

Examples of Life-wide Learning Activities (Secondary Schools)

| | Key Learning Areas (KLAs) or Subjects/ Interdisciplinary KLAs or Subjects/ Essential Learning Experiences | Learning Areas/Themes | Activities | Learning Objectives |
|----|--|--------------------------------|---|--|
| 1. | Chinese Language Education/ Chinese Language | Integrated skills | Inviting drama troupes to perform at school or participating in drama activities outside school | Through activities on drama appreciation, to help students to establish relevance to their life experiences, analyse the contents and forms of dramas and understand the emotions of playwrights, and to encourage students to engage in drama performances for enhancing their reading, writing, listening and speaking skills. |
| 2. | Chinese Language Education/ Chinese Language | Integrated skills/ thinking | Arranging in-school or inter-school debate competitions | To enable students to apply reading, writing, listening and speaking skills and enhance critical thinking through debating. |
| 3. | Chinese Language Education/ Chinese Language | Literature/ reading | Inviting authors to schools or participating in “Meet-the-Authors” sessions outside school | To extend the width and depth of reading among students through activities such as talks by authors, creative writing workshops and meet-and-greet sessions with authors. |
| 4. | Chinese Language Education/ Chinese Language | Literature/ reading | Bookstore visits | To acquaint students with the features of different bookshops through bookstore visits, or to increase students’ interest in reading by encouraging them to engage in bookstore activities. |

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| 5. | Chinese Language Education/ Chinese Language | Literature/ creative writing | Training of young authors | To provide opportunities for creative writing and cater for learner diversity by publishing literary magazines with school characteristics or collections of works by promising students. |
| 6. | Chinese Language Education/ Chinese Literature | Literature/ reading | Literary walks in Hong Kong | Through visits to local cultural landscapes and reading of related literary works, to enable students to understand authors' thoughts and emotions, learn about the literary works and cultural characteristics of Hong Kong at different times, and thus enhance literary appreciation and creative writing skills. |
| 7. | English Language Education/ English Language | Environmental awareness and digital citizenship | A clean hike that involves students in documenting the litter they picked up using an app | To provide students with opportunities to use English in authentic situations. To develop students' digital citizenship and environmental consciousness by promoting online collaboration with the global community in making our environment clean. |
| 8. | English Language Education/ English Language | Initial experience of the requirements of a vocational field | Mutual visits to cafes operated by social enterprises including a briefing session on social enterprises and cookies making class, followed by a | To provide students with opportunities to use English in authentic situations. |

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| | | | session where participating students met with the staff working in the organisation and learnt about their work experience | To provide students with opportunities to learn about the job requirements and what it is like working in a social enterprise. |
| 9. | English Language Education/ Literature in English | Drama appreciation | Watching a Shakespearean play, with pre- and post-viewing discussion and learning activities | To widen students' exposure to drama performance and enhance their understanding of how a play is developed from script to performance. To develop students' literary appreciation and analysis skills, as well as their ability to respond critically to the original play by Shakespeare and the adaptations made in the performance. |
| 10. | Mathematics Education | Generic skills (mathematics and information technology) | Mathematics trails | To increase students' interest in learning mathematics through different mathematics games and learning activities outside the classroom, and to provide more opportunities for students to apply information technology to solve problems through activities featured by using apps to identify directions, using QR codes to assist in data searching, etc. |

