

# **Promoting life planning education through life-wide English learning activities at junior secondary level**

Ms Edelweiss Lam and Ms Jessie Chan  
The Salvation Army William Booth Secondary School  
Ms Pearl Koah  
Language Learning Support Section, EDB

# Students' characteristics

- Showing **little interest** in learning English in a conventional setting
- **Great diversity** in their learning needs and exit pathways
- **Limited knowledge and information** about the world of work **and little planning** for their future

# Aims

## Students

- To enhance students' **motivation to learn English**
- To enable students to **understand themselves** better to prepare for their future study and career
- To increase students' understanding of the **knowledge, skills, values and attitudes** required in a variety of jobs

## Teachers

- To raise teachers' **awareness of promoting careers and life planning education** as part of academic subjects to build up a connectedness between secondary education and further studies or career paths

# Strategies

1. Promoting life planning at the early stages of education
  - infuse **elements of careers and life planning education** into the junior secondary English Language curriculum
  - put emphasis on developing students' **personality, interest, skills and values**

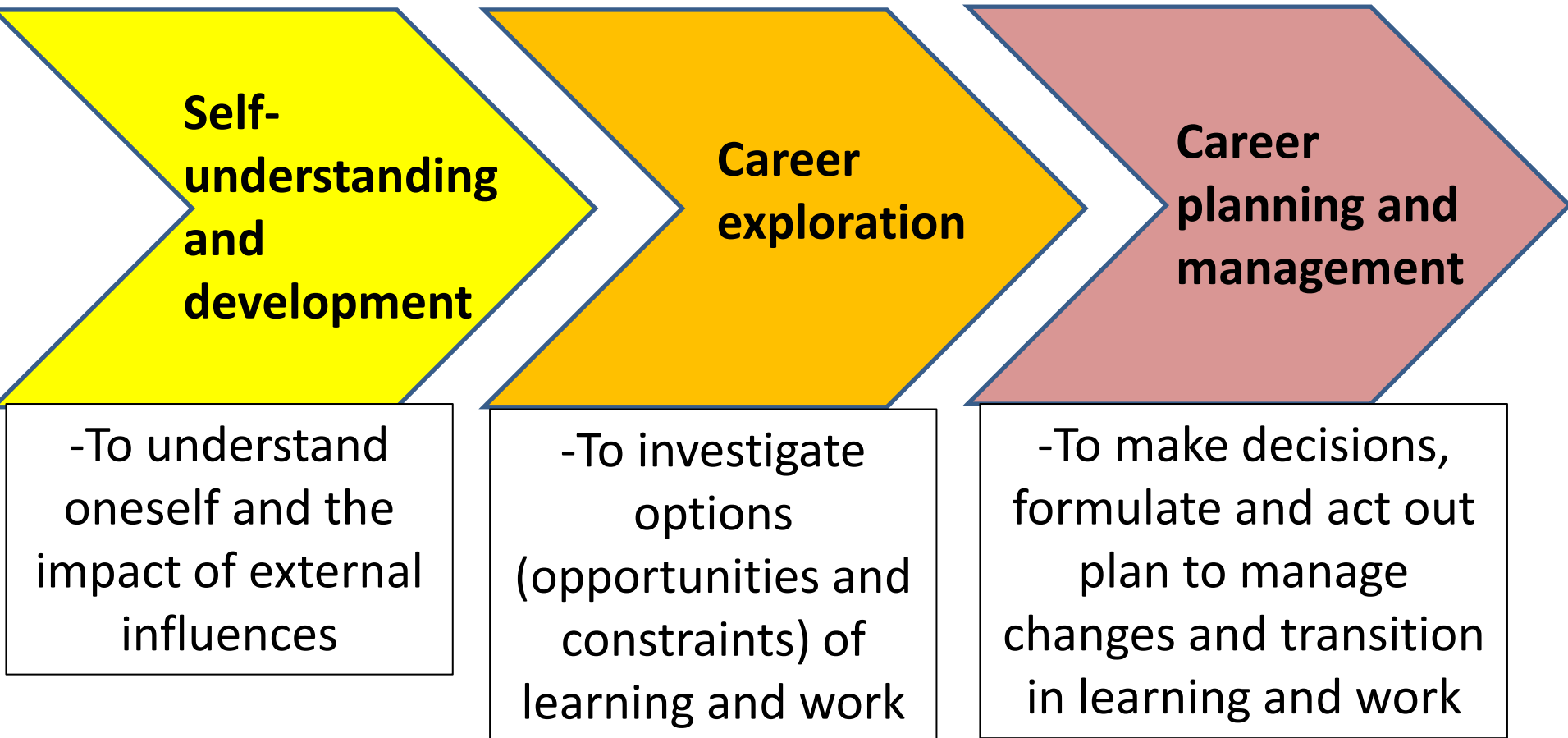
# Strategies

## 2. Adoption of exploration activities

- offer a wide range of **life-wide learning activities**
- conduct post-task **reflection** to increase students' **self-understanding**

# Guide on Life Planning Education and Career Guidance for Secondary Schools (2014)

## Three components of Life Planning



# Infusing life planning education into the junior secondary curriculum

Level	Textbook theme	Life-wide learning activity	Workplace English	Tools used and Reflection focus
S1	Cooking fun	Visit a restaurant and have a meal there	Take an order of food as a waiter/waitress	Reflection form – Interest and ability
S2	Getting around Hong Kong	Visit tourist spots with tour guides	Write an itinerary and introduce places as a tour guide	Reflection form and job advertisements – Knowledge, skills and attitudes
S3	Flying fun	Visit the airport	Serve passengers as a check-in assistant and a flight attendant	Personality test – Personalities, jobs and senior secondary subjects

Activities and tasks were chosen or designed based on the textbook themes in the existing curriculum.

