

Supporting students' whole-person development through life planning & careers education



Lions College
HKTA Lee Heng Kwei Secondary School

“**Life planning education** is not merely a remedial or advisory service for students ... through it students are guided to integrate their career/academic aspirations with **whole-person development** & lifelong learning.”

Guide on Life Planning Education & Career Guidance for Secondary Schools, 2014

Three components of Life Planning

Self-
understanding
and
development

Career
exploration

Career
planning and
management



**Lions
College**



**HKTA Lee Heng
Kwei Secondary
School**

Self-
understanding
and
development

Sharing by Lions College



School's background

Name of the school	Lions College
Support level	S1
School concerns	<ul style="list-style-type: none">➤ How to support students in self-management and personal planning?➤ How to increase students' motivation in learning and using English?
School development goals	<ul style="list-style-type: none">➤ fostering students' self-understanding & personal planning➤ providing students with opportunities for experiential learning to spark their interest in learning English and broaden their horizons

“**Life planning education** plays a significant role in fostering students’ **self-understanding, personal planning, goal setting, reflective habits** of mind & articulation to progression pathways.”

Guide on Life Planning Education & Career
Guidance for secondary schools, 2014

Self-
understanding
and
development



Self-understanding

Self-understanding activity

I am a tall and thin girl. My hair is straight. I am a helpful person. I am an English subject lover and I always help teachers collect homework.

outlook

In my free time, I like reading comic books because I feel relaxed after reading. I like watching English programmes too because I can learn more about English. My favourite subject at school is Mathematics.

