

Sha Tin District Council
Minutes of the 4th Meeting of
the Community Involvement, Culture and Recreation Committee in 2025

Date : 26 June 2025 (Thursday)
Time : 2:30 pm
Venue : Sha Tin District Office Conference Room 441
 4/F, Sha Tin Government Offices

<u>Present</u>	<u>Time of joining the meeting</u>	<u>Time of leaving the meeting</u>
Ms LO Tai-suen, Ada (Chairman)	2:30 pm	3:39 pm
Ms CHAN Man-kuen, MH (Vice Chairman)	2:30 pm	3:39 pm
Mr WONG Wai-shing	2:30 pm	3:36 pm
Mr KU Wai-ping	2:30 pm	3:39 pm
Mr CHU Wun-chiu	2:30 pm	3:39 pm
Mr NG Kai-tai	2:30 pm	3:39 pm
Ms LAM Siu-man	2:30 pm	3:39 pm
Mr LAM Yu-sing	2:30 pm	3:39 pm
Dr LAM Kong-kwan	2:30 pm	3:39 pm
Mr YIU Ka-chun, MH	2:30 pm	3:39 pm
Mr CHEUNG Pak-yuen	2:30 pm	3:39 pm
Mr LEUNG Ka-wai	2:30 pm	3:39 pm
Mr CHAN Tan-tan	2:30 pm	3:39 pm
Miss CHAN Hiu-ying	2:30 pm	3:39 pm
Miss MOK Hei-man	2:30 pm	3:39 pm
Ms WONG Po-yee	2:30 pm	3:39 pm
Mr YEUNG Ying-hon, Ronald	2:30 pm	3:39 pm
Miss TUNG Kin-lei	2:30 pm	3:39 pm
Dr LIU Tsz-chung, Michael	2:30 pm	3:39 pm
Mr TSOI Ming-yang	2:30 pm	3:39 pm
Mr CHENG Ka-ho, MH, JP	2:30 pm	3:39 pm
Mr CHOI Wai-shing	2:30 pm	3:39 pm
Mr TANG Siu-fung, Calvin	2:30 pm	3:39 pm
Miss LAW Yuen-pui	2:30 pm	3:39 pm
Ms KUNG Mei-chi	2:30 pm	3:39 pm
Mr LEE Chun-ho	2:30 pm	3:39 pm
Dr CHAN Wai-kai, MH	2:30 pm	3:39 pm
Mr WONG Yan-ming	2:30 pm	3:39 pm
Mr WONG Wai-long, Loren (Secretary)	Executive Officer (District Council)2, Sha Tin District Office	

In Attendance

Ms ZHONG Shek-wa, Sophia

Mr LEE Man-fai, Dave

Ms CHAN Cheuk-yu, Cherry

Ms CHOW Pui-shan, Cindy

Ms MA Sui-shan, Meg

Ms KWOK Ka-yu, Kave

Ms LAU Fung-yi, Connie

Ms YIP Wing-shan

Mr KAM Pak-yeung

Title

Assistant District Officer (Sha Tin)²,
Sha Tin District Office

Senior Executive Officer (District Council),
Sha Tin District Office

Executive Officer I (District Council)²,
Sha Tin District Office

District Leisure Manager (Sha Tin),
Leisure and Cultural Services Department

Deputy District Leisure Manager (District Support) Sha Tin,
Leisure and Cultural Services Department

Deputy District Leisure Manager (Sha Tin)¹,
Leisure and Cultural Services Department

Manager (New Territories East) Marketing and District Activities
cum Acting Senior Manager (New Territories East) Promotion,
Leisure and Cultural Services Department

Senior Librarian (Sha Tin),
Leisure and Cultural Services Department

Senior Community Relations Officer,
ICAC Regional Office (New Territories East)

In Attendance by Invitation

Mr HUNG Chi-pan, Ben

Ms NG Pui-yee, Helena

Ms LEUNG Sau-man, Mandy

Ms CHOW Angela

Title

Chief Curriculum Development Officer (MCNE)¹,
Education Bureau

Chief Curriculum Development Officer (MCNE)³,
Education Bureau

Senior Curriculum Development Officer (MCNE)¹,
Education Bureau

Senior Curriculum Development Officer (MCNE)⁴,
Education Bureau

Absent

Ms GUO Xuantong

Title

District Council Member (Application for leave of absence received)

The Chairman welcomed members and representatives of government departments to the meeting of the Community Involvement, Culture and Recreation Committee (CCRC).

