LIVE DIFFERENT LIVE FULL

香港生涯發展自評基準(HKBM)網上專業分享日:
學校故事薈萃

2022年10月19日 (星期三)

故事分享環節二
跨課程融入生涯發展元素

CLAP JC 賽馬會 鼓掌・創你程

Created and funded by: 香港賽馬會慈善信託基金 The Hong Kong Jockey Club Charities Trust

基準 7: 與學校課程聯繫的生涯發展

❖ 分享透過學校課程來裝備學生的生涯發展能力，學校將生涯發展與整個學校課程聯繫起來，並採用以下實施方式及策略：

(a) 為不同級別的學生提供生涯發展相關學習，設定獨立的生涯發展課程或納入常規時間表的活動/課堂

(b) 通過學校小組間的合作，把生涯發展的要素滲入到其他學科/學習領域中

(c) 根據學生的生涯發展需要和情況，透過聯課/全方位學習(OLE) 活動，組織與生涯發展相關的學習經驗

基準 7: 與學校課程聯繫的生涯發展

❖ 如何將學校課程聯繫的生涯發展分享學校:

(1) 五旬節聖潔會永光書院

初中：中三生活與社會科、英文科及生命教育科

高中：生命教育科及全方位學習活動

(2) 中華基督教會公理高中書院

初中：跨課程專題研習

高中：獨立生涯發展課程(包括全方位學習活動) 、英文科及跨課程專題研習

跨課程融入生涯發展元素

陳嘉華老師
溫雪溶老師
王慧敏老師

2022年10月19日

五旬節聖潔會永光書院

跨學科融入生涯發展元素課程：

學科	級別	課題	生涯發展元素
生活與社會	中三	勞工市場	了解香港就業情況、僱主對僱員工作能力的要求，並培養同學正面及應有工作態度
英文	中三	Mapping My Future	Learning student’ s characteristics and jobs through RIASEC test in English.
生命教育	中三	知己知彼	透過職業類型測試、校友分享，認識自己性格特質及訂立生涯目標
	中三	我的羅馬路	從興趣探索選科，延伸探索至未來職業及訂立生涯發展路向
	中五	我的VASK	透過VASK咭，探索個人VASK特質

中三生活與社會科及升學就業

勞工市場

香港最近的就業情況

五旬節聖潔會永光書院

中三生活與社會科

透過香港勞工市場的課題中，以VASK角度引導學生進行生涯規劃 (CLP)。

五旬節聖潔會永光書院

香港的就業情況 (K)

讓學生初步了解香港勞工市場的現況

五旬節聖潔會永光書院

五旬節聖潔會永光書院
單元二： 香港的就業情況
真實個案 － 個人反思

姓名：_____ 班別：S3____( )

A

中英文能力

面試技巧

溝通技巧

2. 你的理想職業 ... 在需要做甚麼準備？

溝通技巧

加油！

五旬節聖潔會永光書院
單元二： 香港的就業情況
真實個案 － 個人反思

姓名：_____ 班別：S3____( )

A

1. 真實個案中文仔及碩士生(梁健鵬)的

表現自信

好反思！

2. 你的理想職業是甚麼？為了將來要從事它，你覺得現在需要做甚麼準備？

職業培訓

五旬節聖潔會永光書院
單元二： 香港的就業情況
真實個案 － 個人反思

姓名：_____ 班別：S3____( )

A

1. 對你有什麼啟發？

了解行業

2. 你的理想職業是甚麼？為了將來要從事它，你覺得現在需要做甚麼準備？

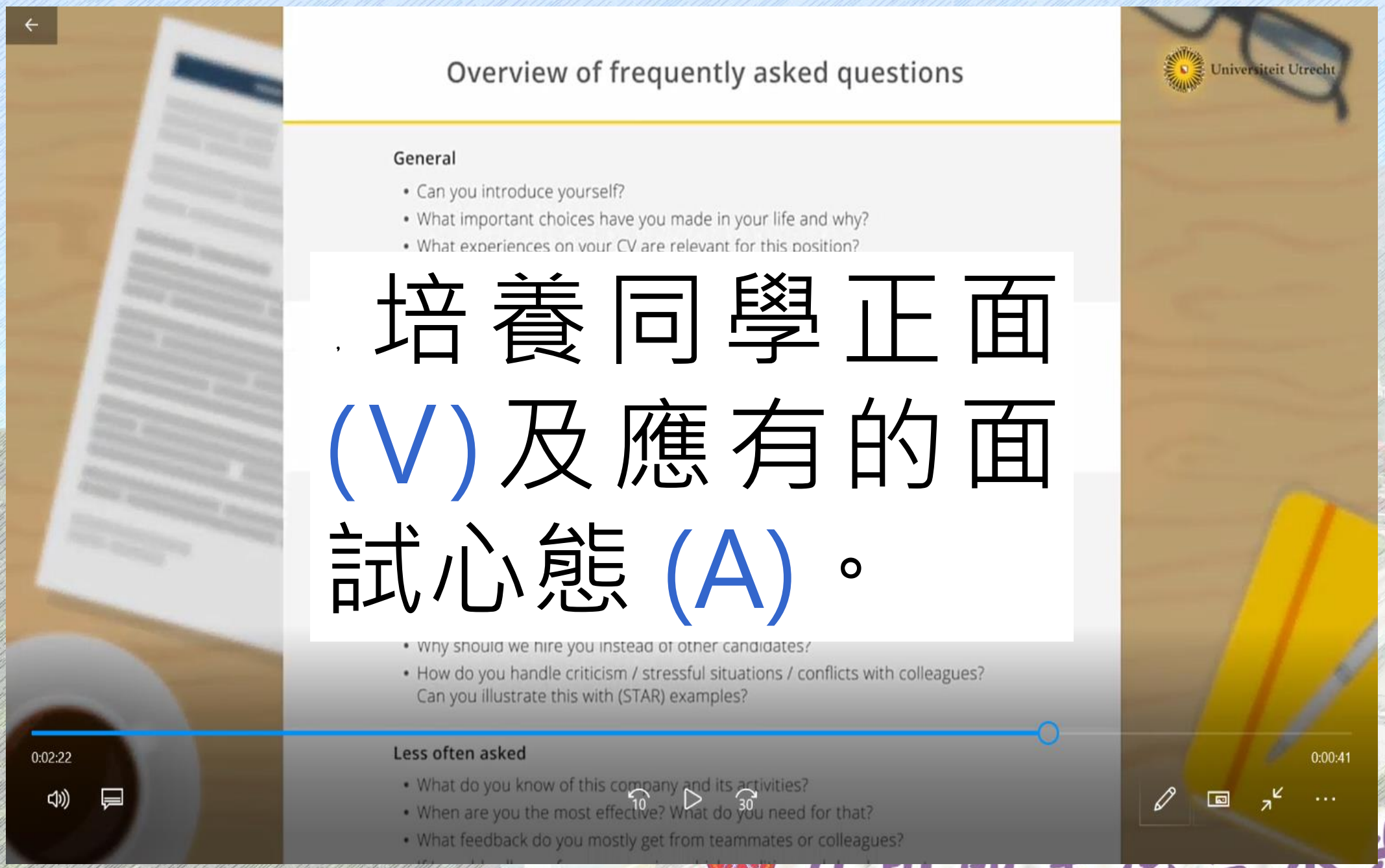
工作經驗

十分好

五旬節聖潔會永光書院

面試技巧(S)

