

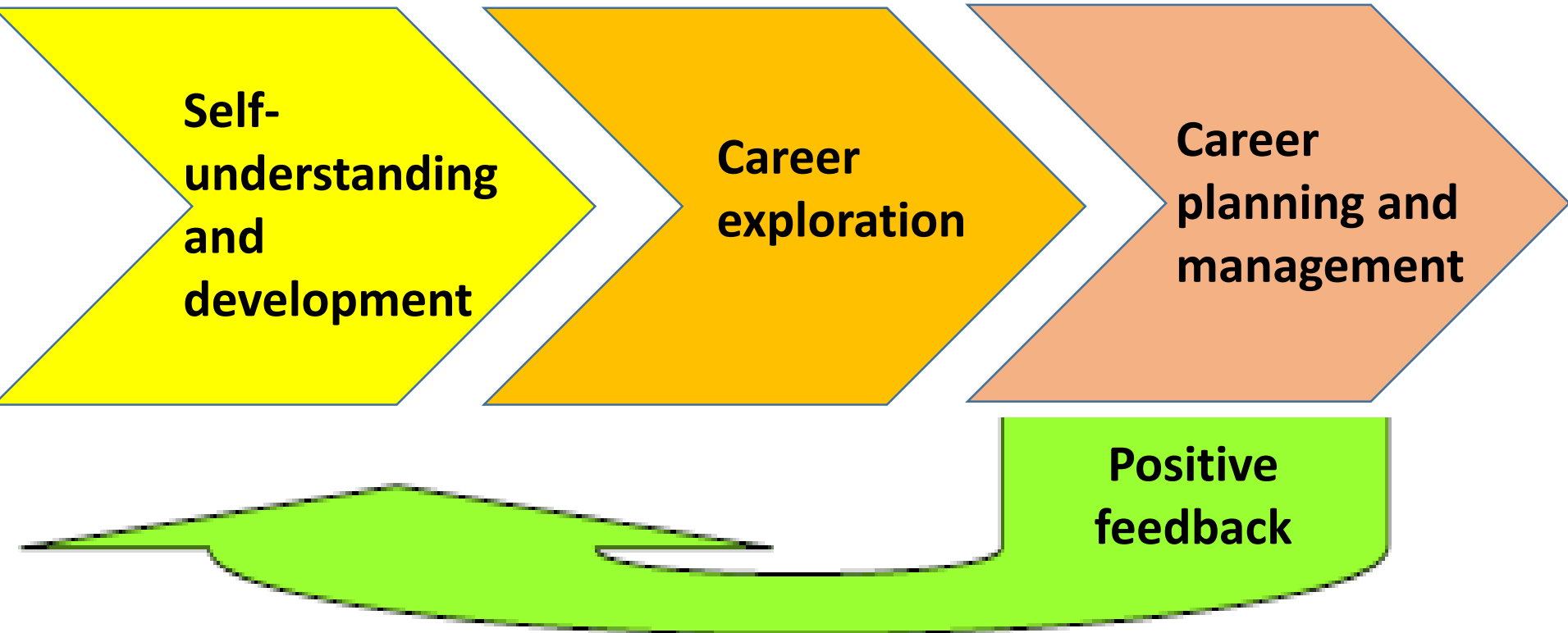
# **Infusing life planning education into the school-based English Language curriculum**

Ho Ngai College (Sponsored by Sik Sik Yuen)  
Yu Chun Keung Memorial College No. 2  
Language Learning Support Section, EDB

# Life planning is ...

an ongoing and lifelong process for personal fulfillment. At the schooling stage, life planning education plays a significant role in **fostering students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways.**

# Three Components of Life Planning



# Aims

Infusing life planning education into the school-based English Language curriculum to ...