Generic skills such as collaboration, communication and problem solving skills and values and attitudes like self-reflection, respect for others and responsibility were developed through group activities, interaction with other people, tasks and reflection.

Authentic tasks were designed to develop the speaking and writing skills required for different workplaces.

Components of life planning were integrated into the units through reflection.

Interest and ability

S2  
Getting around Hong Kong

Write an itinerary and introduce places as a tour guide

Reflection form and job advertisements – Knowledge, skills and attitudes

S3  
Flying fun

Serve passengers as a check-in assistant and a flight attendant

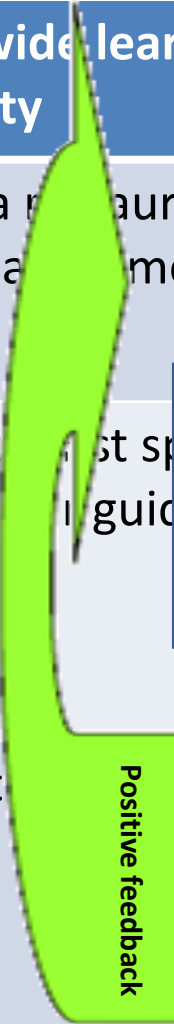
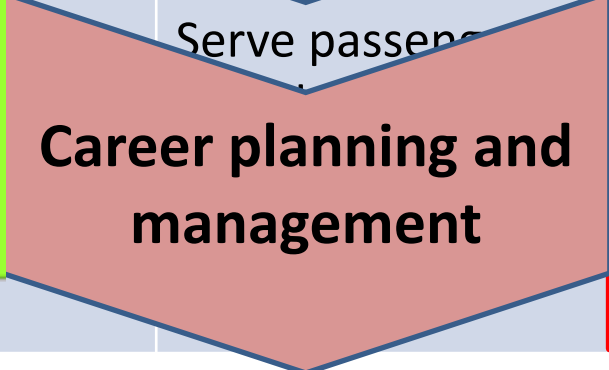
Personality test – Personalities, jobs and senior secondary subjects



# Components of life planning



Level	Textbook theme	Life-wide learning activity	Workplace Experience	Tools used and Reflection focus
S1	Cooking fun	Visit a restaurant and have meals there	Write an address	Reflection form – Interest and ability
S2	Getting around Hong Kong	Visit the first stop with the guide	Write an itinerary	Reflection form and job advertisements – Knowledge, skills and attitudes
S3	Flying fun	Visit the airport	Serve passengers	Personality test – Personalities, jobs and senior secondary subjects



# S1 Cooking fun

Visit a restaurant and have a meal there

Students visited the different parts of a restaurant and learned about the jobs of cooks and waiters/waitresses through **hands-on activities such as salad making and table setting.**

# Materials used during the restaurant visit

## Salad Making

Finish the following questions when you are watching the salad making. Put a tick '✓' in the most suitable box.

1. What should you do before making the salad?

- A. Wash your hands
- B. Put on plastic gloves
- C. Both of the above
- D. None of the above

2. Which of the following is/are the ingredients?

A. cherry tomatoes	B. mint
C. Cheddar cheese	D. vinegar
E. lettuce	F. onions

## Kitchen Tour

Place the food item into the most suitable place. Write the letter in the most suitable box:

<b>A. Seafood</b>	<b>B. Cheesecake</b>	<b>C. Oil</b>	<b>D. Coke Zero</b>
-------------------	----------------------	---------------	---------------------

<b>1. Dry store</b>	
<b>2. Soda machine</b>	
<b>3. Fridge</b>	
<b>4. Fryer</b>	
<b>5. Top Flat Grill</b>	

## Student work

Students have learned English related to **cooking and serving.**

“I made the salad with cheese, bread, vegetables and tomatoes.”

“I learned some table manners like what we can do or cannot do ...”

“This is a hamburger with Aussie chips.... It is made with beef, American cheese, pickles, lettuce, onions and tomatoes, accompanied with chips.”

# Workplace English

## Take an order of food as a waiter/waitress

Waiter Can I help you?

Mr.Chan I'd like the Set Dinner, please.  
I'll have the chicken wings and cream of mushrooms, please.

Waiter What would you like for the main course?

Mr.Chan Spaghetti with meatballs, please.

Waiter Which dessert do you like?

Mr.Chan Hm...I don't like mango, may I have red bean ice-cream?

Waiter What would you like to drink?

Mr.Chan What are the choices for soft drinks?

Waiter We have coke and cream soda today.

Mr.Chan I don't like them, I would have orange juice then.

Waiter Anything else?

Mr.Chan No, thanks.

Waiter Thank you. Food will be served at the table in fifteen minutes.

### Rainbow Sushi

#### SET LUNCH

##### to STARTER/APPRETISER to

Tempura / Sashimi

##### to SOUP to

Miso Soup / Seaweed Tofu Soup

##### to MAIN COURSE to

Chicken Bento/ Assorted Sushi Bento

##### to DESSERT to

Green Tea Ice-cream /Chocolate Sundae

##### to DRINKS to

Orange juice/ green tea/ coke

Waiter Can (1.) \_\_\_\_\_ ?