Application for Leave of Absence

2. The Chairman said that the Sha Tin District Council Secretariat had received an application for leave of absence in writing from the following member prior to the meeting:

Ms GUO Xuantong

Postpartum recovery

3. The CCRC unanimously consented to the application for leave of absence submitted by the above member.

Confirmation of Minutes

Minutes of the Meeting Held on 24 April 2025
(CCRC Minutes 3/2025)

4. Members unanimously endorsed the above minutes.

Discussion Items

The Latest Curriculum Development of Values Education in Primary and Secondary Schools
(Paper No. CCRC 20/2025)

5. The representatives of the Education Bureau (EDB) briefly introduced the paper (CCRC 20/2025).
6. Members' suggestions and views were as follows:
 - (a) many District Council members and Area Committee members had participated in the "National Security Education District Tutor Training Scheme" and had become qualified tutors. However, if the tutors failed to establish connections with the principals or teachers in the area concerned, it would be difficult for the tutors to serve as speakers in talks or relevant thematic activities at schools to promote national security messages. Therefore, members suggested that the District Council collaborate with the EDB to assist schools in finding qualified tutors at the community level to take forward relevant promotional and educational activities;
 - (b) members noted that secondary schools, primary schools and kindergartens had made considerable efforts in national security education, but there was relatively less national security education for parents. In this regard, members suggested that the EDB consider adopting some innovative methods to take forward the educational work for parents. District Council members and District Services and Community Care Teams would also be pleased to collaborate with the EDB to take forward the relevant work, with a view to enabling more students and parents to understand the importance of national security;
 - (c) members were pleased to note that the EDB had made Chinese culture the backbone of values education, and they wished to know how the EDB taught students to cultivate and enhance their sense of national identity;
 - (d) in light of the rising number of child abuse cases in recent years, members asked the EDB whether it would incorporate relevant contents into the primary school curricula to teach students how they should respond and handle the situation if they were unfairly treated;
 - (e) members were of the view that values education was particularly important. Indicating that the EDB had rich teaching resources and materials, members asked the EDB whether it would consider providing relevant teaching resources in physical or electronic format to District Council members so that they could arrange publicity and promotion in their respective areas;
 - (f) in the past, many parents were worried that excessive emphasis was placed on applied sciences while little attention was given to the teaching of humanities subjects in the society. Members were of the view that if schools could provide values education, parents would feel more at ease. Citing examples of humanities subjects, members indicated that studying

literature helped cultivate a sense of elegance; studying history allowed us to learn from the past to understand the present, providing students with learning examples; and through studying philosophy, students could be guided to reflect on the meaning of life and gain wisdom. The relevant values not only helped students accumulate knowledge but also promoted the development of whole-person education. Members hoped that the EDB could collaborate with the District Council to jointly promote these good values;

- (g) in the cross-curricular domains in values education, some areas were related to safety and law. However, many teachers had not received professional legal training. Therefore, members were of the view that there was a need to strengthen professional training for teachers in relevant areas;
- (h) members were pleased to note that the EDB had prepared a series of rich teaching materials and outlines. They indicated that apart from establishing horizontal outlines, a developmental and progressive vertical framework should also be designed. Different teaching modes should be adopted for different learning stages. For example, the teaching in the early primary school stage could progress from the simple to difficult and teaching materials, such as picture books, should be used more to enhance students' learning efficiency. Besides, members also suggested that the EDB categorise these rich teaching resources and establish a systematic database to facilitate busy teachers to quickly obtain the required resources and put them to use in teaching more accurately; and
- (i) members wished to know whether the EDB, in terms of resource allocation, would also address issues arising in recent years, such as students' addiction to mobile phones and the Internet, by making corresponding adjustments in curricula or school education.

7. A representative of the EDB gave a consolidated response as follows:

- (a) regarding members' suggestions on strengthening education for parents and inviting qualified tutors to schools, the EDB indicated that they would be pleased to strengthen connections and collaboration with the District Council and other stakeholders, and to make good use of different community resources where appropriate to achieve the synergy effect. At present, the EDB had already collaborated with many government departments and organisations, including the Narcotics Division of the Security Bureau, the Hong Kong Police Force, the Independent Commission Against Corruption and the Committee on the Promotion of Civic Education to jointly promote values education, including related areas such as national education, national security education and anti-drug education;
- (b) the EDB had all along encouraged schools to take forward national education, including patriotic education and national security education, by making use of everyday life events. For example, through activities arranged by schools like the sharing of the achievements of national athletes in the Olympic Games, the understanding of the breakthroughs achieved by the country's BeiDou Navigation Satellite System in the science and technology field and the participation in Mainland study tours, students tangibly felt the rapid development and various achievements of the country. All these activities could effectively enhance their sense of national identity and cultural confidence, making them feel proud of the country. The EDB would, on an ongoing basis, support schools to carry out the relevant work;