**Support students' whole-person development & lifelong learning**

Facilitate a better transition to study and work

Foster positive values & attitudes

Enrich students' English learning experiences

Promote a better understanding of one's strengths & weaknesses

Increase students' motivation to learn English

Help students see the relevancy of learning English

# Flexible modes of conducting life planning education (LPE)

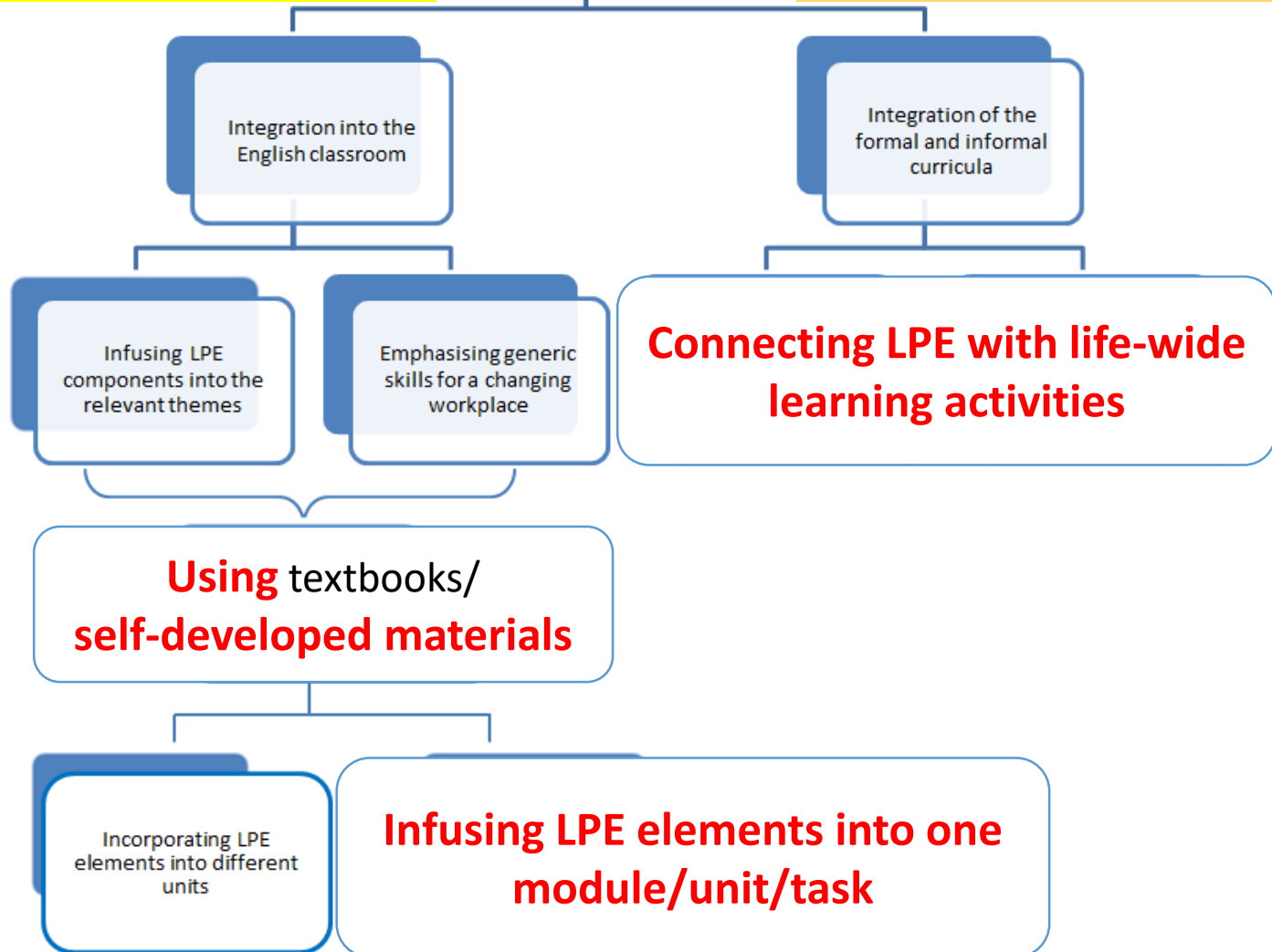
## Inside the classroom

*Ho Ngai College (Sponsored  
by Sik Sik Yuen)*

Possible approaches to  
integrate LPE with the  
school-based English  
Language curriculum

