



**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 (Bishop Hall Jubilee School)
	4) Resources
	5) Assignment & Evaluation

Curriculum leadership

The background features a light beige grid pattern that is slightly tilted. There are also organic, wavy shapes in a darker beige color, one in the top-left corner and another in the bottom-right corner. The text 'Curriculum leadership' is centered and underlined with two thick black lines.

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

Secondary 4-6
Secondary 1-3
Primary 1-6
Kindergarten 1-3

SS
JS
P
KG

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



教育局
Education Bureau
2024

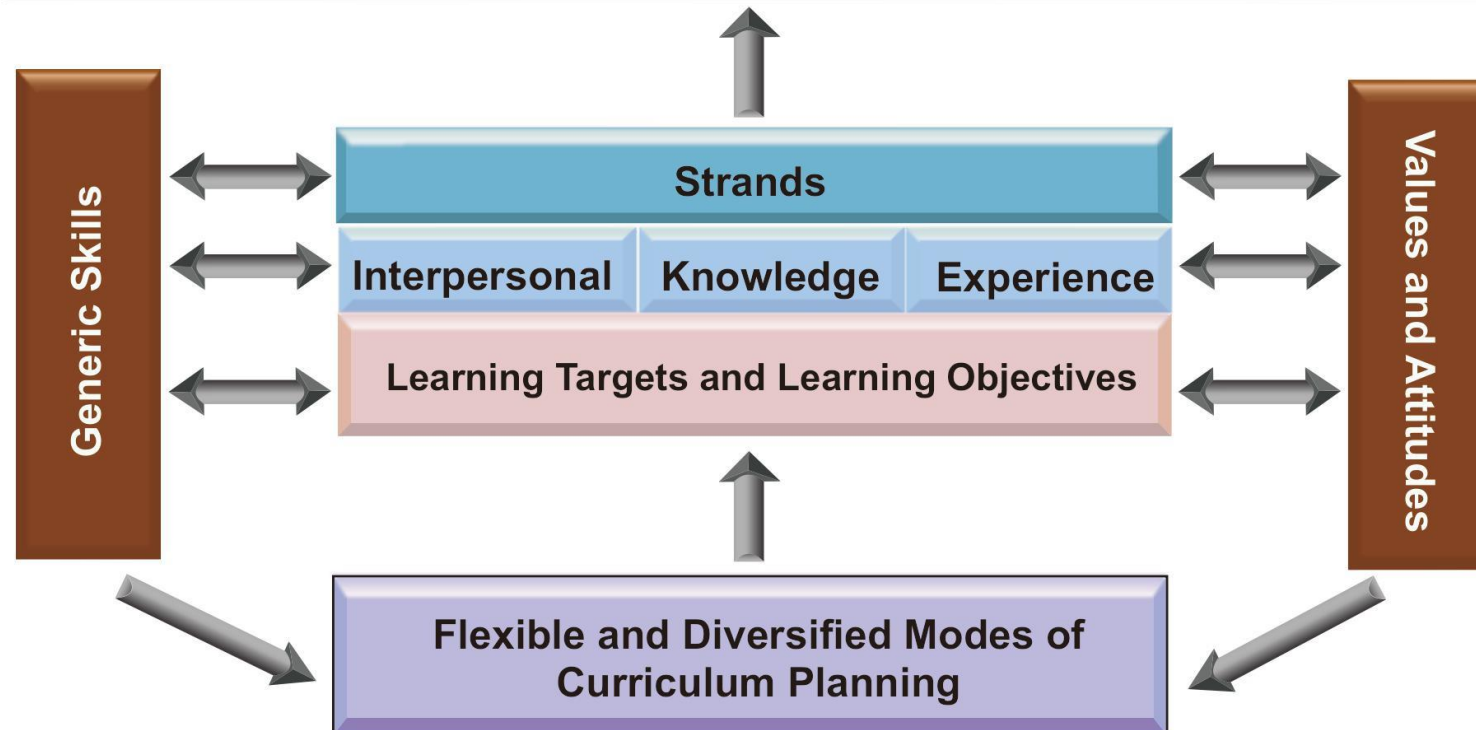
Seven Learning Goals of Secondary Education

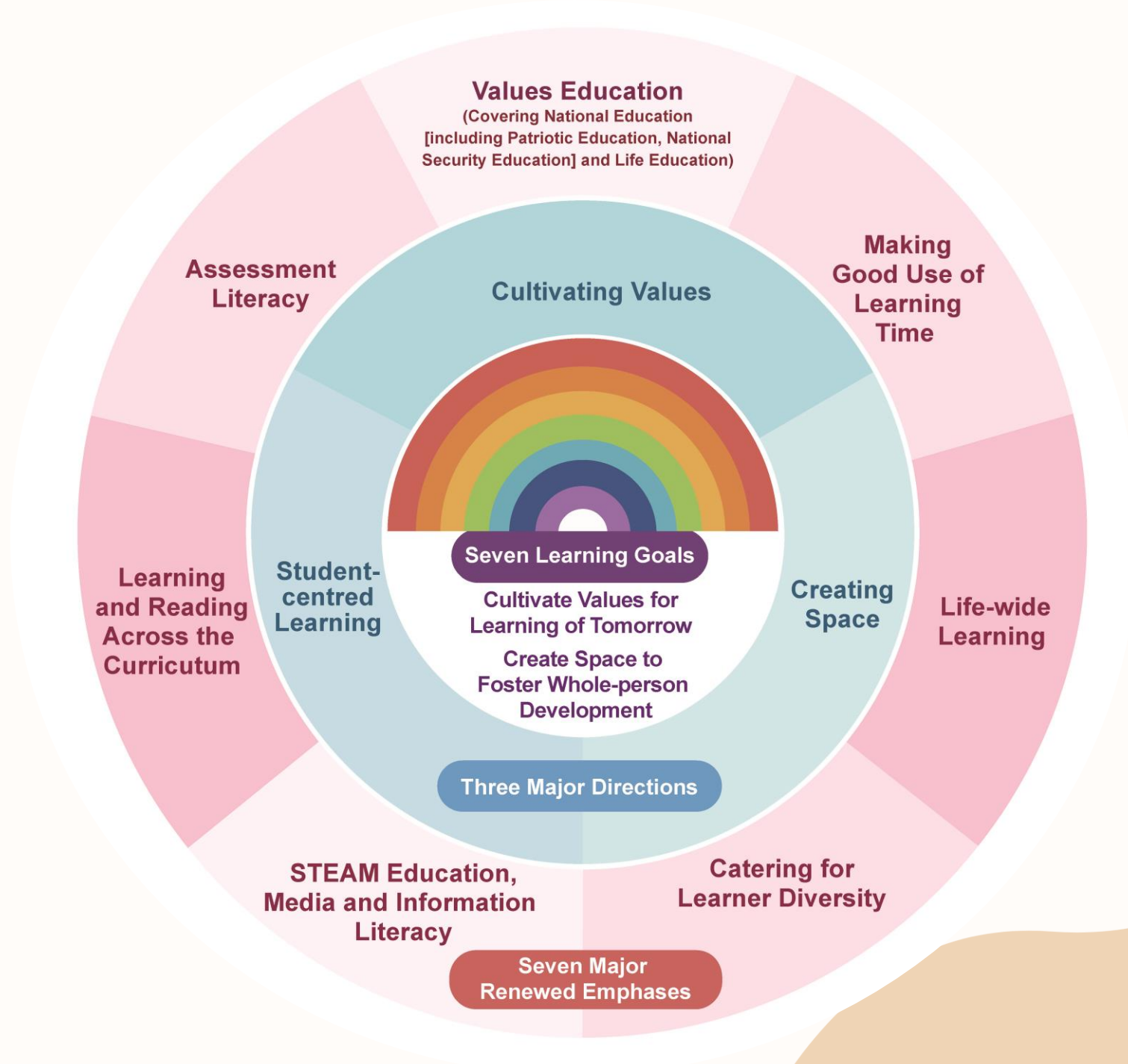


Overall Aims of the English Language Education Curriculum

To provide every student of English with further opportunities for extending their knowledge and experience of the cultures of other people as well as opportunities for personal and intellectual development, further studies, pleasure and work in the English medium; and

To enable every student to prepare for the changing socio-economic demands resulting from advances in information technology; these demands include the interpretation, use and production of materials for pleasure, study and work in the English medium.





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

Collaborate with other KLA panels and promote a culture of collaboration

Ensure vertical and horizontal curriculum coherence

Manage resources

Build capacity in panel members and students



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

In the age of A.I.

A.I. for English Language learning and teaching



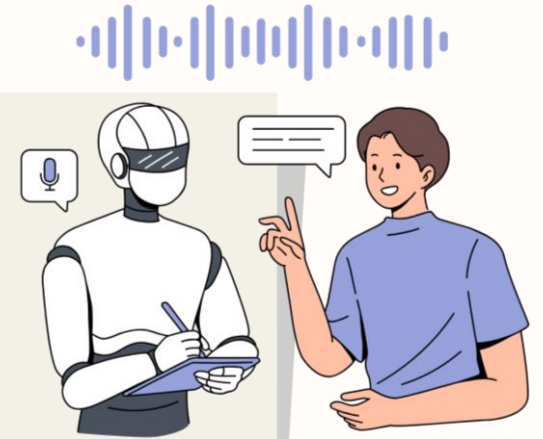
Assist teaching by:

- evaluating students' performance
- generating learning materials
- managing admin work
- providing feedback on students' work
- developing lesson plans
- supporting students in practising using English
- ⋮



Tools:

- language learning apps
- chatbots
- language generation AI
- VR and AR
- automated grading
- speech recognition software
- text-to-speech tools
- data and learning analytics
- ⋮



English Language Teachers in the Age of A.I.

Utilise innovative technology in their instruction to help students:

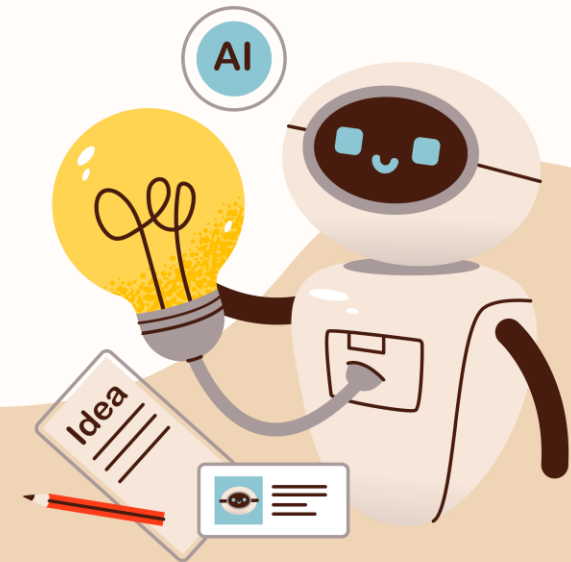
develop their self-directed
learning capabilities