生活與社會科、升學就業組、與跨學科語言(LAC)合作，透過生動的英語影片及互動的課堂活動，教授一些基本的面試技巧(S)。



培養同學正面(V)及應有的面試心態(A)。

現實工作世界

僱員工作能力的要求

僱主對僱員工作能力的要求

重要程度(僱主角度)	工作能力	重要程度(僱主角度)	工作能力
1	與[illegible]同關係	10	英文應用能力
2	知識[illegible]	[illegible]	創意
3	[illegible]	[illegible]	[illegible]作投入程度
4	責[illegible]	[illegible]	與同事相處
5	與[illegible]	[illegible]4	[illegible]溝通及表達技巧
6	準確及快[illegible]	[illegible]	普通話
7	中文應用能力	16	常識
8	懂得分配自己[illegible]工作時間	17	自律性
9	情緒管理	18	於壓力下的可靠性

與人相處

個人能力

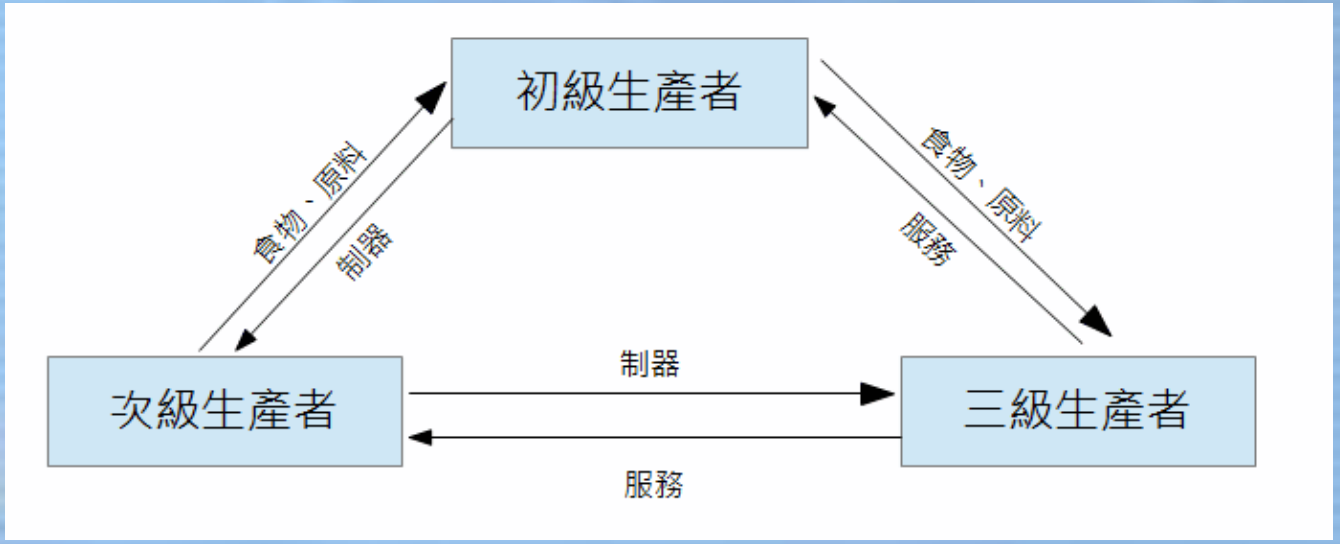
語文運用

工作表現

工作態度

生活與社會科
中一級合作計劃

- 從三級生產課題中，讓中一學生從VASK方面探索自己理想的職業。



S.3 English

Mapping My Future
(Oxford- Treasure Plus 3B)

五旬節聖潔會永光書院

Warm-up activity

01 **The RIASEC Test**

02 **Analysis**

03 **Group Discussion**

04 **Reflection**

五旬節聖潔會永光書院

The RIASEC Test

a personality test

R = Realistic

These people are often good at mechanical or athletic jobs. Good college majors for Realistic people are…

- Agriculture
- Health Assistant
- Computers
- Construction
- Mechanic/Machinist
- Engineering
- Food and Hospitality

Related Pathways

Natural Resources

Health Services

Industrial and Engineering Technology

Arts and Communication

S = Social

These people like to work with other people, rather than things. Good college majors for Social people are…

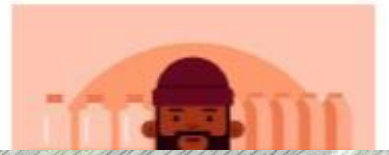
- Counseling
- Nursing
- Physical Therapy
- Travel
- Advertising
- Public Relations
- Education

Related Pathways

Health Services

Public and Human Services

Jobs suggested for REALISTIC people:	Jobs suggested for SOCIAL people:
• ambulance driver/ attendant	• athletic trainer • teacher • mental health counsellor
• athlete • barista	• nurse • _____ • _____ • _____



Group Discussion

Students' reflection

After doing the RIASES test, I find that I am a Social, Realistic and Artistic person. I am good at counseling and Educational etc. I agree that I like education and public relations. Because we always help for the each other and talk with each other. It suggested me to be a social worker, psychologist or nurse etc. But me don't like this both jobs. I am most interested in the communicate, cosmetology and construction etc, because I want to be a teacher or autor. For senior secondary elective subjects, I should choose bio, M2, phy. For diploma or degree courses, I want to major at bio. Because I like this sub very much. I will read more books about the bio and often talk to teacher. Ask her more knowledge to improve myself.

Writing

Writing task ***Letter of application***

For Careers Week, you will spend one week working in a position of your choice. Read the job advertisements on the Careers Week board display. Write a letter of application for ONE of the positions. Write about 200 words.

28/5/20

Junior Reporter

BBTV is looking for a junior reporter. You will interview many interesting people including celebrities!

You should have strong communication skills, be detail minded and motivated.

Send your application to Mr Raymond Chan at BBTV, 1 Castle Road, Tsim Sha Tsui, Kowloon.

28/5/20

Waiter/Waitress

Ding Ding Cafe is looking for a waiter/waitress to help out during breakfast and lunch hours.

You should be hard working, fluent in English and Putonghua, and a team player.

Applicants should send their CV and letter of application to Ms Tam at Ding Ding Cafe, 12 Wan Chai Street, Wan Chai, Hong Kong.

28/5/20

Production Assistant

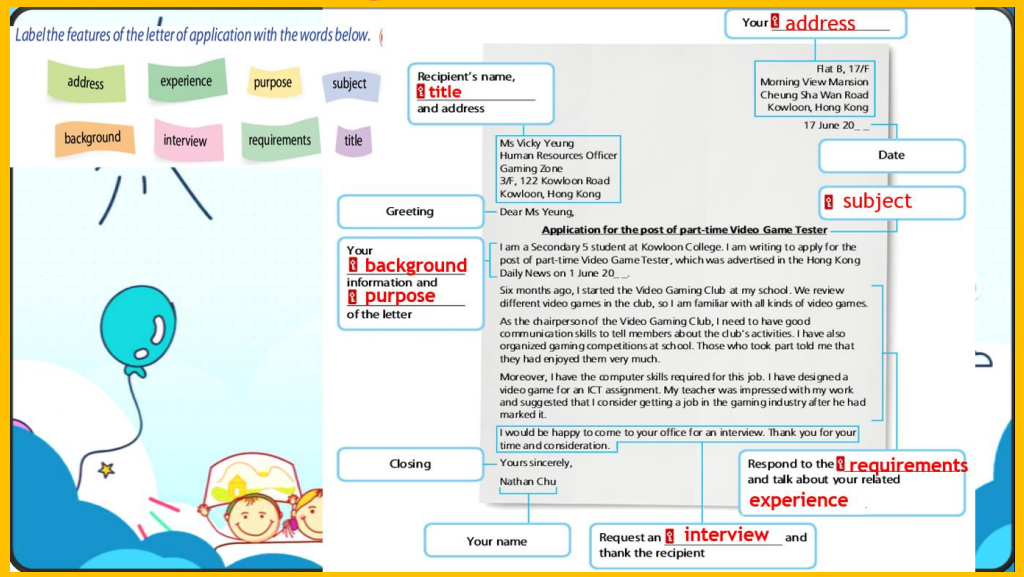
You will assist the director during the production of a film.