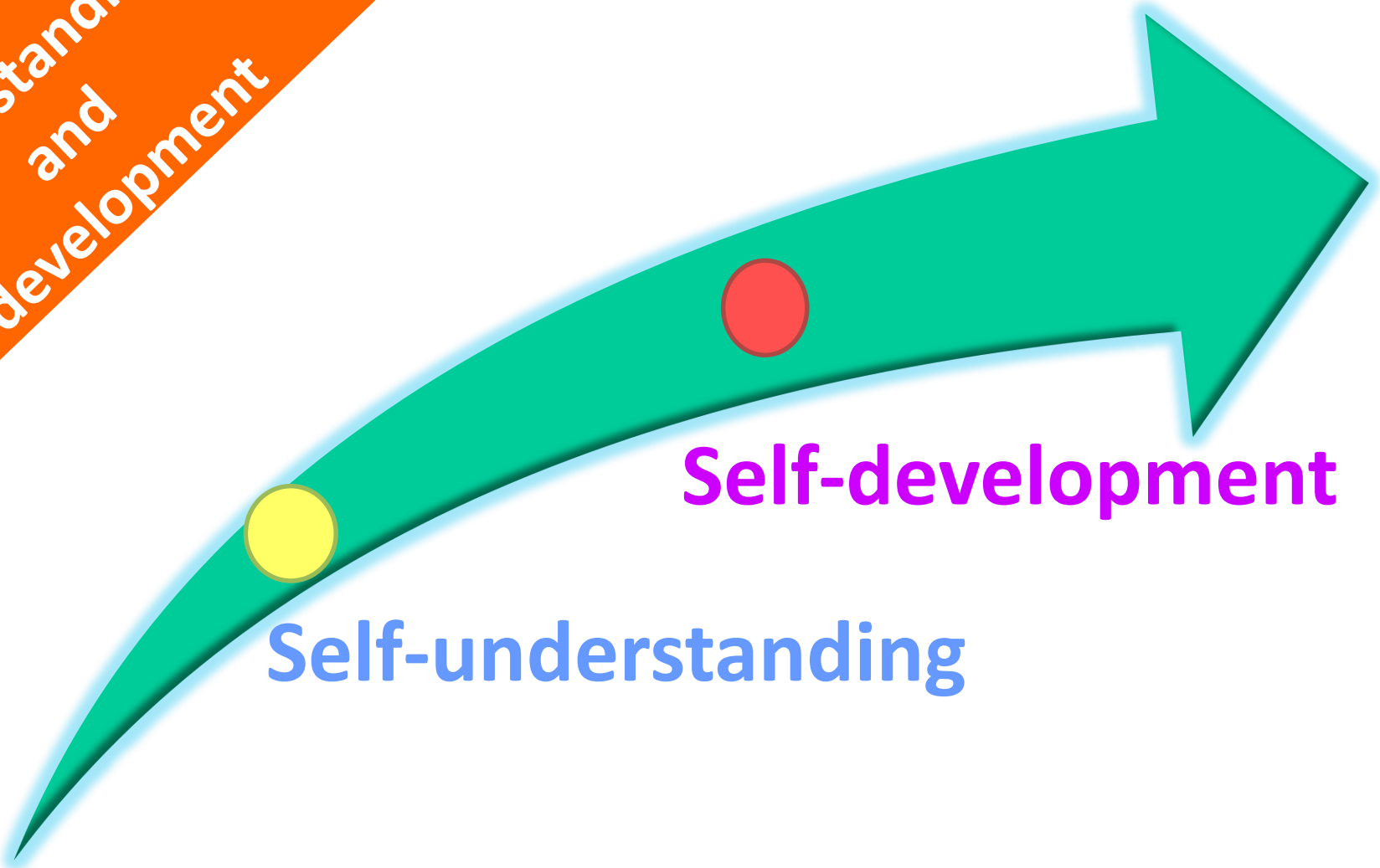
interest

favourite
subject

Now, I study at Lions College. My school is Kwai Chung. There are 3 blocks of buildings and twenty-four classrooms. Also, we have a laboratory, a MMLC and a big library. I study in the huge school in Kwai Chung.

study in the
school

Self-
understanding
and
development



Self-understanding

Self-development

Self-
understanding
and
development

Strategies adopted

Infusing **study skills** into the school-based curriculum

Self-
understanding
and
development

Why **study skills**

Our students can do better on...

personal planning & management

Why **study skills**

“**Study skills** are strategies and techniques that enable you to make the most efficient use of your time, resources and academic potential. This includes ... **developing motivation, setting goals, managing time, organizing study, taking notes...**”

Adapted from Access/Adult and Continuing Education, National University of Ireland, Galway, 2006

Learning elements for
junior secondary
students

“...formulate **short-term and long-term goals** by goals setting, review, reflection and **planning**”

Guide on Life Planning Education & Career Guidance for secondary schools, 2014

Teaching **study skills** in the school-based English Language curriculum

Lions College

Study skills



Name: _____

Class: _____

No. _____

Focuses and study skills to be developed

Focuses	Skills to be developed
Setting short-term & long-term goals	Developing self-motivation & positive attitudes
Developing a study plan Making a timetable for self-study	Planning your study Managing time effectively
Doing self-study through SQ3R	Managing & evaluating your learning
Note-taking	Summarising
Using a dictionary and e-learning tools	Referencing

Setting learning goals

Chapter 1: Being self-motivated and be positive

Motivation is what pushes us to achieve our goals, feel better and improve our learning or our life. There are a number of skills involved in self-motivation.

1) Setting specific learning goals

short-term goal	<ul style="list-style-type: none">✓ I can remember 10 words in Unit 1.✓ I can write 5 sentences using the simple past tense.✓ I can complete the English project on this Friday.
long-term goal	<ul style="list-style-type: none">✓ I want to get grade A in the final exam.✓ By the end of this year, I will be able to play volleyball.✓ I can get 70 marks in the IS text in December.

Write down the goals you want to achieve this year:

Short-term goal: _____

Long-term goal: _____

Developing self-study skills

	Survey	Look through the assignment
	Question	Turn the headings into questions
	Read	Read to find the answers
	Recite	Say the answers out loud
	Review	Write notes to answer the questions

Managing time

Prioritise your tasks

A. List the tasks

Decide what can be done

B. Start doing

which need

1.

2.

3.

Schedule your study plan

- a) create a **time-table** for your study
- b) **fix a time** which you can focus on your study
- c) decide **how long** you need to spend on each task
- d) **give** yourself a **break** (e.g. have a snack)
- e) **NEVER delay** your plan and your work

Developing note-taking skills

1. Read the text once. **Underline** some key words.
2. Write **key words or phrases** ONLY.
3. **DON'T** copy the information from the passage!
4. **DON'T** write in FULL sentence!
5. You may use **mind maps, pictures or diagrams** to help you write down the key information you've read.

