

**Resource Materials on  
Implementing National Security Education in  
the Secondary English Language Curriculum**

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## Preface

As an indispensable part of national education, national security education is part and parcel of the school curriculum in Hong Kong. To facilitate the systematic planning and implementation of national security education in schools, the Education Bureau formulated the *Curriculum Framework of National Security Education in Hong Kong* in 2021 ([https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/national-security-education/nse\\_framework\\_en.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/national-security-education/nse_framework_en.pdf)). This collection of resource materials aims to illustrate how elements of national security education can be integrated into and tied in with the learning components of the English Language curriculum at the secondary level.

### **Implementation of National Security Education in the English Language Curriculum**

English Language teachers are encouraged to implement national security education in the school-based English Language curriculum at two levels:

- At the subject level: National security covers over ten major domains, including political security, homeland security, military security, economic security, cultural security, public security, science and technology security, cyber security, ecological security, resource security, nuclear security, overseas interests security, biosecurity, outer space security, deep sea security, and polar security. Some of these domains can be tied in naturally with the suggested modules of the English Language curriculum, such as Rights and Responsibilities, Cultures of the World, Nature and Environment, and Technology. English Language teachers can identify relevant materials and design learning and teaching activities to enhance students' understanding of national security and language skills (e.g. listening, speaking, reading, writing, grammar and vocabulary) in an integrative manner.
- At the cross-curricular level: English Language teachers can adopt a cross-curricular approach to promoting national security education, such as through Reading across the Curriculum and Language across the Curriculum. They can leverage the collaboration between the English Department and other subject departments and organise cross-curricular and life-wide learning activities (e.g. museum visits, field trips) within and beyond the classroom to enrich students' learning experiences.

### **Aims of the Resource Materials**

The resource materials aim to:

- enhance students' understanding of the latest developments of our country and the major domains of national security;
- enhance students' language skills through engaging them in various reading, viewing, writing and speaking activities;

- develop in students positive values and attitudes, including a sense of belonging to our country, a sense of national identity and responsibility for safeguarding national security; and
- foster cross-curricular collaboration through organising learning activities related to national security education both inside and outside the classroom.

### **Content of the Resource Materials**

This collection of resource materials features four learning topics covering different major domains of national security. A variety of learning activities, together with the teaching steps, are provided to illustrate how national security education can be implemented in the English Language curriculum at both junior and senior secondary levels. Suggestions for cross-curricular and life-wide learning activities are also provided to extend students' English learning beyond the classroom and help them connect learning experiences across different subjects.

#### Topic: Wildlife Conservation (Junior Secondary)

In this topic, students are guided to understand more about the giant panda conservation work in our country and the importance of biodiversity conservation. Students first view the video "Preserving Pandas" about conservation of giant pandas to understand more about our country's efforts in protecting the endangered wildlife. The article "Panda's Rise Shows Biodiversity Improving" is used as a follow-up to engage students in finding out more about the development of giant panda preservation. Students are then guided to understand the text structure and language items related to an article and a timeline. In the extended learning activity, students are engaged in creating a digital story about an endangered animal in China and designing an itinerary for a volunteer programme to support the conservation of vulnerable species of our country.

#### Topic: Renewable Energy (Junior Secondary)

In this topic, students are guided to understand more about the development of renewable energy in our country and the importance of energy conservation. Students first view the video "Bringing Energy to People Who Need It Most" about the building of an energy supergrid in China to learn about our country's efforts in sustainable energy development. The article "Biomass Technology Shows Huge Growth" is used as a follow-up to engage students in exploring the development of biomass technology in China. Students are then guided to work out the meaning of unfamiliar words/phrases using contextual clues. In the extended learning activity, students research information about the latest infrastructure on renewable energy in our country and a food waste recycling project in Hong Kong, thereby raising awareness of their roles in safeguarding resources security.

### Topic: Reducing Our Carbon Footprint (Senior Secondary)

In this topic, students are guided to understand the importance of safeguarding the ecological security of Hong Kong and our country, and how this can be achieved through reducing our carbon footprint. Students first learn more about ecological security through participating in jigsaw reading and a group discussion. They then view a video “Electric Vehicles You’ll Want to Know About” to understand the latest developments of electric vehicles (EVs) in China and read a fact sheet to know more about the strategies adopted to promote the use of EVs in Mainland China and Hong Kong. To consolidate learning, students write an article on the promotion of EVs in Hong Kong. To enrich students’ understanding and learning, an extended cross-curricular learning activity – a visit to an education centre is suggested to create opportunities for students to understand the importance of adopting low-carbon energy sources and reducing the carbon footprint in our daily lives.

### Topic: Cultural Heritage Preservation (Senior Secondary)

In this topic, students are guided to explore the domain of cultural security, appreciate the rich cultural heritage of our country and recognise the importance of preserving our cultural tradition. Students first read a news article titled “Nation expands intangible cultural heritage item list” to gain a better understanding of intangible cultural heritage items and the importance of cultural preservation. They then view the video “3D Tech to Preserve Ancient Art” to explore a new way to preserve cultural heritage – digital preservation. To understand more about cultural preservation in China, students research, and then complete a profile to introduce a cultural heritage item and discuss its importance from different aspects. For extension, two cross-curricular learning activities (i.e. Gallery Walk and A Visit to a Heritage Trail in Hong Kong) are suggested to create opportunities for students to understand the history of Hong Kong and the need to treasure our heritage.

The resource materials are available in both PDF and MS WORD formats for ease of use and adaptation. Additional resources in support of the implementation of national security education in the English Language curriculum are available on the website of the Education Bureau ([http://www.edb.gov.hk/eng\\_nse](http://www.edb.gov.hk/eng_nse)).

## Acknowledgements

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- Electrical and Mechanical Services Department, The Hong Kong Special Administrative Region
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