Mr.Chan I'd like (2.) \_\_\_\_\_, please.  
I'll have (3.) \_\_\_\_\_, please.

Waiter (4.) \_\_\_\_\_ for the main course?

Mr.Chan (5.) \_\_\_\_\_, please.

Waiter Which dessert (6.) \_\_\_\_\_ ?

Mr.Chan Hm...(7.) \_\_\_\_\_.

Waiter (8.) \_\_\_\_\_ drink?

Mr.Chan (9.) \_\_\_\_\_.

Waiter (10.) \_\_\_\_\_ else?

Mr.Chan (11.) \_\_\_\_\_.

Waiter (12.) \_\_\_\_\_.

Food will be served at the table in fifteen minutes.

# Reflection form

Stimulate students to think about what jobs they are **interested in**, whether they can **perform them** and **why**.

There are different types of jobs in a restaurant. Do you like the jobs below?

	Do you like the job?	Why?	Do you think you can perform well in this job? Why?
	(Please circle 1, 2, 3 or 4)	<p><b>Remarks: More about the jobs</b></p> <p>There are promotion possibilities of different jobs if people work hard, perform well or get higher qualifications. Examples are given below.</p> <p>A cook can become a chef. A chef is a highly skilled cook. There are culinary schools 烹飪學校 that offer two or four-year college programs. One not only learns about cooking, but also about purchasing, store-keeping, and inventory, and kitchen and restaurant management, etc. Some hotels and restaurants offer their own training programs.</p> <p>A waiter/waitress can become a restaurant manager. Success in restaurant management requires a varied skill set, including administration, leadership and people skills. Although real-world restaurant experience is the primary qualification for restaurant managers, some level of college education in food service or hospitality management is helpful when applying for manager positions at many full-service restaurants or when competing for advancement opportunities in large chains.</p> <p>A kitchen worker can become a kitchen supervisor. A kitchen supervisor is a person who is responsible for organizing the duties of the kitchen staff in a restaurant. Most employers seek to hire kitchen workers who have experience. To become a kitchen supervisor, you need to advance to this position.</p>	
Cook	1 Not at all 2 Not much 3 Quite 4 Very much		
Waiter / waitress	1 Not at all 2 Not much 3 Quite 4 Very much		
Kitchen worker	1 Not at all		

**Self-understanding and development**

## S2 Getting around Hong Kong

Go for a bus tour and walk along the Avenue of Stars  
With tour guides

Students learned about the jobs of tour guides through **real interactions**. They also observed what knowledge, skills and attitudes were needed as a tour guide.

# Materials used during the bus tour

## Langham Place

1. How big is the gross floor area of Langham Place?
  - A. 7000 square metres
  - B. 17000 square metres
  - C. 70000 square metres
2. Where is Langham Place?
  - A. Shatin
  - B. Tsz Wan Shan
  - C. Mong Kok
3. When was it completed?
  - A. 1994
  - B. 2004
  - C. 2010

## Clock Tower

1. When was the Clock Tower built?
  - A. 1915
  - B. 1995
  - C. 2005
2. Where is the Clock Tower?
  - A. Prince Edward
  - B. Mong Kok
  - C. Tsim Sha Tsui
3. How tall is the Clock Tower?
  - A. 22 metres
  - B. 44 metres
  - C. 88 metres

## Avenue of Stars

Find two stars 

Find two stars who have their hand imprints on the avenue.  
Tell your class anything you know about them.

The first star is...



The second star is...





## Students' photo sharing

This activity has increased students' **exposure** to different parts of Hong Kong.

“This is the first time I went to the Avenue of Stars...”

“We visited many places like Wong Tai Sin Temple, Langham Place and Avenue of Stars...”

“I know more about Hong Kong's famous landmarks...”

“We took this photo in Avenue of Stars. At that time, all classmates were very happy. I believe you can feel it in this photo because all classmates are wearing a smile on their faces in this photo.”

## Writing task

Design an itinerary for exchange students

## Speaking task

Introduce tourist spots as a tour guide

“We can go to Tsim Sha Tsui Avenue of Stars. We can take photos there... In the afternoon, we go to Mong Kok. We can buy many things there...”

Even the weaker students got a lot of **ideas about tourist.**

“We would go to Lantau Island. There is the Big Buddha. We can take a ride on the cable car... The vegetarian food there is great for you...”

“We will have a bus tour, an open top bus tour... around Mong Kok, Tsim Sha Tsui, Avenue of Stars and Clock Tower...”

# Reflection form

Raise students' awareness of the importance of **knowledge, skills and attitudes** for their future career.

Knowledge, skills and attitudes	A. Importance	B. Your improvement
1. Knowledge about tourist spots	Knowledge	
2. Relevant English vocabulary to introduce tourist spots		
3. Relevant language structures to introduce places		
4. Collaboration skills (e.g. working with others)	Generic skills	
5. Communication skills (e.g. presentation skills)		
6. Critical thinking skills (e.g. thinking about what others like and planning an itinerary)		
7. Motivation to learn	Attitudes	
8. Responsibility		
9. Respect for others		

# Reflection form

Stimulate students to think about what jobs they are **interested in** and what they need to **improve** for the job they like.