Teaching dictionary skills

Activities

1. Put the words in each row in alphabetical order:

- a) handy hard hand heat heart
 _____ →
- b) photography photographic photograph photographer photogenic
 _____ →
- c) shoulder school scholar should solid
 _____ →
- d) strange study student studious stranger
 _____ →
- e) gorilla great grand gorgeous group
 _____ →

2. Are these words nouns, verbs or both (noun and verb)? Write **N**, **V** or **B**.

bag		take	
fly		love	
watch		park	
house		drink	

3. Are these words **American English** or **British English**? Write **AmE** or **BrE**

- a) biscuit _____ b) vacation _____ c) lorry _____
 d) pavement _____ e) high school _____

4. Study the sentence below and answer the questions.

John is ready to face the **challenge** of his new position.

a) What is the meaning of "challenge" in this sentence?

- (v.) to invite into competition
 (n.) a new or difficult task that tests somebody's ability and skill
 (n.) an invitation to compete in a game, fight, etc.

b) Is it a noun or a verb? _____

Self-
understanding
and
development

Strategies adopted

Infusing **life planning skills** into the school-based curriculum

Connecting students' learning experiences through **life-wide learning**

We CARE

Global warming ...

Protecting the environment and
the nature

Life-wide learning project

A visit to Kadoorie Farm & Botanic Garden



Life-wide learning project

Purposes:

- Extend students' learning experience from inside to outside the classroom through **experiential learning**
- Provide opportunities for students to **apply self-study skills** (e.g. doing self-study at home, note-taking, making reflection)
- Know more about the **job nature** of eco-tour guides



