

Mapping of CLACH Curriculum 2025-2026

1. Activities organised outside the classrooms

| Whole School / Form | Subjects/ Events | Nature of the task | CLACH Value | Participation No. of students |
|---------------------|------------------|--|-----------------------------|-------------------------------|
| Whole school | Curriculum | 保育大澳非物質文化遺產: 2025年9月-12月中學生「微紀錄片」比賽(Preserving Tai O's Intangible Cultural Heritage: Micro-Documentary Interschool Competition) | 智"Zhi" | 4 |
| F1 | Kindness Walk | To raise awareness on the issue of people experiencing homelessness | 禮 "Li" 義 "Yi" 仁 "Ren" | 140 |
| Whole school | CSD | F4 students will design multiple-choice questions related to the Basic Law and the Constitution. A school-wide competition will be organised on NSE Day in April. | 智"Zhi" | Whole School |
| F4 | CSD | Subject trip: A local cultural trip will be organised in June, students are encouraged to explore different cultural heritage/ spots in Hong Kong, enhancing their sense of national identity | 智"Zhi" | 108 |
| F5 | CSD | Subject trip: A mainland trip will be hosted in June, students will explore have different cultural exploration and enhance their sense of national identity | 智"Zhi" | 53 |
| F4 to F5 | CSD | 2025/26 Citizenship and Social Development Reading Scheme | 智"Zhi" | 161 |
| F1 | Chinese History | F1 students visited the Hong Kong Heritage Discovery Centre, they watched different artefacts made in different dynasties and learnt the wisdom from the ancient Chinese civilizations | 智"Zhi" | 144 |

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| Whole school | VA | Wu Guanzhong: Mobile Museum on 28th Jan 2026 | 禮 “Li” 仁 “Ren” | Whole school |
| Whole school | VA | Rabbit Drawing | 智”Zhi” | Whole school |
| F1 | F1 IDU - Dragon Dance | F1 students will have one cycle of IDU unit in PE lessons to learn 5 dragon dance movements. They will have a stage performance as an inter house competition on the day before Chinese New Year | 禮 “Li” | 144 |
| F5 | OLE | F5 DSE students visit an elderly center to interact with home-alone seniors, leading activities under the guidance of HKFYG coaches and applying what they learned in class in their interactions. | 仁 “Ren” 禮 “Li” 智”Zhi” 義”Yi” | 15 |
| Whole school | PE | Inter house Shuttlecock challenge The House committee will have to choose 5 representatives from their houses to participate in this house challenge. Each house will have a 10 minute rotation and see how many times they can do it. | 義”Yi” | 30 |
| Whole school | Science | Chinese Tea and Science | 禮 “Li” 智”Zhi” | Whole school |
| Whole school | Chinese Language | Lantern riddles | 禮 “Li” 智”Zhi” | Whole school |
| F2 | Chinese LL | Chinese Costume Feast | 禮 “Li” 仁 “Ren” | F2 |
| F3 | Chinese LL | Students will attend an author's talk on the theme [The Wisdom of Novel Writing.] | 智”Zhi” | 105 |
| Whole school | I&S | Chinese Costume Photo taking | 禮 “Li” | Whole school |
| Whole school | I&S | Letterpress printing | 智”Zhi” | Whole school |
| Whole school | I&S | Bamboo weaving | 智”Zhi” | Whole school |

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| Whole school | I&S | Oracle Character Game | 智”Zhi” | Whole school |
| Whole school | Mathematics | Luban Lock | 智”Zhi” | Whole school |
| Whole school | Design | DT stencils coloring | 智”Zhi” | Whole school |

2. Activities/learning during lessons/in the classrooms

| Whole School / Form | Subjects/ Events | Nature of the task | CLACH Value | Participation No. of students |
|---------------------|------------------|---|-------------|-------------------------------|
| F4 | CSD | Subject topic: HK’s political system; National Security Students learn about the court systems in HK, as well as NS offences, students are equipped with law abidingness and how they should behave in the society | 義”Yi” | 108 |
| F5 | CSD | Subject topic: Cultural diversity Students learnt about the characteristics of cultural diversity in HK, which promoted empathy, respecting diversity, promoting social inclusiveness and encourage students to build up a harmonious relationships | 仁 “Ren” | 53 |
| F6 | CSD | Subject topic: AI development Students learnt about the current development of AI technology, as well as information literacy, students should be able to judge critically with what they see on social medias/ online, emphasising the importance of thinking carefully | 智”Zhi” | 45 |
| F1 | Chinese History | F1 students learned about Qing Shihuang’s brutality during his reign, then they had an essay on reflecting if Qin Shihuang was a good emperor or not | 仁 “Ren” | 144 |