foster their critical thinking
and interdisciplinary
problem-solving skills

enhance their
information literacy

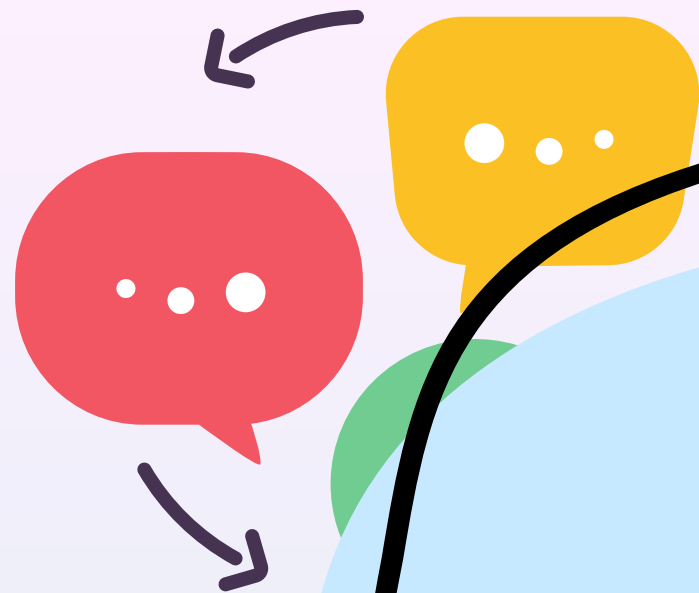
gain an international
perspective

grow into lifelong learners



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

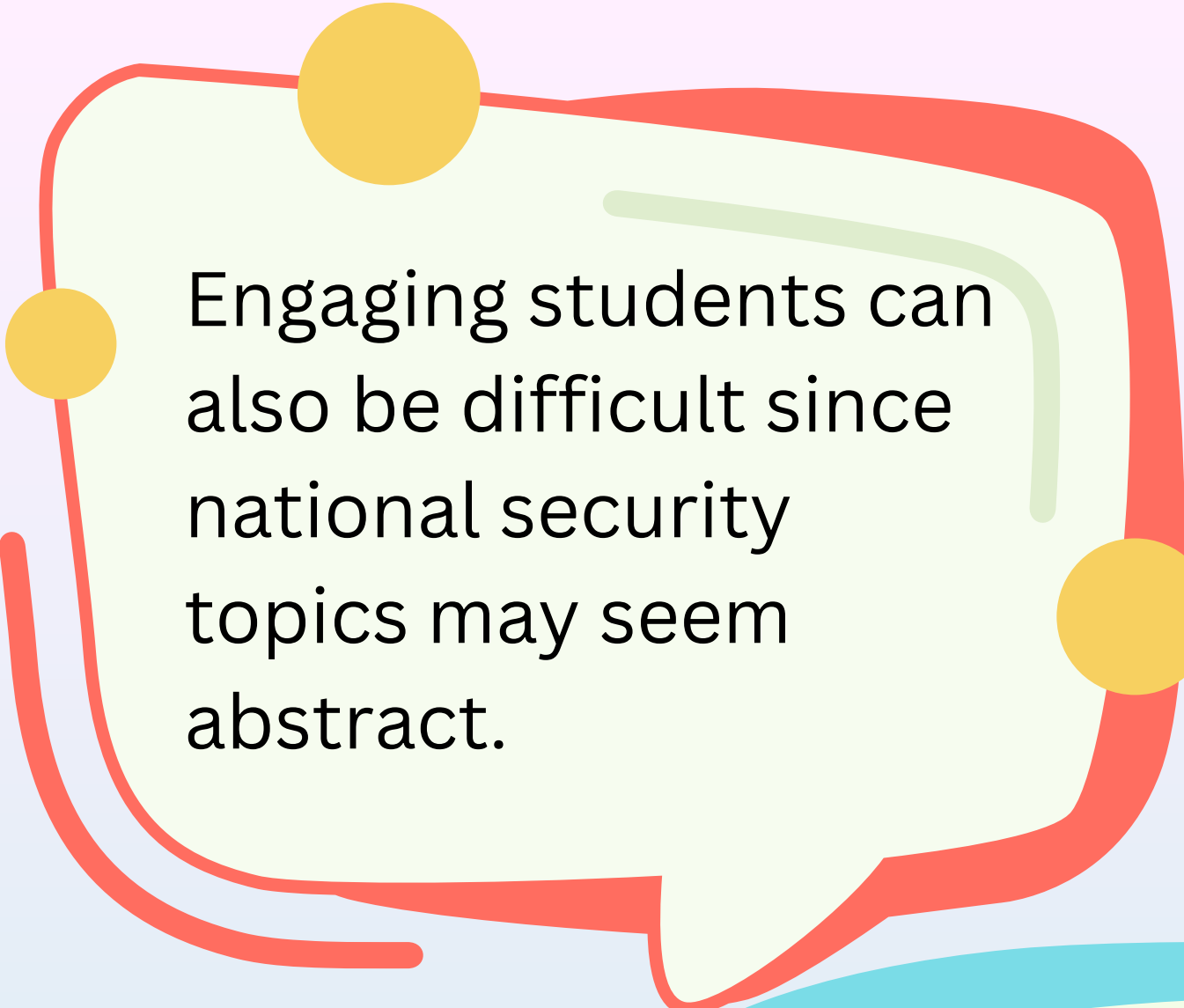





Take a moment to consider the following:

- 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?**

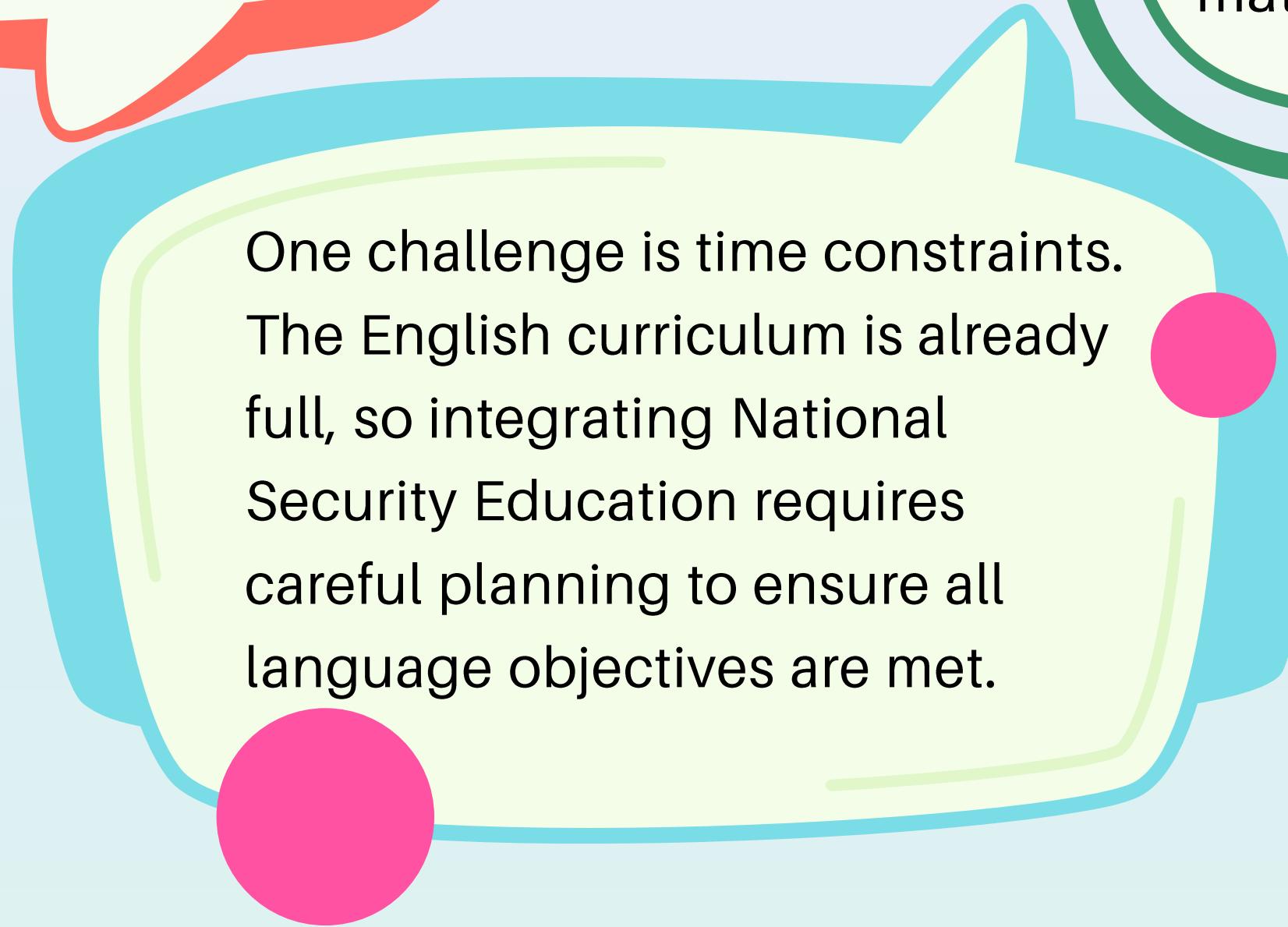




Engaging students can also be difficult since national security topics may seem abstract.



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.

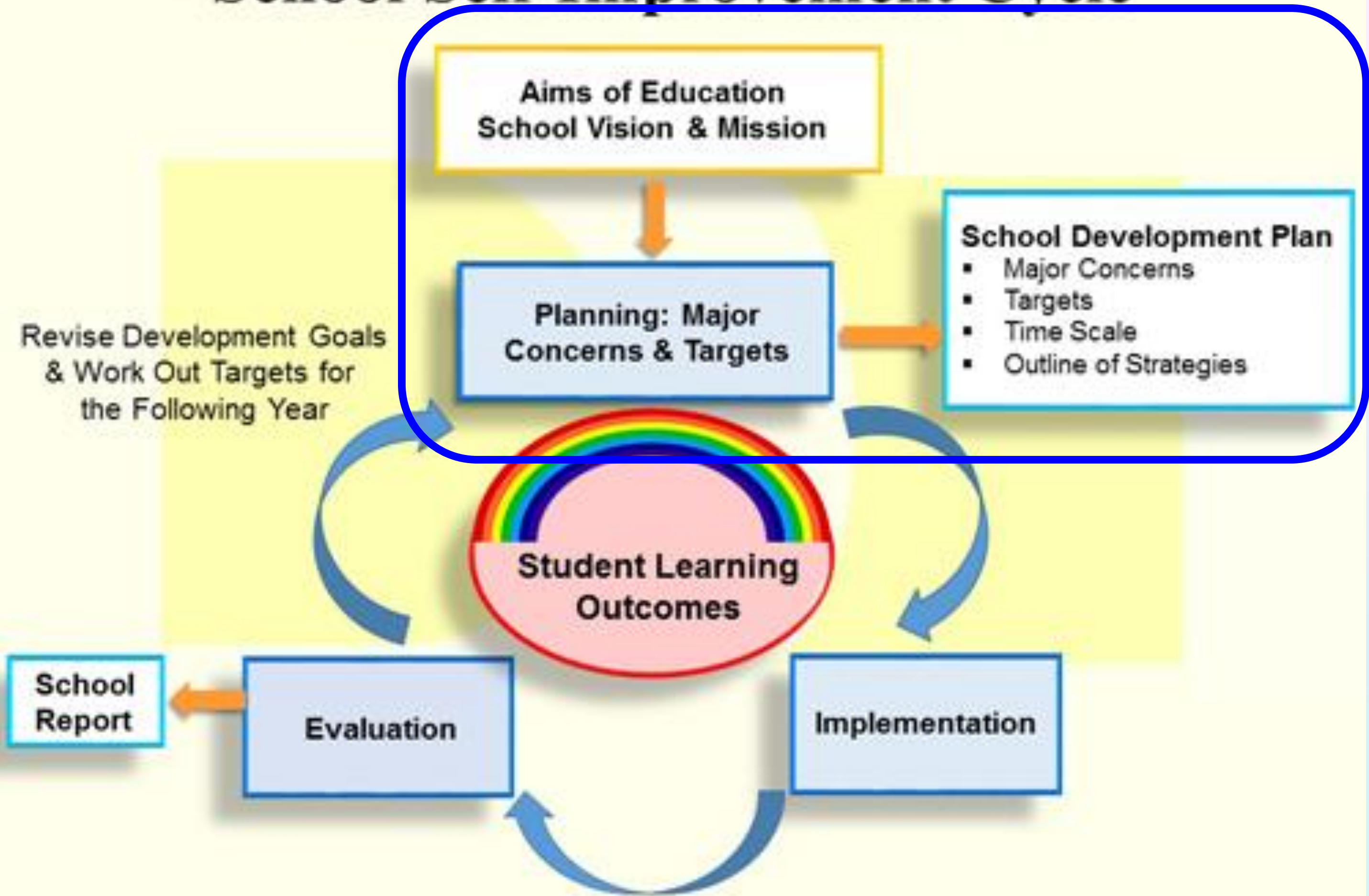


One challenge is time constraints. The English curriculum is already full, so integrating National Security Education requires careful planning to ensure all language objectives are met.