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| 11. | Mathematics Education | Application of mathematics to science and technology | Visiting the Guangdong Science Center | To enhance students' understanding of the applications of mathematics to science and technology, and to increase their interest in learning mathematics through learning activities at the Guangdong Science Center. |
| 12. | Mathematics Education | Applications of mathematics in real-life contexts (mathematics and science) | Visiting the Hong Kong Observatory (HKO) | To enable students to recognise the production of weather forecasts, application of related technology and processing of data (including collection, presentation and analysis of data) by HKO, visit protected buildings and realise the history of HKO. |
| 13. | Mathematics Education | Applications of mathematics in real-life contexts (mathematics and geography) | Hiking or field trips | To enable students to apply knowledge of trigonometry and to use maps and digital devices to measure the lengths and slopes of hiking trails as well as the heights of hills, etc. so that they could make plans and create sectional drawings for hiking or field trips, and prepare post-trip reports. |
| 14. | Citizenship and Social Development | Our Country Since Reform and Opening-up/ Career planning and exploration | Mainland Study tours | To help students understand the reasons for the country to develop the Greater Bay Area and its implications for the country, and to acquaint students with the working and living conditions in the Greater Bay Area and encourage them to broaden horizons and consider development opportunities in the Greater Bay Area when devising their career plans. |

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| 15. | Citizenship and Social Development | Hong Kong under “One Country, Two Systems” | Basic Law tours | <p>To enhance students’ understanding of the historical background and implementation of “One Country, Two Systems” and the Basic Law through visits to related historical sites and buildings. The major destinations may include Central Government Offices, Legislative Council, Court of Final Appeal and High Court.</p> <p>Students are required to search information beforehand and introduce the Basic Law during the tours. This would enrich students’ understanding of “One Country, Two Systems” and the Basic Law.</p> |
| 16. | Science Education/ Science and Biology | Ecology/ Conservation of ecosystem | Ecological field studies | To help students understand the need for conservation and the measures to preserve biodiversity through visits to conservation areas in Hong Kong (e.g. nature reserves, wetland parks, marine parks, country parks, Sites of Special Scientific Interest and the Ramsar Site) or joining guided tours arranged by non-governmental organisations, or to equip students with scientific investigation skills through field studies in countryside. |
| 17. | Science Education/ Science and Physics | Physics and science at the junior secondary level /astronomy activities | Outreach Astronomy activities for Schools | By inviting astronomical organisations to provide outreach astronomy activities at school, including giving a talk, as well as organising astronomical observation activity, to allow students to conduct |

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| | | | | observations in school with the telescopes provided by the organisation. |
| 18. | Science Education/ Science and Chemistry | Chemistry and science at the junior secondary level / environmental science | Founding an environmental monitoring club at school | To enable students to collect environmental data (e.g. water quality or air quality) with different environmental science apparatus and then offer and implement improvement proposals, and to acquaint students with the laboratory science industries through visits to water treatment works, sewage treatment works, local testing and certification firms, etc. |
| 19. | Technology Education/ Computer Literacy, and Information and Communication Technology | Application and implications of the development of information and communication technology | Expo visits | Through expo visits, to enable students to keep abreast of the developments in innovation and technology (e.g. modern farming and facial recognition technology in a smart city), increase their interest in the development of innovation and technology and understand how technology raises the quality of life. |
| 20. | Technology Education/ Computer Literacy, and Information and Communication Technology/ Values Education/ STEAM Education | Entrepreneurial spirit/ Patriotic education/ STEAM education/ exploration of multiple pathways | A two-day study tour to the Greater Bay Area on the development of innovation and technology | Through visits to innovation and technology enterprises in the Greater Bay Area, to deepen students' knowledge about technological development and information literacy and explore opportunities for further studies and career development there; to cultivate national pride and affection for our country while gaining first-hand experience in national development and achievements. |