- (c) child abuse cases did not fall within the scope of primary and secondary school values education curriculum. However, the cultivation in students the concepts of benevolence, respect for others, empathy and law-abidingness had been included in the 12 priority values and attitudes by the EDB. For example, students were taught how to respond when encountering inappropriate behaviour or unfair treatment. The relevant contents had all along been embedded in the school curricula to help students develop proper values and coping skills;
- (d) regarding subject/cross disciplinary learning, the EDB had, on an ongoing basis, strengthened the study of Chinese culture, national history, national geography and philosophical thoughts (including Confucian thought) and integrated them into learning activities within and beyond the classroom through “organic integration” and “natural connection” approaches;
- (e) regarding the suggestion on horizontal and vertical consolidation of teaching materials, the EDB had compiled curriculum guidelines for reference by schools. Besides, the EDB would organise training courses on an ongoing basis to meet teachers’ professional training needs in teaching law-related contents. For example, the EDB invited the Solicitor General of the Department of Justice last year to explain the legislative background and principles of the Safeguarding National Security Ordinance to primary and secondary school principals and teachers in a bid to enhance teachers’ legal knowledge and professional competence;
- (f) in the past, schools had all along pragmatically taken forward national security education and had explored effective teaching methods. In recent years, the EDB, combining the efforts of the education sector, universities and various stakeholders, produced a lot of rich and practical learning and teaching resources. The “National Security Education Learning and Teaching Resources” webpage set up by the EDB featured schools sharing their experience and exemplars of cross disciplinary national security education for teachers’ reference;
- (g) the EDB had arranged a series of professional training on national security. In February this year, experts were invited to explain ecological security issues, and university professors were also invited to impart knowledge related to national security to teachers;
- (h) the EDB had launched the “Chinese Civilisation” learning and teaching series since 2023. Teachers could download materials related to national security for teaching purposes via the Internet at any time. At the same time, the EDB also encouraged primary and secondary schools to participate in national security education learning circles, where teachers with relevant experience opened their classrooms to promote experience exchange and cooperation among teachers;
- (i) regarding the child abuse issue mentioned by members, the EDB paid special attention to how teachers guided students to enhance their awareness of protecting themselves. In the EDB’s values education webpage, there was a thematic resource webpage on “Protecting Myself” which provided rich and practical learning and teaching resources for easy reference by teachers and for flexible use of the resources according to students’ learning needs;
- (j) the EDB also organised teacher professional training courses to assist teachers in teaching students to learn the way of protecting themselves on the Internet and in the real world, and to cultivate the concepts of respect for others and prevention of sexual harassment and sexual assault. Besides, under the Values Education Curriculum Framework (Pilot Version), relevant elements of sex education had also been included in the expected learning outcomes

for students so as to holistically promote students' healthy growth and enhance their safety awareness; and

- (k) regarding the issues of the use of mobile phones by students and their Internet addiction, the EDB noted that the Mainland was studying the formulation of relevant guidelines. The EDB was planning to draft documents on the recommended implementation principles and exemplars of good practices for artificial intelligence-assisted teaching in primary and secondary schools for reference by schools and teachers.

8. The Chairman announced the end of discussion on the agenda item.

Questions

Question Raised by Mr YIU Ka-chun on the Self-test Fitness Corners (Body Fat Scales) Set up by the Leisure and Cultural Services Department
(Paper No. CCRC 21/2025)

9. Members' supplementary questions were as follows:

- (a) the Leisure and Cultural Services Department (LCSD) had set up body fat scales at eight sports centres in Hong Kong since 2024, and also at another ten sports centres in 2025. To date, body fat scales had been set up in each of the 18 districts of Hong Kong. In Sha Tin District, only Yuen Chau Kok Sports Centre was equipped with the body fat scale at present. Members wished to know whether the LCSD could set up body fat scales at other sports venues or facilities in Sha Tin District for public use; and
- (b) members were of the view that if the Government wanted to increase public awareness of health issues, collaboration and communication between various departments should be strengthened. While the public were actively encouraged to participate in sports, more health information should also be provided. Members suggested that the LCSD could collaborate with the Department of Health, the DHC Express in the district and reputable non-profit organisations to organise health promotion activities at venues under the LCSD and provide the public with information on how to prevent diseases.

10. Members indicated that at present, the public could only learn the method of using the body fat scale from the notice board beside it. Therefore, it was suggested that the LCSD could deploy staff at the locations of body fat scales to provide assistance. At the same time, consideration could also be given to collaborating with other government departments or DHC Expresses promoted by the Health Bureau to increase public awareness of health issues.

11. A representative of the LCSD gave a consolidated response as follows:

- (a) the setting up of body fat scales stemmed from the Territory-wide Physical Fitness Survey for the Community conducted by the LCSD in 2021. Based on the data collected, the LCSD had a grasp of the changes of physical fitness conditions and the physical exercise patterns of the people of Hong Kong and formulated long-term objectives and policies to promote "Sports for All". To monitor the physical fitness conditions of the public on an ongoing basis, the LCSD had set up self-test fitness corners at sports centres in 18 districts of Hong Kong. At the same time, equipment such as blood pressure monitors and height and weight scales were also placed at each venue to facilitate the public to check their body conditions.