Candidates should be able to work under pressure, be independent and organized.

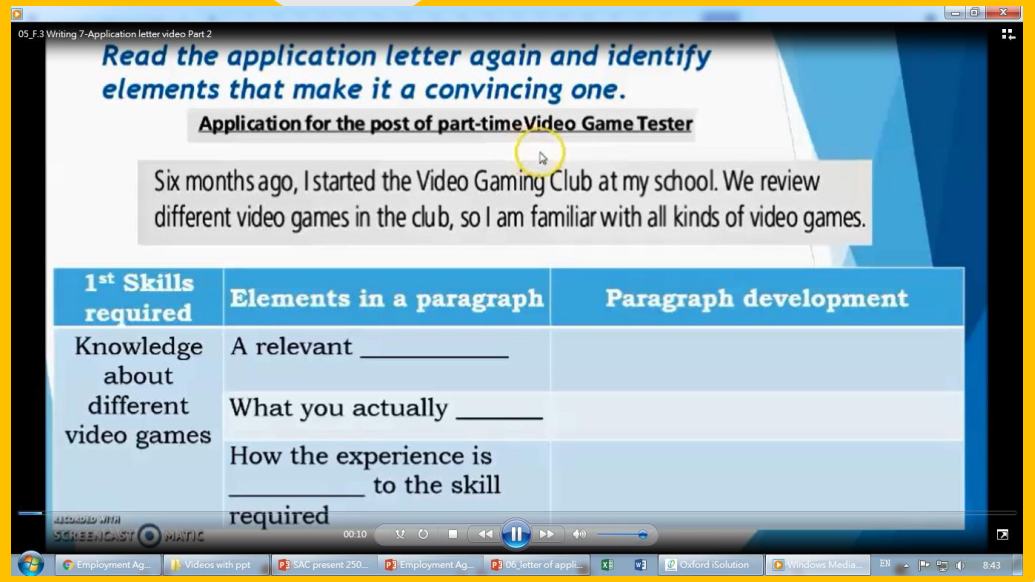
Please send your application to the Human Resources Manager at Peak Productions, 3 Fo Tan Street, Sha Tin, New Territories.

Writing support

ppt



Video



五旬節聖潔會永光書院

生命教育科

五旬節聖潔會永光書院

課題：知己知彼

透過職業類型測試、校友分享，認識自己性格特質及訂立生涯目標

配合個人輔導

五旬節聖潔會永光書院

2021-22 年度中三級

我的生涯規劃

姓名：_____

班別：_____（　　）

永光高中選修科目舉隅：（以下的選修科目只供參考，並非來年度學校必會開設的學科）

學習領域	選修科目
科學教育	生物／化學／ 物理
個人、社會及人文教育	中國歷史／地理／歷史／經濟／旅遊與款待／中國文學
科技教育	資訊與通訊科技／企業、會計及財務概論／設計與應用科技／健康管理與社會關懷
數學	代數與微積分 （M2）
體育與藝術教育	運動科學與體育／視覺藝術

測試後：

霍爾蘭職業類型測試：
https://bit.ly/3hYKnb2

1 根據霍爾蘭職業類型測試：

① 你屬於哪一類型？ 規律

② 你認為哪些性格特質最能夠形容你？
做事按部就班

③ 哪些職業配合你的職業性向類型？（寫出三個）
會計　金融　行政

④ 哪些高中科目配合你的職業性向類型？（寫出三個）
經濟　旅款　會計

2 測試的結果跟測試前自己的想法相同嗎？
相同 ○　大致相同 ●　不相同 ○

4 在本學年的第一個學期，你有何具體目標／行動（運用 SMART 目標設定法）以讓自己來年能成功修讀心儀的科目，為自己的將來作好準備？

S：明確詳盡	睇多D書，英文書！唔識就問㗎
M：可量度	入 band 2（40 - 60名）
A：現實能力可達到	全部小測考測 合格㗎
R：符合自己的情況	每星期用4~5日去溫習去復習（包做功課㗎）
T：有時間限制的	~~用2~3小時考~~（一年）

對談錄（一）

（由老師填寫）

			補充
1 學生清楚列出自己最想在高中修讀的學科。	✓ 完成	○ 未完成	
2 學生清晰了解自己的性格、興趣和能力，並以此來分析自己適合修讀的課程。	✓ 同意	○ 不同意	
3 學生有清晰及具體的行動以增加自己能成功修讀心儀科目的機會。	○ 同意	✓ 不同意	
4 學生訂立學習目標和思考前路遇到困難。	✓ 同意	○ 不同意	

面見老師：_____

6

五旬節聖潔會永光書院

課題：我的羅馬路

從興趣探索選科，延伸探索未來職業及訂立生涯發展路向

活動一:我最欣賞的人(將以下題目的分享寫在成長冊)

- 誰是你最欣賞的人物？
  - 你最欣賞他/她的性格特質是什麼？
  - 試分享例子，說明他/她如何展現這些性格特質。
  - 他/她對你有沒有什麼影響？如有，那會是什麼方面？
  - 你最想學習他/她的是甚麼？

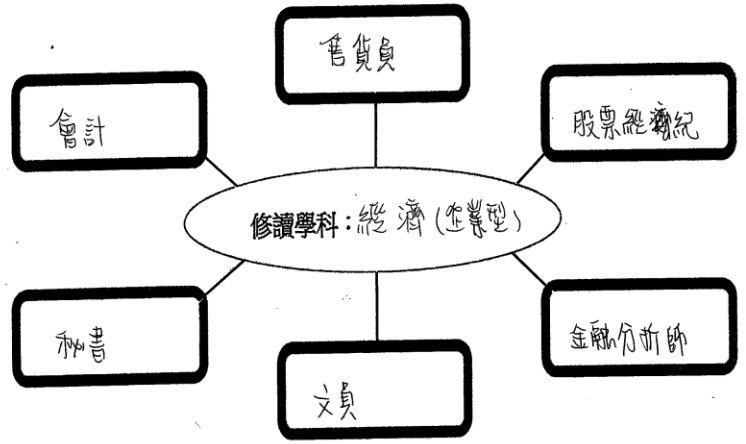
五旬節聖潔會永光書院

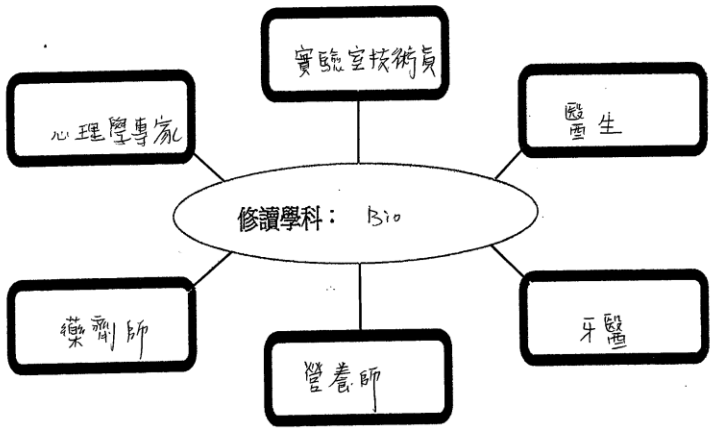
配合個人輔導

我的學科出路圖

選修科(一)