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| 21. | Technology Education/ Computer Literacy, and Information and Communication Technology | Application of STEAM and coding education | Exchange camps on STEAM/coding education | To enable students to apply what they have learnt from STEAM/coding lessons and have exchanges with peers to broaden horizons. |
| 22. | Technology Education/ Computer Literacy, and Information and Communication Technology | Integration and application of knowledge and skills | Experiential learning day camps | Through hands-on and minds-on STEAM education activities, to enable students to demonstrate creativity, integrate and apply knowledge and skills related to STEAM education, develop a proposal/product for solving a real problem, enhance problem-solving and collaboration skills, and cultivate team spirit. |
| 23. | Technology Education/ Design and Technology, and Design and Applied Technology | Creative design, new technology, production process and technique, as well as knowledge and skills related to application of technology/ STEAM | <p>Arrange students to visit firms/factories and exhibitions related to product design, engineering and emerging technology</p> <p>Arrange students to participate in product design, technology and engineering competitions</p> | <p>To broaden students' horizons and increase their learning interest by enabling them to grasp and learn related concepts, skills and application of creative design, new technology, production process and technique, etc. in real contexts.</p> <p>Through participating in competitions related to design, technology and engineering, students are enabled to unleash their creativity, apply the knowledge and skills related to design and technology/STEAM, as well as develop their hands-on production skills and team spirit.</p> |

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| 24. | Technology Education/ Home Economics, and Technology and Living | Food science and technology/ fashion, clothing and textiles | <p>Arranging for students to visit food factories, school lunch supplier’s production plant, museums, and textile mills in the Mainland, and watch fashion shows</p> <p>Arranging for students to participate in cooking and fashion design competitions</p> | To broaden students’ horizons and enhance their learning effectiveness by enabling them to grasp and learn in authentic contexts the theories, concepts and skills of food science and technology/fashion, clothing and textiles. |
| 25. | Technology Education/ Business, Accounting and Financial Studies | Application of business and commercial knowledge in different contexts | Business experience programmes, accounting and business management case competitions, business case analysis competitions, business proposal competitions, Lunar New Year fairs, and visits to corporations | To enable students to solve business problems in real contexts by flexibly applying knowledge and skills of accounting and business management. |
| 26. | Technology Education/ Business, Accounting and Financial Studies | Acquiring knowledge and abilities for personal financial management | Stock Trading Guru board game and related competitions | To acquaint students with the concepts under the topic of “stock trading as an investment” through the Stock Trading Guru board game, and to enhance students’ abilities to apply knowledge and skills in personal financial management through related competitions. |

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| 27. | Technology Education/ Health Management and Social Care | Health Promotion and Health Maintenance Services / Community and Social Care Services | Arrangement of field learning for students to conduct observation, interviews and activities at health and/or social service organisations | To enable students to, through actions, experiential learning and authentic contexts, apply and reflect on the theories and concepts of the compulsory parts in the curriculum (e.g. health promotion, social welfare and professional intervention) and undertake tasks for field learning. |
| 28. | Technology Education/ Health Management and Social Care | Health Promotion and Health Maintenance Services / Community and Social Care Services | Field Learning Expo - consists of exhibition, competition on innovative solutions, seminars / workshops, as well as Outstanding Student Award. | To showcase students' achievement in HMSC field learning as well as to facilitate them in planning and implementation of field learning. |
| 29. | Personal, Social and Humanities Education/ Chinese History | Chinese history and culture | Inter-school Chinese history story-telling and drama competitions for non-Chinese speaking (NCS) students | To arouse the interest of NCS students from different schools in related subjects and enhance proficiency in spoken Chinese through Cantonese speech contests on Chinese history and culture. |
| 30. | Personal, Social and Humanities Education/ Chinese History | Chinese history and culture | School-based reading award schemes on Chinese history and culture | Through school-based reading award schemes for promotion of Chinese history and culture, to enhance students' understanding of Chinese history and culture, cultivate the reading habits of students and create a reading atmosphere on campus. |