Would you like to be a tour guide? Why or why not?

What other job are you interested in? What knowledge, skills and attitudes do you think are important for the job you like?

Interest

How do you need to improve yourself in order to become a good tour guide?

How do you need to improve yourself in order to do the job you like?

What to improve

# Job advertisements

Show what **knowledge, skills and attitudes** are needed for different jobs

**Knowledge**, e.g.  
good command of written and spoken English, Chinese and Putonghua, MS office and Chinese word processing

**Skills**, e.g.  
good communication skills, creativity, organisation skills

**Attitudes**, e.g.  
being friendly, independent, self-motivated

## Job Description:

- Conduct local tours and outdoor working
- Pick-up tourists from hotels

## Requirements:

- Form 5 or above
- Fluent spoken in English, Mandarin and Cantonese
- **Good communication skill** and **friendly**
- Holder of Tourist Guide Pass is a MUST
- Monthly basic salary + Tour fee + Commission + Allowance

What other jobs are you interested in?

Find a job advertisement you are interested in.

Highlight the requirements.

Websites:

<http://www.csb.gov.hk/english/>

<http://www.cpjobs.com/hk/>

<http://hk.jobsdb.com/hk>

## Requirements:

- Diploma / Degree in Translation / Languages / Communications or related disciplines
- **Good command of written and spoken English and Chinese as well as Putonghua**
- **Well-versed in MS office and Chinese word processing**

## Requirements:

- University Graduate in related discipline
- Strong fashion and market sense for USA and EU market.
- Minimum 4 years working experience in Garment and Costume field
- **Creative**, self-motivated and able to work independently
- **Good presentation, organization and communication skills and well-versed in computer**

**Career exploration**

# S3 Flying fun

## Visit the airport

Students **approached** different persons at the airport such as the information receptionists, the salespersons at shops and the waiters/waitresses at the restaurants to find out more about their jobs. They also **observed** how people worked at the check-in counters and the departure gates.

# Materials used during the airport visit

## The flight information display system

### Activity 1: I am a young traveller!

You need to check the FIDS to see where you can check-in before you board a flight. You will need to look around and see where the check-in counters are for the airlines. Write down the check-in counters according to the airlines.

Time	Flight	Origin	Hall	Status	Time
22:45	CX 6726	Hanoi	B	At gate	00:11
23:00	CA 294	Beijing	B	At gate	00:08
23:20	KA 789	Guangzhou	B	Est at	00:33
23:35	FM 725	Shanghai/PVG	B	At gate	00:18
23:45	FM 8259	Shanghai/PVG	B	Est at	00:53
23:55	MM 067	Osaka/Kansai	B	At gate	00:22
00:05	CX 636	Singapore	B	At gate	00:00
00:05	9C 8568	Xiamen	B	Est at	00:55
00:05	HX 313	Beijing	B	At gate	23:54
00:30	KE 615	Busan	B	Landed	00:24
00:35	HX 766	Bangkok	B	Est at	00:53
00:50	5J 238	Cebu	B	Est at	00:52
01:15	BX 391	Busan	B	Est at	01:01
05:00	CX 746	Jeddah,Dubai		Est at	05:23

1. Cathay
2. Dragonair

Airline:

1. Cathay
2. Dragonair
3. Emirates
4. Virgin Airways
5. British Airways

## Self-service check-in machine

### Activity 2a: Check-in myself!

Your teacher will show you the Self-Service Check-in machine in HKIA. Go find them and understand the procedure of self-service check-in. Rearrange the following self-service check-in procedure:

Proceed to counter for

Select seat

Proceed to

Scan pass number to

## Hand luggage

Are you allowed to carry these things in the hand luggage?  
If yes, mark a tick in the box.  
If no, mark a cross in the box.

books	lighter	mobile phone	army knife

nail file	spray	nail clipper	candy





# Workplace English

## Serve passengers as a check-in assistant and a flight attendant

### Checking in at the airport

### Steps of getting on the plane

Fill in the blanks and circle the items mentioned in the video.

A: Check-in Assistant

P: Passenger

A: Good morning sir. Can I see your ticket and (1) \_\_\_\_\_?

P: Certainly. There you are.

A: Thank you. Ok. How many (2) \_\_\_\_\_ will you be checking in?

P: Just one suitcase.

A: Did you (3) \_\_\_\_\_ your bag yourself?

P: Yes, I did.

A: Do you have any (4) \_\_\_\_\_ goods?

P: I have an electric shaver in my (5) \_\_\_\_\_. Is that ok?

A: That's fine. So nothing else in your suitcase?

P: No.

A: Ok. Would you like a window or (6) \_\_\_\_\_ seat?

P: A (7) \_\_\_\_\_ seat please.

A: Ok. Just one moment. This is your (8) \_\_\_\_\_ and the (9) \_\_\_\_\_.

You can go straight through to the departure lounge. Enjoy your flight.

P: What time will we be (10) \_\_\_\_\_?

A: Oh, we begin boarding at 7.

P: Ok. Thank you.

# Workplace English

## Serve passengers as a check-in assistant and a flight attendant

### Serving a passenger on the plane

#### PART B: On the plane

TASK 3: Watch the videoclip <http://www.youtube.com/watch?v=hN3NKc355g> (1'57"-4'11")

Underline the correct answers.