With the scheme for setting up self-test fitness corners just entering the second stage, the LCSD would closely pay attention to the public usage and response. If there was a greater demand for health information among the public, the LCSD would consider whether more relevant equipment would be provided at suitable venues and in suitable events, subject to availability of resources. The upcoming “Sports for All Day 2025” would also feature health talks and tests which would provide the public with various health information;

- (b) regarding the use of body fat scales, if the public had enquiries when using the body fat scale, they could ask the LCSD staff near the equipment and the venue staff would provide assistance to the public; and
- (c) regarding members’ suggestion to collaborate with other departments, the DHC Expresses or non-profit organisations, the LCSD noted the relevant views and would relay them to the relevant policy units for consideration.

12. The Chairman announced the end of discussion on the agenda item.

Question Raised by Mr LEE Chun-ho on the Provision of Automated External Defibrillators at Venues and Facilities under the Leisure and Cultural Services Department in Sha Tin District
(Paper No. CCRC 22/2025)

13. Members’ supplementary questions were as follows:

- (a) an automated external defibrillator (AED) was an important device used for responding to sudden accidents and was usually used in emergencies. Members hoped that the LCSD could enhance publicity and signage at public venues to clearly inform the public of the locations of AEDs to facilitate rapid access during emergencies; and
- (b) at present, only the mobile application of the Hong Kong Fire Services Department (FSD) provided information on the locations of AEDs. Members enquired whether the LCSD would consider providing information on the locations of AEDs on its website, social media or the SmartPLAY mobile application for public access when needed.

14. Members’ suggestions and views were as follows:

- (a) the LCSD indicated in its reply that relevant organisations would be invited to provide “first aid training courses” and “cardiopulmonary resuscitation and AED training courses” for its staff. Members wished to know whether these trainings were led by the LCSD or arranged by contractors themselves;
- (b) given that some staff might leave their posts some time after receiving training, or that newly posted staff might not have the opportunity to receive training immediately, members wished to know the number of times of relevant training arranged by the LCSD for its staff; and
- (c) members indicated that some larger LCSD venues (such as Sha Tin Park and Ma On Shan Promenade) required clearer signage indicating the locations of AEDs. Members suggested that the LCSD consider providing QR codes at these venues to enable members of the public to quickly locate AEDs in emergencies by scanning the QR codes at the venue to access a webpage or mobile application, and to use the device to administer first aid to those in need.

15. A representative of the LCSD gave a consolidated response as follows:

- (a) the LCSD attached great importance to the safety of the public and provided devices that were easily accessible by the public at suitable locations to facilitate prompt rescue to those in need during emergencies;
- (b) the LCSD had all along provided the FSD with information on the locations of AEDs, which had been uploaded to the online information platform named “Centralized AED Registry for Emergency” (CARE). Through this one-stop platform, the public could quickly and accurately find the locations of the nearest AEDs provided by different government departments and private venues in case of emergencies;
- (c) the LCSD venues equipped with AEDs had provided clear signage informing the public of the exact locations of AEDs. The LCSD usually placed the devices at the locations that were near the staff or more easily seen by the public, such as offices, washrooms or lobbies. These locations were all chosen after careful assessment and equipped with signage to enable the public to locate AEDs quickly. In case of emergencies, venue staff would also provide assistance on site; and
- (d) regarding training, the LCSD attached importance to staff training. Apart from the training provided to the LCSD’s staff by contractors, the LCSD’s training units also provided training to its staff. The LCSD organised relevant training materials and arranged regular refresher training based on the validity period of the training to ensure that its staff possessed the necessary knowledge and skills. More than 250 staff members from the venues equipped with AEDs in Sha Tin District had been trained and they could promptly provide assistance to the public in emergencies.

[Post-meeting note: The suggestion requesting the LCSD to consider the provision of the locations of AEDs on its website had been forwarded to the relevant units for information.]

16. The Chairman announced the end of discussion on the agenda item.

Information Papers

Report and Plan by the Leisure and Cultural Services Department on Extension Activities of Public Libraries in Sha Tin District (2nd to 3rd Quarters of 2025)

(Paper No. CCRC 23/2025)

17. Members noted the above paper.

Report by the Leisure and Cultural Services Department on Organisation of Cultural Activities and Utilisation of Facilities in Sha Tin District (2nd to 3rd Quarters of 2025)

(Paper No. CCRC 24/2025)

18. Members noted the above paper.

Date and Time of Next Meeting

19. The next meeting was scheduled to be held at 2:30 pm on 28 August 2025 (Thursday).

20. The meeting was closed at 3:39 pm.

Sha Tin District Council Secretariat
STDC 13/15/75

August 2025