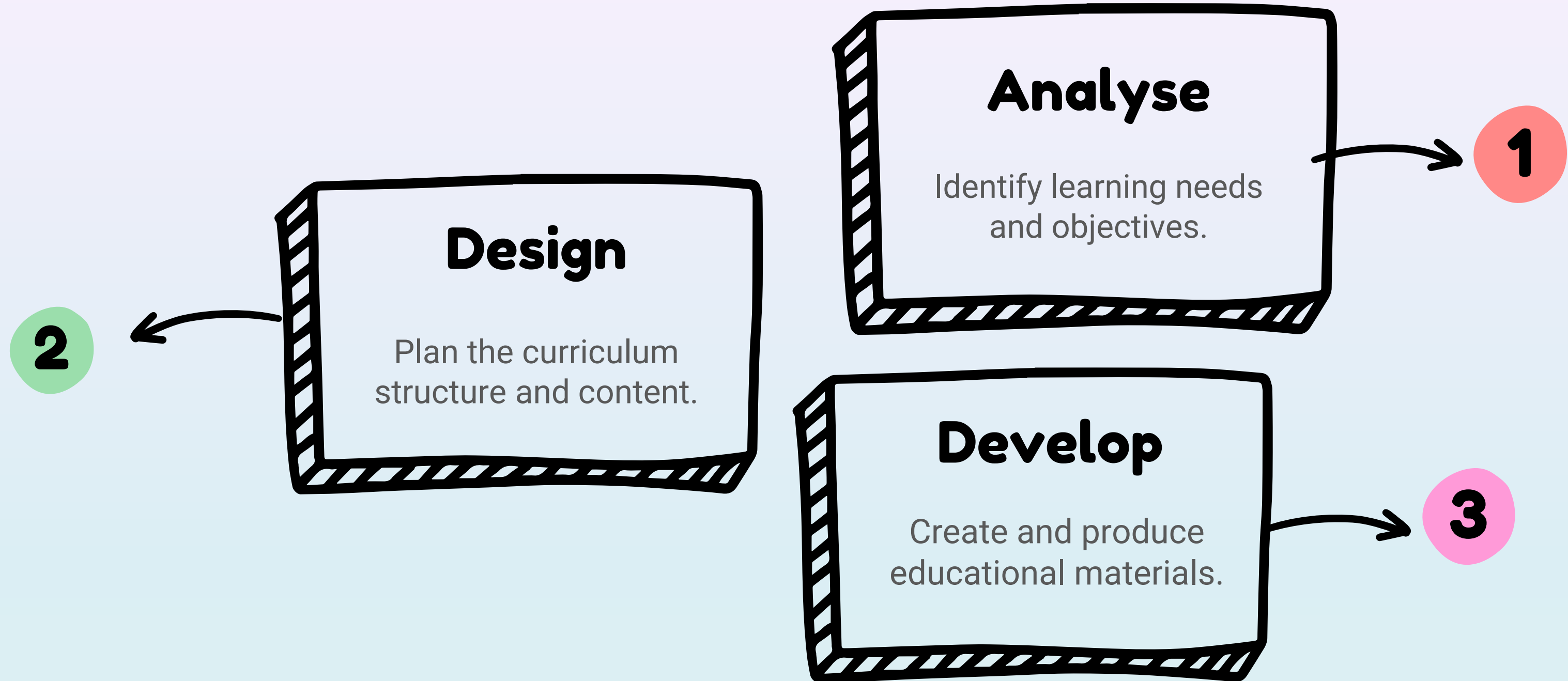
To enrich the existing school English Language curriculum by integrating NSE elements



School Self-Improvement Cycle



The 3 steps of planning – ADD



Understanding the core ideas

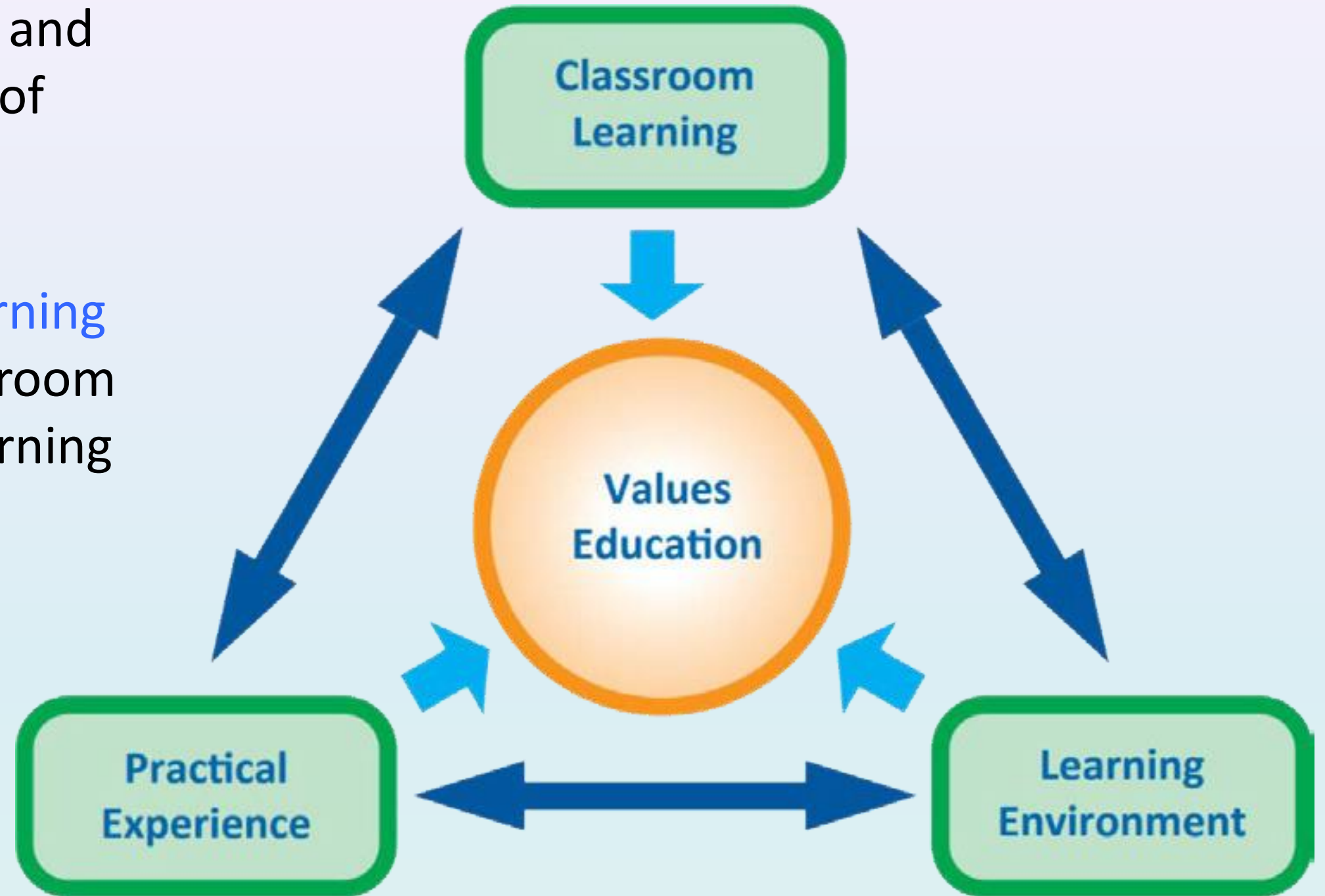
... Through careful curriculum planning, students can be provided with opportunities to explore a wealth of value-laden issues (e.g. human rights and responsibilities, sustainability, equal opportunities) in order to:

- **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



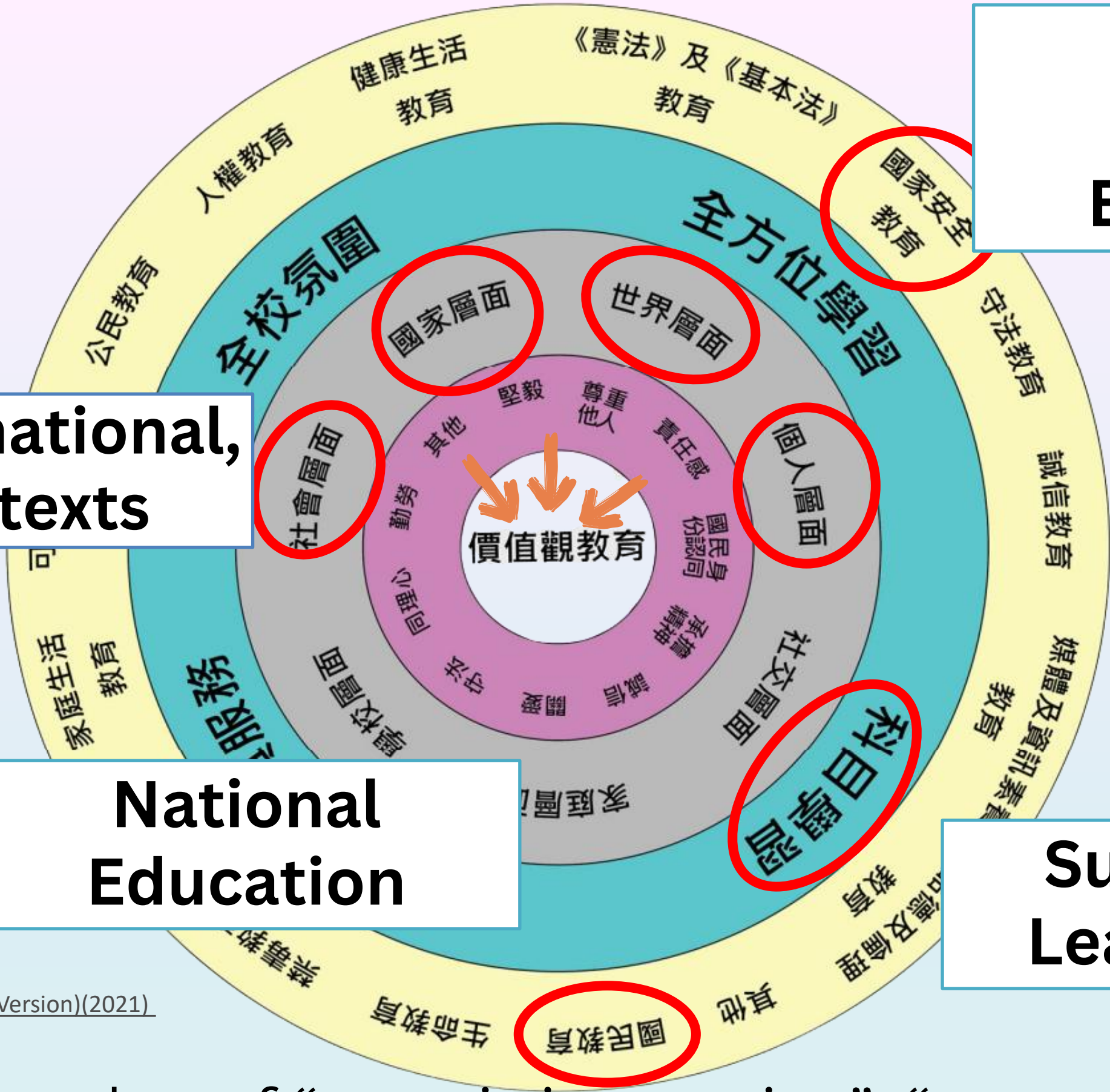
Understanding the core ideas

Personal, social, national, and global contexts

National Education

Subject Learning

National Security Education



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

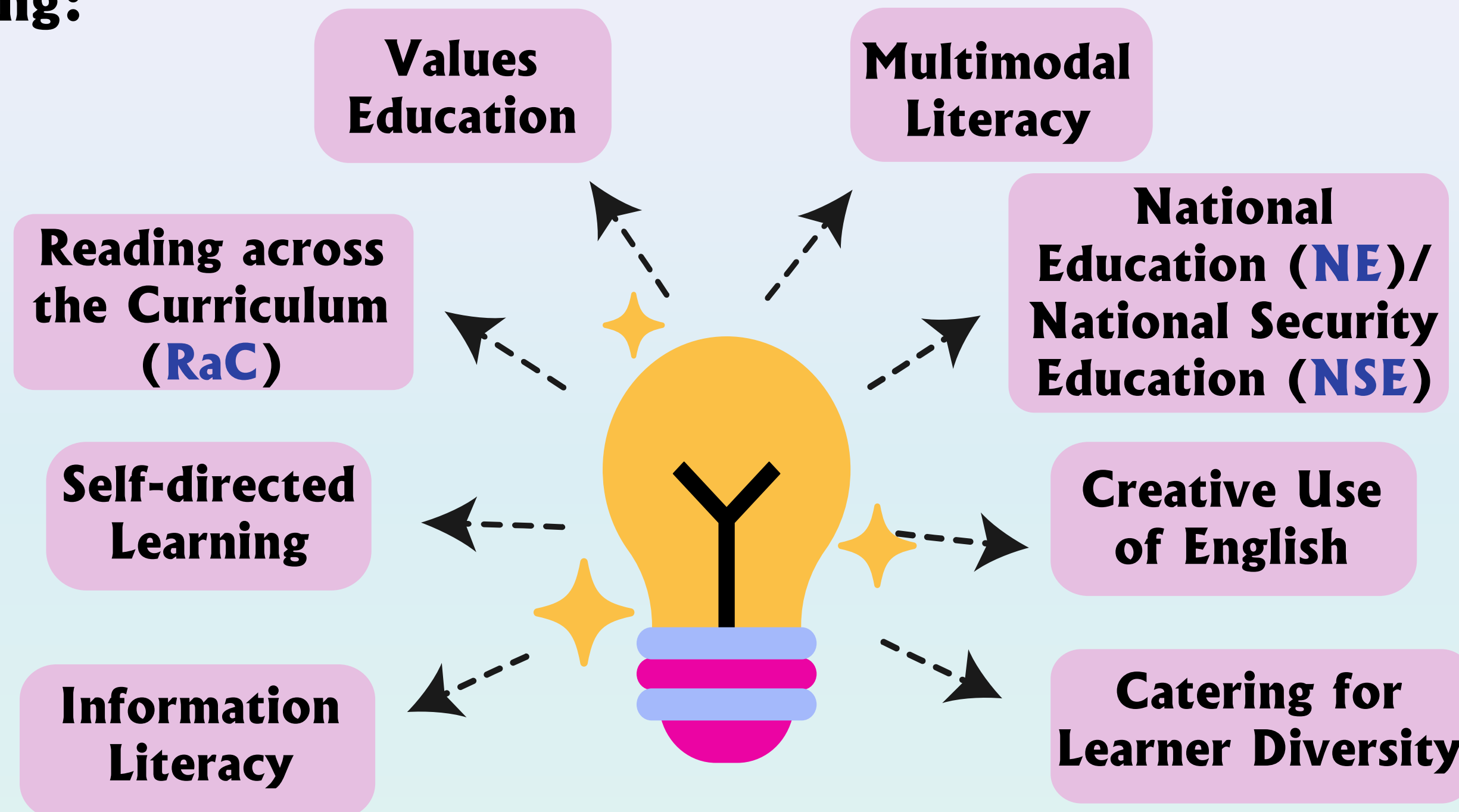
National Security - Twenty Major Fields



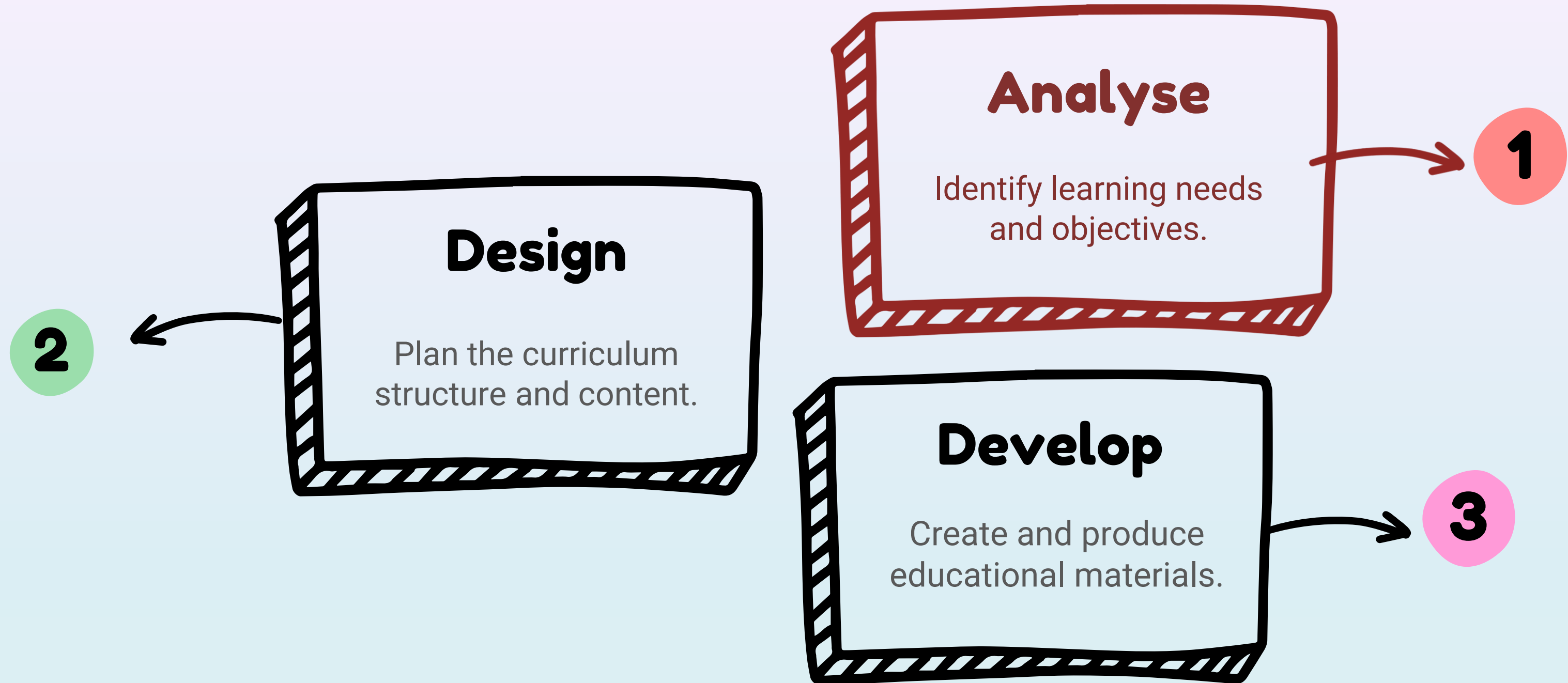
The National Security Education Day Webpage

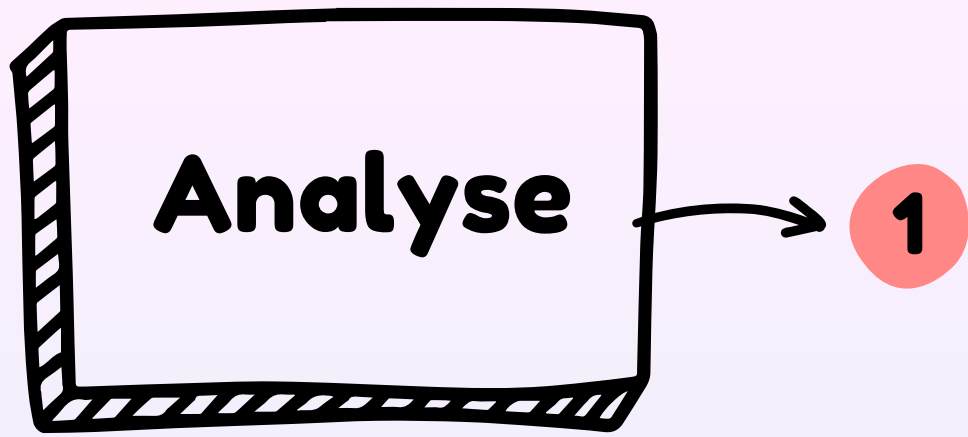
Holistic Planning


- **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



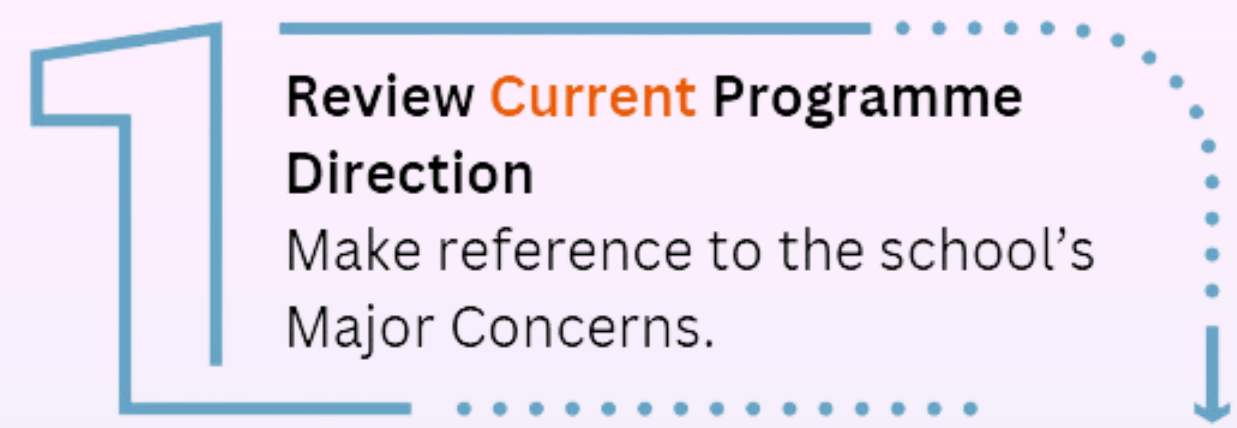


 Identify learning needs and objectives related to national security education.





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.

