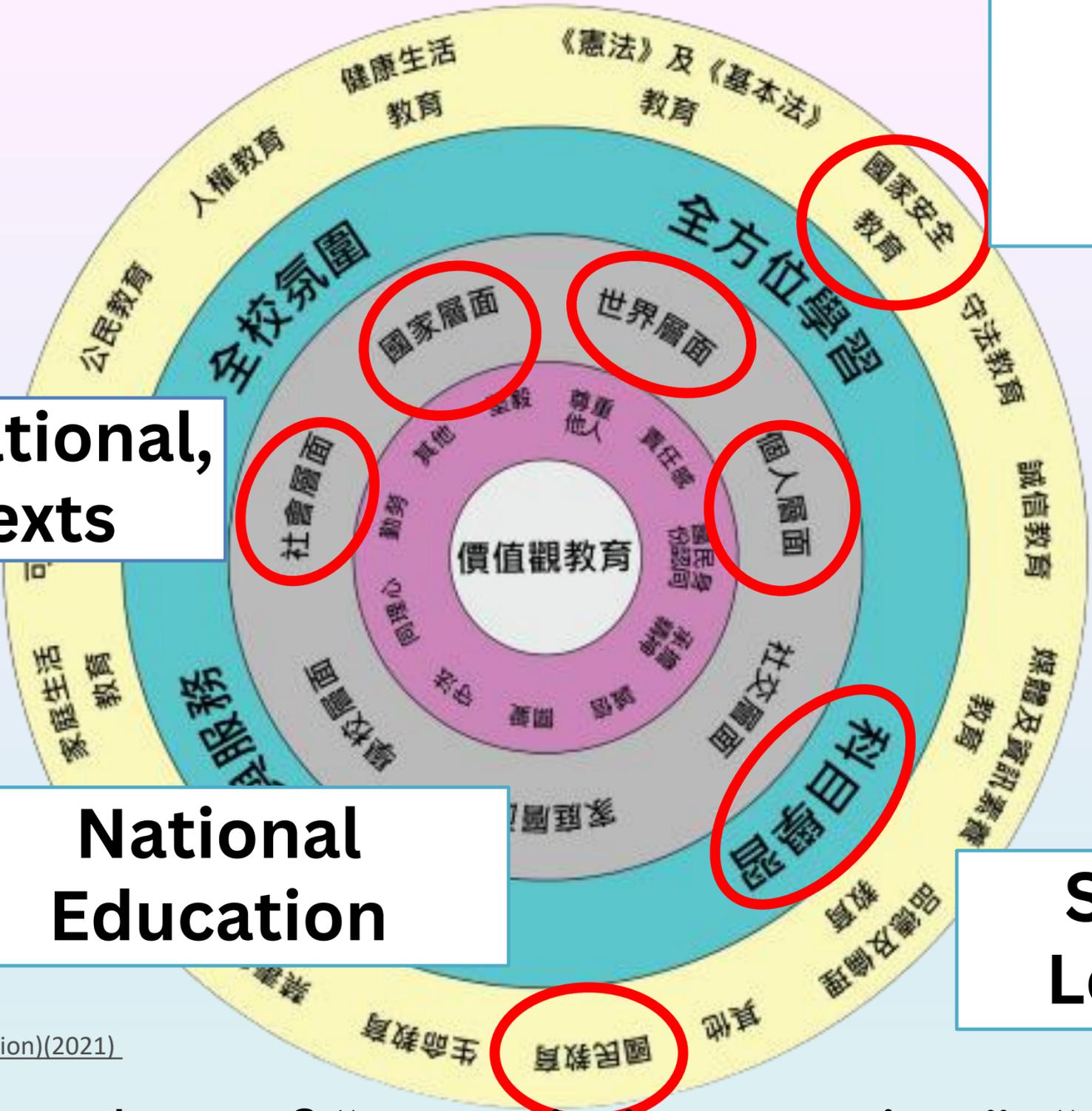
# Understanding the core ideas

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 core ideas

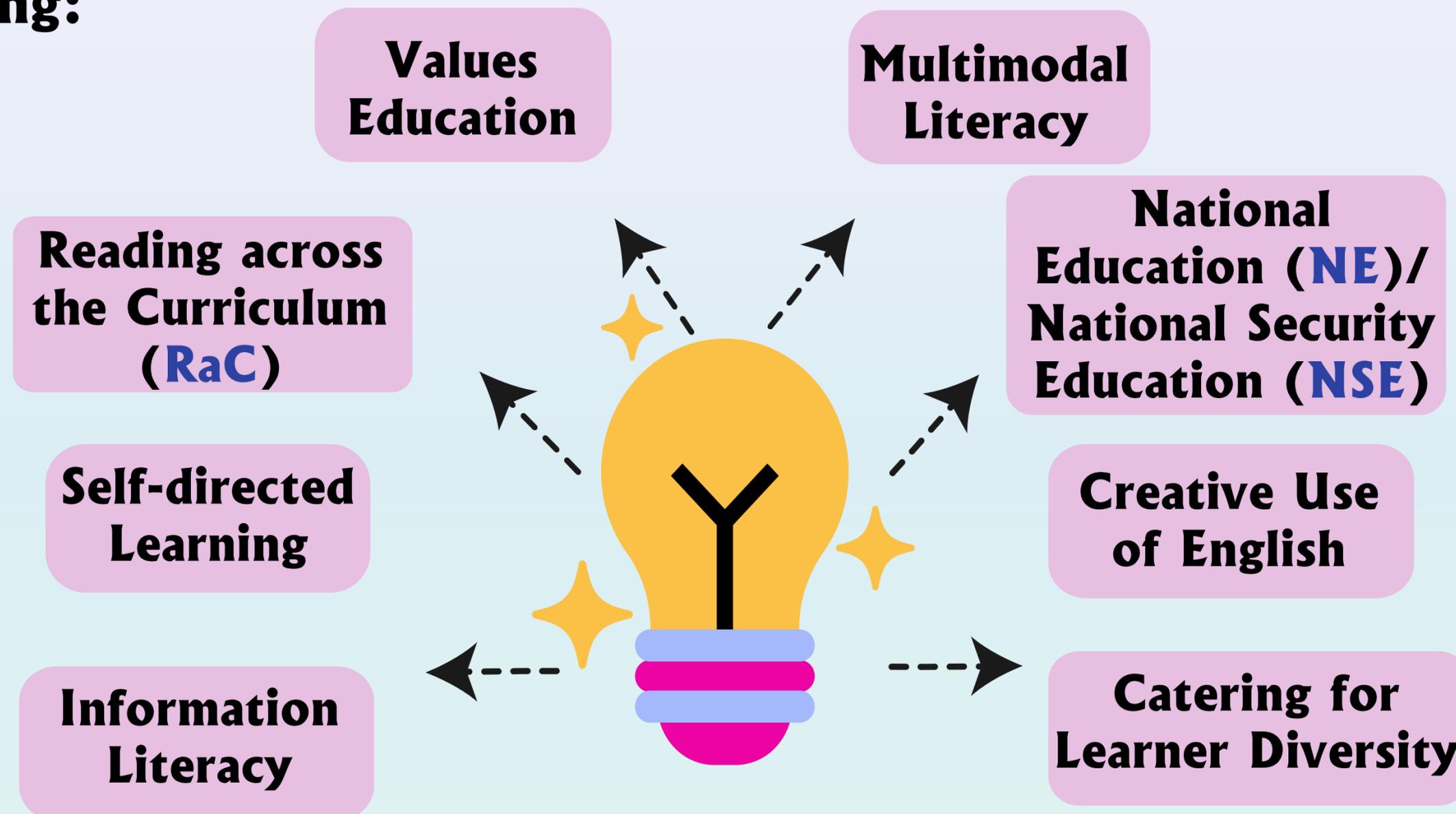
## National Security - Twenty Major Fields



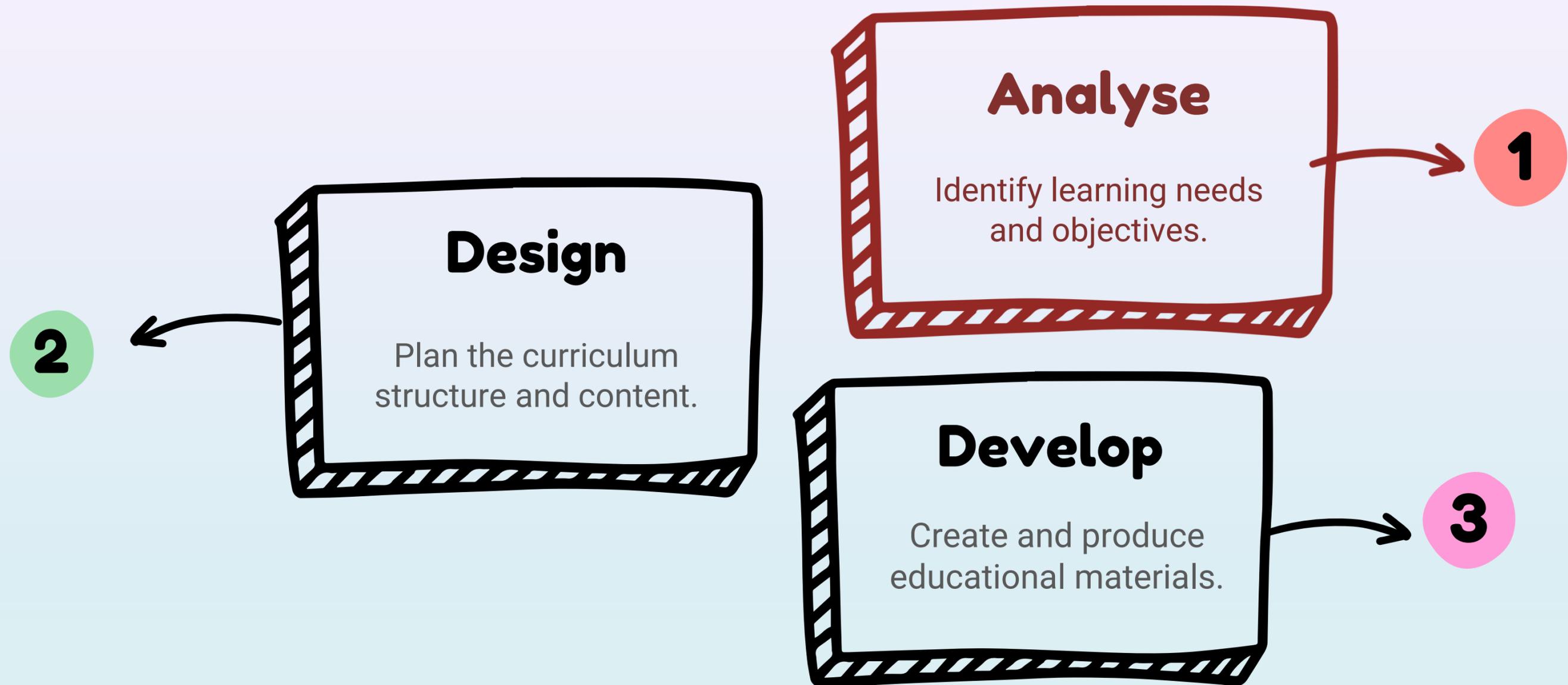
The National Security Education Day Webpage