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| 31. | Personal, Social and Humanities Education/ Chinese History | Chinese history and culture, ITE and Entrepreneurial spirit | The Hong Kong Schools “Decoding Chinese History” Creative Video Competition | To encourage students to integrate Chinese history learning with information technology, stimulate students’ interests in learning Chinese history and culture, heighten their affection for our country and cultivate their self-directed learning capabilities through producing creative videos on Chinese history topics. |
| 32. | Personal, Social and Humanities Education/Ethics and Religious Studies | Faiths in action | Learning to serve and serving to learn | To enable students to make plans for and engage in services with others so that they could reflect on their service experiences, sort out what they acquire and how they feel, and apply what they have learnt to everyday life or other services. |
| 33. | Personal, Social and Humanities Education/ Economics | Entrepreneurial spirit | Organising business experience programmes for students (e.g. Lunar New Year fairs) | Through experiential learning activities, to enable students to apply the subject knowledge of Economics to decision-making in business, develop creative thinking skill, critical thinking skill, perseverance and boldness etc., and solve problems by showing team spirit. |
| 34. | Personal, Social and Humanities Education/ Geography | Fieldwork in geography | Arranging for students to undertake fieldwork on physical and human geography in Hong Kong and its vicinity | Through fieldwork and on-site observation, to enable students to apply the geographical concepts (e.g. rivers and cities) they learn in class, and extend classroom learning by measuring, collecting, presenting and |

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| | | | | analysing geographical data in the field with different fieldwork instruments and skills. |
| 35. | Personal, Social and Humanities Education/ History | Field visit in History | Local and non-local historical field visits | Through museum visits and local and/or non-local field visits on historical sites, relics, intangible cultural heritages, etc., to allow students to apply the historical knowledge and skills they learn from class in authentic contexts and thus nurture a greater interest in learning history and enhance learning effectiveness. |
| 36. | Personal, Social and Humanities Education/ History | Subject-based reading in History, ITE | Territory-wide ‘Junior Secondary History e-Reading Award Scheme’ | To encourage students to read history-related articles through the e-Reading Platform, so that students can conduct self-directed learning in History with e-learning tools, and nurture their reading ability and interest in History. |
| 37. | Personal, Social and Humanities Education/ Tourism and Hospitality Studies | Catering | Experiential learning at chain-stores under large-scale catering groups | In authentic learning contexts, to enable students to grasp how technology increases service efficiency, how the catering industry gives its undertaking to protect the environment in the procurement process, as well as the brand development trends and diverse employment opportunities of the catering industry. |
| 38. | Physical Education | Self-enhancement | Adventure-based activities | Through specially-designed challenges that strengthen students’ physical coordination, to enable students to feel a sense of achievement, boost self-confidence and |

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| | | | | build up a positive self-image upon completion of the tasks, and equip students with positive approaches and attitudes for coping with difficulties or setbacks. |
| 39. | Physical Education | Physical education | Football classes | To enable more students to, beyond physical education lessons, learn about and engage in football activities, develop their interest in sports, and cultivate proper values and attitudes through participation in sports activities. |
| 40. | Physical Education | Physical education | A three-day tour to the Mainland on sports training and exchange of sporting culture | To enhance students' skills in sports through training in the Mainland, and to broaden students' understanding of the country's sporting culture and widen their horizons through exchange activities with Mainland students. |
| 41. | Arts Education/ Visual Arts | Experiential learning at art studios | Experiential learning at art studios | To expose students to the actual work situation, thinking and creative process of artists, and basic art making techniques through visiting to studios of art forms that are unfamiliar to them (e.g. glass art). |
| 42. | Arts Education/ Visual Arts | Exchange, art making and showcase | A visual arts learning camp in the United Kingdom | To broaden students' cultural horizons through participating in a 10-day learning camp in UK, during which students visit famous art museums and iconic buildings, engage in exchange and learning activities at art institutions with art making activities. Upon |