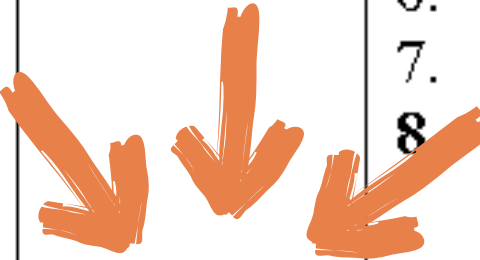


Enriching the existing programme plan by integrating relevant NSE elements



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

<p>National Security Education</p>	<p>The 8 strands of national security include:</p> <ol style="list-style-type: none"> 1. The concept and importance of national security 2. Constitution, Basic Law and national security 3. Purposes and Principles of Enacting the National Security Law 4. Duties of the HKSAR to safeguard national security and the setup of related institutions 5. The ultimate responsibility of the Central Government to safeguard national security 6. Offences that endanger national security 7. Major domains of national security 8. The relationship between national security and human rights, freedom and the rule of law 	<p>The 20 major fields of national security include:</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
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<p>Priority Values</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								
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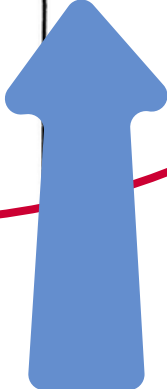
Module: Nature and Environment

Unit: Animal Protection

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

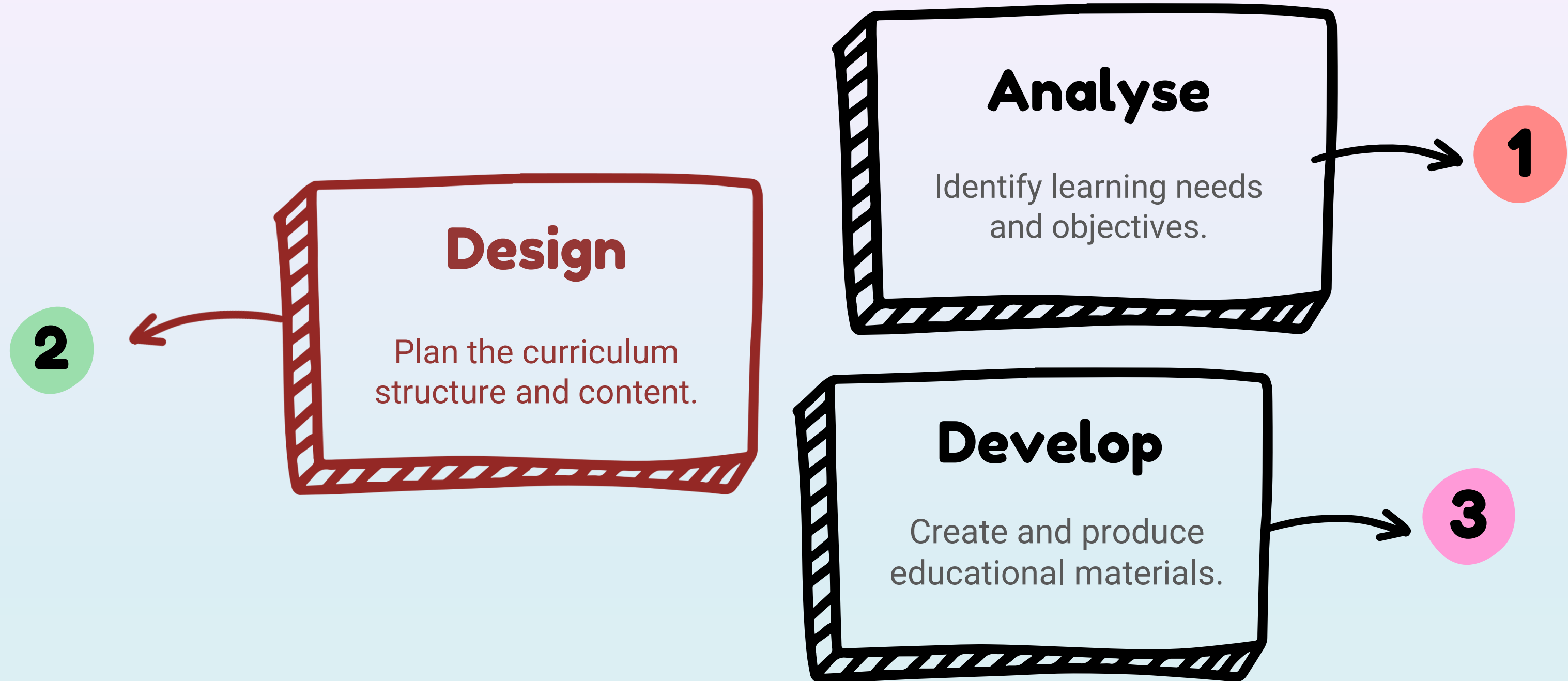
Unit 4 : All about pets						
Reading	Writing	Listening	Speaking	Grammar Items	National Security Education Major Field	Priority Values
<p>Teaching focus: Unit 4:</p> <ol style="list-style-type: none"> 1. A memorable experience 2. A new furry friend 3. Tucker: an amazing therapy dog <p>Word Building</p>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

Ecological Security



Empathy

The 2nd step of planning



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

Learning Objectives

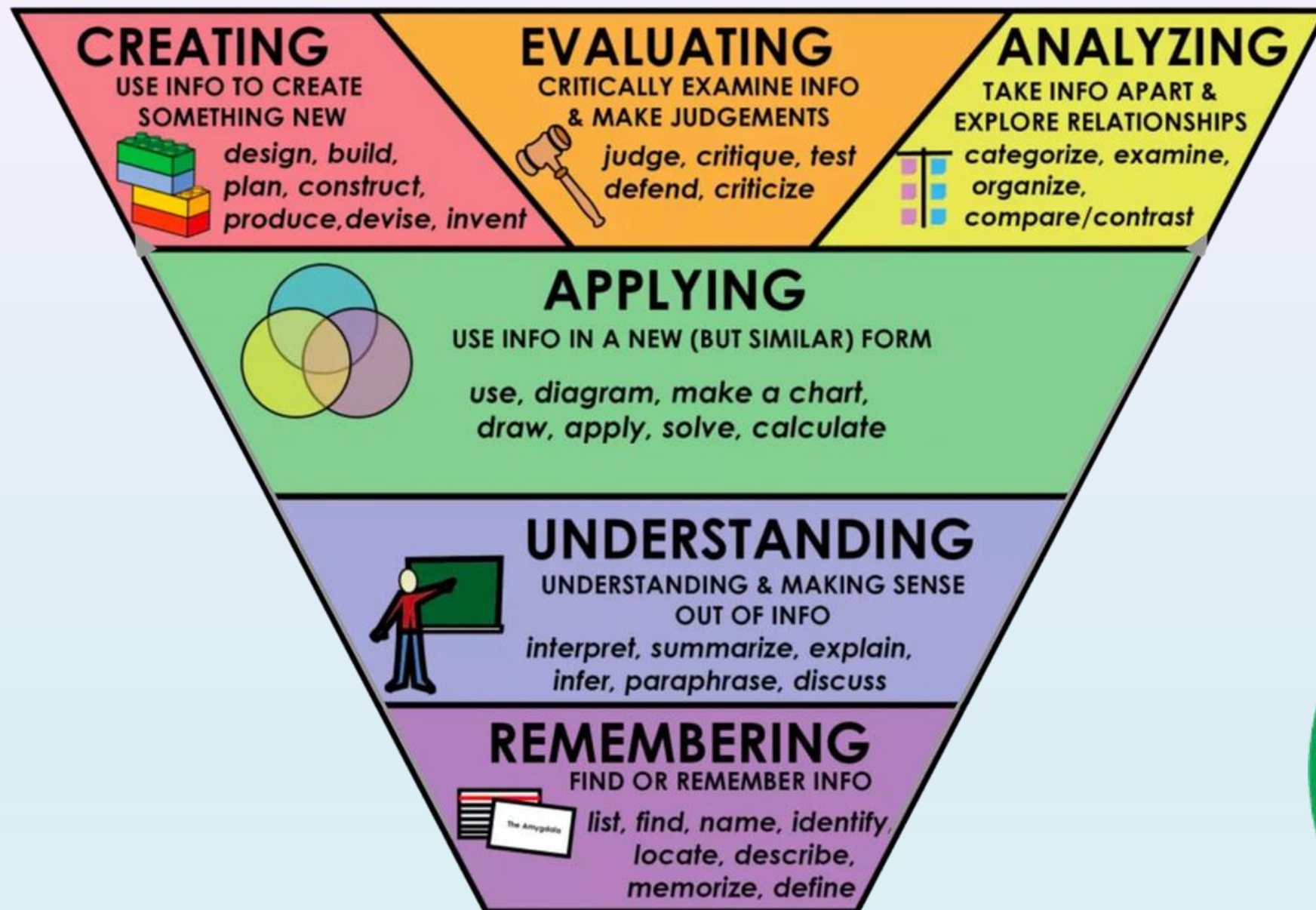
...Schools should also **ensure a progression** when implementing NSE across year levels/key stages (i.e. from **enriching students' understanding** of the latest developments of our country and the major fields of national security to engaging them in **reflecting on** and **applying what they have 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**

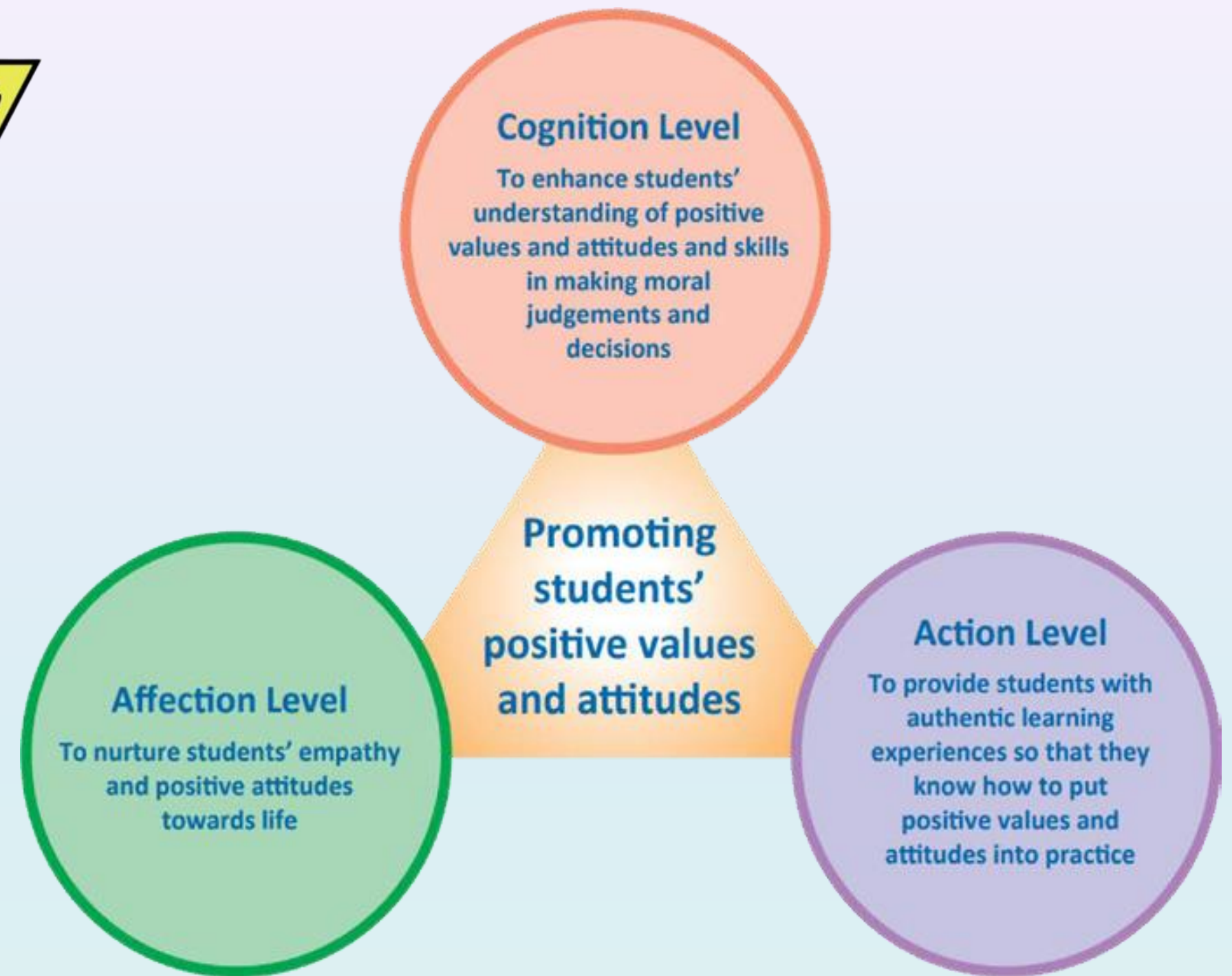


Strategies for Integrating **Values Education & NSE** into the School English Language Curriculum



Bloom's Taxonomy

Source: Rawia Inaim



Source: Senior Secondary Curriculum Guide – Booklet 6A Moral and Civic Education: Towards Values Education

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.