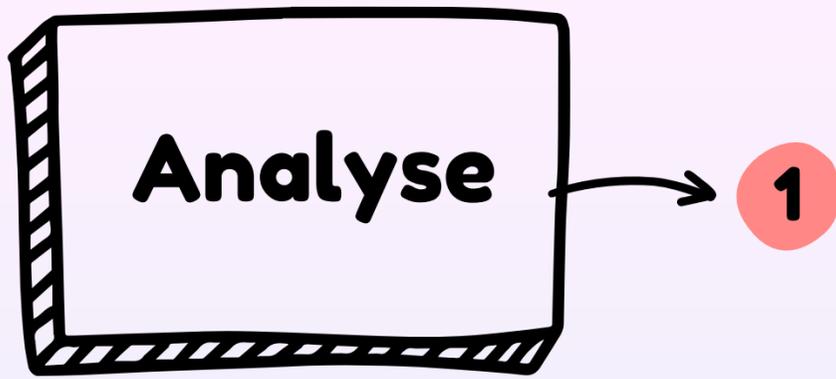
# Holistic Planning

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



# The 1st step of planning



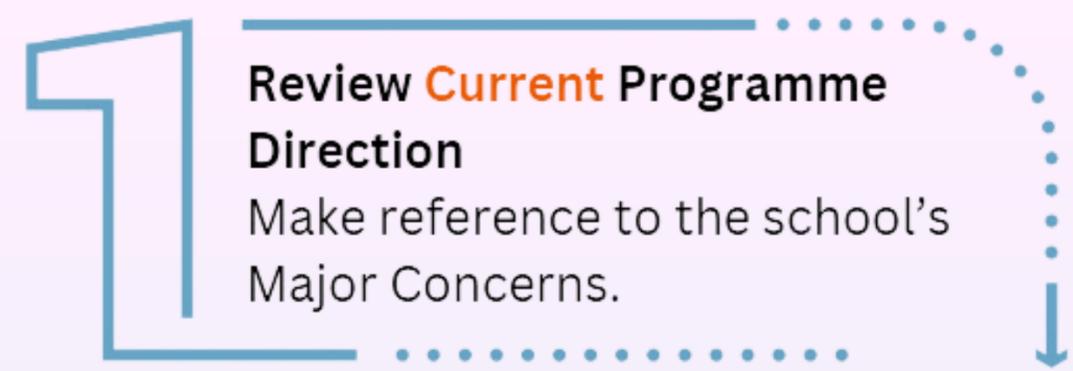


 Identify learning needs and objectives related to national security education.





## A School Case



### Major Concerns:

1. Reinforcing self-regulated learning, strengthening language proficiency, learning through exploration.
2. Nurturing **empathy**, showing **appreciation**, creating a **harmonious school environment**.

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

- a. To foster **gratitude** and **appreciation** among students.
- b. To help students build up **supportive** and **caring** relationship with schoolmates.
- c. To instill **a sense of national identity** in students.



# Enriching the existing programme plan by integrating relevant NSE elements

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



|   |   |  |                       |                       |                      |                       |                       |                      |                      |                                 |                       |                          |                       |                       |                      |                    |                                    |                 |                        |                                      |                   |                   |
|---|---|--|-----------------------|-----------------------|----------------------|-----------------------|-----------------------|----------------------|----------------------|---------------------------------|-----------------------|--------------------------|-----------------------|-----------------------|----------------------|--------------------|------------------------------------|-----------------|------------------------|--------------------------------------|-------------------|-------------------|
| <p><b>National Security Education</b></p>   | <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 20 major fields of national security include:</b></p> <table border="0"> <tr> <td>1. Political Security</td> <td>11. Cybersecurity</td> </tr> <tr> <td>2. Military Security</td> <td>12. Resource Security</td> </tr> <tr> <td>3. Homeland Security</td> <td>13. Nuclear Security</td> </tr> <tr> <td>4. Economic Security</td> <td>14. Overseas Interests Security</td> </tr> <tr> <td>5. Financial Security</td> <td>15. Outer Space Security</td> </tr> <tr> <td>6. Cultural Security</td> <td>16. Deep Sea Security</td> </tr> <tr> <td>7. Societal Security</td> <td>17. Polar Security</td> </tr> <tr> <td>8. Science and Technology Security</td> <td>18. Biosecurity</td> </tr> <tr> <td>9. Ecological Security</td> <td>19. Artificial Intelligence Security</td> </tr> <tr> <td>10. Food Security</td> <td>20. Data Security</td> </tr> </table> | 1. Political Security | 11. Cybersecurity     | 2. Military Security | 12. Resource Security | 3. Homeland Security  | 13. Nuclear Security | 4. Economic Security | 14. Overseas Interests Security | 5. Financial Security | 15. Outer Space Security | 6. Cultural Security  | 16. Deep Sea Security | 7. Societal Security | 17. Polar Security | 8. Science and Technology Security | 18. Biosecurity | 9. Ecological Security | 19. Artificial Intelligence Security | 10. Food Security | 20. Data Security |
| 1. Political Security   | 11. Cybersecurity   |  |                       |                       |                      |                       |                       |                      |                      |                                 |                       |                          |                       |                       |                      |                    |                                    |                 |                        |                                      |                   |                   |
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| 8. Science and Technology Security  | 18. Biosecurity   |  |                       |                       |                      |                       |                       |                      |                      |                                 |                       |                          |                       |                       |                      |                    |                                    |                 |                        |                                      |                   |                   |
| 9. Ecological Security  | 19. Artificial Intelligence Security  |  |                       |                       |                      |                       |                       |                      |                      |                                 |                       |                          |                       |                       |                      |                    |                                    |                 |                        |                                      |                   |                   |
| 10. Food Security   | 20. Data Security   |  |                       |                       |                      |                       |                       |                      |                      |                                 |                       |                          |                       |                       |                      |                    |                                    |                 |                        |                                      |                   |                   |
| <p><b>Priority Values</b></p> <table border="0"> <tr> <td>1. Empathy</td> <td>2. Filial Piety</td> <td>3. Commitment</td> <td>4. Perseverance</td> <td>5. Respect for Others</td> <td>6. Benevolence</td> </tr> <tr> <td>7. Diligence</td> <td>8. Law-abidingness</td> <td>9. Integrity</td> <td>10. Responsibility</td> <td>11. National Identity</td> <td>12. Unity</td> </tr> </table> |   |  | 1. Empathy            | 2. Filial Piety       | 3. Commitment        | 4. Perseverance       | 5. Respect for Others | 6. Benevolence       | 7. Diligence         | 8. Law-abidingness              | 9. Integrity          | 10. Responsibility       | 11. National Identity | 12. Unity             |                      |                    |                                    |                 |                        |                                      |                   |                   |
| 1. Empathy  | 2. Filial Piety   | 3. Commitment  | 4. Perseverance       | 5. Respect for Others | 6. Benevolence       |                       |                       |                      |                      |                                 |                       |                          |                       |                       |                      |                    |                                    |                 |                        |                                      |                   |                   |
| 7. Diligence  | 8. Law-abidingness  | 9. Integrity   | 10. Responsibility    | 11. National Identity | 12. Unity            |                       |                       |                      |                      |                                 |                       |                          |                       |                       |                      |                    |                                    |                 |                        |                                      |                   |                   |

# Module: Nature and Environment

## Unit: Animal Protection

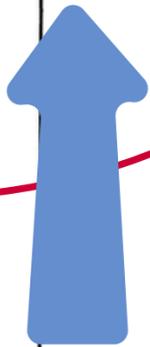
**3** Integrate National Security Education (NSE)  
Identify key values and topics where NSE elements can be incorporated.

| Unit 4 : All about pets   |   |  |          |   |                             |        |                 |
|---|---|--|----------|---|-----------------------------|--------|-----------------|
| Reading   | Writing   | Listening  | Speaking | Grammar Items   | National Security Education |        | Priority Values |
|   |   |  |          |   | Standards                   | Domain |                 |
| <p><b>Teaching focus:</b><br/>Unit 4:</p> <ol style="list-style-type: none"> <li>1. A memorable experience</li> <li>2. A new furry friend</li> <li>3. Tucker: an amazing therapy dog</li> </ol> <p><b>Word Building</b></p> <ul style="list-style-type: none"> <li>-Parts of animals</li> <li>-Caring for animals</li> <li>-Understanding sound words</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-guessing the meaning of words</li> <li>-using the five senses</li> </ul> | <p><b>Teaching Focus:</b><br/>P.117-121</p> <p>Write a story based on given pictures</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>-Identify text type a features of a story;</li> <li>-Produce a story with relevant content and coherent organization</li> </ul> | <p><b>Teaching</b></p> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>• Mod listening and Integrated Tasks</li> <li>• Module 2 Unit 4 P.39-43</li> </ul> |          | <p>and between...and</p> <ul style="list-style-type: none"> <li>• Demonstrative adjectives and pronouns</li> <li>• Using <i>and</i>, <i>but</i> and <i>or</i></li> </ul> <p><b>Grammar Book</b><br/>Chapter 17, 21,23</p> | 9                           | 1      |                 |