F: flight Attendant      P: Passenger

- F: Would you like a newspaper to read Sir? Yes?
- P: Oh?
- F: Would you like a (1) magazine / newspaper to read Sir?
- P: Yeah. I'll take the Daily Mail.
- F: There you go, Sir.
- P: Thank you. It'll help take my mind off things. I'm always a little (2) nervous / excited before flight.
- F: Oh, well, try not to worry too much. You know, air flight is the safest for most travel.
- P: I know. I'm sure I'll be better after we (3) land / take off.
- F: You know, we have some flight entertainment for you, too. You'll find the (4) theme / film guide in the pocket in front of you or in flight magazine.
- P: Oh, good. A nice film will help me to relax.
- F: Programs will start shortly after take-off. If there's anything I can get for you, ~~then~~ please just call for assistance.
- P: When will breakfast be served?
- F: In about an hour or so. We have fish, (5) stick / steak and the vegetarian option. Which one would you like?
- P: Fish please.
- F: Ok. I'll be back later. Now please just try to relax and enjoy your flight.

### Selling duty free goods

#### PART C: Duty free goods

TASK 5: Watch the videoclip <http://www.youtube.com/watch?v=hN3NKc355g> (4'12"-End)

Underline the correct answers.

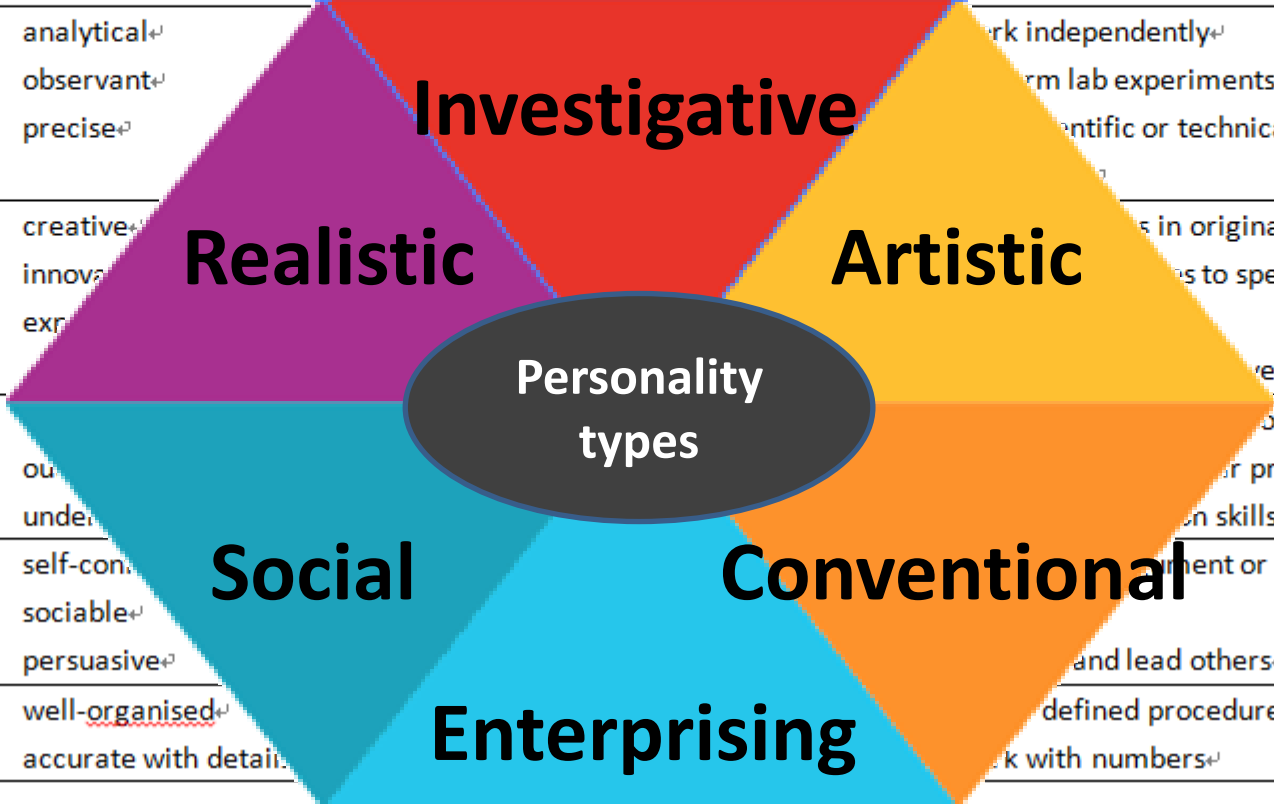
F: flight Attendant      P: Passenger

- F: Sir, have you seen the catalogue for our in-flight (1) stop / shop?
- P: This one?
- F: That's it. Would you like to order any duty (2) free / fee goods.
- P: Yes, please. Can I (3) pay / play by credit card?
- F: Yes, all major credit cards are accepted but purchases must not exceed (4) \$500 / \$5000.
- P: Ok. I'd like this bottle of Scot Whisky please. At (5) \$34 / \$54?
- F: Right. That will be one bottle of Johnny Walker made Whisky. Is there anything else you would like Sir?
- P: Yes, I'd like these titanium sunglasses.
- F: Yes, their price at (6) \$143 / \$145 . Will that be all Sir?
- P: Yes, that's everything. Thanks.
- F: The total bill comes to \$179. Can I have your credit card please?
- P: Sure.