## Outside the classroom

*Yu Chun Keung Memorial  
College No. 2*



# School Cases

## Inside the classroom

*Integrating life planning education  
into the English classroom*

***Ho Ngai College (Sponsored by Sik Sik Yuen)***

*Ms CHENG Yuen Ming*

*Ms TANG Hoi Sze*

## Outside the classroom

*Learning English through work-related  
life-wide learning activities*

***Yu Chun Keung Memorial College No. 2***

*Ms TSE Yuen Yue, Freda (English Panel Head)*

*Mr TSANG Sui Wing, Norman*

*Mr YUEN Chun Kit, Patrick*

***Integrating life planning education  
into the English classroom***

***Ho Ngai College  
(Sponsored by Sik Sik Yuen)***

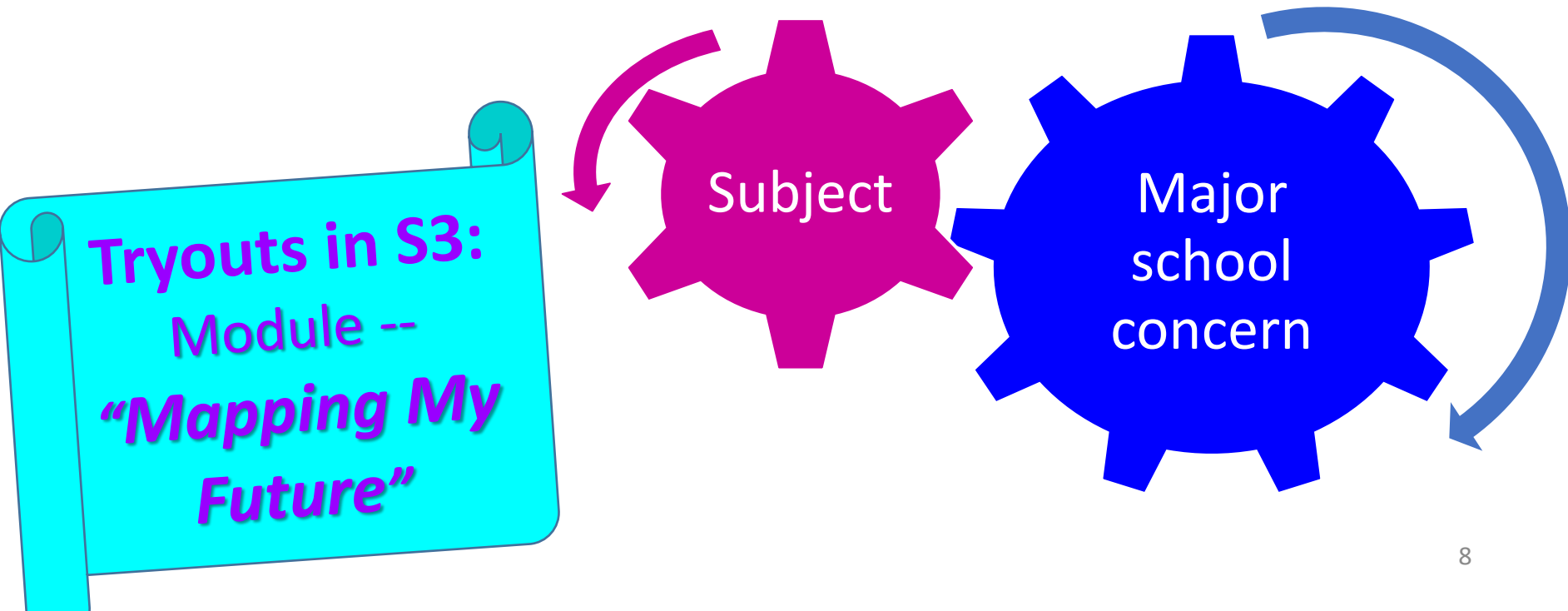
***Ms CHENG Yuen Ming***

***Ms TANG Hoi Sze***

# Infusing Life Planning Education (LPE) into the English classroom

*Aims:*

- ✧ Make English learning more **meaningful & practical**
- ✧ Heighten students' awareness of **self, study & work**





# S3 English module: “Mapping My Future”

Topic: **Study**

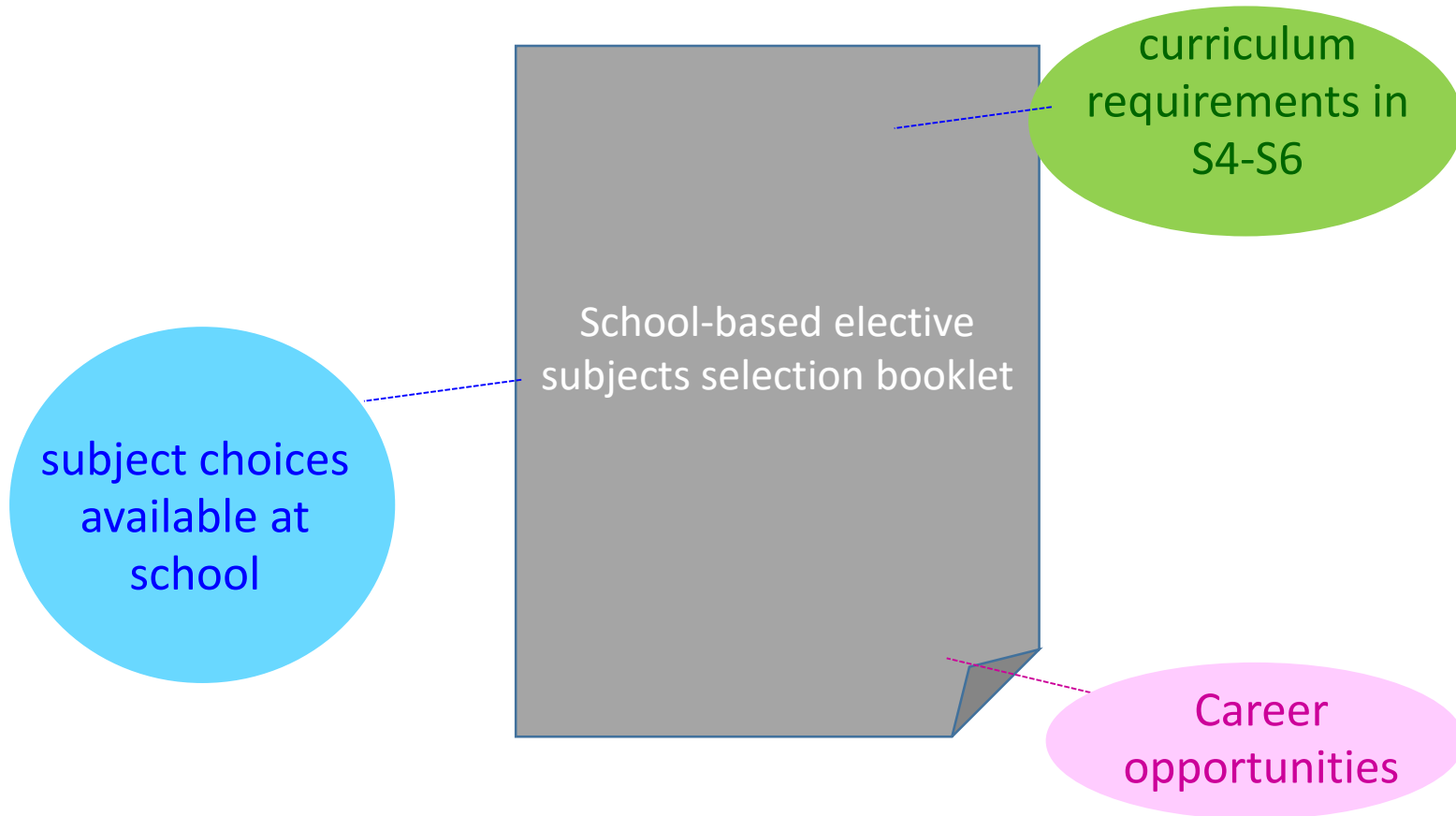
Unit: “**Making elective subject choices at senior secondary**”  
(1<sup>st</sup> Term)