在本頁上繪畫你有意修讀的**第一個選修科**的出路圖。請仔細思考修畢學科後可以從事的工作或範疇。





對談錄（二）

（由老師填寫）

			補充
1 學生對選修科_____有深入了解	○ 同意	○ 不同意	
2 學生對選修科_____有深入了解	○ 同意	○ 不同意	
3 學生對選修科_____有深入了解	○ 同意	○ 不同意	
4 學生清楚選修科的就業出路	○ 同意	○ 不同意	
5 學生明白未來職業的多樣化	○ 同意	○ 不同意	
6 學生了解修讀不同的選修科可影響未來升學或就業	○ 同意	○ 不同意	
7 學生有為自己訂立的目標採取確切行動	○ 同意	○ 不同意	

面見老師：_____

五旬節聖潔會永光書院

如何融入生涯發展元素

- 捨難取易：從升就組老師任教科目起始
- 互惠互利：揀選合適生涯發展元素增潤該課題內容
- 成效表揚：肯定努力成果

22-23年開展課程			
學科	**級別**	**課題**	**生涯發展元素**
數學	中五	離差的量度	運用統計工具框線圖，分析校內成績及文憑試分數的關係，估算個人成績
生活與社會	中一	三級生產	專題研習：讓學生從VASK方面探索自己理想的職業，並進行匯報
中文	待定		

BM7 與學校課程聯繫的生涯發展

- 滲入不同學科課程
- 獨立生涯發展課程
- 全方位學習/課外活動
- 連繫BM6個人生涯輔導
- 教師專業發展培訓(HKBM培訓課程、共備協作、VASK咭、CV360)

全面滲透
生涯發展元素
入學校

五旬節聖潔會永光書院

Thank you!
五旬節聖潔會永光書院

THE CHURCH OF CHRIST IN CHINA
KUNG LEE COLLEGE

CLAP@JC - HKBM
Online Symposium 2022-10-19

Mr. LAU Kin Man, Paris (Assistant Principal)
Mr. NG Wai Lam, William (Panel Head of English Department)

Whole school approach to linking CLD with curriculum

Incorporated CLD concepts in school's curriculum design in two main directions:

HKBM#7: Linking Curriculum Learning to Career and Life Development

Stand-alone CLD curriculum

- Career and life planning (EDB)
- Experiential Learning/ OLE

Deliver career learning through a standalone curriculum within timetable, complemented with experiential learning/ OLE activities.

Subject infusion

Incorporating career-related learning within KLAs

- English
- Entrepreneurship PBL (across curriculum)

Elements of CLD and workplace learning are infused in school subjects and across curriculum to develop students' CLD competencies

“Linking CLD with curriculum - Subject infusion”:

Section 1 Developing entrepreneurship skills across curriculum
跨課程培養創業技能
(First piloted in senior secondary and then adapted to junior secondary)

Section 2 Life planning in the 21st century: An integrative English curriculum
二十一世紀的生涯規劃：綜合英語課程
(senior secondary)

Social Entrepreneurial Project Learning (SS)

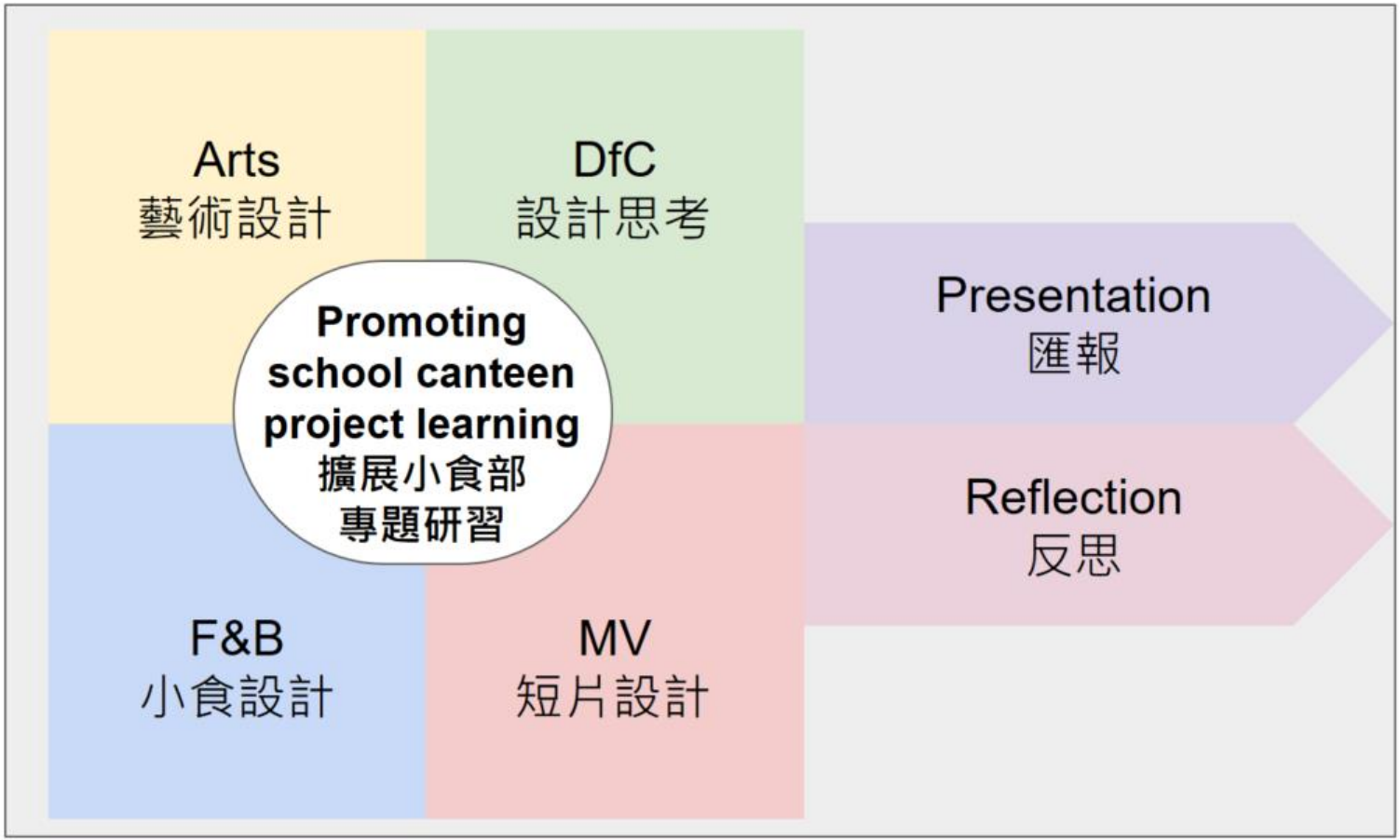
Duration: 1 Week

Target: Secondary 4 Students

The project aims to:

- raise students' awareness of and care for the needs of the school community – i.e. Our canteen [Social Entrepreneurship];
- develop students' career and life development skills such as problem-solving,leadership and management skills by integrating and applying knowledge and skills across selected KLAs [Project Learning]; and
- develop students' understanding of 6C's attributes through the exploration process and self-reflection [6C's of Education]

Promoting school canteen by designing multimodal products
擴展小食部專題研習



THE CHURCH OF CHRIST IN CHINA
KUNG LEE COLLEGE

Schedule

	Monday (7/6)	Tuesday (8/6)		Wednesday (9/6)		Thursday (10/6)		Friday (11/6)
1	Warm-Up (NWL,CKT) *Mini Hall*	Gp A (Arts) *VA Rm*	Gp B (F&B) *Kitchen*	Gp A (F&B) *Kitchen*	Gp B (MV) *MMLC 1*	Gp A (MV) *MMLC 1*	Gp B (Arts) *VA Rm*	Preparation Time
2	Intro & Pre-test *Mini Hall*							
3	Define Problem *Mini Hall*							Showcase
4	Recap & Group (Tutor) *Mini Hall*				Gp B (Arts) *VA Rm*	DfC Plan & Mindmap *Mini Hall*		Self-evaluation
5	SCAMPER (Coordinator) *Mini Hall*							6C's Report *Mini Hall*
6	2C Reflection *Mini Hall*	2C Reflection *VA Rm (Gp A)* *Kitchen (Gp B)*		2C Reflection *Kitchen(Gp A)* *VA Rm(Gp B)*		2C Reflection *Mini Hall*		