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| | | | | completion, an exhibition could be held in Hong Kong to showcase students' works and learning outcomes. |
| 43. | Arts Education/ Visual Arts | Art of upcycling | Workshops on art of upcycling | To acquaint students with the recycling process through organising talks on waste reduction and recycling and paying visits to resources recovery centres, and to promote the awareness of “upcycling” and cherishing resources among students. Under artists' guidance, students learn to excavate “wastes” (e.g. wood, fabric, paper and plastic) in daily life, and explore their features and offer them a new lease of life through art making. |
| 44. | Arts Education/ Visual Arts | Architecture | Guided tours on Hong Kong's architecture | By arranging talks and guided tours on architecture, to enable students to learn the features and significance of buildings at different times, develop appreciation for their functions and aesthetic through field studies and analysis of users' needs for exploring the relationship between architecture and arts, history, science and technology. |
| 45. | Arts Education/ Music | Multimedia expression | Creative activities on music and multimedia | Through student workshops on creating instrumental music that incorporates multimedia elements (e.g. images, stage and lighting effects, body movements), to nurture students' capability in artistic expression. |

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| 46. | Arts Education/ Music | Cantonese opera/ field trip | Field trip to a bamboo theatre of Cantonese opera | Through the visit to the bamboo theatre and appreciation of Cantonese opera performance, with guidance of teachers/ instructors, for students to understand performance preparations and interact with performers, to foster in students a greater interest in appreciation of Cantonese opera and a deeper understanding of traditional culture. |
| 47. | Arts Education | Appreciation and criticism of performing arts | Workshops on criticism of performing arts | By exposing students to performances of different art forms (e.g. music, drama and multimedia) with their participation in workshops, to enable students to enhance arts appreciation skills by analysing, interpreting and writing commentary on the content, style and significance of the works. |
| 48. | Arts Education | Experiential learning in media arts | Workshops on creative and experimental short films | By arranging workshops on short film production, to enable students to learn basic film language and skills of filming and post-production through creating one-to-two-minute experimental short films to experience the process from idea development to production. |
| 49. | Arts Education | Drama production and performance | Workshops on drama production and performance | By arranging student workshops on playwright with experience sharing by instructors and guidance on rehearsals and performances, to develop students' presentation and communication skills, and cultivate their confidence and team spirit. |

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| 50. | Applied Learning | Vocational and Professional Education and Training (VPET) | Participating in activities related to VPET/ Applied Learning (e.g. exhibitions, performances, competitions and workplace experience programmes) | To provide students taking Applied Learning courses with more opportunities to put into practice/ apply what they have learnt so as to enrich their learning experiences and promote VPET. |
| 51. | STEAM Education | Biological/ genetic engineering | Participating in international genetic engineering competitions | To enable students to, in given contexts of a competition, integrate and apply knowledge and skills of such subjects as biology, chemistry, mathematics, information and communication technology, and visual arts, conduct a scientific study on a group basis, develop team spirit and enhance problem-solving skills. |
| 52. | STEAM Education | Science education/ designing and setting up a space theatre on campus | Setting up a mini space theatre on campus | To allow a STEAM learning group to demonstrate creativity through designing and setting up a mini space theatre with a cyclorama on campus by means of suitable astronomy software (note: no structural alteration on campus should be involved). |
| 53. | STEAM Education | Renewable energy (mathematics and science) | Visits to Lamma Power Station and Lamma Winds | To allow students to study how carbon and air pollutant emissions vary between different fuels for electricity generation during the visits and explore the feasibility of green electricity. After the visits, students may examine, with the calculation of the estimated total cost, |

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| | | | | whether it is practicable and cost-effective to install solar panels at a specific location on campus. |
| 54. | STEAM Education (Gifted Education) | STEAM education | A public exhibition on the Hong Kong Youth Science and Technology Innovation Competition | <p>By arranging visits for the gifted/ high-ability students to the exhibition on winning entries of the Hong Kong Youth Science and Technology Innovation Competition held in March or April every year, to enhance their scientific literacy through interactions and learning during the visits, and arouse interest and enthusiasm in science.</p> <p>Before the visits, teachers may discuss with students the criteria for evaluating entries. During the visits, students may, on a group basis, select several entries they consider the best according to the criteria for presentation at school. When students deliver presentations, teachers may make use of the chosen entries to further discuss with students the features and core elements required of outstanding scientific exploration and innovation.</p> |
| 55. | Physical Education and STEAM Education | Physical education/ STEAM education | A two-day dinghy sailing activity as a strategy to implement the STEAM education curriculum in Physical Education | Through promotion of water sports, to enable students to grasp the basic skills and safety precautions of dinghy sailing and cultivate proper values and attitudes; through the STEAM education activities related to dinghy sailing (e.g. making of land yachts and |