Life-wide learning project

- Doing pre-study at home
- Learning related vocabulary & language patterns

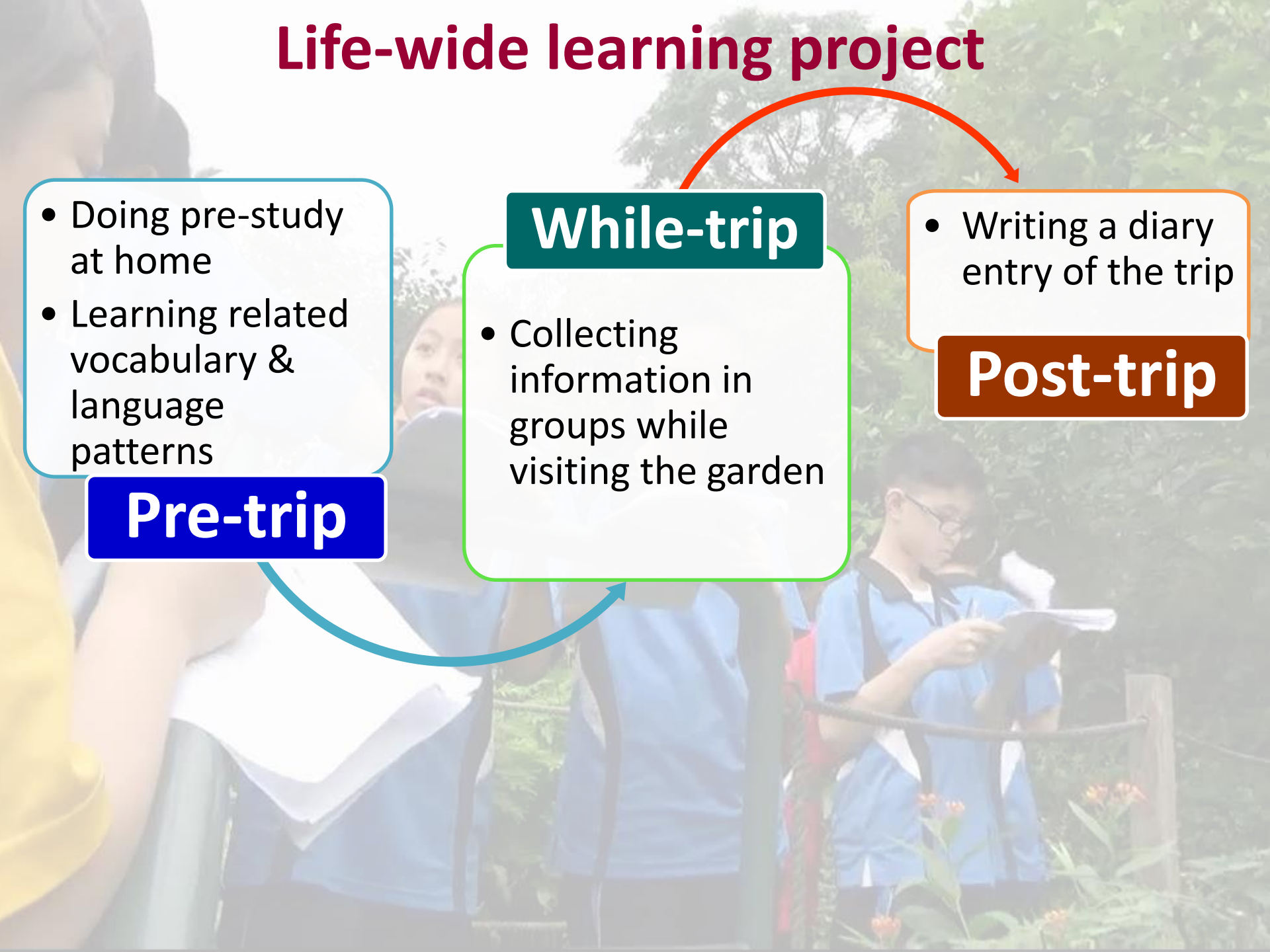
Pre-trip

While-trip

- Collecting information in groups while visiting the garden

- Writing a diary entry of the trip

Post-trip



Pre-trip task: self-learning activity

ABOUT KADOORIE FARM & BOTANIC GARDEN

📺 Watch a video “The Kadoorie Agricultural Aid Association Documentary” to know more about the background and history of The Farm.

(<http://www.kfbg.org/eng/kaaa-documentary.aspx>) (10:16)

Before you visit Kadoorie Farm & Botanic Garden, you should get to know to the website <http://www.kfbg.org/eng/aboutkfbg.aspx> and answer:

1. Where is Kadoorie Farm & Botanic Garden?

It is on the northern slopes of Tai Mo Shan. / it is near the town.

2. How large is Kadoorie Farm?

It is over 148 hectares.

3. When did The Farm set up?

In 1956.

4. According to the website, what can you see on the slopes? (List any three things)

On the slopes there are forest, theme gardens, vegetable terraces, 8 km of walking roads, and conservation and educational facilities.

Note taking skills

Information skills

Reference skills

Introducing related vocabulary and phrases

self-contained

organic

wildlife

habitat

**balance of
nature**

**farming
practices**

**endangered
groups**

While-trip task: collecting information during the trip

⚙ Visit the following attractions

Eco-Garden

1. What are the important factors for successful gardening? (Give at least 3)

✓ e.g. fertile soil

✓ _____

✓ _____

✓ _____

2. What can you see in the garden?

Piers Jacobs Wildlife Sanctuary

1. Name three Hong Kong's native wildlife which can be found in Piers Jacobs Wildlife Sanctuary.

2. Try to find out why some animals in Piers Jacobs Wildlife Sanctuary cannot be released to the wild.
It is because they _____

Raptor Roost

1. Why birds are kept in Raptor Roost? (tick the correct answers)

a. because they are beautiful	<input type="checkbox"/>	d. because they were ill-treated	<input type="checkbox"/>
b. because they are injured	<input checked="" type="checkbox"/>	e. because they were ill-treated	<input type="checkbox"/>
c. because they are easy to catch	<input type="checkbox"/>	f. because they were ill-treated	<input checked="" type="checkbox"/>

2. Name three birds which can be found in Raptor Roost.

3. Who are taking care of the injured birds in the Wild Animal Rescue Centre?
A full-time vet, a vet nurse and other specialist staff.



Planning skills

Note taking



Collaboration skills

Post-trip task: writing a diary entry of the trip to the farm

A. Complete the framework below.

Write a **diary** of your trip to Kadoorie Farm.

Eco-Garden



1. What can you see in the garden?
2. What are the important things for a successful gardening there?
3. Do you like the environment there? Why or why not?

Piers Jacobs Wildlife Sanctuary



1. Name three native wildlife which can be found in the sanctuary.
2. Describe these animals their colour, size and eating habits.
3. Why can't they go wild?

Amphibia & Reptile House

1. Name two am...

Insect House

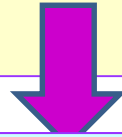


1. Name three insects which can be found in the insect house.
2. Describe the insects there. (e.g. their colour, size and eating habits)
3. Name three things insects can do to protect the environment.

plan, manage and evaluate one's learning

Elaborating ideas in writing

We went to **Pigsties**. We saw some **pigs** there. The pigs are fat. They keep the pigs there **for education**. The Pigsties is closed during lunchtime to **protect the pigs from the sun**.