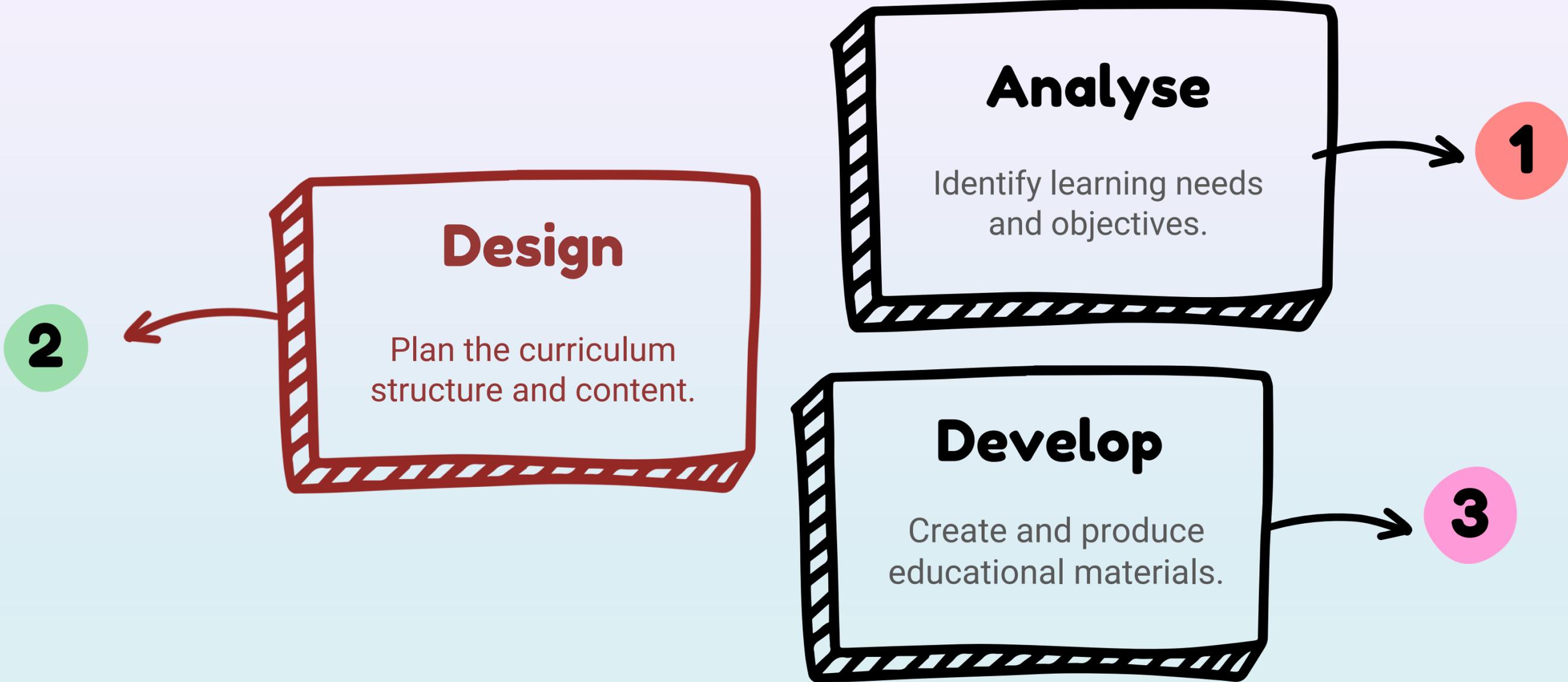
**Ecological Security**



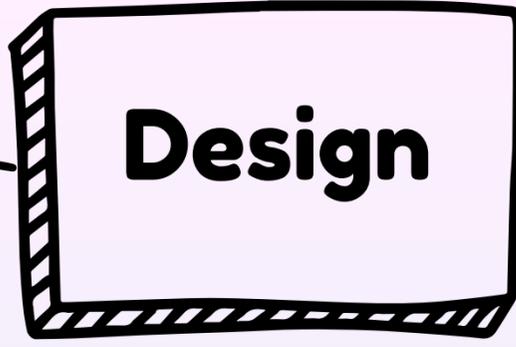
**Empathy**



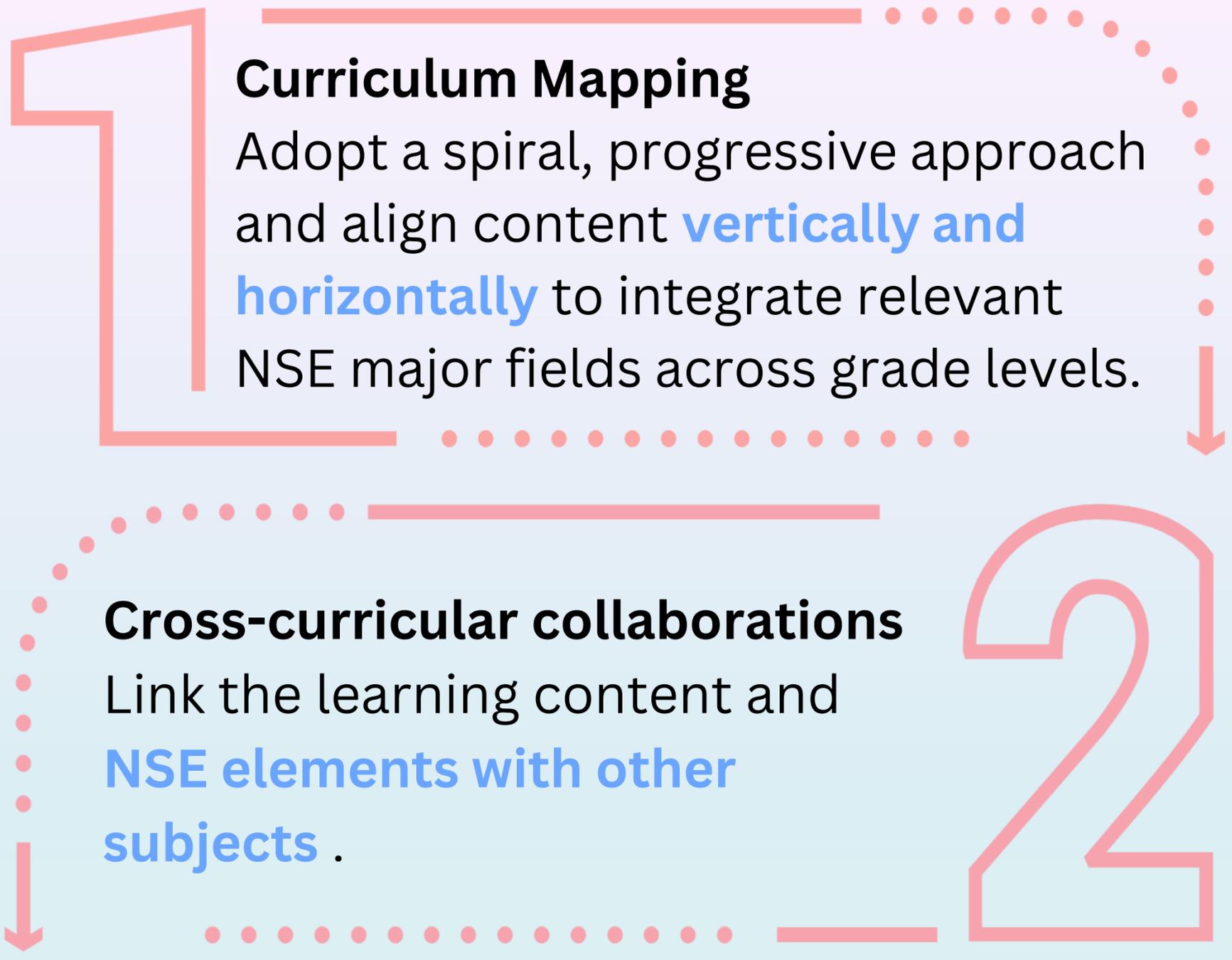
# The 2nd step of planning



2



Plan the curriculum structure and content



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

## Learning Objectives

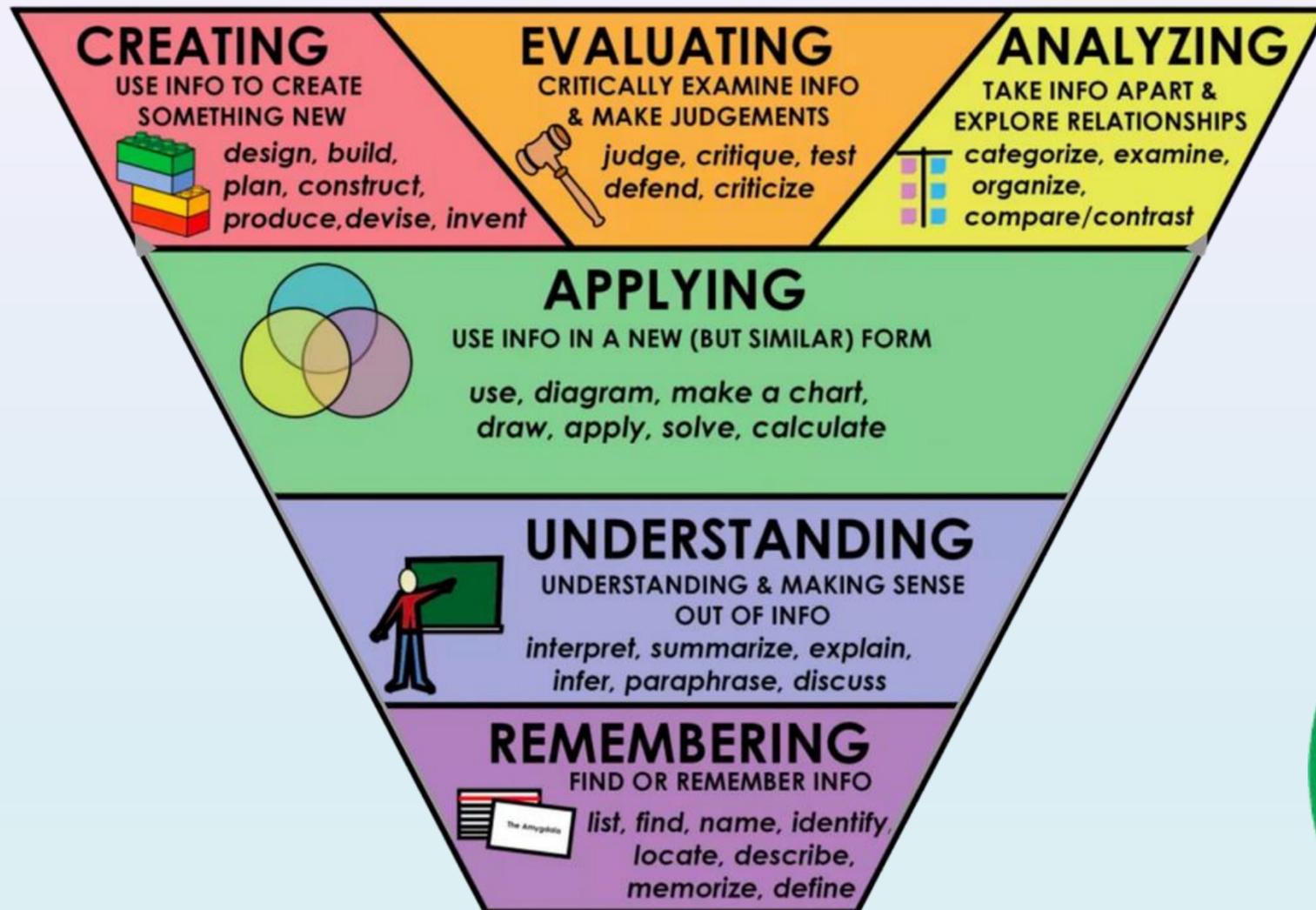
...Schools should also **ensure a progression** when implementing NSE across year levels/key stages (i.e. from **enriching students' understanding** of the latest developments of our country and the major fields of national security to engaging them in **reflecting on** and **applying what they have learnt** about national security, thereby raising their awareness of safeguarding national security), and enrich, connect and extend students' learning experiences through selecting relevant learning materials, organising learning activities within and beyond the English classroom, and cross-curricular and life-wide learning activities in collaboration with other subject departments.