Aims: - Encourage informed & responsible elective subject choices  
- Enable students to talk about their S4 elective subjects selection task in English

LPE

Career exploration

- Build knowledge on **study options**

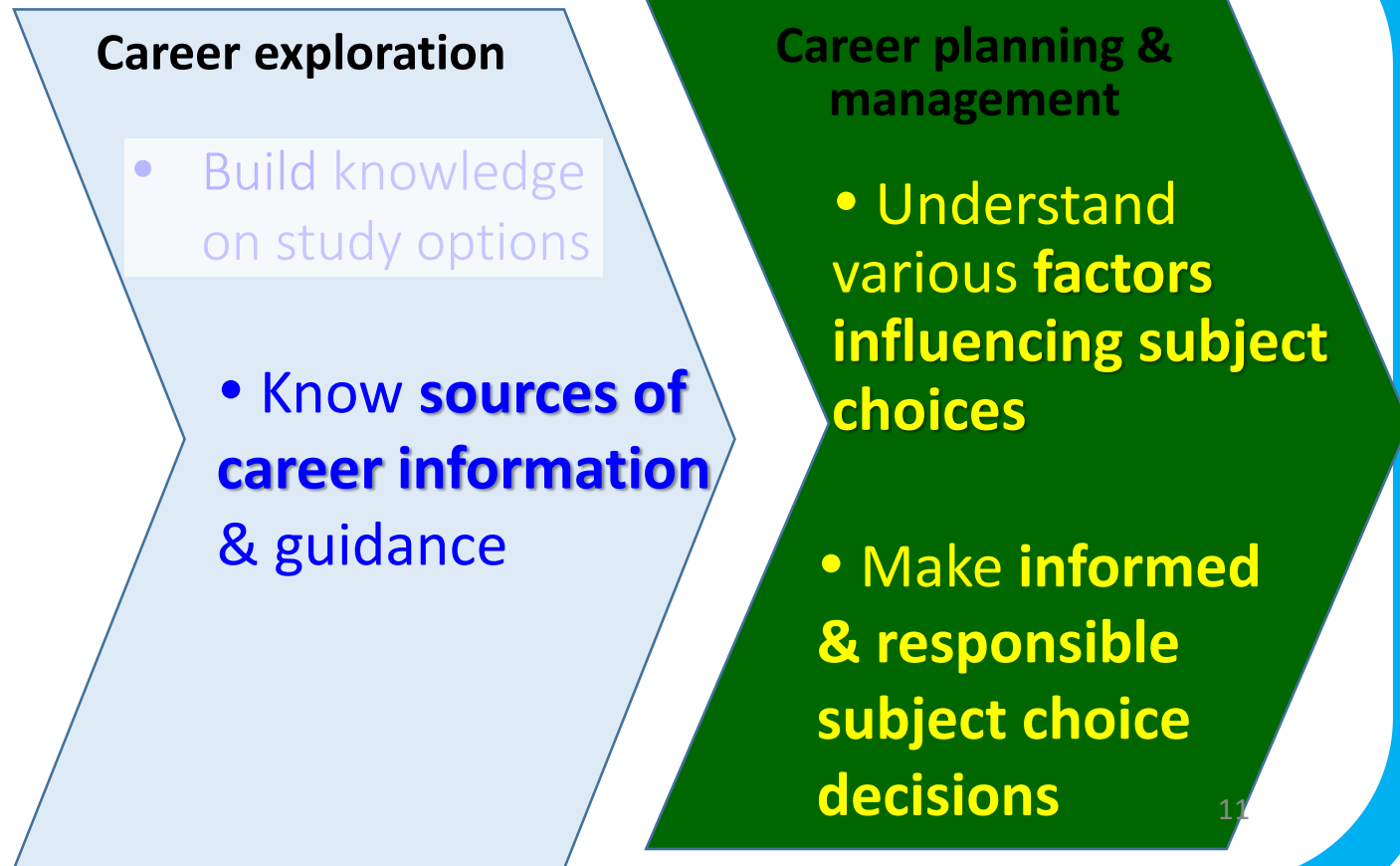


Topic: Study

Unit: “**Making elective subject choices at senior secondary**”

- Aims: - Encourage informed & responsible elective subject choices  
- Enable students to talk about their S4 elective subjects selection task in English

## LPE



- Build/Extend knowledge on making subject choices
- Develop the related vocabulary & target reading skills

## Reading

# Tips on choosing the right HKDSE electives and Applied Learning (ApL) courses

3. Who is the expert giving advice on subject choices?

- A.  香港城市大學  
City University of Hong Kong
- C.  教育局  
Education Bureau

- B.  香港浸會大學  
HONG KONG BAPTIST UNIVERSITY
- D.  學友社  
SHEUNG YAU SOCIETY

Locate specific information to identify sources of career information & guidance

1. What are the three main tips given by the expert? Match the tips with the correct paragraphs:

**Be sure to apply for APL**      *平衡* **A balance between interest and ability**      *能力*

*sub - title / subheading* **Get familiar with the senior secondary curriculum**

A balance between interest and ability

It can be hard to decide which electives to choose, but Ng says the most important thing to consider is whether it interests you.