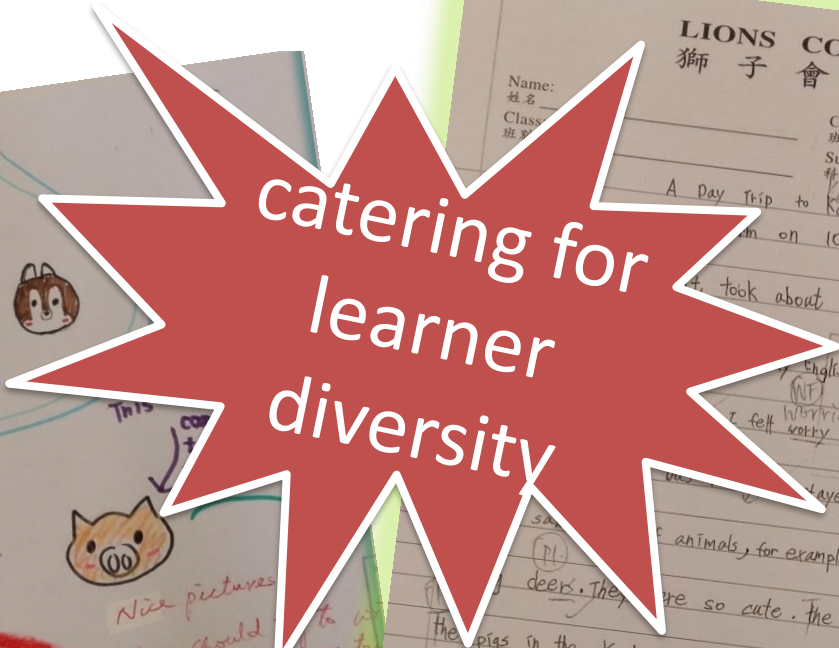


We went to Pigsties. They were big **but** smelly **and** dirty. We saw some pigs. They are fat. They are called **Du Hua Bai Pigs**. They are white with some **big black spots**. They are **lazy because they love sleeping on the ground most of the time**.

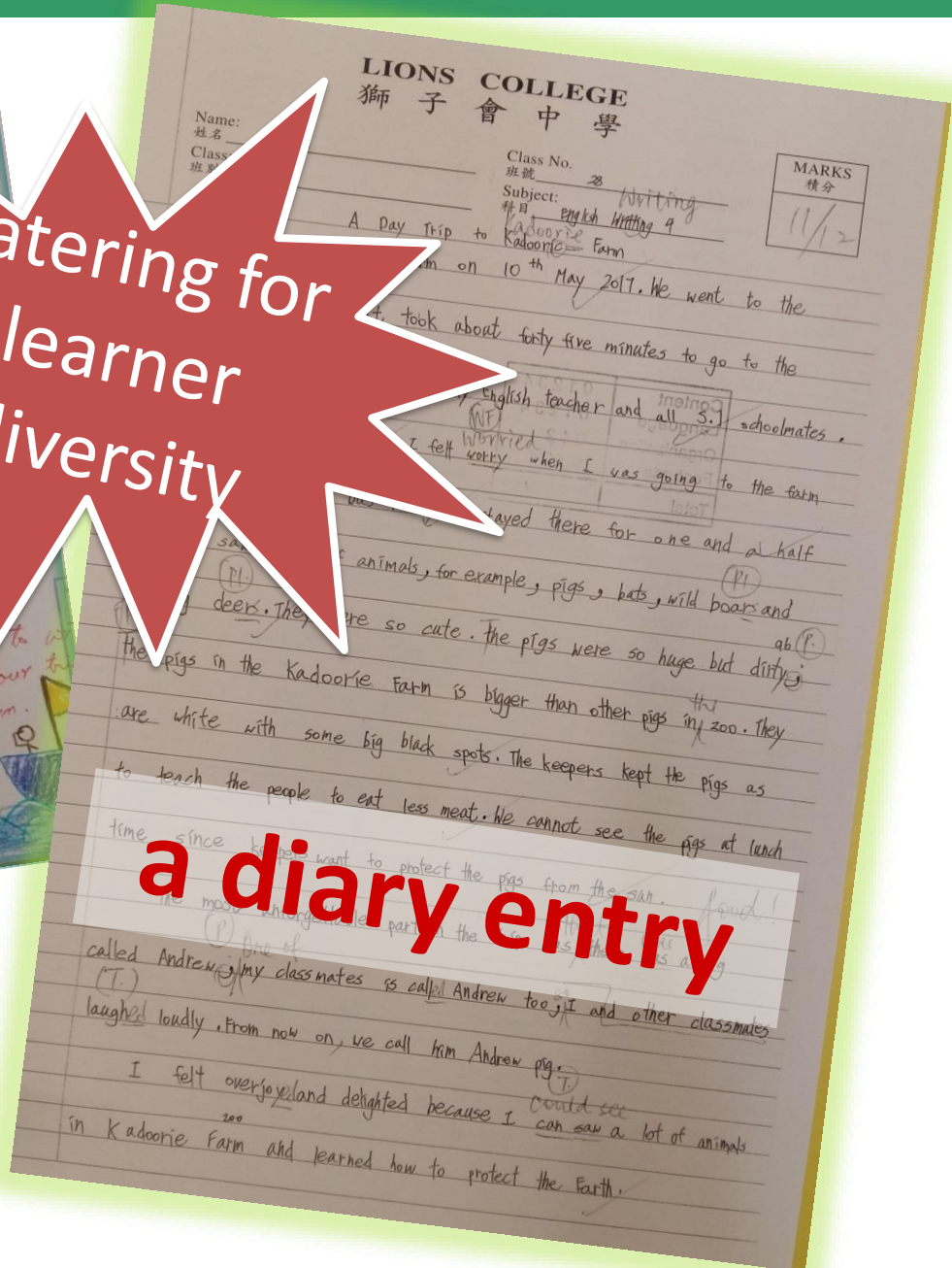
There were **some keepers** there who fed the pigs every day. They keep the pigs there to **teach the people to eat less meat**.