THE CHURCH OF CHRIST IN CHINA
KUNG LEE COLLEGE

Framework of Entrepreneurship Programme

Entrepreneurial Project Learning (JS)

Duration: 1 Week

Target: Secondary 1 Students

The project aims to:

- raise students' awareness of entrepreneurship and business operations [Entrepreneurship];
- develop students' career and life development skills such as problem-solving,leadership and management skills by integrating and applying knowledge and skills across selected KLAs [Project Learning]; and
- develop students' understanding of 6C's attributes through the exploration process and self-reflection [6C's of Education]

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CENTRAL MARKET
教大 秋色 小市集
17-18 September 2022
11:00am - 8:00pm
JOYERÍA
MINI FAIR

THE CHURCH OF CHRIST IN CHINA
KUNG LEE COLLEGE

		Mon 5/9	Tue 6/9	Wed 7/9	Thu 8/9	Fri 9/9
	0800-0815	Morning Assembly / Reading Session / Class Teachers Period				
1	0815-0855	Project Introduction	Creative Arts Workshop	Creative Arts Workshop	Creative Arts Workshop	Mentor Session + Video - Briefing on Social Media Marketing + Discussion
2	0855-0935	Mentor Session + Video - Briefing and Tips on Business Plan				
3	0935-1015					
	1015-1035	Recess				
4	1035-1115	Video – Briefing on Business Plan + Discussion	Creative Arts Workshop	Creative Arts Workshop	Creative Arts Workshop	
5	1115-1155					
6	1155-1235					

What is a business plan?甚麼是商業計劃書?

A business plan is a document that defines in detail a company's objectives and how it plans to achieve its goals. A business plan lays out a written road map for the firm from marketing, financial. and operational standpoints.

Operational plan 行政規劃

What is the name of our booth? 攤位名稱?

Division of labour 分工?

- who is the general manager? 誰是總經理?
- who is the head of operation? 誰是行政主管?
- who is the head of finance? 誰是財務主管?
- who is the head of marketing? 誰是市場推廣主管?

Marketing plan 市場推廣規劃

What are the prices of our products? 產品的價格是?

THE CHURCH OF CHRIST IN CHINA
KUNG LEE COLLEGE

eduhk_eieu • 追蹤
The Education University of Hong Kong

eduhk_eieu 教大．秋色．小市集EdU Autumn Mini Fair

攤位Stall: 公理．秋色．寶盒
攤位號碼Stall No.: B9

我們是一群中華基督教會公理書院的中一學生。這次由我們設計的「公理秋色寶盒」除了有Decoupage小木盒、卡片及筆記簿，還收藏了這幾星期來我們參與創業教育工作坊的珍貴回憶（例如我們邊剪貼邊聊天/唱歌！）。希望買下秋色寶盒的大家，也可以透過我們手製的筆記簿及卡片，記下各位的珍貴回憶，創造出屬於你們的、獨一無二的時間寶盒!

****
EIEU 將於9月17至18日喺中環街市舉辦小市集，四十多個由教大同學、校友及本地學校經營的攤位，售賣過百款本土工藝作品、自家製文創產品、STEM產品、特教遊戲、衣服及配飾等。教大

the_tfsystem_和其他人都說讚
1 天前

entrepreneurshiplearning
地點：中環街市1/F
時間：11am-8pm
日期：2022年9月17-18日
（週六及週日）
手繪小本子and心意卡
#手工 #手做 #繪畫 # #繪畫創作 #創意手作 #創意 # # #貓咪 #貓貓 # #

entrepreneurshiplearning My box is découpaged with rainbow flags and angels.In this box,I can put pictures of my family.When I open it,I will feel happy!

#cindy #decopage #artwork #art #lgbt #lgbtq #crafts #box #decoupagebox

4週 翻譯年糕

(A) Tick the appropriate boxes to rate your performance during the entrepreneurial learning activi

	Excellent	Good	Average	Below Average	Reasons for your rating (Please give examples)
Communication (溝通)		✓			We all had a chance to interact with customers and make sales.
Collaboration (協作)		✓			Everyone worked well together and switched roles every once in a while so things went smoothly.
Creativity (創意)	✓				~~Enjoy~~ Created a bunch of arts and designs.

(B) Answer the following questions about your experience in the entrepreneurial learning activity.

1. Which part do you find the most enjoyable? Why?

I find ~~like~~ interacting with customers and working together most enjoyable because it was really fun and ~~defined~~ definately a learning experience.

2. In which area do you appreciate yourself the most? Why?

I appreciate that I was able to work with my teammates so that everything went smoothly because without teamwork, things can end in disasters.

5. What have your learned most in this activity?

I have learned to have faith, in all honesty — I didn't believe that we would make any sales but we ended up selling alot! ~~This~~ This was a genuinely fun experience and I hope to do something similar again.

Life planning in the 21st century: An integrative English curriculum
二十一世紀的生涯規劃：綜合英語課程