**Scan to learn  
more about the  
framework**

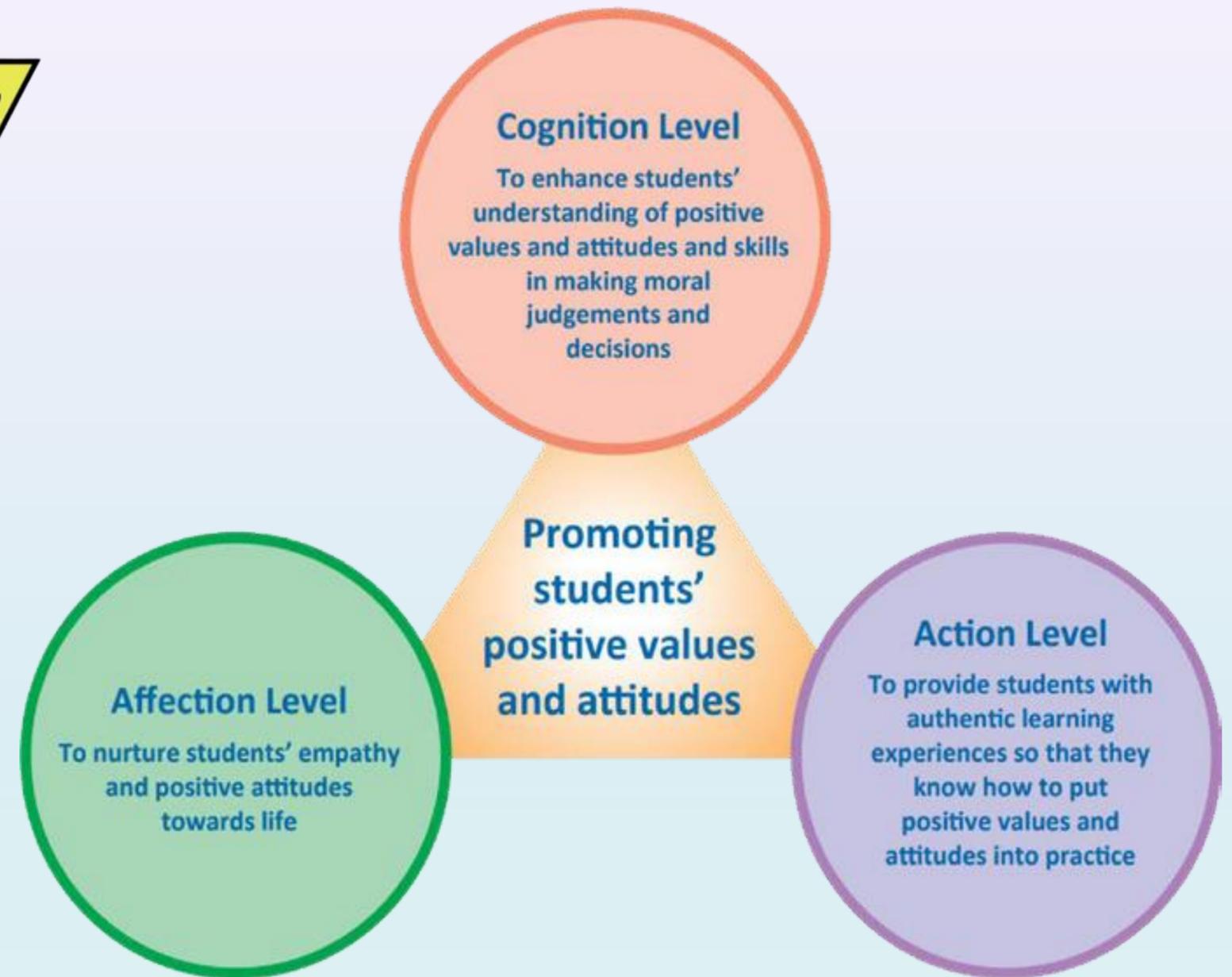


# Strategies for Integrating **Values Education & NSE** into the School English Language Curriculum



## Bloom's Taxonomy

Source: Rawia Inaim



## EXAMPLE

**Module:** Cultures of the World  
**Unit:** Customs, clothes and food for different places



### Curriculum Mapping

Adopt a spiral, progressive approach and align content **vertically and horizontally** to integrate relevant NSE major fields across grade levels.

### Learning Elements/ Objectives:

1. To use a variety of language items to provide additional information and descriptions on objects, people or places
2. To elaborate on ideas with different kinds of supporting details in expository and information texts

### Learning and Teaching Activities (Examples)

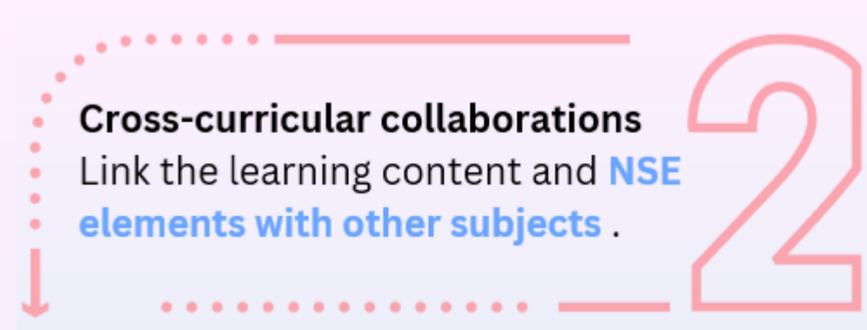
- **Conducting research from a range of sources** (e.g. websites, documentaries, feature articles, books) to collect information about the wealth of cultural heritage of our country...
- **Reading and viewing a variety of texts** (e.g. news articles, webpages, documentaries) to understand the latest technology used for cultural preservation...
- **Writing a profile to introduce a cultural heritage item, ways to preserve it and explain why it is worth preserving** students' work into a class compendium
- **Conducting a visit to a heritage trail in Hong Kong in collaboration with Chinese History and/or Citizenship and Social Development** presentation on our cultural tradition and the importance of cultural heritage in safeguarding cultural security

**Cognition**

**Affection**

**Action**

# Cross-Curricular Collaboration



- Identify key NSE major fields and learning outcomes to address students' cognitive, affective, and action-oriented learning needs.
- Identify **subject-specific** skills, themes, and prior knowledge; recognise how different KLAs can address related themes.
- **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.



| Subject  | Learning Content/Outcome  | NSE Major Fields and Values  |
|--|---|--|
| English  | Analyse space-related <b>texts and videos</b> to <b>learn about</b> peaceful exploration and global cooperation.  | <u>NSE Major Fields</u><br>1. Outer Space Security<br>2. Science and Technology Security |
| PSHE (Personal, Social & Humanities Education) | <b>Study the timeline</b> of space exploration, including key events like <b>China's achievements</b> .<br><b>Cultivate pride</b> in our country's achievements through multimodal tasks. | <u>Values</u><br>1. Responsibility<br>2. National Identity                               |
| Arts   | <b>Create visual campaigns</b> (e.g., posters, infographics) <b>advocating for sustainable space exploration</b> .  | 3. Empathy<br>4. Perseverance<br>5. Integrity  |

**Cognition**

**Affection**

**Action**

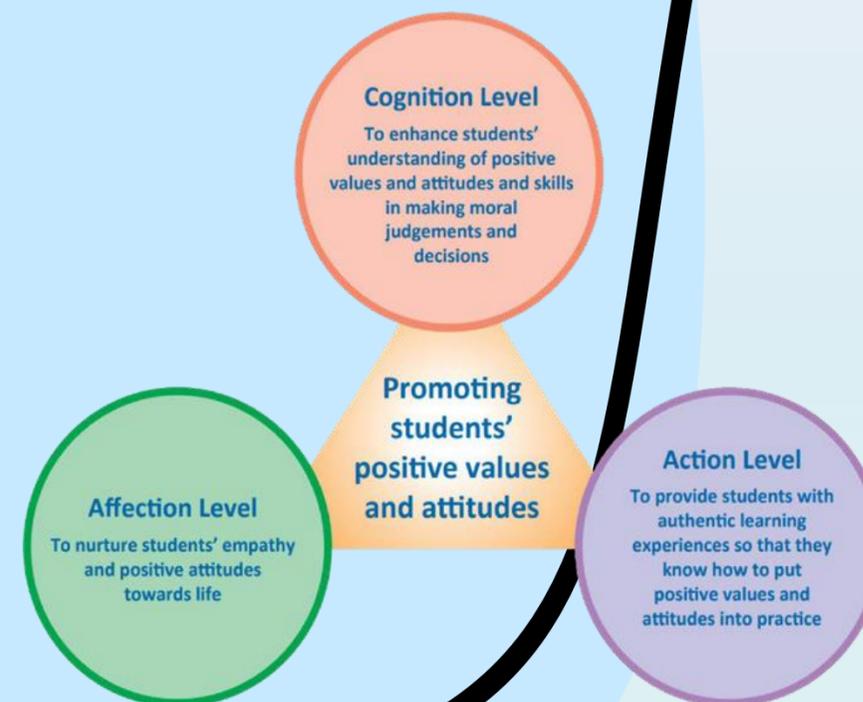
## An Example of Integrating **Values Education & NSE** into the School English Language Curriculum

How **VE** elements (e.g., commitment, perseverance, empathy, diligence) and **NSE** elements (e.g., food security) at **cognition, affection and action levels** are integrated into English lessons under the module of “**Wonderful Things: Successful People and Amazing Things**” for S3 students.



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

**Example:**  
A Video on  
“The Father of  
Hybrid Rice”



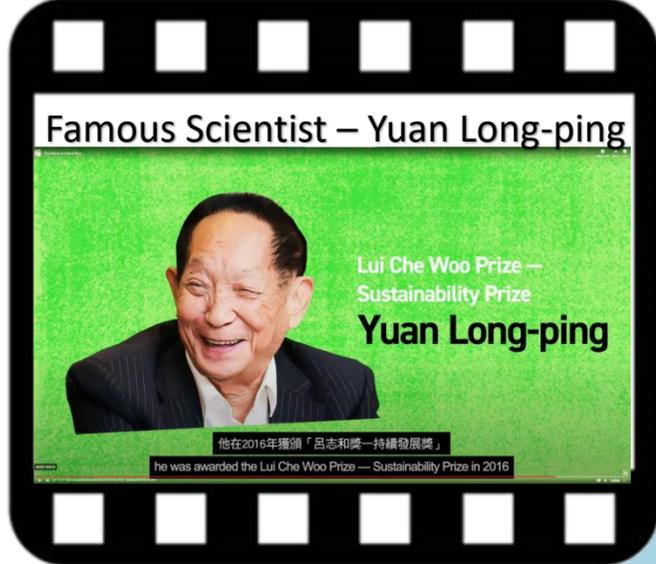
Content objectives:

- the **problem of food scarcity** and the reasons behind
- the **contribution of Yuan Long-ping**, a Chinese scientist, to **addressing food insecurity**
- our role in **safeguarding food security** of our country

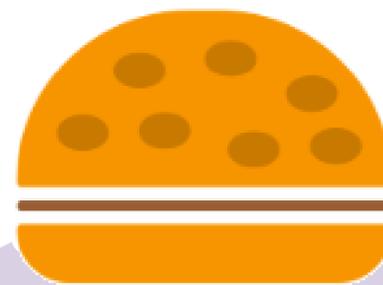
Language objectives:

- Reading
- Grammar
- Vocabulary

**Reading across the Curriculum (RaC)**



SHORTAGE



English Language

Geography

**Entry point:**  
common theme  
(e.g. food problem, VE, NSE on food security)

Content objectives:

- how the **farming problem** in China may affect the food supply
- how the **food supply** is **affected** in China
- advantages, limitations and negative impacts of using **scientific farming methods** as one of the possible solution to the problems
- food problems in other parts of the **world**

Source:  
PSHE KLA Geography  
Curriculum Guide (Secondary 1-3)  
(CDC, 2011)

## Example: A Video on “The Father of Hybrid Rice”



The video mainly:

- explains **Yuan’s dream** of growing a new strain of rice that could grow abundantly and combat hunger
- highlights the **scientific breakthrough** of developing the hybrid rice Yuan
- describes the **global impact** of his pioneering achievement and **lifelong dedication** to securing our country’s food security

1

### Pre-viewing

- Find out how much students know about food security
- Introduce concepts related to food security

2

### While-viewing

- Focus on language objectives
  - Reading skills
  - Grammar
  - Vocabulary
- Engage students in finding out the benefits of hybrid rice and Yuan’s contribution to addressing food insecurity

3

### Post-viewing

- Guide students to develop the language knowledge and skills through integrating information from the video and the article on Yuan.
- Guide students to explore what they can do to safeguard food security in their daily life

## Pre-viewing

- Find out how much students know about food security
- Introduce concepts related to food security

Read the **infographics on food security** to help students understand / reflect:



## 2 ZERO HUNGER

END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE



how food scarcity is significantly **impacting** people worldwide

**factors** that threaten food security

how we can **improve** food security

## While-viewing

- Focus on language objectives
  - Reading skills
  - Grammar
  - Vocabulary
- Engage students in finding out the benefits of hybrid rice and Yuan's contribution to addressing food insecurity

## Language Objectives

### Reading skills:

- identify main ideas
- locate details which support the main ideas from different parts of a text

### Grammar:

- Use of tenses

### Vocabulary building skills:

- parts of speech
- common affixation

## Content Objectives:

### Explore concepts related to:

- the problem of food scarcity and the reasons behind
- the contribution of Yuan Long-ping, a Chinese scientist, to addressing food insecurity
- our role in safeguarding food security of our country

Complete the following timeline with reference to the video "The Father of Hybrid Rice" and the article on Yuan Long-ping.