We can't see the pigs during lunchtime **because** the keeper wanted to **protect the pigs from the sun**. **So** we **left the Pigsties** in the afternoon.

Post-trip task: sharing of the trip



a poster



a diary entry

Analysing students' work

It was humid and rainy. I felt worried when I was going to the farm because
the weather was rainy. I stayed there for one and a half hour. I saw a lot of
animals, for example, pigs, bats, will
cute. The pigs were so huge but dirt
bigger than other pigs in the zoo. The
The keepers kept the pigs as to teach the people to eat less meat. We
cannot see the pigs at lunch time since they want to protect the pigs from
the sun.

Using connectives
to link ideas

Analysing students' work

The most unforgettable part in the trip was when we saw a pig called Andrew. One of my classmates is called Andrew too! So I and other classmates laughed loudly. From now on, we called him Andrew pig.

an unforgettable part

I felt overjoyed and delighted because I could see a lot of animals in Kadoorie Farm and learned how to protect the Earth.

Describing feelings

Three components of Life Planning



Self-
understanding
and
development



Career
exploration



Career
planning and
management



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School

**Sharing by HKTA Lee Heng Kwei
Secondary School**

**Career
exploration**



School's background

Name of the school	HKTA Lee Heng Kwei Secondary School
Support level	S3
School concerns	<ul style="list-style-type: none">➤ How to motivate our students to learn English?➤ How to guide our students to have a better self-understanding and a clearer direction for future planning?
School development goals	<ul style="list-style-type: none">➤ providing authentic learning experiences to motivate students to learn English effectively➤ fostering students' self-understanding and future career development

“**Career education** is defined as the development of knowledge, skills & attitudes through ... **learning experiences** ... which will assist students in **making informed decisions about their study & or work options** & enable effective participation in working life.”

*Guide on Life Planning Education & Career
Guidance for secondary Schools, 2014*

Strategies adopted

Career
exploration

Infusing elements of **career exploration** into unit planning

Module 8

Jobs and Career

Design of the unit

Introducing **interesting jobs** to students

Designing **related reading texts** to stimulate students' learning

Designing tasks to help students **know about their personality traits**

Completing **personality tests** to match personality traits with career preferences

Food Blogger

Dog trainer

Reading

Magician

Lion dancer

Job requirements
(e.g. skills and characters)

Job nature

Career goal

Dog trainer

Profile 2 Food blogger

4 Dog trainer

25 What Olivia says: 'Never judge a restaurant by its looks. Good food made from the freshest ingredients is the most important thing.' To be a smart food blogger, you need to be very careful when studying the different restaurants and their skills.

30 Latest update: Olivia, who was a famous celebrity based in Hong Kong, has recently opened her own restaurant. (text adapted from a newspaper article)

up in a small village surrounded by mountains. Of her childhood, she says she was very happy.

the dog to understand his feelings. On a recent trip, my dog would bark at me when I was sad. (text adapted from a book)

the patient and, his skills are also very useful. As a dog trainer, you're also responsible for teaching dogs to perform various tasks.