**Identify main ideas of paragraphs to understand various factors influencing study decisions**

What is the writer's opinion on choosing electives? (Can choose more than 1 answer)

- A. Unimportant
- B. Easy
- C. Important
- D. Difficult

**Infer the expert's attitudes to build a sense of responsibility**

# Mindmapping & Speaking Tasks

Extract, integrate & organise relevant facts from different reading sources to foster informed decision-making

Student work

Students being able to talk about the subject choice-making task using the knowledge & language learnt

Prepare a **two-minute** presentation on the topic using the ideas in the mind map and some of these useful expressions/structures from the news article:

### The school requirements

- We should choose ... (no. of subjects). We should decide on ... (when e.g. date)
  - Our school requires us to choose ... (no. of subjects) before ... (when e.g. date)
- \*\*We should choose ... (no. of subjects). Our school requires us to make our first decision by ... (when)

### Choices our school offers

- Our school offers many elective subjects. For example, ... are some of the choices.
  - Our school gives many subject choices. There are subjects like ..., ... and ...
  - There are ... (no.) elective choices/ ApL courses in our school. They are ...
  - For ApL courses, we can choose ... or ...
- \*\* We can choose ... from subjects that include ...

### Giving tips on making the best choices

- ... can/ can't ... (e.g. look at)
- ... shouldn't let ... change our choice
- ... should think about ... when making the decision
- ... must make sure ...
- ... suggest/recommend ... e.g. considering sthg

### Getting advice from others

We can ask ... (sb e.g. teachers) for their opinions on ... (sthg e.g. electives)

We can go to ... (sb) for some useful advice on how to make the right decisions

# Unit: “**Making elective subject choices at senior secondary**”

- Aims:
- Encourage informed & responsible elective subject choices
  - Enable students to talk about their S4 elective subjects selection task in English

## LPE

### Self-understanding & development

- **Make a self-assessment** of academic interests & competence
- Relate results to **subject choice decisions**

### Career exploration

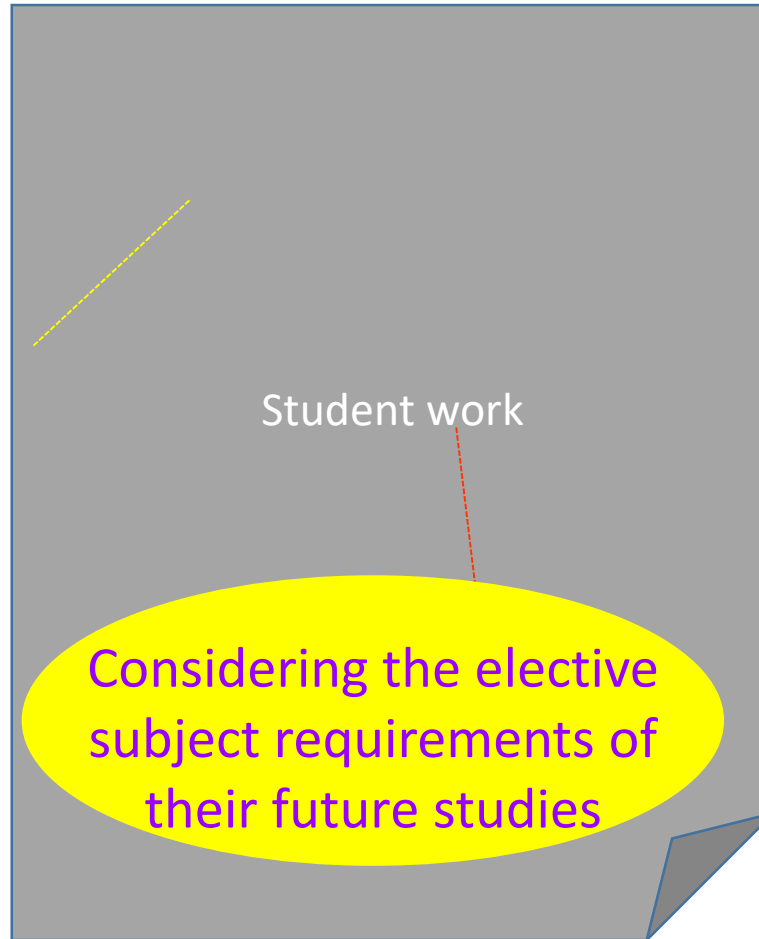
- Build knowledge on study options
- Know sources of career information & guidance

### Career planning & management

- Understand various factors influencing subject choices
- Make informed & responsible subject choice decisions