# Personality test - personalities, jobs and senior secondary subjects

A personality test developed from **Holland's Theory of Career Choice**

	Are you...?	Can you...?	Do you like to...?	Total number of ticks
Realistic (R)	<ul style="list-style-type: none"> <li>practical</li> <li>active</li> <li>straightforward</li> </ul>	<ul style="list-style-type: none"> <li>fix electrical things</li> <li>read a manual</li> <li>operate tools and machinery</li> </ul>	<ul style="list-style-type: none"> <li>work outdoors</li> <li>be physically active</li> <li>work with your hands</li> </ul>	
Investigative (I)	<ul style="list-style-type: none"> <li>analytical</li> <li>observant</li> <li>precise</li> </ul>	<ul style="list-style-type: none"> <li>work independently</li> <li>perform lab experiments</li> <li>use scientific or technical</li> </ul>	<ul style="list-style-type: none"> <li>work in original ways</li> <li>use words to speak, act, write or draw</li> <li>work creatively</li> </ul>	
Artistic (A)	<ul style="list-style-type: none"> <li>creative</li> <li>innovative</li> <li>expressive</li> </ul>	<ul style="list-style-type: none"> <li>use interpersonal skills</li> <li>solve other people's problems</li> <li>use communication skills</li> </ul>	<ul style="list-style-type: none"> <li>participate in argument or debate</li> <li>organise and lead others</li> </ul>	
Social (S)	<ul style="list-style-type: none"> <li>outgoing</li> <li>understanding</li> </ul>	<ul style="list-style-type: none"> <li>well-organised</li> <li>accurate with details</li> </ul>	<ul style="list-style-type: none"> <li>work with numbers</li> </ul>	
Enterprising (E)	<ul style="list-style-type: none"> <li>self-confident</li> <li>sociable</li> <li>persuasive</li> </ul>			
Conventional (C)				



## Personality test analysis

Personality	Examples of career opportunities	Examples of senior secondary subjects
Realistic (R)	<ul style="list-style-type: none"><li>● pilot</li><li>● aircraft technician</li><li>● engineer</li><li>● architect</li><li>● fire-fighter</li><li>● laboratory technician</li><li>● truck driver</li></ul>	Integrated Science, Physics, Chemistry, Biology, Mathematics, Information and Communication Technology, PE, Applied Learning Courses on Applied Science, and Engineering and Production, etc.

**Career planning  
and management**

	Generic skills	Values and Attitudes
S1-3	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection</li> <li>• Responsibility</li> </ul>
S1	<ul style="list-style-type: none"> <li>• Self-management (identify and accept their own strengths and weaknesses and maintain sufficient self-esteem)</li> </ul>	<ul style="list-style-type: none"> <li>• A desire to learn (see career prospects)</li> </ul>
S2	<ul style="list-style-type: none"> <li>• Critical thinking (identify knowledge, skills, values and attitudes needed for jobs and assess themselves)</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for others (learn to respect and take care of others as a tour guide)</li> </ul>
S3	<ul style="list-style-type: none"> <li>• Problem solving (find out and use information for purposes such as locating places and services at the airport)</li> </ul>	<ul style="list-style-type: none"> <li>• Positive attitudes towards work (learn to provide services or help to passengers)</li> </ul>

# Impact

1. Students were very interested in the life-wide learning activities. They were more motivated to learn English and found the English Language curriculum practical.

## Questionnaire

- Students found that the activities could enhance their **motivation** to learn English. **80.3%**
- Students found English Language learning more **practical**. **85.3%**

# Impact

2. Students understood themselves better (e.g. interest, ability, skills, attitudes, personality, etc.) through the post-activity reflection.

## Questionnaire

- Students agreed that the activities could enhance their **self-understanding** of their **interests and abilities**.

**79.4%**

Students said that they learned more about themselves (interests and abilities) from the activities and they could set their goals for the future.



Goal  
setting

I know more about my interests and abilities to plan my future goals.

I think more about my future goals after the learning activities. For example, I could see how people work at the airport and think about their jobs.



Students would choose the subjects for senior secondary level and their future career according to their interests.



Goal  
setting

I study in S3 and may choose to study Tourism at senior secondary level. I am interested in being a flight attendant and it may become my future goal.

The learning activities provide me with more job information which helps me to choose my future career.

# Impact

3. Students learned more about jobs. They learned a lot about the **knowledge and skills** needed for the world of work. The activities could also develop their **positive attitudes** towards work and learning as they found the people they met in the activities were professional and enthusiastic.

## S1 Questionnaire

	<b>Students have learned ...</b>	<b>Percentage of students who answered “agree” or “strongly agree”</b>
<b>1</b>	about <b>different types of work</b> in a restaurant	88.4%
<b>2</b>	how to <b>give or take an order of food</b> in English	71.5%

## S2 Questionnaire

	<b>Knowledge, skills and attitudes</b>	<b>Percentage of students who found improvement in the area mentioned</b>
<b>1</b>	Knowledge about <b>tourist spots</b>	75%
<b>2</b>	English <b>vocabulary</b> to introduce tourist spots	74%
<b>3</b>	<b>Communication</b> skills	75%
<b>4</b>	<b>Critical thinking</b> skills	76.1%
<b>5</b>	<b>Responsibility</b>	78.1%
<b>6</b>	<b>Respect for others</b>	83.4%

## S3 Questionnaire

	<b>Students have ...</b>	<b>Percentage of students who answered “agree” or “strongly agree”</b>
<b>1</b>	developed <b>positive attitudes</b> towards work and learning	82.3%
<b>2</b>	widened their <b>knowledge of different kinds of jobs</b>	86.2%

# Students' reflections

Would you like to be a tour guide?  
Why or why not?