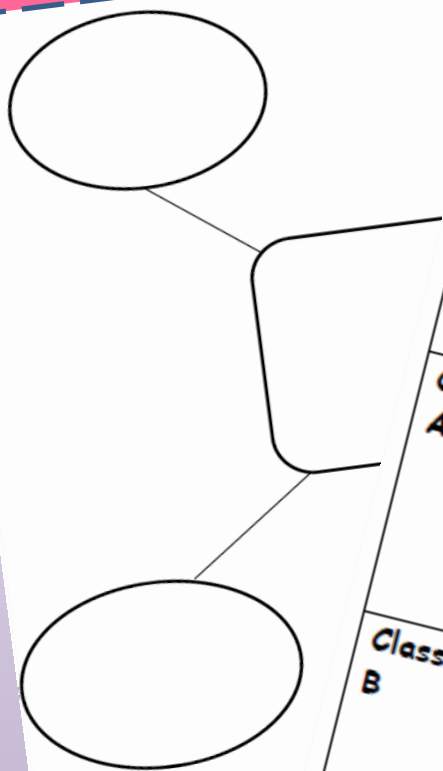
center in Hong Kong. She is currently building her dream - a dog training center in Hong Kong. (text adapted from a newspaper article)

(text adapted from textbooks)

How much do you know about yourself

Understanding yourself & knowing your personality

What do you want to do in future



Myself	I want to be _____ because _____
Classmate A	_____ wants to be _____ because _____
Classmate B	_____ wants to be _____ because _____

Share with your partner


Completing a personality test

	Are you ...	Can you ...	Do you like to ...	Total number of ticks
Realistic	<input type="checkbox"/> practical <input type="checkbox"/> active <input type="checkbox"/> straightforward	<input type="checkbox"/> fix electrical things <input type="checkbox"/> read a manual <input type="checkbox"/> operate tools and machinery	<input type="checkbox"/> work outdoors <input type="checkbox"/> be physically active <input type="checkbox"/> work with your hands	2
Investigative	<input type="checkbox"/> analytical <input type="checkbox"/> observant <input type="checkbox"/> precise	<input type="checkbox"/> solve math problems <input type="checkbox"/> understand physics theories <input type="checkbox"/> use a microscope	<input type="checkbox"/> work independently <input type="checkbox"/> perform lab experiments <input type="checkbox"/> read scientific or technical magazines	1
Artistic	<input type="checkbox"/> creative <input type="checkbox"/> innovative <input type="checkbox"/> Expressive	<input type="checkbox"/> sketch, draw, paint <input type="checkbox"/> write stories, poetry, music develop new ideas, approaches	<input type="checkbox"/> solve problems in original ways <input type="checkbox"/> use verbal abilities to speak, act, entertain <input type="checkbox"/> express yourself creatively	3

Six personality types

Conventional, realistic, investigative, artistic,
social, enterprising

Matching personality with career opportunities



Personalities	Examples of career opportunities	Examples of senior secondary subjects
Realistic	pilot aircraft technician engineer architect fire-fighter laboratory technician truck driver	Integrated Science, Physics, Chemistry, Biology, Mathematics, Information and Communication Technology, PE, Applied Learning Courses on Applied Science, and Engineering and Production, etc.
Investigative	veterinarian dentist doctor financial analyst network system administrator programmer	Integrated Science, Physics, Chemistry, Biology, Mathematics, Geography, Economics, BAFS, Applied Learning Courses on Applied Science, Engineering and Production, Business, Management and Law, etc.

Strategies adopted

Infusing elements of **career exploration** into unit planning

Organising a **life-wide learning day**

Career
exploration

Life-wide learning activities

Working with the **Careers & Guidance Department** to explore different learning opportunities for students



Life-wide Learning Day

Life-wide Learning Day

Interviewing

Hands-on
experiences

Sharing
experiences
and
reflections



Interviews

Barista

Toy designer

Wedding gown designer

Providing input to prepare students for the interviews

handouts

Interview questions

Interview Questions ... or

Ask your
notes

Remember to make neat and tidy notes, as you need this information in the afternoon when you write your report.

Part 1

1. What is your job?	
2. How long have you been working here?	
3. What are your job duties?	
4. Why are you interested in this field?	
5. What difficulties did you encounter in your job?	
6. Can you share one of your memorable experiences?	
7. Do you have any future planning of your career?	