Positive feedback

# Self-discovery Tasks: Self-rating & Discussion



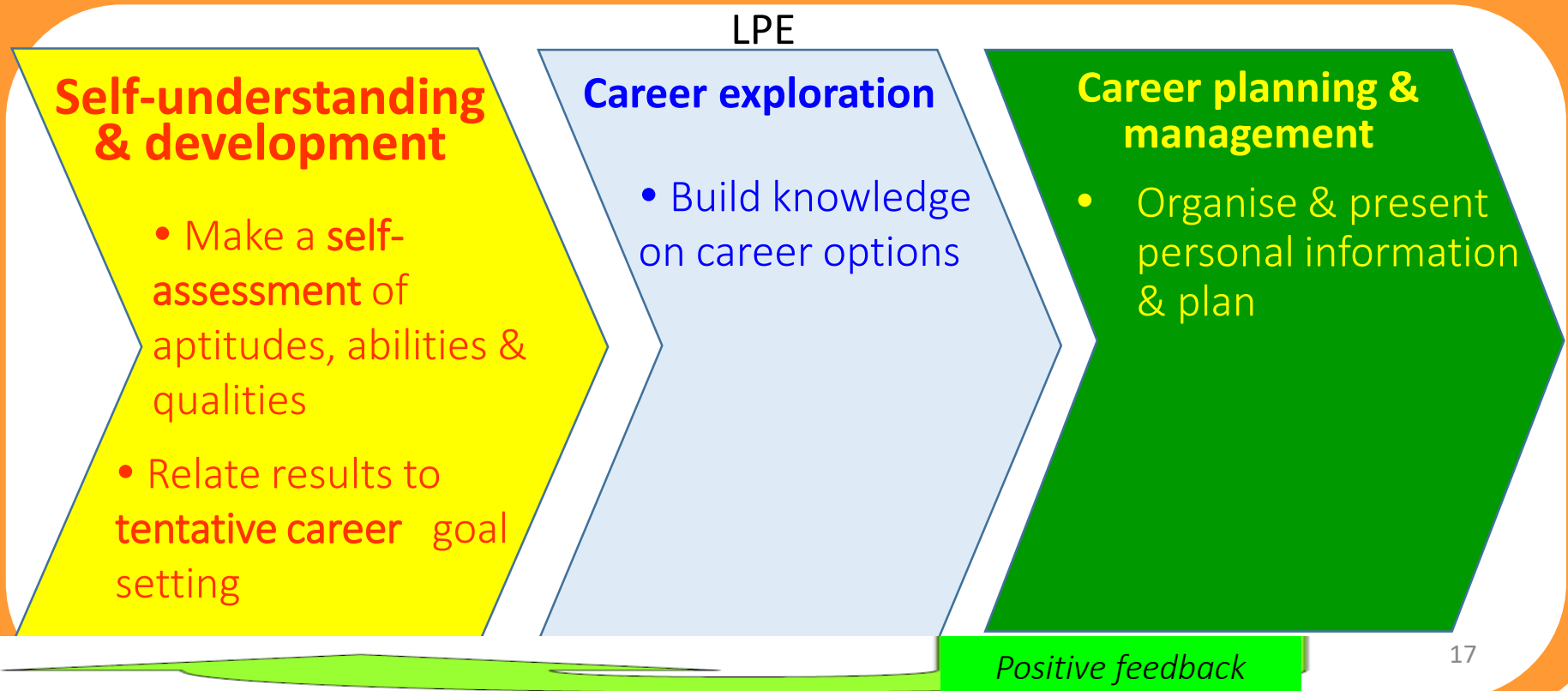


# S3 English module: “Mapping My Future”

Topic: **Work**

Unit: “**Finding my aspirations**” (2nd Term)

- Aims:
- Inspire students to develop & pursue career aspirations
  - Enable students to write about their aspirations in English



Self-understanding  
& development

Make a self-assessment

# Reading input & Self-discovery Task: *Career personality Self-survey*

*Complete the survey to  
identify personality types*

Student work

Reflect on the **kind of work** that suits different personality types

Student work

Reflect on **personal qualities** through selecting the best adjectives in the survey results

# Unit: “**Finding my aspirations**” (2<sup>nd</sup> Term)

- Aims: - Inspire students to develop & pursue career aspirations  
- Enable students to write about their aspirations in English

LPE

## **Self-understanding & development**

- Make a self-assessment of aptitudes, abilities & qualities
- Relate results to **tentative career goal setting**

## **Career exploration**

- Build knowledge on **career options**

## **Career planning & management**

- Organise & present personal information & plan

20

*Positive feedback*

## Part C: Information search

Collect information (e.g. job advertisement, job description) about your job of interest



Career pathways – local study opportunities

Interested in this industry?

Any suitable courses?

Filter by

Higher Diploma in Fashion Design	VTC
BA(Hons) Scheme in Fashion and Textile Studies	The Hong Kong Polytechnic University
BA(Hons) Scheme in Fashion and Textiles	The Hong Kong Polytechnic University
Higher Diploma Scheme in Fashion and Textile Studies	The Hong Kong Polytechnic University
BA (Hons) Fashion: Styling and Photography	Hong Kong Design Institute