Students think about what jobs they like and give reasons.

I like to be a tour guide because a tour guide can visit many places and meet people from different places.

How do you need to improve yourself in order to be a good tour guide?

I should speak louder and be braver.

Students think about their strengths and weaknesses.

Students know that subject knowledge and languages are very important for their future career.

I would like to be a flight attendant. I should learn more aviation knowledge and speak louder. I should also learn other languages like Japanese, Korean to communicate with others.

I am interested in the job of a doctor. I think I should learn more about Biology and Chemistry, etc. I should also improve my English communication skills.

## Job advertisements related to other textbook themes and tasks were introduced to S2 students

Unit 1 Smart shopping

Students designed a leaflet for a shopping centre.

### **Public Relations Assistant**

#### **Responsibilities:**

- Prepare press materials
- Assist in Group's Public Relations and Marketing projects
- Conduct online researches

#### **Requirements:**

- Diploma / Degree in Translation / Languages / Communications or related disciplines
- Good command of written and spoken English and Chinese as well as Putonghua
- Well-versed in MS office and Chinese word processing
- Pleasant and outgoing personality

I would like to be a public relations assistant because I can communicate with other people and learn more. I need to improve languages like English, Chinese and Putonghua to ensure better communication with other people.



# Job advertisements related to other textbook themes and tasks were introduced to S2 students

## Unit 1 Smart shopping

Students designed a leaflet for a shopping centre.

### **Public Relations Assistant**

#### **Responsibilities:**

- Prepare press materials
- Assist in Group's Public Relations and Marketing projects
- Conduct online researches

#### **Requirements:**

- Diploma / Degree in Translation / Languages / Communications or related disciplines
- Good command of written and spoken English and Chinese as well as Putonghua
- Well-versed in MS office and Chinese word processing
- Pleasant and outgoing personality

The jobs are not suitable for me as I am not familiar with **online publicity** and my **communication skills** are not very good.

## Unit 2 Trendsetters

Students designed a costume for the Self Denial Walkathon and wrote about the design.

**Costume Designer** We are a Halloween costume & Party Dress product's company in Hong Kong.

### Responsibility:

- Responsible for designing & developing the full range of collection (Costume, Party and Halloween Dress up)

### Requirements:

- University Graduate in related discipline
- Strong fashion and market sense for USA and EU market.
- Minimum 4 years working experience in Garment and Costume field
- Creative, self-motivated and able to work independently
- Good presentation, organization and communication skills and well versed in computer skills especially Illustrator, Photoshop and hand sketches.
- Fluent in spoken & written English, Cantonese and Mandarin
- Willing to travel China and overseas country is required

I like drawing very much and designing wedding dresses. I would like to be a wedding dress or fashion designer as designers can satisfy customers' needs with their design and create their own style.

## Unit 3 Greening your life

Students wrote a letter of complaint and a letter to the editor about environmental problems.

### **Environmental Protection Inspector**

#### **Appointment requirements**

Direct Entry Candidates should have:

(a) a Diploma or Higher Certificate in Biology, Medical Laboratory Science, Mechanical, Electrical, Electronic or Civil Engineering, Chemical Technology, Computer Science, Water Pollution Control, Waste Management, Environmental Studies or a relevant science or engineering subject from a Hong Kong university/Hong Kong polytechnic, Hong Kong Institute of Vocational Education or a Hong Kong technical college/Hong Kong technical institute, or equivalent; or

(b) Associate Membership of the Hong Kong Institution of Engineers in a relevant discipline admitted on or after 5 December 1975; and

(c) met the language proficiency requirements of Level 2 or above in Chinese Language and English language in the Hong Kong Diploma of Secondary Education Examination or Hong Kong Certificate of Education Examination, or equivalent; and be able to speak fluent Cantonese.

I would like to be an environmental protection inspector as I can protect the environment and be a responsible person.

# Guide on Life Planning Education and Career Guidance for Secondary Schools

<b>Components of Life Planning</b>	<b>Learning Elements for Junior Secondary Students</b>
<b>Self-understanding and Development</b> - to understand oneself and the impact of external influences	<ul style="list-style-type: none"><li>✓ Make a realistic self-assessment of achievements, qualities, aptitudes and abilities</li><li>✓ Relate and use the self-assessment outcomes to build self-confidence and positive self-image</li><li>✓ Relate results of self-assessment to academic and career goal setting</li><li>✓ Formulate short and medium term goals by goal-setting, review, reflection and planning</li><li>✓ Be aware of stereotyping in career and work</li></ul>

<b>Components of Life Planning</b>	<b>Learning Elements for Junior Secondary Students</b>
<b>Career Exploration</b> - to investigate options (opportunities and constraints) of learning and work	<ul style="list-style-type: none"><li>✓ Identify and use a variety of sources of career information</li><li>✓ Take initiative to seek guidance or support from relevant people in school or in family</li><li>✓ Be aware of the opportunities and constraints offered by various study choices or options</li><li>✓ Integrate information and use research skills to select, analyse, and evaluate various study choices or options</li></ul>