**Common Affixation** Knowledge of word formation which will help

**1930** • Yuan was born in Beijing.

**1953** • Yuan graduated from Southwest Agriculture College, China.

**1960s** • Yuan envisioned a super rice that could end hunger.

**1964** • Yuan initiated his research on developing hybrid rice.

**1976** • Yuan's hybrid rice was put into commercial production in China.

**1980** • Yuan started to train scientists and researchers from other countries.

**1981** • Yuan was awarded China's first Special-class National Invention Prize.

**A Video on "The Father of Hybrid Rice"**  
Source: The Father of Hybrid Rice. LUI Che Woo Prize: <https://youtu.be/tq22whjfZ4w>

**An Article on Yuan Long-ping**  
Source: Yuan Long-ping. LUI Che Woo Prize: <http://www.lui prize.org/652/>

# ELE KLA Curriculum Framework of NSE (2025)

## Suggested Learning and Teaching Activities



### Classroom learning activities

- Learn about the rich cultural heritage of our country and the importance of preserving it by **conducting an online research / creating an infographic**
- Refer to the curriculum framework for more examples



### English-related life-wide learning activities

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



### Project learning and cross-curricular activities

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



### Online and self-directed learning activities

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

**Cognition:** deepen students' understanding of proper values and attitudes



Proper values  
and attitudes

Values Education

E.g.  
commitment /  
perseverance /  
diligence



NSE  
(Food Security)

NE / NSE

**Post-viewing**

- Develop the language knowledge and skills
- Integrate VE & NSE elements

E.g. Help students reflect on what they have learnt from Yuan Long-ping based on the extracts from the text. For example,

- “Yuan’s **dream** formed during the great famine in the early 1960s. As a budding scientist in China, he had an idea that hybrid rice **might end hunger.**”
- “Yuan’s **decades of research** in the field and laboratories finally bore fruit in the early 70’s of the last century.”

E.g. Lead a class discussion / invite students to give presentation on the following topics to explore the issue of food security:

- How has Yuan Long-ping’s scientific breakthrough improved food security of our country and the world?
- Apart from scientists, who do you think are responsible for solving the problem of food scarcity?

E.g. Hold a poster presentation session in which students explain other ways to safeguard food security apart from growing high-yield crops.

Cross-curricular  
learning

**Affection:** nurture students' empathy and positive attitudes towards life



Proper values and attitudes

Values Education

E.g. commitment / diligence / empathy / gratitude



NSE (Food Security)

NE / NSE

**Post-viewing**

- Develop the language knowledge and skills
- Integrate VE & NSE elements

E.g. Engage in a virtual interview with Yuan Longping using a chatbot.

⇒ help students reflect on Yuan's lifelong mission to help others through active questioning

Catering for learner diversity / e-Learning

E.g. Write from Yuan Long-ping's perspective on why he worked so hard and how his values shaped his actions.

⇒ encourage reflection to see diligence and empathy as meaningful traits



To nurture appreciation for food through the following activities:

E.g. Use **stories or poems** that explore themes of **hunger** or cultural food traditions of our country. **Creative Use of English**

E.g. Watch videos that help students develop **empathy for people facing food insecurity** and highlight the importance of improving food security. **Cross-curricular learning**

E.g. Create an **animated poster** on **how food insecurity affects lives** and call for action.

**Multimodal Literacy**

**Action:** promote learning-by-doing in authentic situations



Proper values  
and attitudes

Values Education

E.g.  
commitment /  
benevolence /  
empathy



NSE  
(Food Security)

NE / NSE

**Post-viewing**

- Develop the language knowledge and skills
- Integrate VE & NSE elements

To encourage students to put the target values and attitudes into practice:

E.g. Collaborate with NGOs or local organisations to address food scarcity (e.g., food rescue campaign)

⇒ Nurture proper values and attitudes through project learning, including writing proposals, communication with NGOs and participating in community services

To inspire students to take action to safeguard **food security**, for example:

E.g. Devise a **7-day Food-saving Challenge** to explore different ways to reduce food waste.

E.g. Life-wide learning activity:

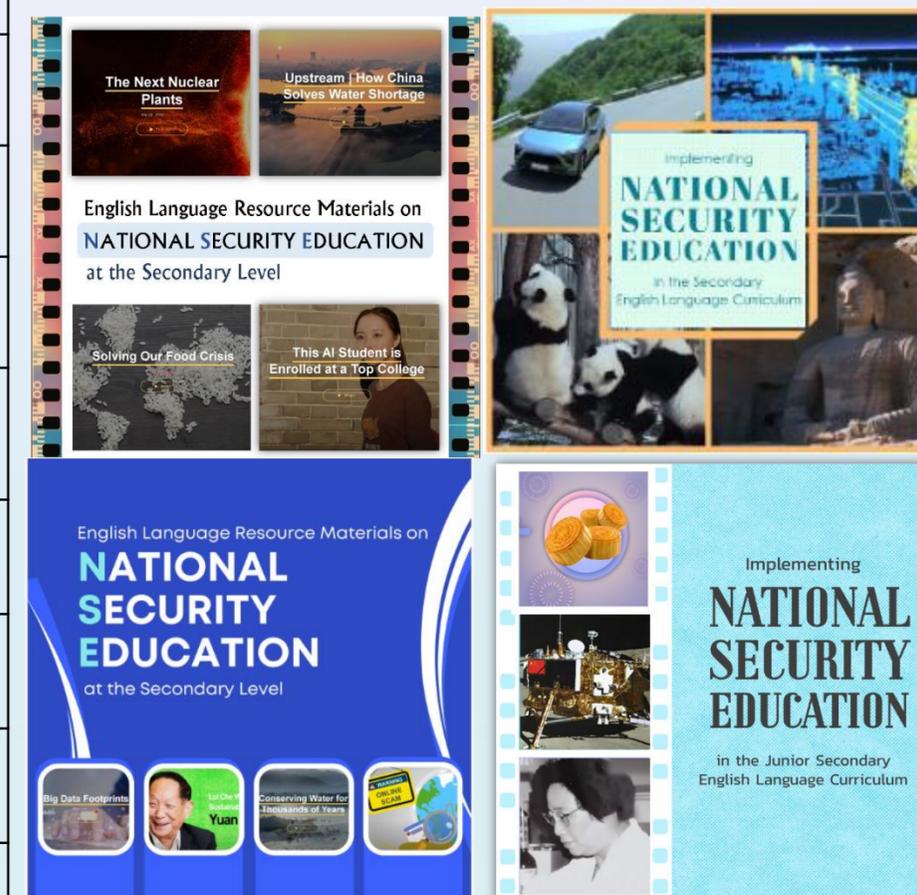
1. Arrange a **tour to Feeding Hong Kong**, a charitable organisation that redistributes surplus food collected from companies to local charities, so as to help students explore the issue of food security.
2. Invite students to **give a presentation / design a poster / create a video** to call for action on safeguarding food security.

# Selected Resource Materials on National Security Education



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

| <u>Junior Secondary Level</u> |  |                      |
|-------------------------------|--|----------------------|
| 1                             | Artificial Intelligence (AI) and Our World | AI security          |
| 2                             | Water Issues                               | Resource security    |
| 3                             | Online Scams                               | Societal Security    |
| 4                             | <b>Father of Hybrid Rice</b>               | <b>Food Security</b> |
| <u>Senior Secondary Level</u> |  |                      |
| 1                             | Enhancing the Safety of Nuclear Energy     | Nuclear security     |
| 2                             | Ensuring Self-sufficient Food Supply       | Food security        |
| 3                             | Big Data Footprints                        | Data Security        |
| 4                             | Conserving Water for Thousands of Years    | Resource Security    |



## 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);
2. **NSE elements** (e.g., cybersecurity, resource security); and
3. any opportunities for **cross-curricular collaboration**.

**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



Scan to post your brilliant ideas on Padlet.

**Break**

1

2

3

### Pre-reading

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

### While-reading

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

### 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

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.



## 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: Outer Space Security Poster Campaign

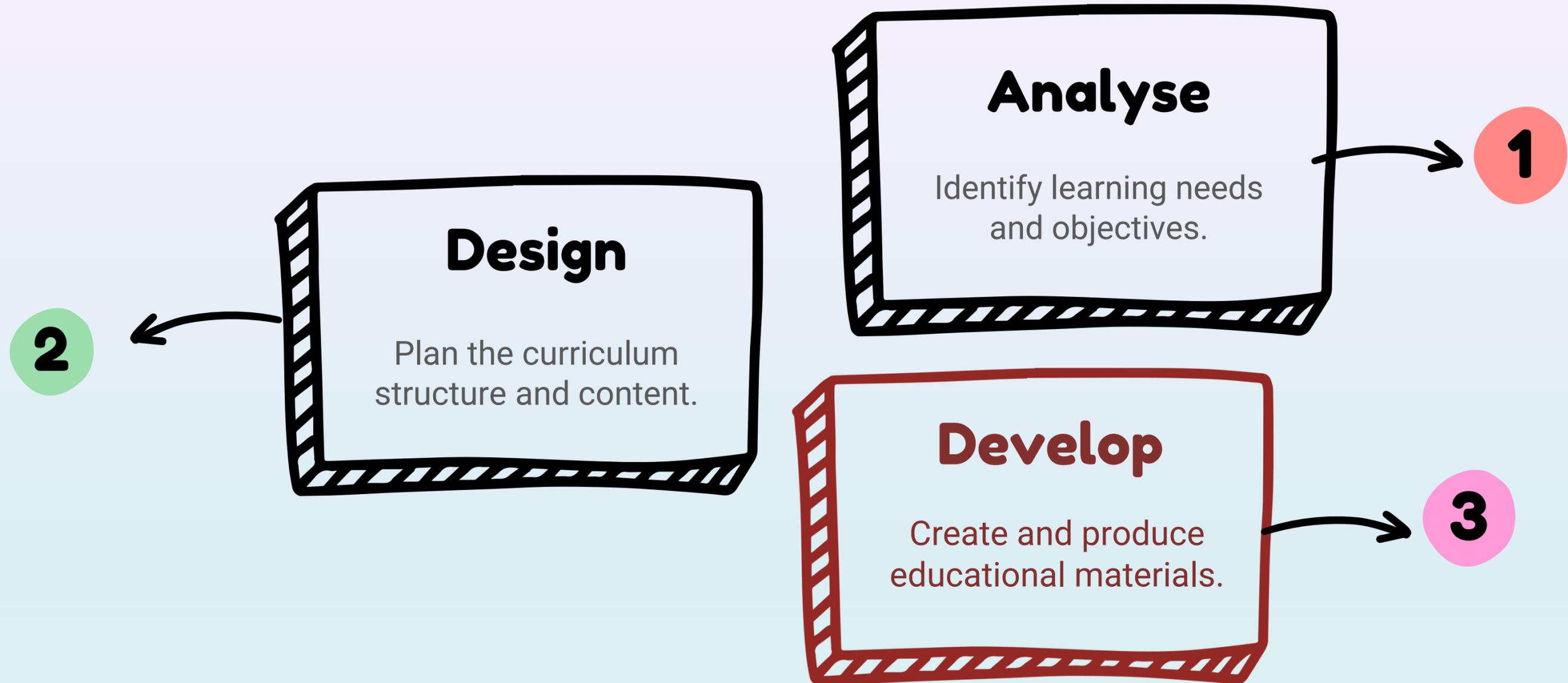
Students design creative posters advocating for the peaceful and responsible use of outer space.