Section 2

2.1. Section objectives

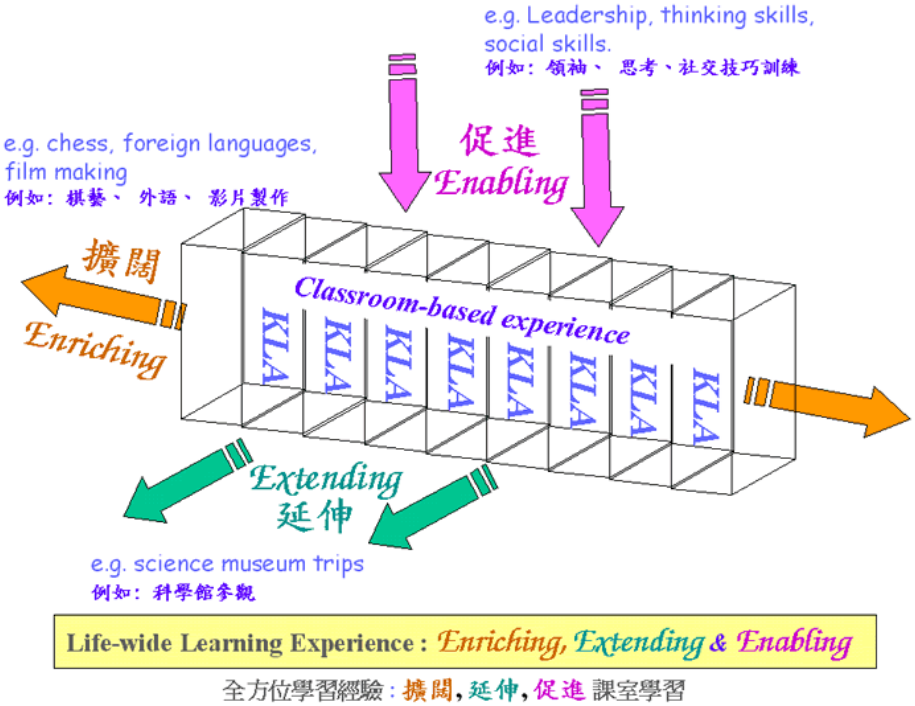
1. To highlight relevant CLD concepts

2. To reflect upon the implementation

2.2. Maps of infused CLD concepts

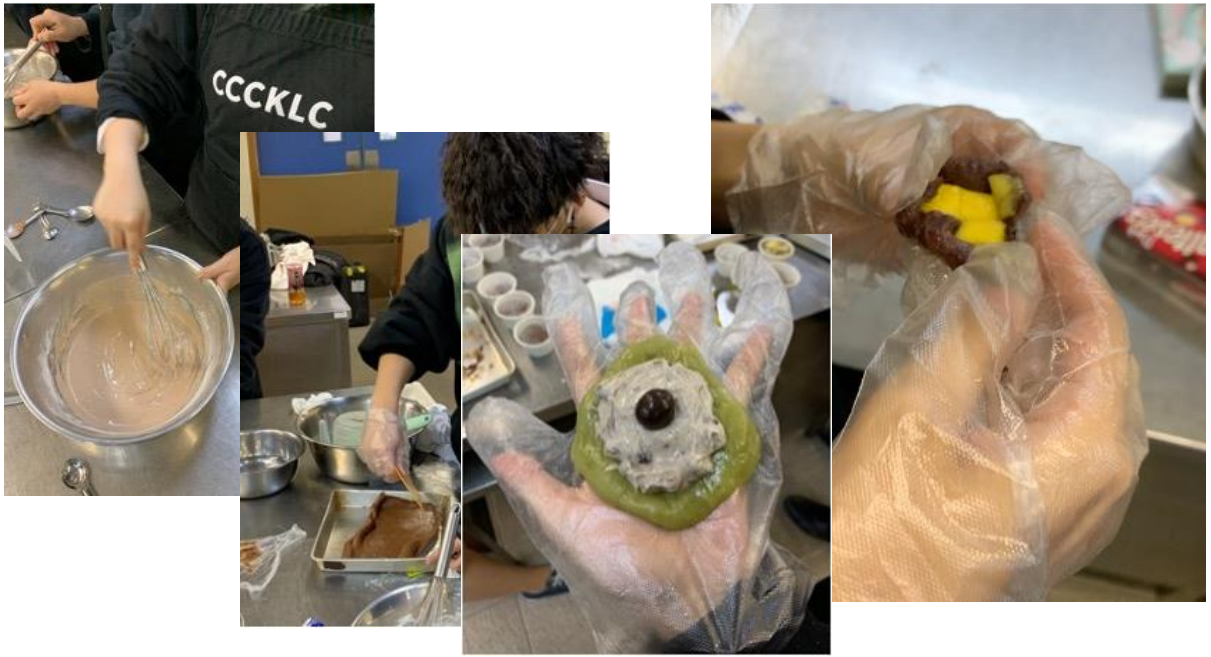
1. Life-wide learning
2. Life-planning framework
3. 21st century skills
4. Value, Attitude, Skills and Knowledge (VASK)

2.2.1. Life-wide learning with EDB LLSS

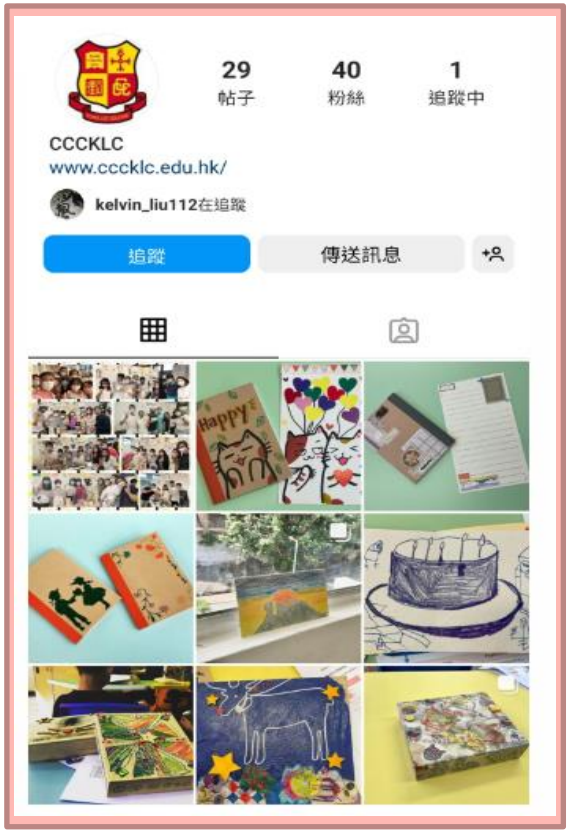


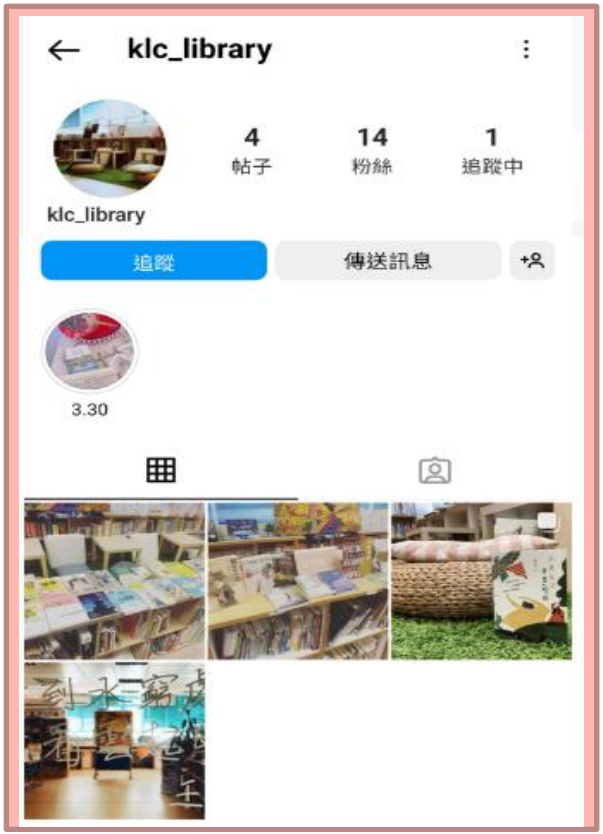
- **As a response to:**
  - students' experiences
  - diverse learning needs
  - previous course reviews
- **In consideration of:**
  - students' interests
  - students' needs
  - students' confidence
  - the College's S.O.A.R.
  - alignment with target content knowledge and language skills