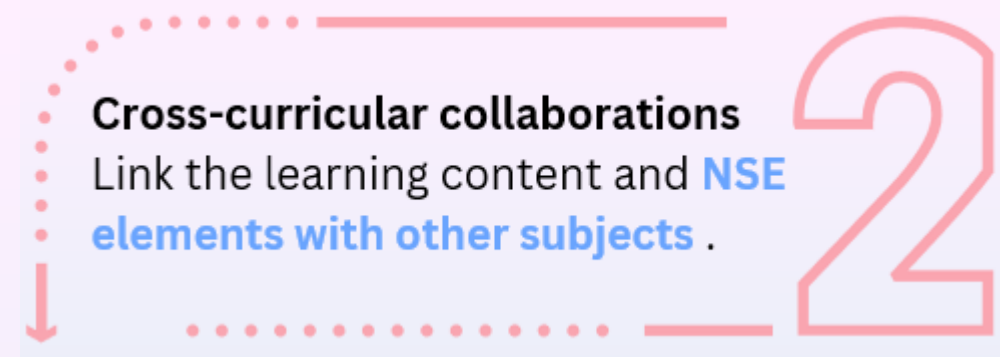
Learning Elements/ Objectives:

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... **Cognition**
- **Reading and viewing a variety of texts** (e.g. news articles, extracts from webpages, documentaries) to understand the latest technology used for cultural preservation... **Affection**
- **Writing a profile to introduce a cultural heritage item in our country, suggest ways to preserve it and explain why it is worth preserving** and compiling students' work into a class compendium **Affection**
- **Conducting a visit to a heritage trail in Hong Kong in collaboration with Chinese History and/or Citizenship and Social Development**, and **giving a post-visit presentation on our cultural tradition and the importance of preserving cultural heritage in safeguarding cultural security** **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 texts and videos to learn about peaceful exploration and global cooperation.	<u>NSE Major Fields</u> 1. Outer Space Security 2. Science and Technology Security
PSHE (Personal, Social & Humanities Education)	Study the timeline of space exploration, including key events like China's achievements . Cultivate pride in our country's achievements through multimodal tasks.	<u>Values</u> 1. Responsibility 2. National Identity
Arts	Create visual campaigns (e.g., posters, infographics) advocating for sustainable space exploration .	3. Empathy 4. Perseverance 5. Integrity

Cognition

Affection

Action

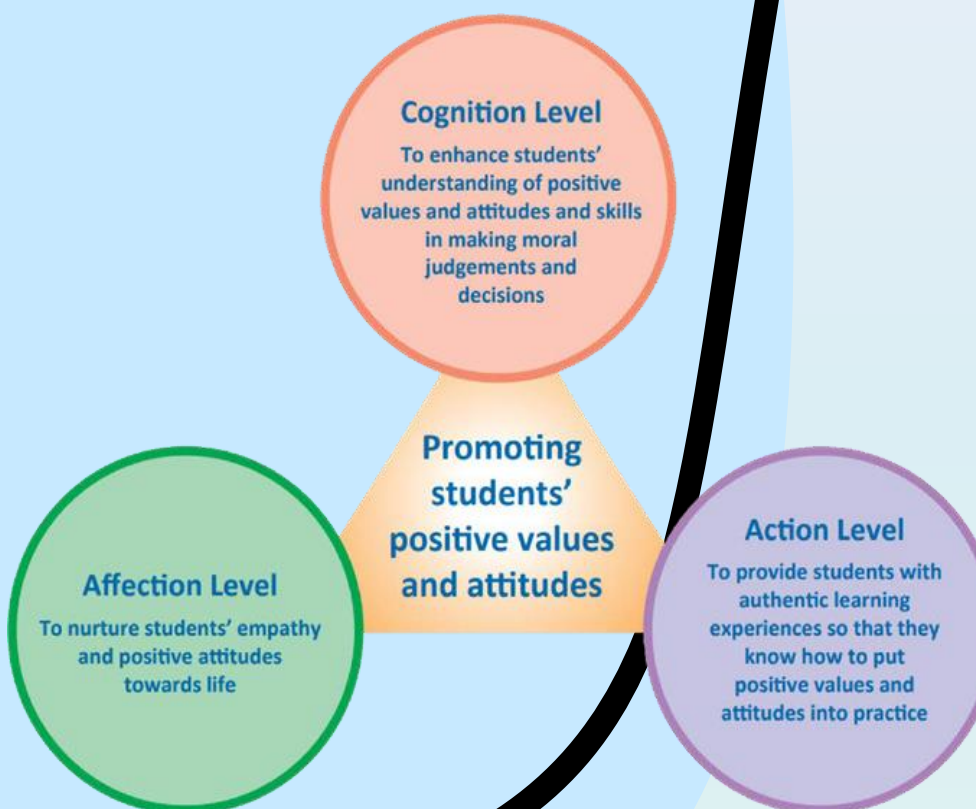
An Example of Integrating **Values Education & NSE** into the School English Language Curriculum

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

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

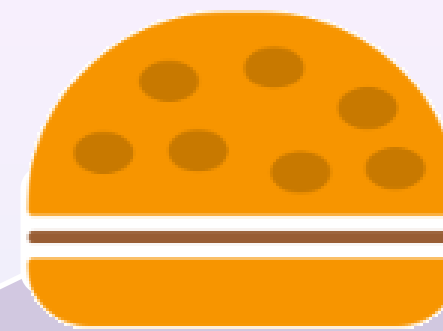
Language objectives:

- 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

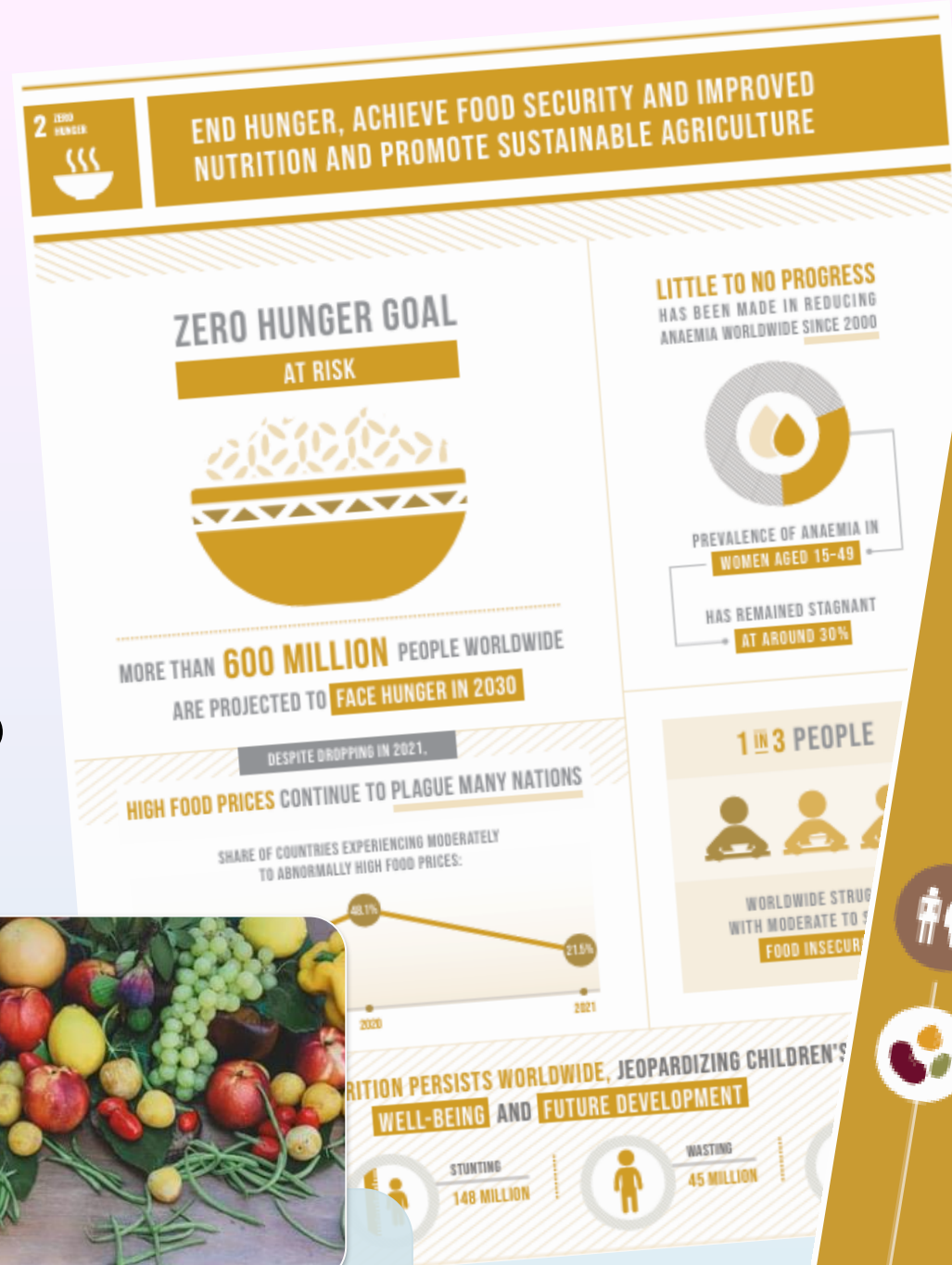
Post-viewing

- 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:



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.

An Article on Yuan Long-ping

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

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.**

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.

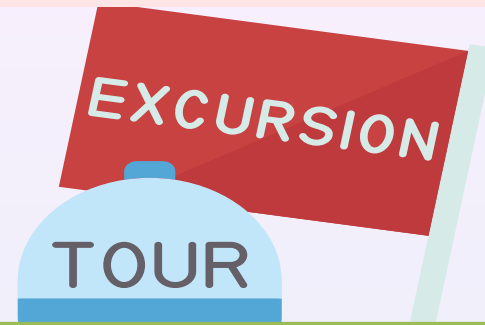
ELE KLA Curriculum Framework of NSE (2025)

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

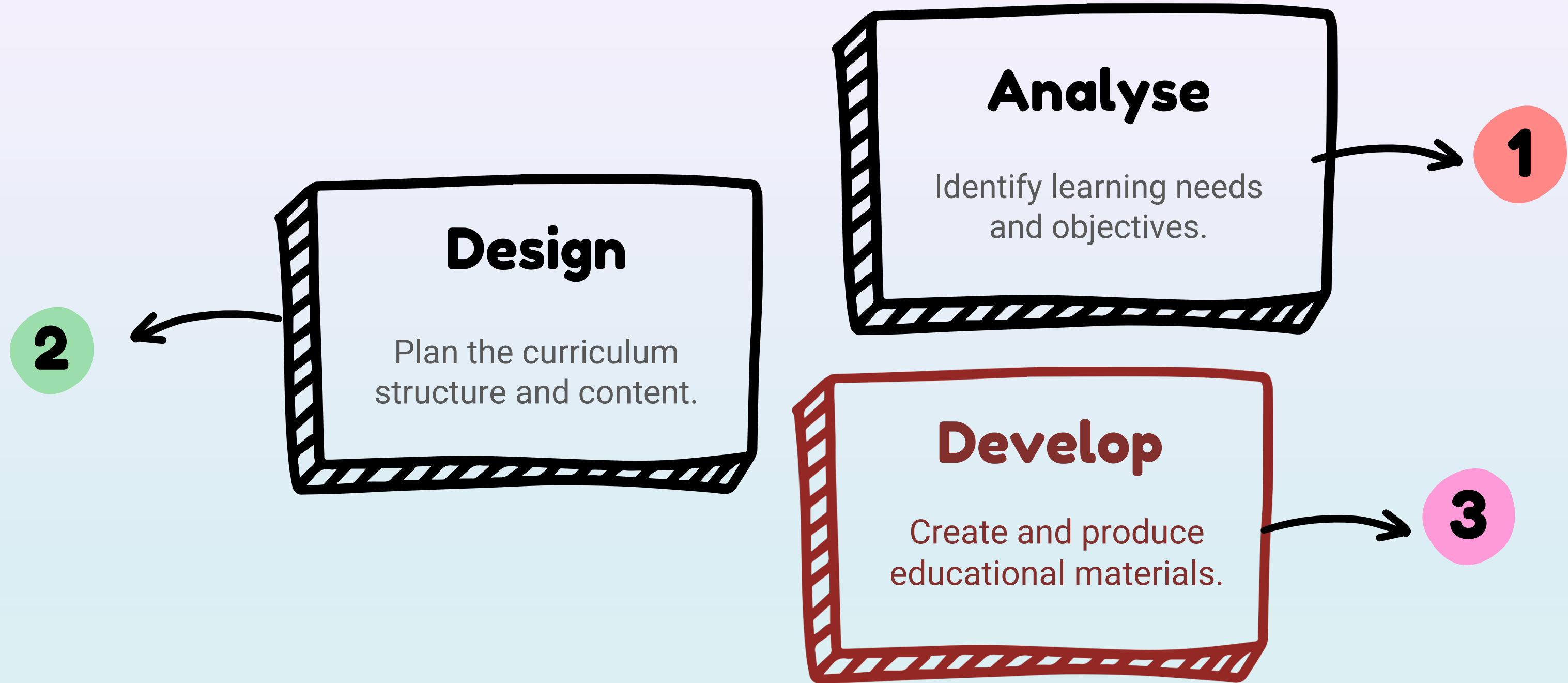
- Collaborate with other KLAs/subjects (e.g. **Chinese History, Citizenship and Social Development**) to
 - provide opportunities for students to apply **language skills** in meaningful contexts
 - connect **language and content learning**