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.")



# The 3rd step of planning



| Module                      | Unit                    | Topic        |
|-----------------------------|-------------------------|--------------|
| Rights and Responsibilities | In a Group (Cyberspace) | Online Scams |

## Content Objectives

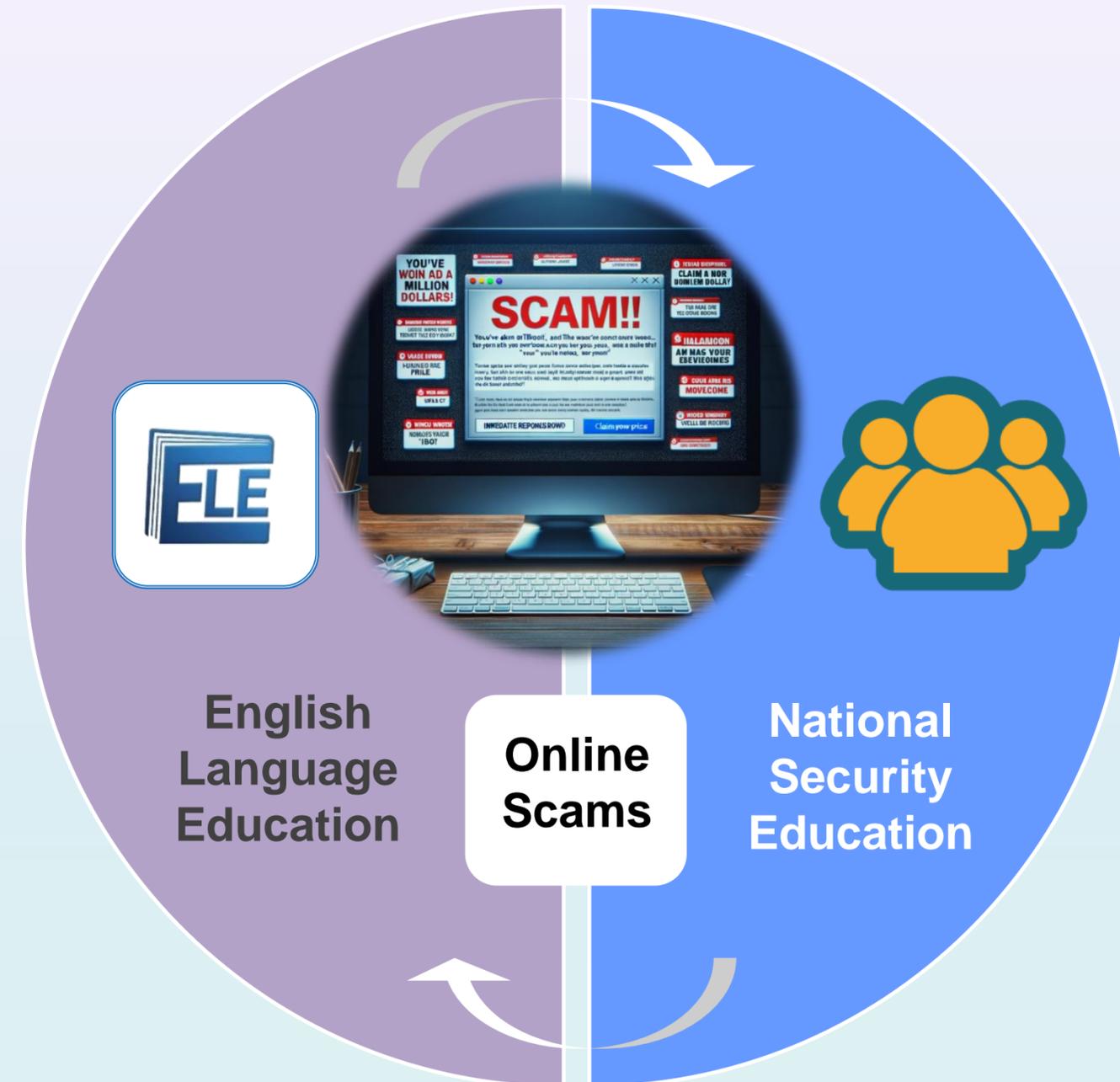
To explore concepts related to societal security, e.g.

- the relationship between online scams and societal security
- the common scam tactics and online safety
- the importance of safeguarding societal security of our country

## Language Objectives

To develop language knowledge and skills, e.g.

- listening, speaking, reading/viewing and writing skills
- text structures (e.g. poster, video, news article)
- the use of modal verbs
- the use of modifiers (i.e. participial phrases)



## A Video on “[Digital Literacy Series] English - 1. Protect from Phishing”



### Pre-viewing

- Find out how much students know about online scam vulnerability.
- Introduce the different types of scams.

### While-viewing

- Play the video.
- Engage students in understanding phishing tactics and online safety.

### Post -viewing

- Use the news article on scams in Hong Kong as a follow-up to engage students in reflecting on the seriousness of online scams and the importance of societal security.
- Guide students to reflect on and explore what they can do to safeguard societal security in their daily life.



Pre-viewing

- Find out how much students know about online scam vulnerability.

- List all the platforms where you have public profiles.
- Circle the platform(s) you have received messages from people you do not know
- Put a star next to the platform you have shared personal information (e.g. school, location, hobbies).

How easily could someone use this information to pretend they know you?

## "Too Good to Be True" Experiences

Pre-viewing

- Find out how much students know about online scam vulnerability.

- Have you or your friends ever:
- been offered an amazing deal that seemed unusually generous?
  - seen ads for easy ways to make money online?
  - been approached by strangers online offering opportunities?

- What made you suspicious or trusting in these situations?
- How did you decide whether to engage or ignore?



Pre-viewing

- Introduce the different types of scams.

1. What are the five types of scams featured in the poster?



2. What does it mean by "BILLIONS SWINDLED"?

3. Why do we need to "STAY ALERT"?

What does the illustrations in the poster tell you about the scammers? Why?



Source: Anti-Deception Coordination Centre – The Five Scammers: <https://www.police.gov.hk/offbeat/1207/images/e1.jpg>

# Cognition

## A Video on "[Digital Literacy Series] English - 1. Protect from Phishing"

While-viewing

- Play the video.
- Engage students in understanding phishing tactics and online safety.



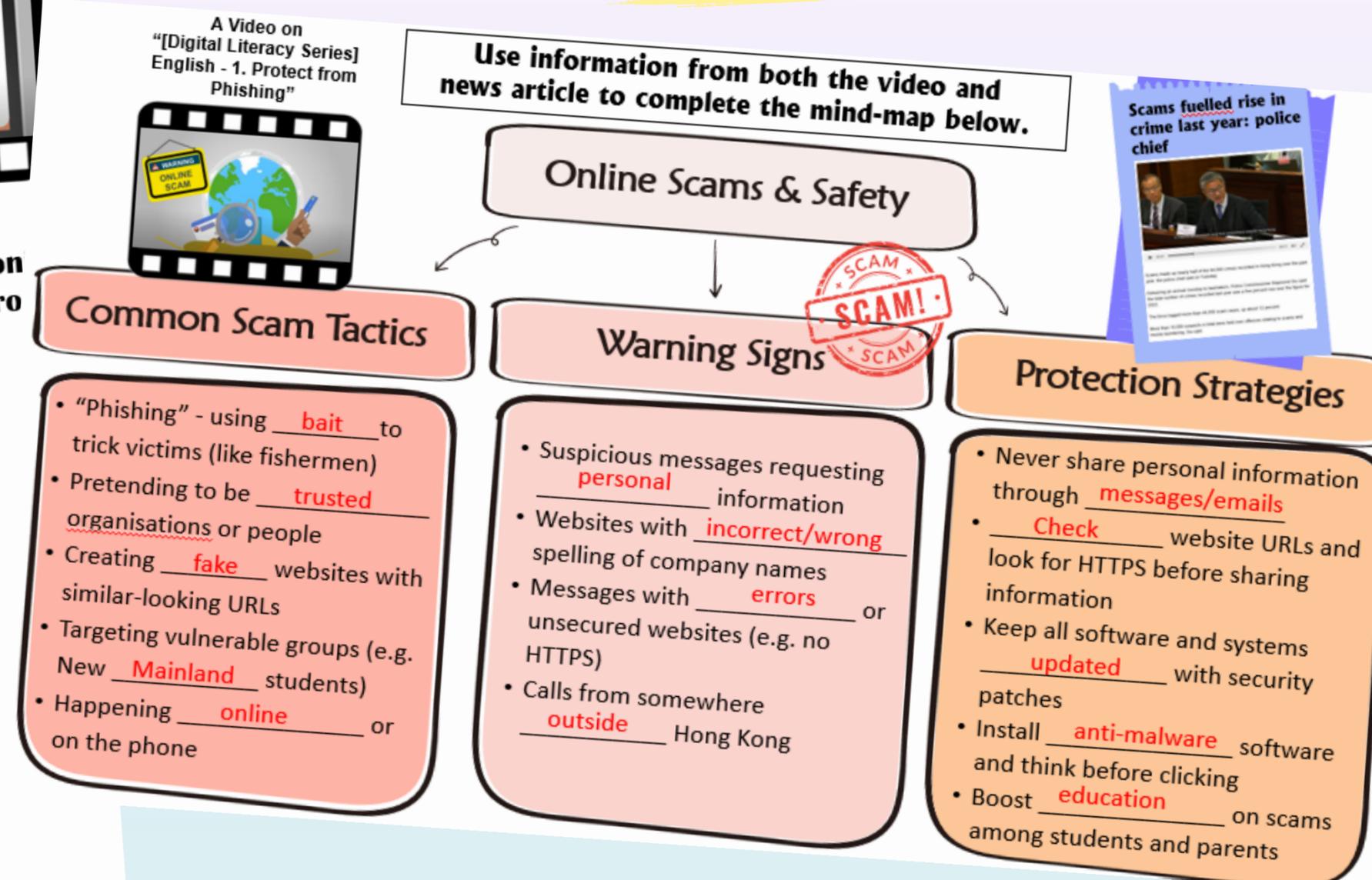
• What is phishing?



• What should we do when providing information online?