2.2.1. Extending - Making mochi with a twist



2.2.1. Enabling & Enriching - Becoming a KOL

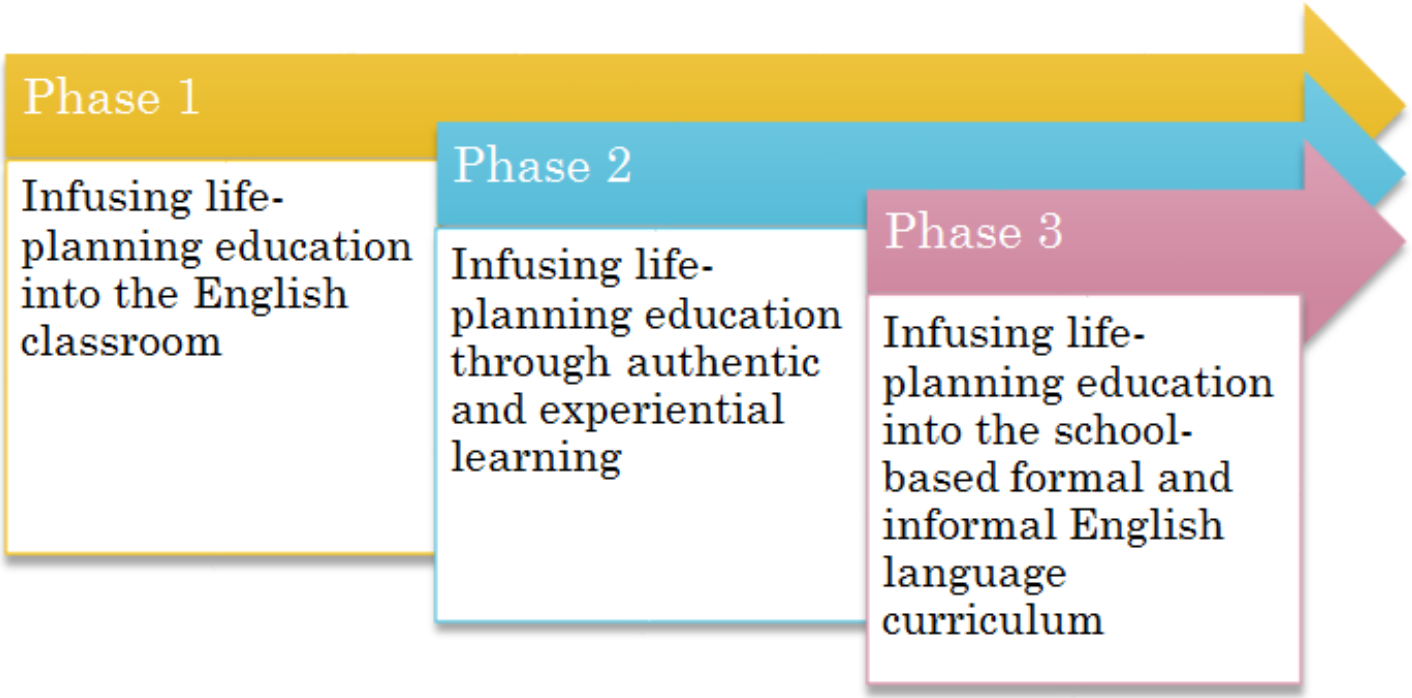




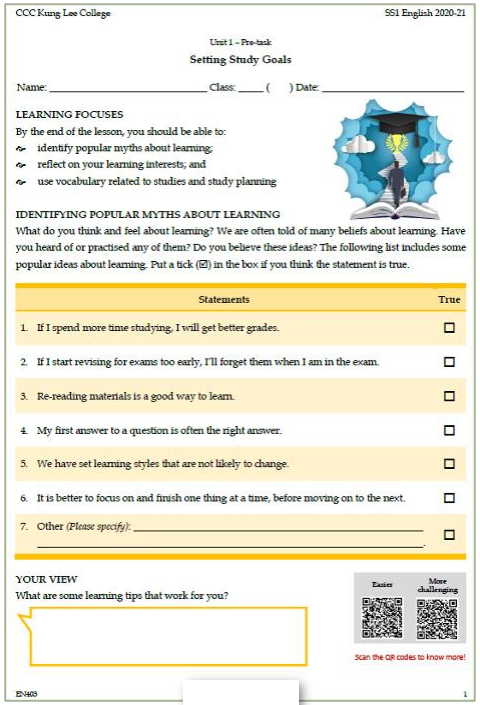
2.2.2. Career and Life Development with EDB LLSS

- <u>As the consolidation of</u>
  - CLD as an integral part
  - curricular coherence & progression
  - students' CLD reflection
  - the relevance to students' life
  - the panel's familiarity with CLD ideas
- <u>With the support from</u>
  - EDB LLSS officer
  - EDB life-planning references
  - Career guidance teachers
  - CLAP references
  - English and other teachers
  - the College's community network

2.2.2. Coherent progression of CLD



2.2.2. Mapping CLD elements with existing tasks



CCC Kung Lee College — S5I English 2020-21

Unit 1 - Pre-task

Setting Study Goals

Name: _____ Class: ____ ( ) Date: _____

LEARNING FOCUSES

By the end of the lesson, you should be able to:

- identify popular myths about learning;
- reflect on your learning interests; and
- use vocabulary related to studies and study planning

IDENTIFYING POPULAR MYTHS ABOUT LEARNING

What do you think and feel about learning? We are often told of many beliefs about learning. Have you heard of or practised any of them? Do you believe these ideas? The following list includes some popular ideas about learning. Put a tick (☑) in the box if you think the statement is true.

Statements	True
1. If I spend more time studying, I will get better grades.	☐
2. If I start revising for exams too early, I'll forget them when I am in the exam.	☐
3. Re-reading materials is a good way to learn.	☐
4. My first answer to a question is often the right answer.	☐
5. We have set learning styles that are not likely to change.	☐
6. It is better to focus on and finish one thing at a time, before moving on to the next.	☐
7. Other (*Please specify*): _____	☐

YOUR VIEW

What are some learning tips that work for you?

Easier / More challenging

Scan the QR codes to know more!