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| F2 | Chinese History | F2 students learned about the Yuan Dynasty, how the Mongols adopt various policies to rule over a huge country | 智”Zhi” | 154 |
| F2 | Chinese History | F2 students learned about the Yuan Dynasty, how the Mongols adopt various policies to rule over a huge country | 智”Zhi” | 154 |
| F3 | Chinese History | F3 students learned about Dr. Sun Yat-Sen, how he used various tactics to gather revolutionists' support and overthrow the corrupted Qing Government in an effective way. Students were also tested to think critically on whether Dr. Sun Yat-Sen was a great leader or not. | 智”Zhi” | 139 |
| F1 | Chinese LL | During reading lessons, students read and collect stories about the wisdom of Chinese culture. Working in pairs, and create short videos on the theme [The Wisdom We Learn from Stories.] | 智”Zhi” | 110 |
| F2 | Chinese LL | Students engage in Chinese drama performance and script writing. Students choose historical figures such as Zhuge Liang (諸葛亮) or Confucius, write scripts, and perform the plays in Chinese class, focusing on expressing the wisdom of their chosen characters. | 智”Zhi” | 125 |
| F1 | Mathematics | Unit 1 Numerical Rules - Ch.13 Numerical Estimation F1 students use traditional Chinese weighing scales for estimation, gaining an appreciation for this historical method of measurement. Through this activity, students also learn about the concept of "fairness," which is emphasized in Chinese culture. | 智”Zhi” | 144 |
| F2 | Mathematics | Unit 4 Spatial Models - Ch.10 Pythagoras’ Theorem and Irrational Numbers After learning about Pythagoras’ Theorem in a Western context, F2 students are introduced to the development of the theorem in Ancient China, which presents the same principles. This exploration allows students to appreciate the significant contributions of Chinese scholars to the advancement of mathematical knowledge. | 智”Zhi” | 154 |
| F3 | VA | Unit: Illustration inspired by story about love | 禮 “Li” 仁 “Ren” | 41 |
| F3 | Music | Chinese Drum unit F3 students learn how to play Chinese drums in a group and create | 禮 “Li” | 33 |

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| | | improvised solos collaborating with each class. At the end of the unit, students showcase their work in a performance as part of the Chinese Chinese festival (12/2/26) | | |
| F1 | I&S | Unit 1: Fairness and Development 禮 (Li): Respecting different cultural approaches to development and social organisation 仁 (Ren): Empathising with communities facing poverty or inequality 智 (Zhi): Analysing development indicators and policies critically 義 (Yi): Examining fairness, justice and moral responsibility in development 信 (Xin): Using development data and case studies honestly and responsibly | All | 144 |
| F1 | I&S | Unit 2: Cartographic Systems 禮 (Li): Respectful and appropriate representation of places and cultures 仁 (Ren): Awareness of how maps affect people and societies 智 (Zhi): Interpreting maps accurately and critically 義 (Yi): Ethical use of maps in decision-making and communication 信 (Xin): Ensuring accuracy, reliability and honesty in mapping | All | 144 |
| F1 | I&S | Unit 3: War and Conflict 禮 (Li): Respecting human dignity and international norms during conflict 仁 (Ren): Empathy for civilians, refugees and victims of war 智 (Zhi): Analysing causes, impacts and resolutions of conflict 義 (Yi): Considering justice, responsibility and peace-building 信 (Xin): Truthfulness and integrity in historical narratives | All | 144 |
| F2 | I&S | Unit 1: Trade 禮 (Li): Respectful trade relationships between countries and cultures 仁 (Ren): Considering the impact of trade on workers and communities 智 (Zhi): Evaluating benefits, costs and consequences of trade 義 (Yi): Fair trade, ethical responsibility and equity 信 (Xin): Trust, honesty and transparency in economic exchanges | All | 154 |