• What can we do to ensure our electron devices are safe fro scams?

Use information from both the video and news article to complete the mind-map below.



Source: CyberDefender "[Digital Literacy Series] English - 1. Protect from Phishing": <https://www.youtube.com/watch?v=RYWTW2P0kjk>

reflecting on the seriousness of online sc̄ams and the importance of societal security.

Post-viewing



Scams fuelled rise in crime last year: police chief

2025-02-11 HKY 10:40

He conceded that it is not easy to solve such crimes, with the detection rate at 10.6 percent.

"Many of these deception cases happened online or they involved phone scams. A majority of fraudsters rang from somewhere outside Hong Kong. Once the victim became aware of the situation, we're talking about weeks or months after the commission of the crime, so by the time we received the report, it would be too late," Siu said.

At the Legislative Council panel meeting, the police chief and a number of lawmakers brought up the problem of mainland students at universities in Hong Kong falling victim to scams.

Siu said Hong Kong and mainland officials have discussed how to boost education on scams among students and parents.

He said 80 percent of the mainland students falling prey to scams were in their first year in the SAR.

"These students got a call from scammers before the school year started," Siu said. "After the school year started, the students might already be exposed to scam awareness information, so these students would become harder to be scammed."

On other crime figures, the police chief said more than 2,000 mainland tourists were arrested last year, with almost half of them picked up over scams and money laundering offences.

At a press conference following the meeting, Siu said the force recorded more than 300 cases last year where mainland students were reportedly scammed, involving more than HK\$230 million.

Looking ahead, the police chief said the force in the coming year would focus on safeguarding national security, fighting crime, especially scam-related ones, and making sure November's National Games will be held in an orderly, safe and secure manner.

Scams made up nearly half of the 94,000 crimes recorded in Hong Kong over the past year, the police chief said on Tuesday.

Delivering an annual roundup to lawmakers, Police Commissioner Raymond Siu said the total number of crimes recorded last year was a five percent rise over the figure for 2023.

The force logged more than 44,000 scam cases, up about 12 percent.

More than 10,000 suspects in total were held over offences relating to scams and money laundering, Siu said.

Source: RTHK English News: Scams fuelled rise in crime last year: police chief: <https://news.rthk.hk/rthk/en/component/k2/1791183-20250211.htm>

## Language Focus 1: Modal Verbs

Post-viewing

- Guide students to develop the language knowledge and skills through integrating information from the video and the article on scams in Hong Kong.

Modal verbs appear throughout the video and news article. Identify their functions in safety communication by completing the table below.

| Example  | Function  |
|--|---|
| <ul style="list-style-type: none"> <li>• We <b>can</b> talk to others, make purchases online, and do personal business from one place.</li> <li>• These four practices <b>can</b> help protect you.</li> </ul> | Shows <u>possibility</u> , ability or potential to do something |
| <p>If you give them the information or click the hyperlink, you <b>will</b> be hooked.</p> <p>November's National Games <b>will</b> be held in an orderly, safe and secure manner.</p>                         | Shows <u>certainty</u> about future events or strong prediction |
| <ul style="list-style-type: none"> <li>• By the time we received the report, it <b>would</b> be too late.</li> <li>• These students <b>would</b> become harder to be scammed.</li> </ul>                       | Shows hypothetical <u>conditional</u>                           |
| <ul style="list-style-type: none"> <li>• These students <b>might</b> already be exposed to scam awareness information.</li> </ul>  | Shows <u>likelihood</u> about something                         |
| <ul style="list-style-type: none"> <li>• Let's talk about a popular online scam that you <b>should</b> be aware of.</li> </ul>   | Shows necessity <u>recommend</u>                                |



Sources:  
 1. RTHK English News: Scams fuelled rise in crime last year: police chief: <https://news.rthk.hk/rthk/en/component/k2/1791183-20250211.htm>  
 2. CyberDefender " [Digital Literacy Series] English - 1. Protect from Phishing": <https://www.youtube.com/watch?v=RYWTW2P0kik>

## Language Focus 2: Participial Phrases/Clauses

Post-viewing

- Guide students to develop the language knowledge and skills through integrating information from the video and the article on scams in Hong Kong.

Participle phrases are used to provide additional information in both the video and news article. Identify these modifiers and analyse how they function in both texts to convey information.

### 2. Participial Phrases: (From the video)

- This is special software designed to protect your computer from harmful software and hackers.**
- **Function: to describe the function of the special software**

### (From the article)

- "Delivering an annual roundup to lawmakers, Police Commissioner Raymond Siu said"**
- **Function: to explain the context in which the police commissioner made his statement, indicating both the occasion (annual roundup) and the audience (lawmakers)**

A Video on [Digital Literacy Series] English - 1. Protect from Phishing



Sources:  
 1. RTHK English News: Scams fuelled rise in crime last year: police chief: <https://news.rthk.hk/rthk/en/component/k2/1791183-20250211.htm>  
 2. CyberDefender " [Digital Literacy Series] English - 1. Protect from Phishing": <https://www.youtube.com/watch?v=RYWTW2P0kik>

Scams fuelled rise in crime last year: police chief





## Reflection on Societal Security

1. What challenges does our country face in combating scams?



**Affection**

2. Besides the police, who else should help prevent scams? Think about schools, parents, friends, and businesses.

3. What can we do to safeguard societal security?

Hong Kong has faced a rise in scams targeting young people, especially students. As informed citizens, students can help protect the community and safeguard societal security by raising awareness. Arrange students into groups and engage them in suggesting ideas for organising an Anti-Scam Day to improve the situation.

### 1. Anti-Scam Day Station Design

- Engage students to design an interactive learning station focused on a specific type of scam.
- The station should:
  - clearly demonstrate how to identify and respond to the scam
  - include at least one hands-on activity for participants
  - be educational while remaining creative and interesting for your peers
  - contribute to societal security by equipping more citizens with scam prevention knowledge

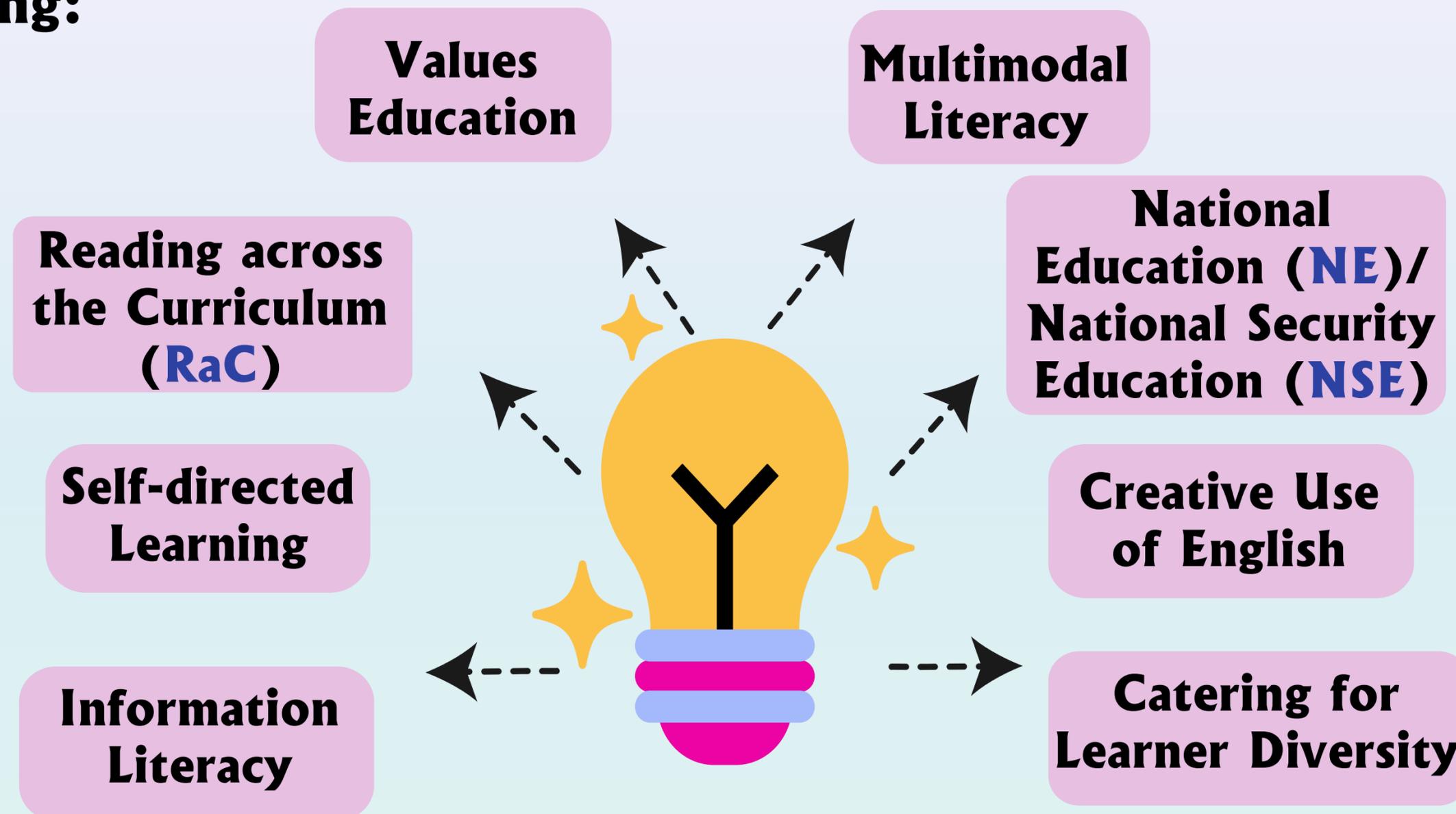


### 2. Station Implementation Plan

- Based on the station design, have students develop a practical implementation plan that explains how the station would operate during the actual Anti-Scam Day.
- The implementation plan should include:
  - why the chosen scam type is relevant to Hong Kong students, including recent statistics or examples that demonstrate why students need specific awareness in this area
  - a step-by-step explanation of how the station activities will run
  - a list of all materials, technology and volunteers needed
  - evaluation methods

# Holistic Planning

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



# ELE KLA Curriculum Framework of NSE (2025)

## Suggested Learning and Teaching Activities



### Classroom learning activities

- Learn about the rich cultural heritage of our country and the importance of preserving it by **conducting an online research / creating an infographic**
- Refer to the curriculum framework for more examples



### English-related life-wide learning activities

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



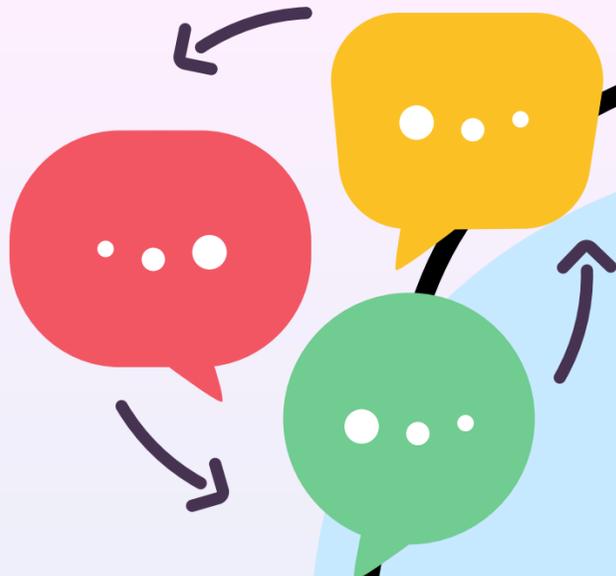
### Project learning and cross-curricular activities