Vocabulary lists

patient
attentive
creative
persistent
pressure
careful
focused
willing to communicate
good tempered
a good listener

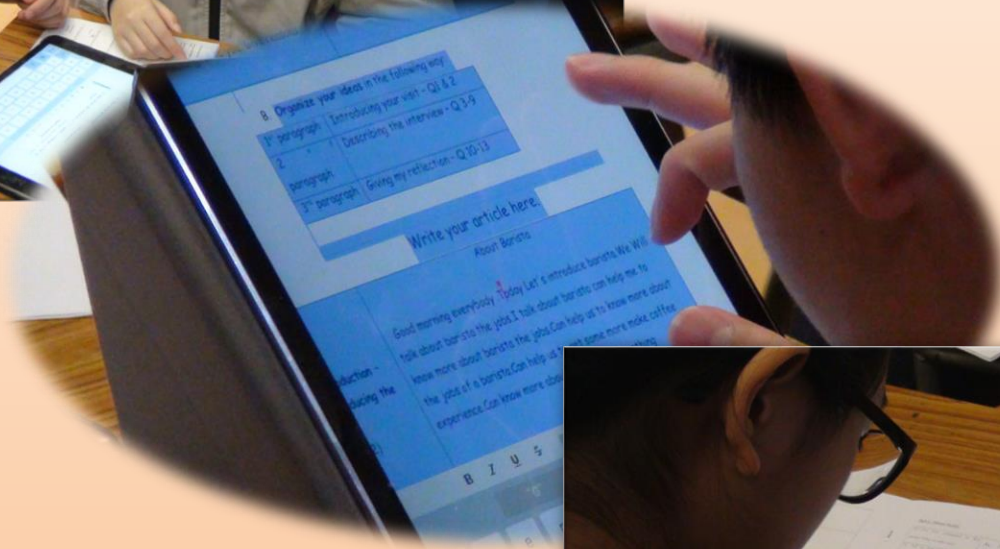
become famous
on planes
public attention
earn a lot of money
learn more about
meet different people

in family
stands easily
troublesome customers
stand all the time
have to control your diet

Hands-on experiences



Sharing experiences and making reflections



An extract from a student's work

First **Job duty** the job duties of a barista. The job duty of a barista is to deal with customers' needs. Therefore, they need to help customers take orders and solve their problems. A barista also has to separate **Why he is interested in this job** for the customers. Ken, the barista that we visited, is interested in the job because he loves coffee and enjoys making coffee to serve **Memorable experiences** memorable experiences is the customers said they love his coffee and share the things with him.

An extract from a student's work

I'm really interested in this career because I like designing clothes like wedding gowns. I also like drawing. It can make me feel relaxed. To prepare myself to enter this industry, I need to improve my communication skills as I need to deal with different customers with different needs. challenges in this career. I think Jenny in my class is suitable for this career. She is good at designing clothes and she likes to dress up herself.

How to prepare for this career

Who is suitable for this career

An extract from a student's reflections

Feelings about the visit

This is my first time to try wearing a wedding gown. I'm so excited! I find the visit meaningful that designing wedding gown and people wearing it can make the designer feels happy.

Common features

HKTA Lee Heng Kwei
Secondary School

Lions College



Infusing life planning into school-based
Extending learning outside classroom
Creating life-wide learning opportunities



**Impact on Teaching
& Learning**

Students' interview

Impact on learning



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School

Impact on teaching

Increased awareness of the need to integrate life planning elements into the **school-based curriculum**



Increased understanding of the importance of equipping students with **life planning skills** (e.g. goal setting, personal planning) at an earlier stage



Impact on teaching

Lee Heng Kwei
Secondary
School

Increased knowledge of how to adopt a variety of strategies to **widen students' experience** in careers exploration **outside the classroom**



Closer collaboration with the **Careers Department** through cross-curricular planning of life-wide learning activities



Three components of Life Planning

Self-
understanding
and
development

Career
exploration

Career
planning and
management



Lions
College



HKTAs Lee Heng
Kwei Secondary
School

Tips for infusing **life planning & careers education** into the school-based curriculum

Connecting with the goals of the life planning development plan of the school

Identifying units or topics for infusing life planning elements into the existing curriculum

Collaborating with Careers & Guidance Department to organise career exploration activities



Thank
You!