<b>Components of Life Planning</b>	<b>Learning Elements for Junior Secondary Students</b>	
<b>Career Planning and Management</b> - to make decisions, formulate and act out plans to manage changes and transition in learning and work	<ul style="list-style-type: none"> <li>✓ Set tentative study plan in senior secondary education with or without connectedness with personal or career goals/aspirations</li> <li>✓ Be aware of and prioritise impacts of external influences (e.g. from parents and peers) in goal-setting</li> <li>✓ Understand and apply decision making techniques</li> <li>✓ Be aware of sources of information, guidance and advice from various sources and use them appropriately</li> </ul>	
		<ul style="list-style-type: none"> <li>✓ Make informed and responsible senior secondary subject choices of their study</li> <li>✓ Make contingency plan on their senior secondary study choices</li> <li>✓ Relate tentative senior secondary study choices to realistic and practical plan that fosters actualisation of goals</li> <li>✓ Organise and present personal information and plan</li> </ul>

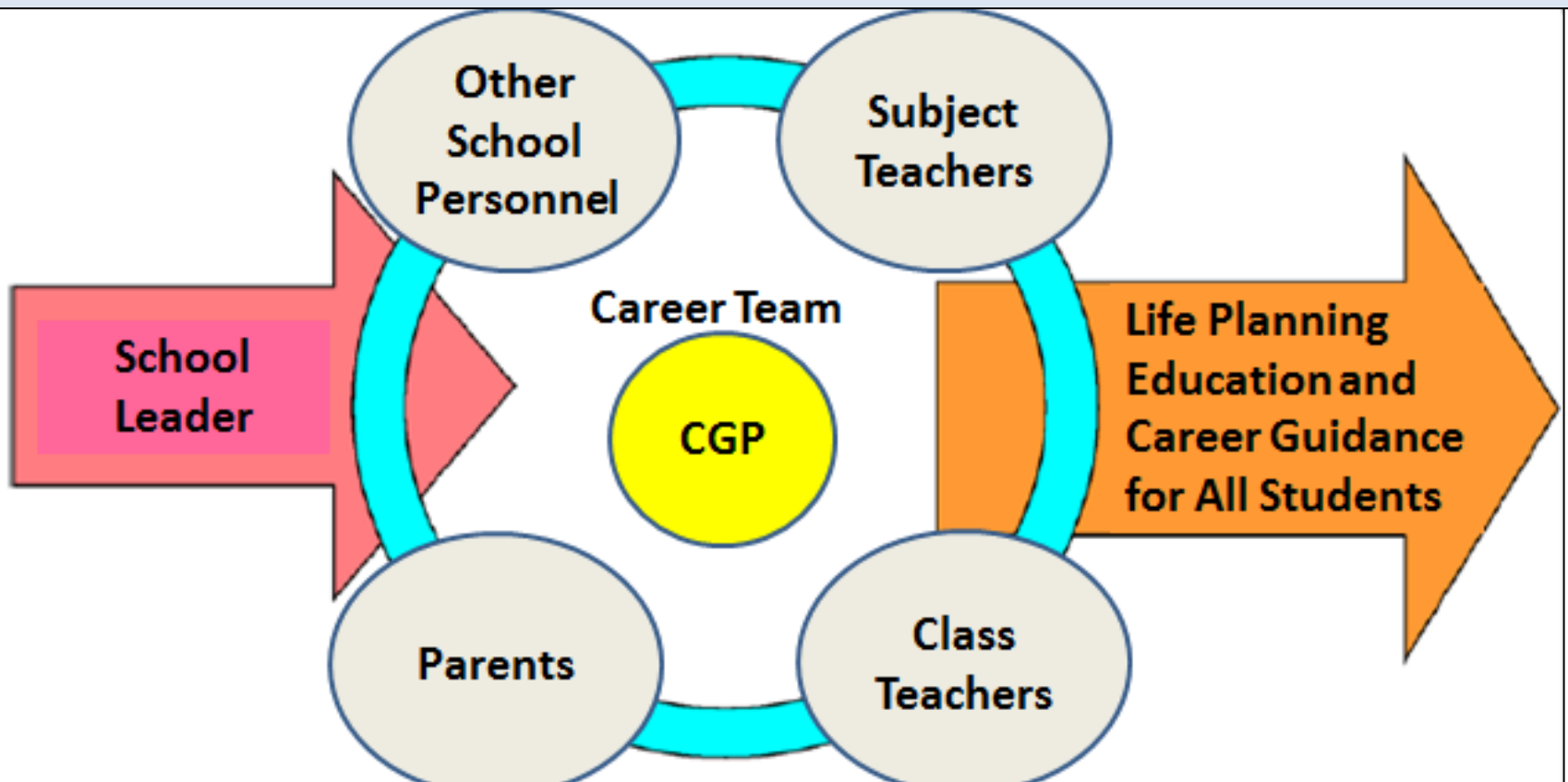
# Way forward

- Further refine the current junior secondary English curriculum and the design of the life-wide learning activities

- Foster collaboration with other subjects or career committees to enrich students' work-related knowledge and skills

# Concluding remarks on life planning education

Schools are advised to implement life planning education and career guidance through integration and collaboration with **academic subjects**, **Applied Learning** as well as other **student support services** such as Moral and Civic Education, Life Education and Life Skills Development.





# Concluding remarks on life planning education

Different age groups

Different aspirations

Different styles

Different abilities

Thank you