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



### Online and self-directed learning activities

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



## **A Take-home Activity: 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



**Break**

# **Student Activities & Resource Materials**



# SOW CAMPAIGN 2025/26

*SOW THE READING SEED: DISCOVER AS YOU READ*



**Wisdom Unites,  
Stories Connect**



**Dream Big,  
Read Bigger**

# Information of SOW Campaign 2025/26



**EDBCM No.  
169/2025**

## Themes

Overarching theme:  
SOW the Reading Seed – Discover as You Read

Sub-themes:

- Dream Big, Read Bigger
- Wisdom Unites, Stories Connect

## School Activities

Experience sharing sessions on building a reading culture and promoting values education on the school English Language curriculum

## Competitions

- “SOW Your Discovery” Multimodal Composition Contest
- SOW Readathon 2025/26
- “We Write · We Sing” Music Competition 2025/26
- Animal Photopoetry Creative Challenge 2025/26
- Filmit 2026: Student Film Competition
- Once Upon A Book Storytelling Competition 2025/26
- Story to Stage Puppetry Competition for Primary Schools 2025/26
- Time to Talk Public Speaking Competition 2025/26

## Learning and Teaching Resources

- Promotional videos on SOW Readathon
- SOW posters
- Resources in support of competitions

## Sayings of Wisdom

Quotes by famous authors

# “SOW Your Discovery” Multimodal Composition Contest

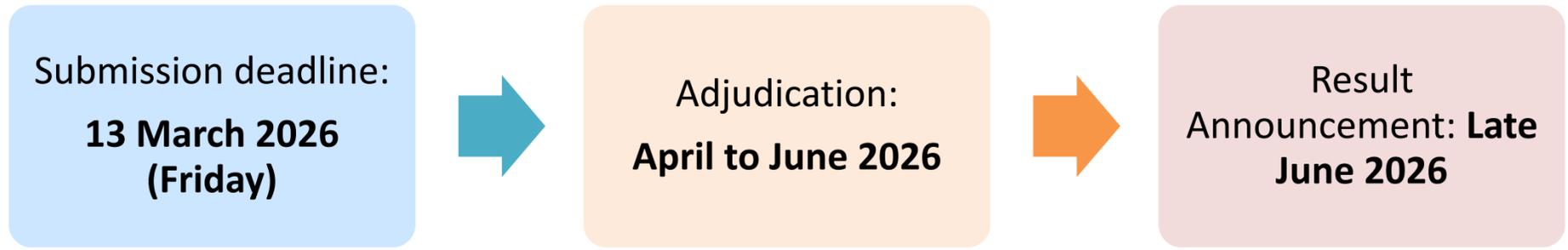


Students are invited to:

- read a book of their choice;
- create a multimodal text to share:
  - a saying of wisdom (SOW) taken from the book;
  - their discovery from the book (e.g. new knowledge/ skills/ lessons learnt/ insights/ understanding)



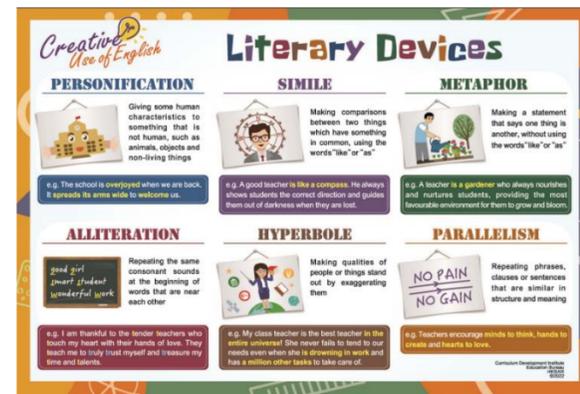
L&T Resources available



educational game



animation



infographic



vlog



e-book

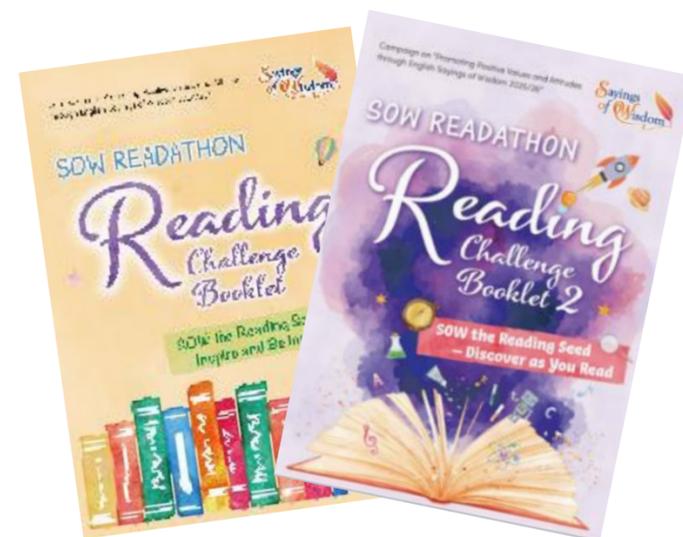
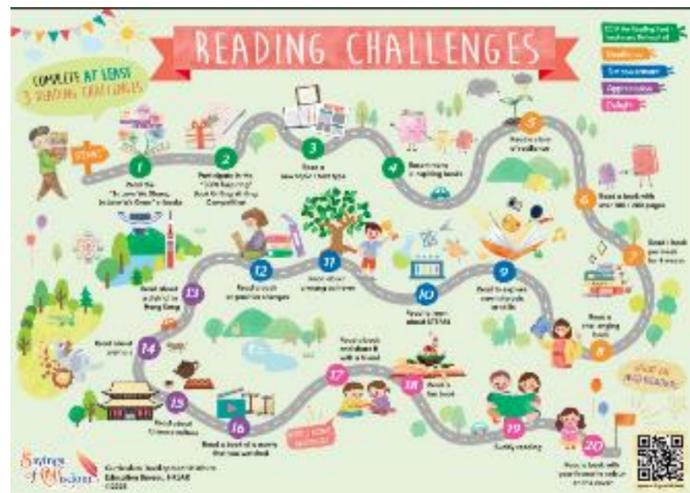


animated poster



# SOW Readathon 2025/26

Registered schools will **organise an array of learning activities within and beyond the classroom**, based on students' needs and interests, to promote reading, appreciation of SOW as well as proper values and attitudes, and actively engage students in performing their roles as **SOW Reading Rangers**.



Participating students of registered schools, who are the **SOW Reading Rangers**, will be **awarded a certificate** issued by the EDB upon completion of three or more challenges with teachers' validation.



# SOW Readathon Video Series

The video series showcases **success stories of fostering a school-wide reading culture** in the school English Language curriculum and the reading journeys of the Outstanding SOW Reading Ambassadors in the SOW Readathon 2024/25.



Reading Captains –  
The Door of Fun



Reading Rangers –  
Wings of Imagination



Reading Rangers –  
Voyage of Time and  
Dreams



Reading Captains –  
The Door of Confidence



Reading Rangers –  
Power of Mind and Soul



Reading Rangers –  
Cosmos of Curiosity

# “We Write · We Sing” Music Competition



A music competition co-organised by the Arts Education Section and English Language Education Section of the Curriculum Development Institute, EDB and Hong Kong Baptist University which **cultivates students' creativity** and **enhances their singing and appreciation abilities** through engaging in lyric writing, song composing and singing performance

Workshops for teachers:  
November – December 2025



Deadline of Entry Submission:  
23 January 2026  
(Friday)



Announcement of Results:  
Late March

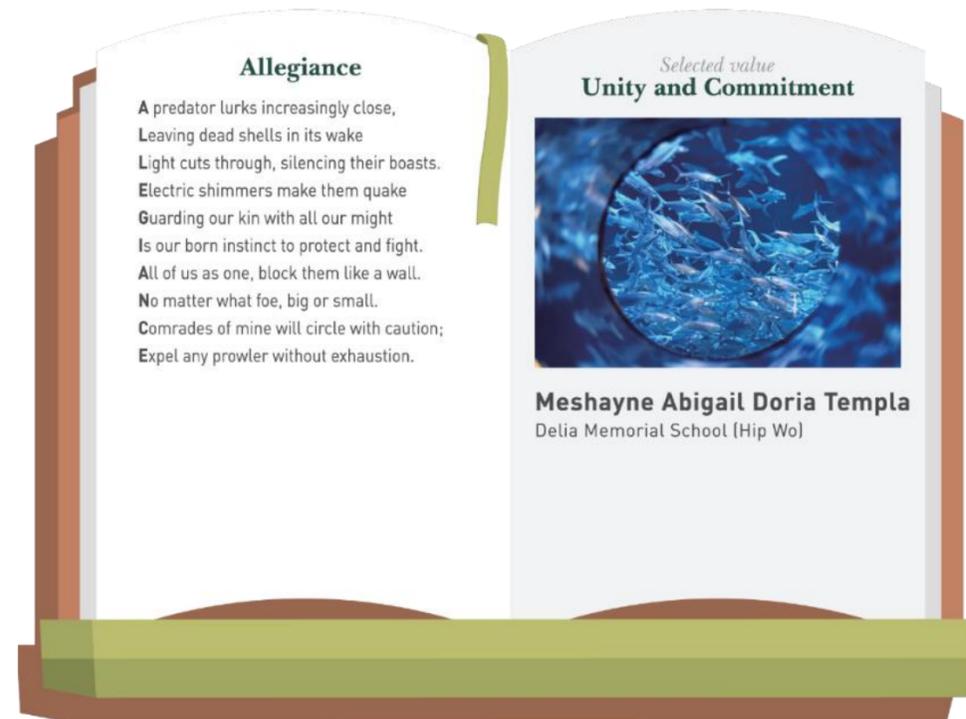


Student Performances and Awards Ceremony:  
23 May 2026

# Animal Photopoetry Creative Challenge



A **photo-taking** and **poetry writing** competition co-organised by the English Language Education Section and the Arts Education Section of the Curriculum Development Institute of the EDB, in collaboration with Ocean Park Hong Kong



Application Period:  
17 November to  
12 December 2025



Pre-competition  
Briefing:  
26 January 2026  
(Monday)



Competition Day:  
6 February 2026  
(Friday)



Announcement of  
Results:  
April 2026

# Latest Learning and Teaching Resources



## SOW Motivational Talk Videos – An Anthology of Winning Entries

To share the **positive messages** delivered by awardees and foster students' **development of proper values and attitudes** through appreciating the beauty and meaning of English sayings of wisdom



# The SOW Campaign Fifth Anniversary Virtual Exhibition

The exhibition organised on 20 September 2025:



To commemorate the fifth anniversary of the SOW Campaign, the SOW Campaign Fifth Anniversary Exhibition was held on 20 September 2025, showcasing the campaign's five-year journey from the 2020/21 to 2024/25 school years.

The exhibition featured award-winning student works, the achievements of participating schools, SOW learning and teaching resources, and other highlights of the campaign.

The Virtual Exhibition:



<https://artspaces.kunstmatrix.com/en/exhibition/14727128/sow-campaign-5th-anniversary-exhibition>



# Q&A

THANK  
YOU