### FASHION DESIGNER

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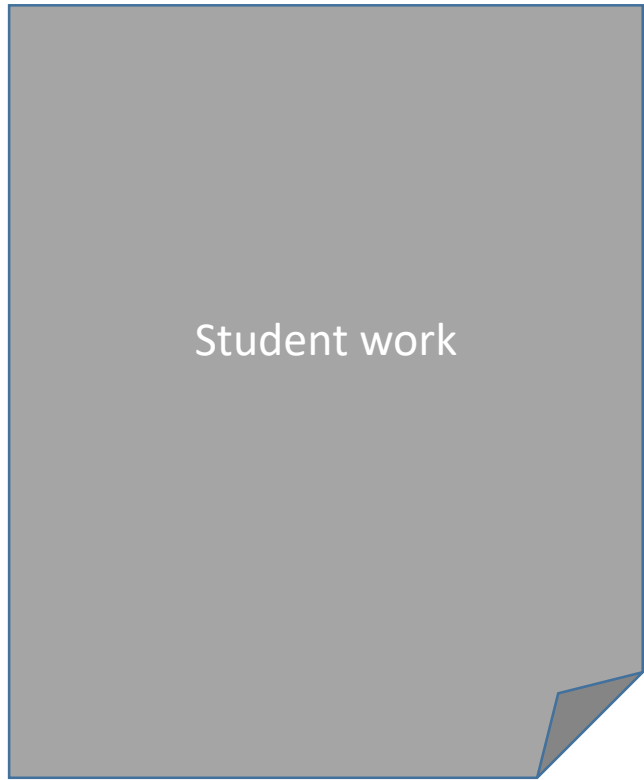
- BROWSE CATEGORIES →
- Startup
  - Film Industry
  - Design Industry**
  - Nursing
  - IT Industry
  - Aviation Industry
  - Tourism
  - Catering
  - Beauty and Hairdressing

Job descriptions

But Rome was not built in one day. A short fashion show needs more than half a year to prepare, starting from the theme design, fabric selection, tailoring and sewing to accessory design, then to the models' makeup and hairstyle, the background music and lighting before the show is successfully concluded.

# Goal-setting Task

Use the information collected to devise learning plans to achieve the tentative career goals



Student work

## Self-understanding & development

- Make a self-assessment of aptitudes, qualities & abilities
- Relate results to tentative career goal setting

## Career Exploration

- Build knowledge on career options

## Career-planning & management

- **Organise and present personal information & plan**

## Writing task: A personal email

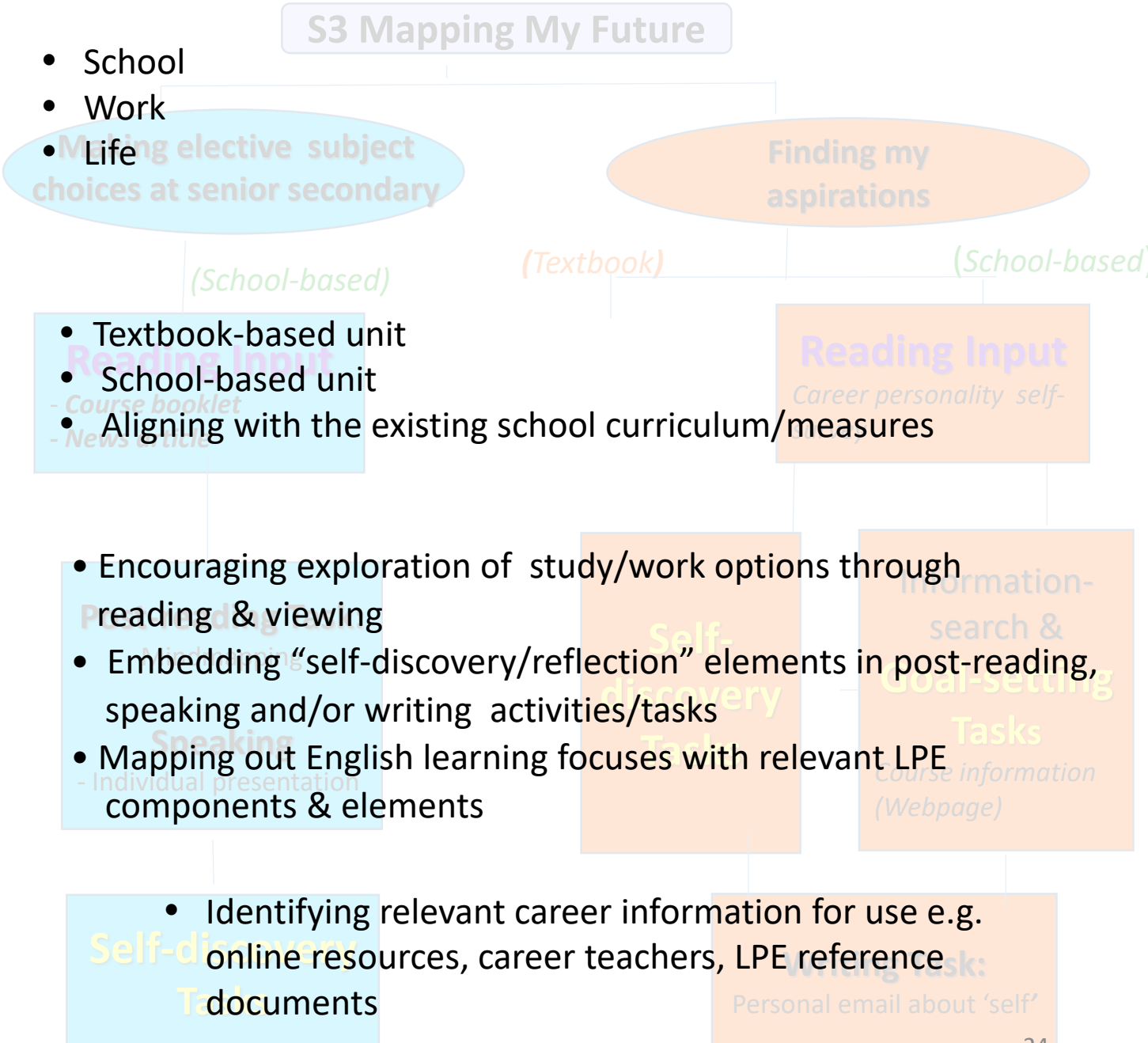
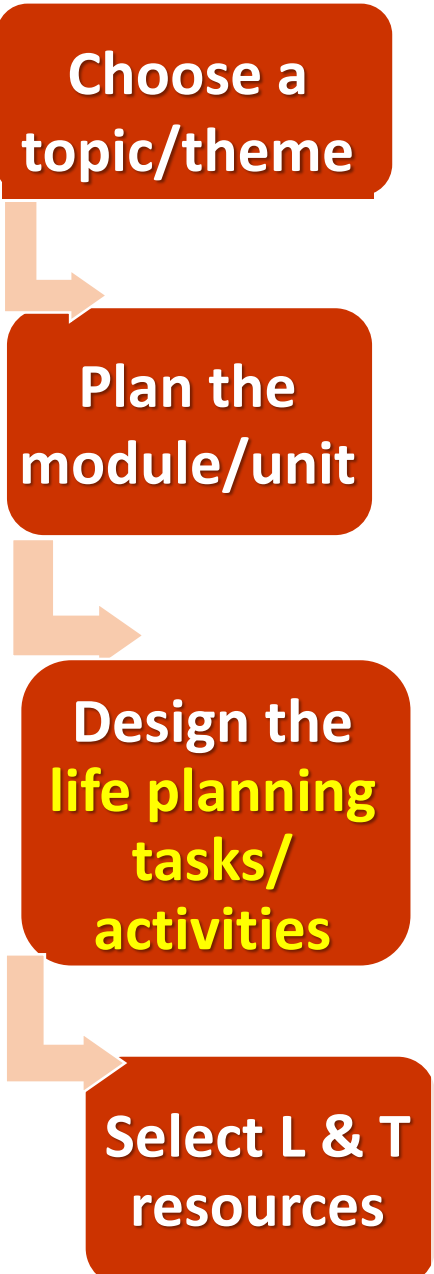
Student work