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| | | | | anemometers), to enable students' knowledge and interest, and develop creativity, entrepreneurial spirit and problem-solving skills. |
| 56. | STEAM Education | Visual arts and science/ relic restoration | A four-day workshop on relic restoration in Taiwan | Through arranging for students to attend a museum relic restoration workshop in Taiwan, to allow students to have hands-on experience in restoring relics made of ceramic, metal, paper, wood and suchlike, and grasp the scientific, technological and arts knowledge of relic restoration for developing a greater interest in arts and science. |
| 57. | STEAM Education | Music and technology education | Experiencing recording studios | To allow students, under the guidance of instructors during the visits to recording studios, to understand the installation and operation of studio equipment, learn about relevant music software and sound mixing skills, and acquire the scientific, technological and music knowledge involved through the recording and sound mixing process. |
| 58. | Values Education | Life education | Guided tours/ workshops on life and death education | Through experiential activities, to motivate students to reflect on the uncertainties of life and find the meaning of life by thinking about death, and thus encourage students to cherish life and show concern for others. |

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| 59. | Values Education | Healthy interpersonal relationships | Thematic weeks | Through a series of school-based activities (e.g. book fairs, talks, workshops, dramas/radio dramas created by students, game booths and writing competitions), to motivate students to uphold proper values and attitudes when handling problems or making decisions, establish healthy interpersonal relationships, and make sensible judgements and responsible decisions through rational and objective analysis. |
| 60. | Values Education | Life education | Establishing a caring campus | Through school-based activities (e.g. life dramas, growth groups, adventure-based training and a variety of interest classes), to enable students to meditate on the values of life, identify their character strengths, form personal characters, think more positively, strengthen support and connection among peers, and thus create a school culture that features mutual support and care. |
| 61. | Values Education (Gifted Education) | Multiple intelligence | Seminars and carnivals on multi-cultural exchange | To enhance students' understanding of the cultural characteristics of different places and enable students to learn to respect others and embrace a multi-cultural global outlook through seminars in which guests and the gifted/ high-ability students have exchanges on multi-cultural issues, and through multi-cultural carnivals on campus with various booths organised by the gifted/ high-ability students. |

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| 62. | Community Service | Service learning | Visiting and serving the needy in the community | By arranging for students who have undergone volunteer and leadership training to engage in service learning at local social welfare agencies (e.g. elderly homes and centres for ethnic minority children) or to design meaningful outdoor learning itineraries (e.g. conservation tours in country parks/ Ocean Park), to allow them to apply what they have learnt, cultivate empathy, communication skills and leadership qualities. |
| 63. | Community Service | Service learning | Enjoying tea and building friendship | By engaging students in service learning that involves making and serving the elderly a cup of tea, to enable students to grasp how to communicate and interact with the elderly, identify the characteristics and needs of the elderly, and thus cultivate proper values and attitudes (e.g. showing concern and respect for others). |
| 64. | Community Service | Service learning | A series of performances on “Celebrating the Inclusive Power of Arts” | To organise arts performances under the theme “Let’s build a harmonious society together through care and respect” in the hospitals nearby so that in-patients and visitors could experience the joy of live arts performances. |
| 65. | Community Service (Gifted Education) | Personal, social and humanities education Affective education | Classroom learning and extended service learning on poverty | To help students further understand and reflect on poverty and develop empathy and loving care through drama in class, group project learning and experiential learning activities (e.g. collecting waste vegetables |