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| F2 | I&S | Unit 2: Rivers 禮 (Li): Respecting natural systems and environmental balance 仁 (Ren): Caring for communities that depend on rivers for survival 智 (Zhi): Understanding river processes and sustainable management 義 (Yi): Responsible and just use of water resources 信 (Xin): Accountability and honesty in environmental decision-making | All | 154 |
| F2 | I&S | Unit 3: Historical and Industrial Revolutions 禮 (Li): Respect for social order, labour and cultural change 仁 (Ren): Empathy for workers and communities affected by industrialisation 智 (Zhi): Critical evaluation of technological and social change 義 (Yi): Social justice, labour rights and moral responsibility 信 (Xin): Integrity and accuracy in interpreting historical sources | All | 154 |
| F3 | I&S | Unit 1: Population 禮 (Li): Respecting demographic diversity and cultural differences 仁 (Ren): Compassion towards vulnerable and ageing populations 智 (Zhi): Analysing population data and trends wisely 義 (Yi): Fair and ethical population policies 信 (Xin): Honest and responsible use of demographic statistics | All | 139 |
| F3 | I&S | Unit 2: Global Advertising 禮 (Li): Respectful and culturally appropriate communication 仁 (Ren): Awareness of advertising's impact on individuals and society 智 (Zhi): Critical analysis of persuasive techniques and media influence 義 (Yi): Ethical responsibility in shaping consumer behaviour 信 (Xin): Truthfulness and transparency in advertising messages | All | 139 |
| F3 | I&S | Unit 3: Sustainable Cities and Communities 禮 (Li): Respect for social, cultural and environmental balance 仁 (Ren): Care for present and future generations 智 (Zhi): Planning and evaluating sustainable urban systems 義 (Yi): Justice in resource distribution and urban development 信 (Xin): Accountability and integrity in sustainability initiatives | All | 139 |

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| F1 | Science | Students learn about the essential role of water in our environment. As part of the resource security education, students have been taught about the water purification methods for clean drinking water and to understand how to conserve water as an important resource. | 仁 “Ren” | 144 |
| F1 | Science | Students have been learning the classification of living things by key features. Students are appreciating the biodiversity in nature as part of the ecological security to ensure the living habitat of the living things are not being disturbed. | 仁 “Ren” | 144 |
| F2 | Science | Students have made a ‘balloon model’ to explain how the human respiratory system works and understand how air pollutants will affect the air quality and hence the health of citizens. | 智”Zhi” | 154 |
| F2 | Science | Students learn about the types of elements on a periodic table. There is a special focus on the history, discovery and the application of metallic elements. Students shall appreciate different extraction methods of useful elements in different countries. | 禮 “Li” | 154 |
| F3 | Science | Students learn about different types of energies including the electricity generation by nuclear power. Students should understand more on the safety use of nuclear power. | 智”Zhi” | 139 |
| F1 | CES | 1.1 Self-understanding and Life Skills, 1.2 Interpersonal Relationships and Social Inclusiveness Developing self-discipline, emotional regulation, respectful communication, observing social norms and mutual respect | 禮 “Li” | 144 |
| F1 | CES | 1.2 Interpersonal Relationships and Social Inclusiveness Empathy, caring for others, respecting diversity, promoting inclusion and harmonious relationships | 仁 “Ren” | 144 |
| F1 | CES | 1.3 Financial Education Developing financial literacy, informed decision-making, understanding consequences of spending and saving | 智”Zhi” | 144 |
| F1 | CES | 1.4 Rights and Duties Understanding fairness, responsibility, and moral obligations; balancing personal rights with duties | 義”Yi” | 144 |

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| F1 | CES | 1.1 Self-understanding and Life Skills, 1.3 Financial Education Personal integrity, honesty in daily life and financial behaviour, building trust in relationships | 信 “Xi” | 144 |
| F2 | CES | 2.1 Overcoming Growth Challenges Maintaining appropriate behaviour when facing stress, change or adversity; respecting others in challenging situations | 禮 “Li” | 154 |
| F2 | CES | 2.1 Overcoming Growth Challenges Showing care and mutual support when individuals and society face difficulties; understanding others’ needs | 仁 “Ren” | 154 |
| F2 | CES | 2.3 Public Finance of Hong Kong, 2.4 Economic Performance and Human Resources of Hong Kong Analysing public finance issues, interpreting economic data, understanding workforce development and making reasoned judgments | 智 “Zhi” | 154 |
| F2 | CES | 2.2 Governance of the HKSAR Upholding justice, rule of law, civic responsibility, and ethical governance; acting for the common good | 義 “Yi” | 154 |
| F2 | CES | 2.2 Governance of the HKSAR, 2.3 Public Finance of Hong Kong Integrity in public administration, transparency, responsible use of public resources, trust between government and citizens | 信 “Xi” | 154 |