**Express understanding of self** with personality adjectives & gerund

**Relate self-understanding to her tentative career decision** using thinking verbs & connectives

**Present tentative plans to achieve the career aspiration** using to-infinitive & future tense

# How to infuse LPE into the English classroom





## Infusion of life planning education into the English classroom: A school-based plan adopted at Ho Ngai College

Study-/ Work-/ Life-related Topic/ Themes	Key English Language learning emphases		Major life planning education emphases		
	Reading/Viewing materials (Text types)	Main language focuses	Self-understanding & management	Career exploration	Career planning & management
			<i>To understand one's ... &amp; relate the understanding to academic/career goal setting</i>	<i>To investigate options of learning/work</i>	<i>To make decisions, formulate &amp; act out plans to manage changes &amp; transition in learning/work</i>
S1 Turning a hobby into your career	<h1 style="color: red;">Mapping out English learning focuses</h1>		<h1 style="color: blue;">with relevant LPE components &amp; elements</h1>		
S2 HK teens' dream jobs					
S3 Mapping my future: - Making elective subject choices at senior secondary - Finding my aspirations	<ul style="list-style-type: none"> <li>• Course booklets</li> <li>• Newspaper articles</li> <li>• Self-surveys</li> <li>• Webpages (job descriptions &amp; study information)</li> </ul>	<ul style="list-style-type: none"> <li>• Describing one's interests, personality &amp; aptitude</li> <li>• Listing elective subjects &amp; tertiary programme requirements</li> <li>• Stating sources of advice</li> <li>• Making &amp; explaining tentative study/ career decisions &amp; plans</li> <li>• Job names</li> </ul>	<p style="text-align: center;">✓</p> <p><i>interests, personality &amp; aptitude</i></p>	<p style="text-align: center;">✳</p> <p><i>- senior secondary subject choices &amp; its connection with jobs</i> <i>- sources of career information &amp; guidance/ support from relevant parties</i></p>	<p style="text-align: center;">✳</p> <p><i>- Understand various factors influencing study &amp; career decisions</i> <i>- Make informed &amp; responsible subject choices</i></p>
S4 Multiple pathways for S6 graduates	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #ff00ff; padding: 20px; border-radius: 15px; text-align: center; color: white; font-size: 2em; font-weight: bold; transform: rotate(-2deg);"> <i>Selective</i> </div> <div style="background-color: #ff00ff; padding: 20px; border-radius: 15px; text-align: center; color: white; font-size: 2em; font-weight: bold; transform: rotate(-2deg);"> <i>Progressive</i> </div> </div>				
S5 Students gaining career-related experience					

✓= to be covered; ✳= to be emphasised

# Infusing Life Planning Education (LPE) into the English classroom

## *Aims:*

- ✧ Make English learning more **meaningful & practical**
- ✧ Heighten students' awareness of **self, study & work**