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| | | | | from markets and visiting to occupants of subdivided flats), and to enable gifted students to apply what they have learnt, enhance leadership literacy and cultivate attitudes expected of a “servant leader” through organisation of extended service learning activities. |
| 66. | Community Service/ Career-related Experiences | Values education and entrepreneurial spirit | Exploration and experiential activities on social innovation projects | To enable students to reach out to the community and have a grasp of certain social innovation projects or social enterprises, through which students could look at the causes of and solutions to related social issues, learn to show concern for the underprivileged, develop a sense of responsibility, and reflect on how to strike a balance between personal achievements and social responsibility. |
| 67. | Career-related Experiences | Exploration of multiple pathways | Visits and sharing sessions on career-related experiences | To enhance students’ understanding of working life through exposure to different industries and sharing with alumni in employment, and to equip students with the skills, knowledge and attitudes required for today’s job market so that they could plan early for further study and employment. |
| 68. | Career-related Experiences | Exploration of multiple pathways | Summer mentorship schemes | To enable students to understand themselves from multiple perspectives and plan well for further study and employment through mentorship schemes, under which mentors from different industries guide students |

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| | | | | in joining various programmes, e.g. activities on self-understanding, group collaboration and simulated workplace experience. |
| 69. | Career-related Experiences | Entrepreneurial spirit | Workshops on cultural and arts creation | To arrange workshops on cultural and arts creation conducted by artisans, in which students could learn about the up-to-date skills, gain hands-on experience, see how the artisans start their business, enhance self-understanding and explore multiple pathways. |
| 70. | Career-related Experiences | Physical education/ exploration of multiple pathways | Visits to the sports and scientific research facilities in local universities/Hong Kong Sports Institute | To enhance students' understanding of sports science through visits to the sports and scientific research facilities in local universities/Hong Kong Sports Institute, and to help students learn more about local sports facilities and physical education programmes through field studies so that they could plan well for further study or career development. |
| 71. | Career-related Experiences | Physical education/ exploration of multiple pathways | A two-day study tour to colleges of physical education in the Greater Bay Area | Through arranging for senior secondary students to visit colleges of physical education for exploring study opportunities. |

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| 72. | Career-related Experiences | Visual arts/ creative industries | Arts learning programmes related to creative industries | By arranging for students to attend short-term arts learning programmes on curation, design, computer animation, interactive games, etc. run by professional bodies, to enable students to experience the process from conceptualisation to creation, with the provision of associated equipment, and grasp the development and employment prospects of the industry. |
| 73. | Career-related Experiences | Music/ maintenance of musical instruments | Maintenance of musical instruments | Through visits to maintenance workshops of musical instruments students with the provision of associated equipment and the guidance of instructors, enable students to gain hands-on experience in repairing musical instruments, and thus grasp better the structure and maintenance of musical instruments, as well as the development and employment prospects of the industry. |
| 74. | Values Education/ Career-related Experiences | Sustainable development education/ exploration of multiple pathways | Life-wide learning activities organised by local theme parks (e.g. the Ocean Park) | To enhance students' awareness of nature conversation, biodiversity, climate change and sustainable development, and cultivate proper values and attitudes in them through visits and participation in the experiential learning activities. To enable students to explore the diverse career opportunities in the theme parks through visiting the behind-the-scene areas or interacting with the professionals. |

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| 75. | Values Education | Patriotic education | National education (including the Constitution and the Basic Law education) learning activities | To enable students to understand more about our country and develop their affection for our country through organising or participating in various activities complementary to the curriculum, such as training for flag-guards, activities for the Constitution and Basic Law student ambassadors. |
| 76. | Values Education/ Arts Education | Patriotic education/ arts education | Film shows about national affairs | Through arranging for students to watch films about national affairs, to deepen their understanding of national history and the deeds for the 1911 revolution, understand the importance of national security and develop their affection for our country; while also improving their knowledge of arts. |