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**

The 3rd step of planning



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)

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

“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

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

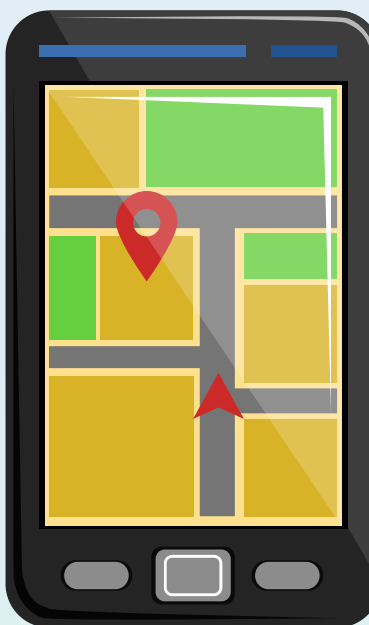
Action

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.")



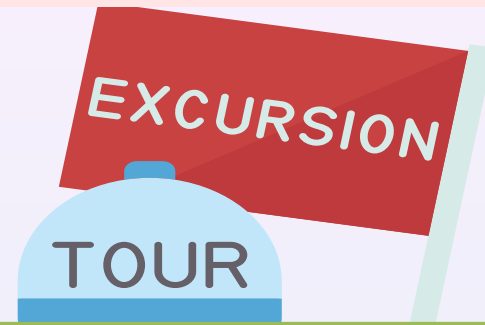
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English-related life-wide learning activities

- 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
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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**

Resources & Activities

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

Content Objectives

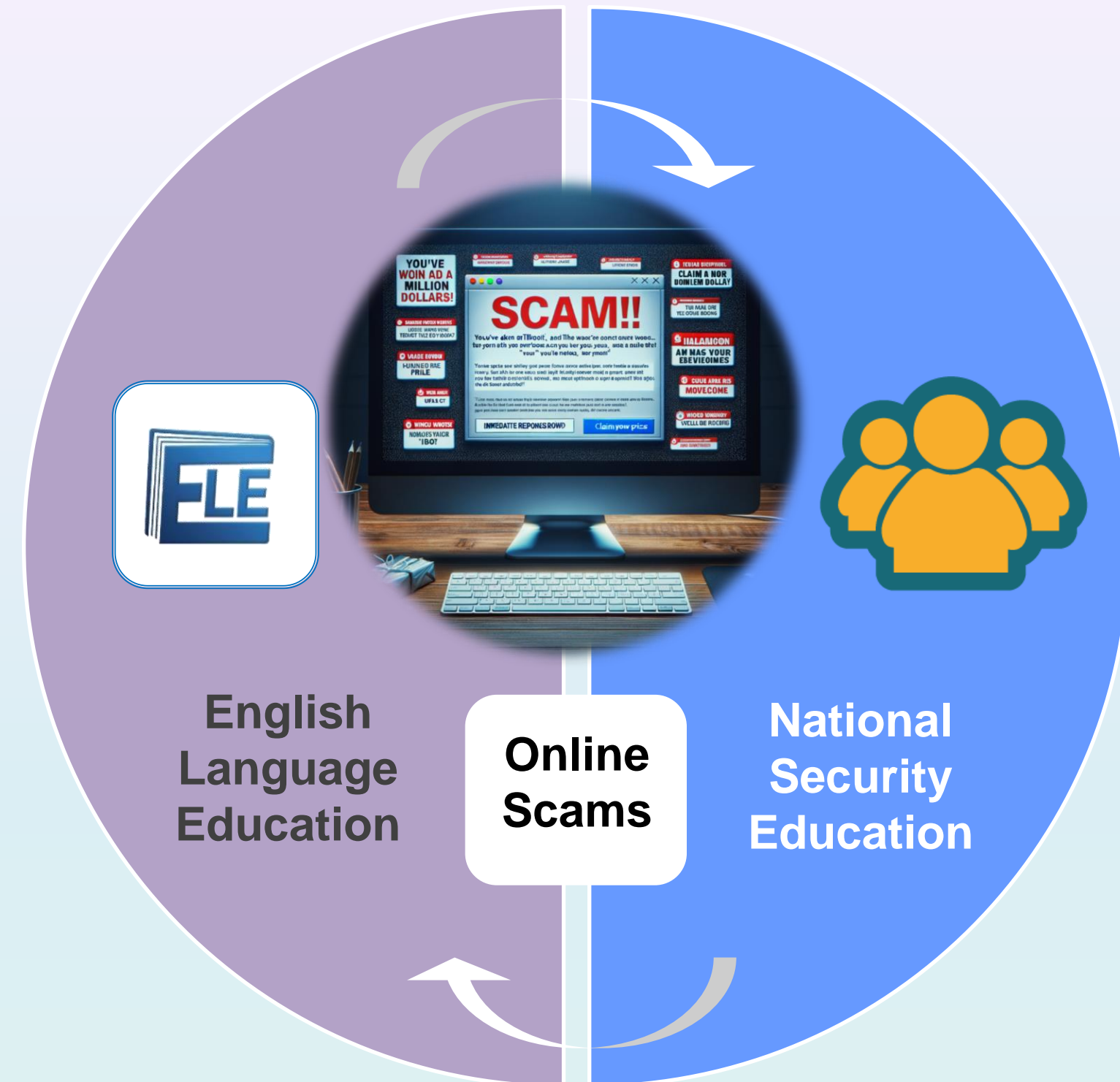
To explore concepts related to societal security, e.g.

- 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.

Source: CyberDefender “[Digital Literacy Series] English - 1. Protect from Phishing”:

<https://www.youtube.com/watch?v=RYWTW2P0kjk>



"Too Good to Be True" Experiences



Have you or your friends ever...

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

What made you suspicious or trusting in these situations?

How easily can you be tricked into giving out information?



WHEN IN DOUBT CALL 18222 www.adcc.gov.hk

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

Pre-viewing

• Introduce the different types of scams.

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

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



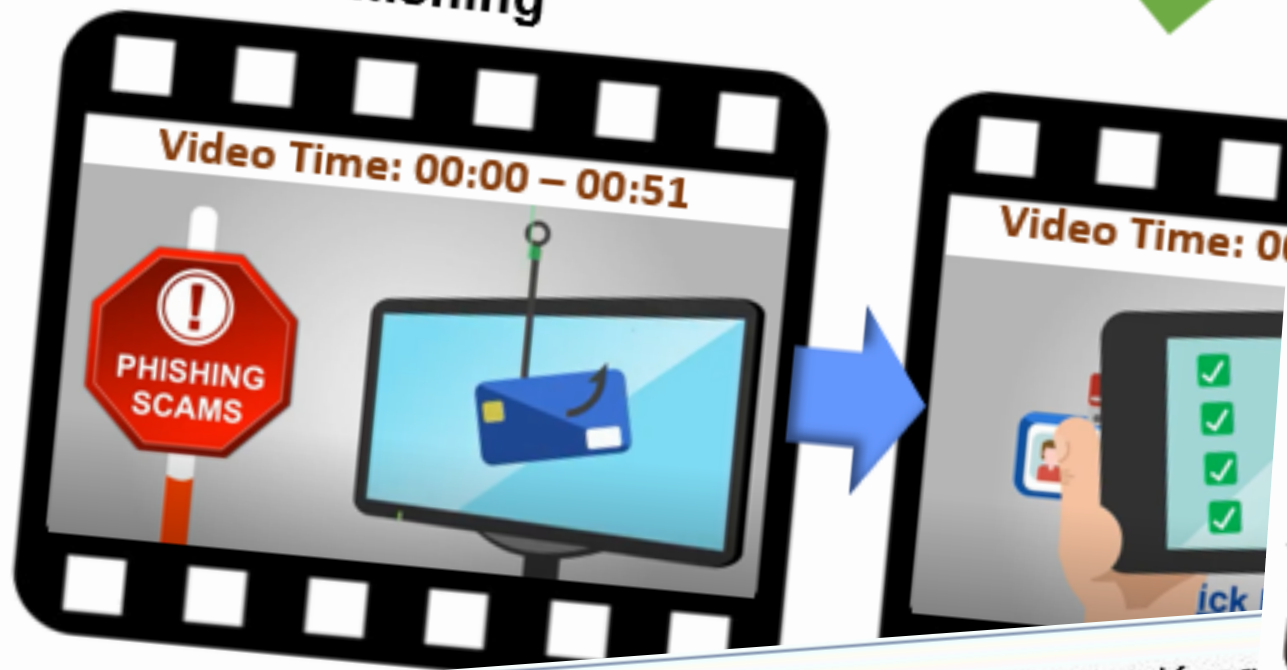
2. What does it mean by "BILLIONS SWINDLED"?

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



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.

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



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

Online Scams & Safety

Common Scam Tactics

Warning Signs

Protection Strategies



Post-viewing

- Use the news article on scams in Hong Kong reflecting on the seriousness of online scams as



- “Phishing” - using bait to trick victims (like fishermen)
- Pretending to be trusted organisations or people
- Creating fake websites with similar-looking URLs
- Targeting vulnerable groups (e.g. New Mainland students)
- Happening online or on the phone

- Suspicious messages requesting personal information
- Websites with incorrect/wrong spelling of company names
- Messages with errors or unsecured websites (e.g. no HTTPS)
- Calls from somewhere outside Hong Kong

- Never share personal information through messages/emails
- Check website URLs and look for HTTPS before sharing information
- Keep all software and systems updated with security patches
- Install anti-malware software and think before clicking
- Boost education on scams among students and parents

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

On other crime figures, the police chief said more than 2,000 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.



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?

Extended Learning Activities

ACTION

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

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

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



Scams fuelled rise in crime last year: police

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)

a. **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)

b. **"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"



Scams fuelled rise in crime last year: police chief



Scams made up nearly half of the 54,000 crimes recorded in Hong Kong over the past year, the police chief said on Tuesday.

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

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>

Sources:

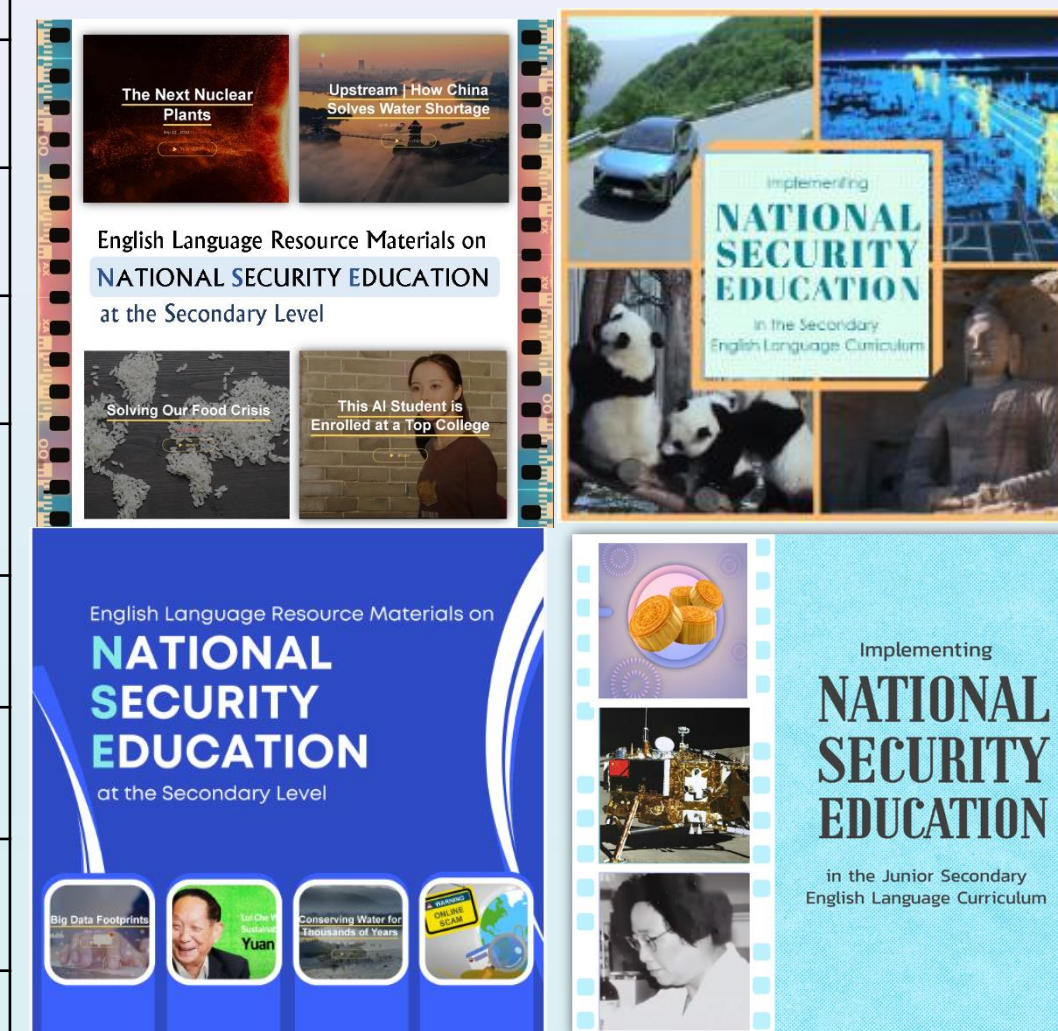
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2. CyberDefender " [Digital Literacy Series] English - 1. Protect from Phishing": <https://www.youtube.com/watch?v=RYWTW2P0kik>

Selected Resource Materials on National Security Education



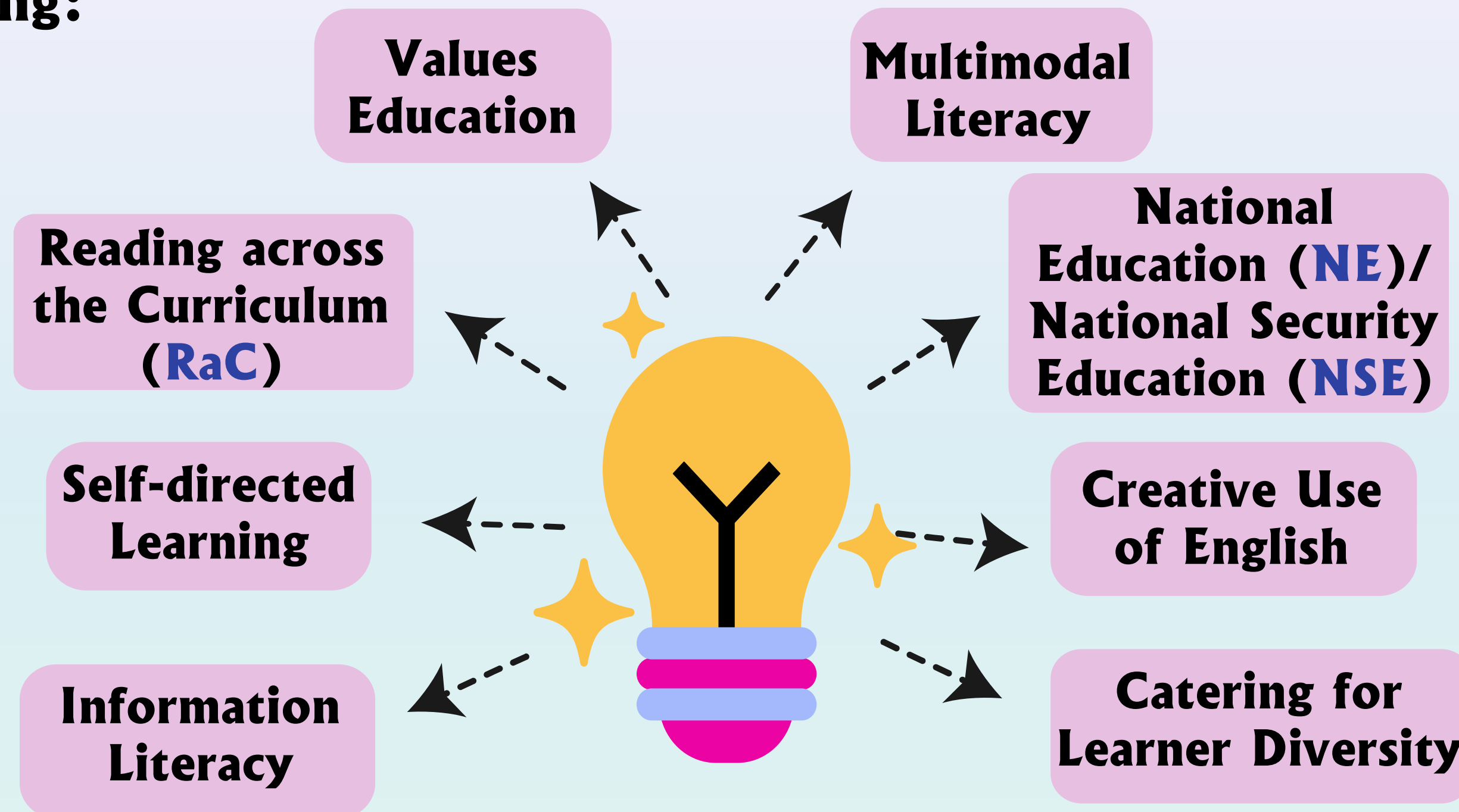
https://www.edb.gov.hk/NSE_elesec_1

<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	Father of Hybrid Rice	Food Security
<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



Holistic Planning

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





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

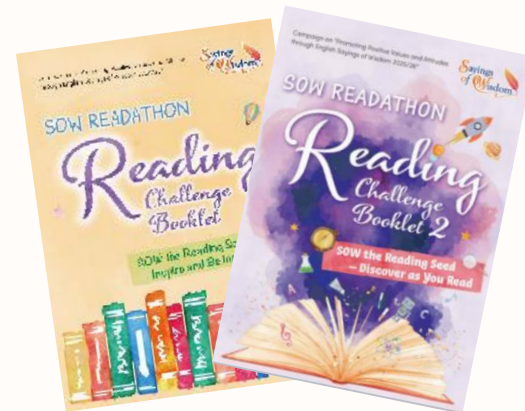
Quotes by famous authors



SOW 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

“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

Submission
deadline:
**13 March 2026
(Friday)**



Adjudication:
**April to June
2026**



Result
Announcement:
Late June 2026



educational
game



animation



infographic



vlog



e-book



animated
poster

“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 Closed



Pre-competition Briefing:
26 January 2026
(Monday)



Competition Day:
6 February 2026
(Friday)



Announcement of Results:
April 2026

Latest Learning and Teaching Resources



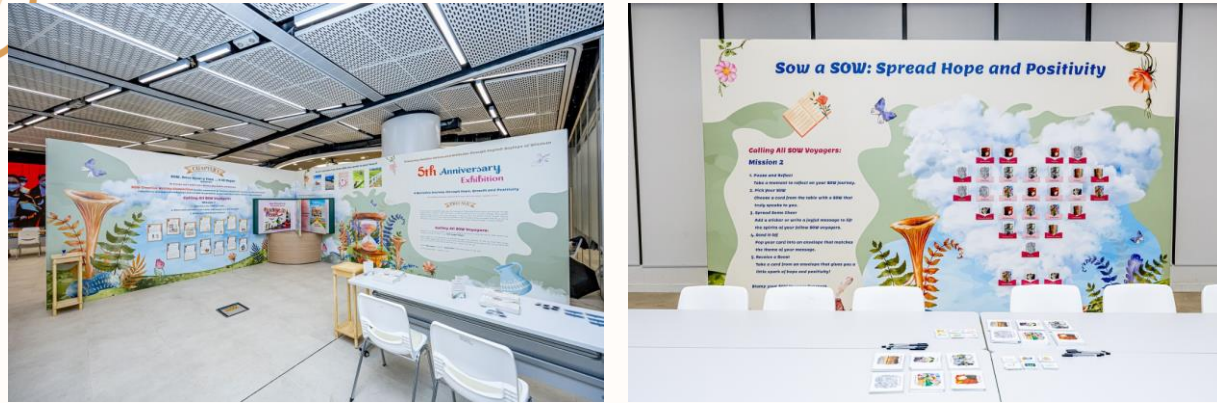
SOW Motivational Talk Videos – An Anthology of Winning Entries

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:





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 fiercely 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-centered 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 Documents & Relevant Information](#)



[Questions and Answers](#)

Sayings of Wisdom

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 Sayings of Wisdom

First launched in the 2020/21 school year, "Promoting Positive Values and Attitudes through English Sayings 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



PDPs for 2025/26 s.y.

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
- Building a Reading Culture: Experience Sharing Session on Promoting Values Education in the School English Language Curriculum (Secondary Level)
- From Planning to Practice: Enriching the School English Speaking Curriculum to Foster Whole-person Development and Diverse Talents at the Secondary Level (New)
- Promoting Values Education through Infusing Priority Values in the Secondary English Language Curriculum

PDPs for 2025/26 s.y.

English-related Applied Learning Courses

- Introduction to English-related Applied Learning Courses

Language Skills and Strategies Development

- 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
- Facilitating Learning and Teaching Grammar in Context in the Secondary English Language Classroom
- Connecting the Dots: Effective Strategies for Teaching Vocabulary for Cross-curricular Learning
- From Reading to Writing: Promoting Language across the Curriculum in the Junior Secondary English Classroom
- Nurturing Secondary Students into Competent Lifelong Readers

PDPs for 2025/26 s.y.

Digital Education Related:

- Learning Circle on “Developing Students’ Self-directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the Secondary English Classroom”
- 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
- Exploring Artificial Intelligence Series: (3) Enhancing Students’ Self-directed Learning Capabilities and English Listening and Speaking Skills at the Secondary Level
- Sharing Session on “Developing Students’ Self-directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the Secondary English Classroom”
- Exploring Artificial Intelligence Series: (4) Enhancing Students’ Self-directed Learning Capabilities and English Reading and Writing Skills at the Secondary Level

PDPs for 2025/26 s.y.

Assessment Literacy:

- Embracing Learner Differences: Enhancing Assessment Literacy through the Use of the Learning Progression Framework (Reading and Listening Skills)
- Effective Assessment Practices in the English Language Curriculum – Listening and Integrated Skills
- Embracing Learner Differences: Enhancing Assessment Literacy through the Use of the Learning Progression Framework (Writing and Speaking Skills)

Literature in English:

- Appreciation and Analysis of Novels
- Conducting an Analytical Study of a Filmmaker
- Enriching Knowledge Series: Understanding Film Theories and Critical Approaches to Film Analysis