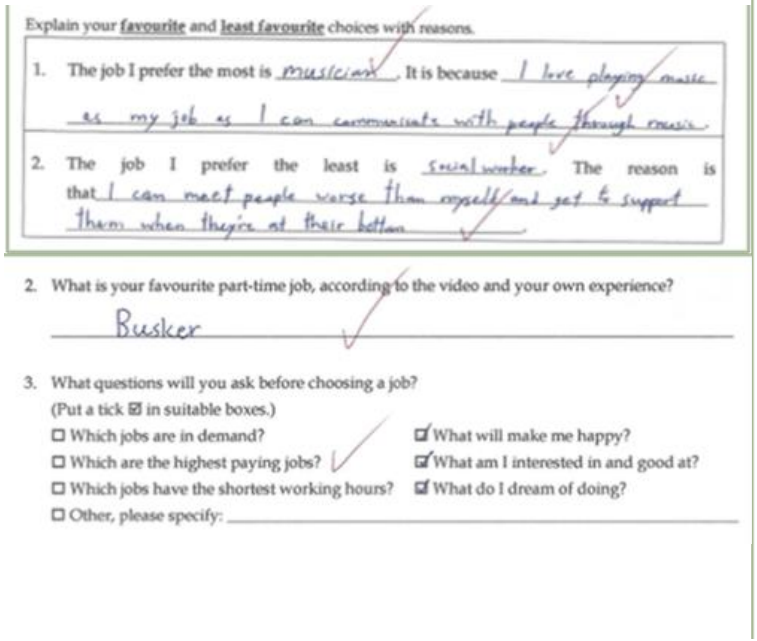
EN403 1

S4

LPE Elements	Implementation Strategies	Corresponding Activities
1 **Self-understanding and Development** - to understand one-self and the impact of external influences	In response to the expected learning goals of the first element, the team incorporates in the curriculum various multimodal activities which assist students in (1) better grasping personal achievements, qualities, abilities and career aspirations; and (2) exploring the existence of stereotypes about certain careers. Our school-based English curriculum provides students with opportunities to **reflect on their personal qualities and career aspirations**. Strategies adopted from secondary four to six include acquiring vocabulary of personal qualities, reading visual and written texts of different individuals' life stories and of different careers, accompanied with reflective questions. The select texts for the curriculum also present typical misconceptions or behind-the-scene stories about the career in question. Through acquiring respective language skills, they are developing a habit of reflecting upon themselves in terms of personal growth and career choice. Besides, these strategies facilitate students' process of exploring the existence of stereotypes about certain careers.	- Creating and presenting the recipes of local food for people - Discussing texts the qualities of being a KOL - Attending sharing sessions delivered by different guests on personalities and work - Writing a short reflection upon potential paths to pursue as a career
2 **Career Exploration** - to investigate options (opportunities and constraints) of learning and work	For the second element of life planning education, our English curriculum collaborates with our school-based career guidance programme (CGP) instructors as well as the school's church and business network in order to offer experiential learning activities for our students. Students will have **hands-on opportunities to create food, promotional videos, and graphic designs**, with the guidance of experts in respective fields. Through utilising the school's network to provide students with favourable experiences, the English language curriculum implements the second LPE element's goals which are (1) to develop positive concepts, attitudes and values about career and work; (2) to develop the ability to explore things and seek guidance around; and (3) relate and integrate learning outcomes from career related experiences or work-based learning into exploration of study, training and work options.	- Attending local food cooking workshops - Attending food recipe design workshops - Promoting the local food in KOL-style via social media - Designing packaging for the food made for the Open Day - Attending sharing sessions given by guests from various fields on work experience
3 **Career Planning and Management** - to make decisions, formulate and act out plans to manage changes and transition in learning and work	Our curriculum answers the third element of life planning education through carrying out while- and post-activity feedbacks and reflections so as to assist students in (1) establishing learning or career goals/aspiration; (2) setting tentative occupational preference and related study/training targets; (3) understanding, selecting and applying decision making techniques; and (4) developing and mastering generic and employability skills that prepare them for transition to work. Through the aforementioned experiential learning activities, students will **receive feedbacks and comments on their products from experts of different industries**. Moreover, they are **developing language skills, social and communication skills, technical skills** (e.g. cooking, promotion, design, etc.) through these learning processes. With the help of teachers and experts, these experiences and reflections also equip them with better knowledge of deciding for themselves in terms of personal growth and career choices. Students will thus proceed to the life planning component in secondary six with informed confidence.	- Attending local food cooking workshops - Asking the guests questions about career path during the sharing sessions - Interviewing designers for their journey of being a graphic designer & feedback on their packaging design - Writing recounts of the Open Day which will be published in the school

S5

2.2.2. Mapping CLD elements with existing tasks



Explain your **favourite** and **least favourite** choices with reasons.

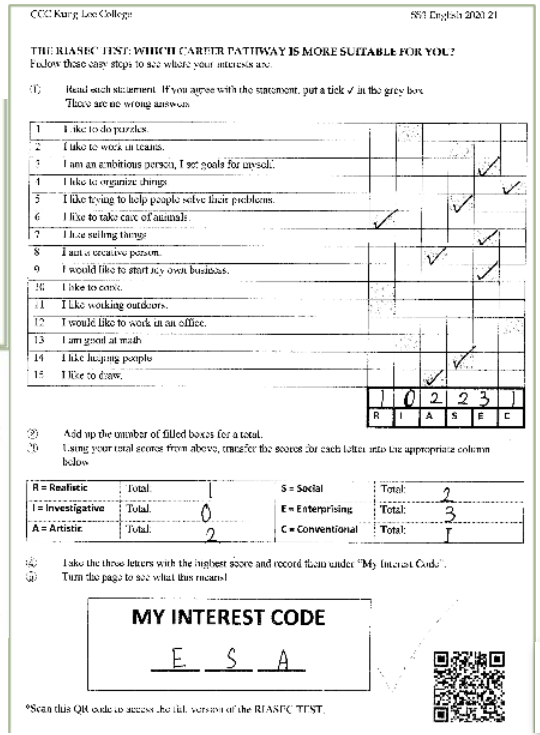
1. The job I prefer the most is musician. It is because I love playing music as my job as I can communicate with people through music.
2. The job I prefer the least is social worker. The reason is that I can meet people worse than myself and get to support them when they're at their bottom.

2. What is your favourite part-time job, according to the video and your own experience?

Busker

3. What questions will you ask before choosing a job?
(Put a tick ☑ in suitable boxes.)

- ☐ Which jobs are in demand?
- ☐ Which are the highest paying jobs?
- ☐ Which jobs have the shortest working hours?
- ☑ What will make me happy?
- ☑ What am I interested in and good at?
- ☑ What do I dream of doing?
- ☐ Other, please specify: _____



CCC Kung Lee College — S5 English 2020 21

THE RIASEC TEST: WHICH CAREER PATHWAY IS MORE SUITABLE FOR YOU?

Follow these easy steps to see where your interests are.

① Read each statement. If you agree with the statement, put a tick ✓ in the grey box. There are no wrong answers.

1	I like to do puzzles.					
2	I like to work in teams.				✓	
3	I am an ambitious person, I set goals for myself.				✓	✓
4	I like to organize things.					
5	I like trying to help people solve their problems.			✓		
6	I like to take care of animals.	✓				
7	I like selling things.				✓	
8	I am a creative person.			✓		
9	I would like to start my own business.				✓	
10	I like to cook.					
11	I like working outdoors.					
12	I would like to work in an office.					
13	I am good at math.				✓	
14	I like helping people.			✓		
15	I like to draw.		✓			
		1	0	2	2	3	1
		R	I	A	S	E	C

② Add up the number of filled boxes for a total.

③ Using your total scores from above, transfer the scores for each letter into the appropriate column below.

R = Realistic	Total: 1	S = Social	Total: 2
I = Investigative	Total: 0	E = Enterprising	Total: 3
A = Artistic	Total: 2	C = Conventional	Total: 1

④ Take the three letters with the highest score and record them under "My Interest Code".

⑤ Turn the page to see what this means!

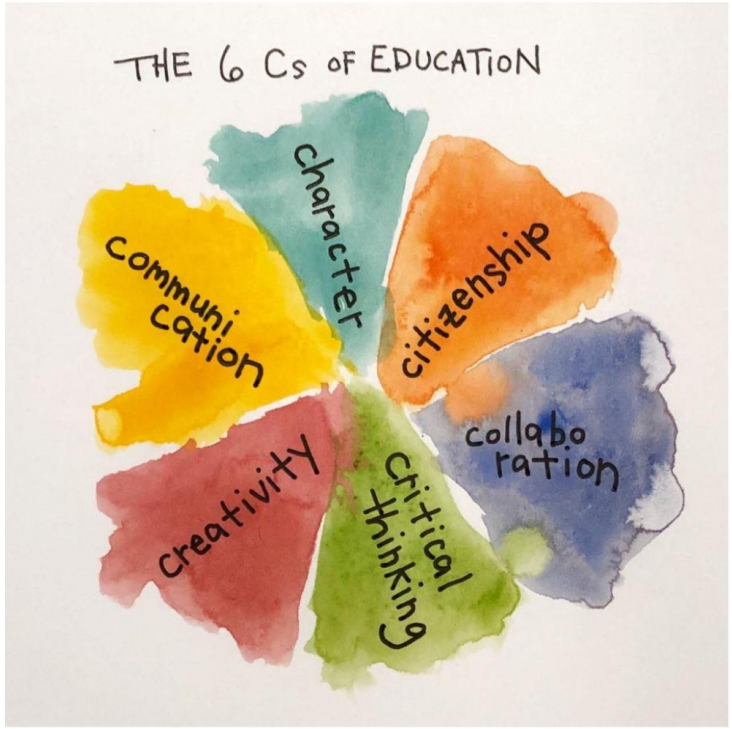
MY INTEREST CODE

E S A

*Scan this QR code to access the full version of the RIASEC TEST.

S6

2.2.3. 21st century skills



2.2.4. Values, Attitudes, Skills and Knowledge

Interacting with experts

Post-Sharing Reflection

Name: _____ Class: ____ ( ) Date: _____

LEARNING FOCUSES

- Writing a reflective blog entry about the learning experience
- Describe personal values, attitudes, skills and knowledge

SITUATION

After attending the guest speaker's sharing session, you are asked to write a blog entry about the experience and some VASK (values, attitudes, skills and knowledge) that you have or want. Your teacher has prepared some tasks to assist you in drafting the entry.

WARM UP

In pairs, briefly tell the details of the sharing session to each other. You may use the 5W1H mind map to help you recall the details.

DISCUSSION

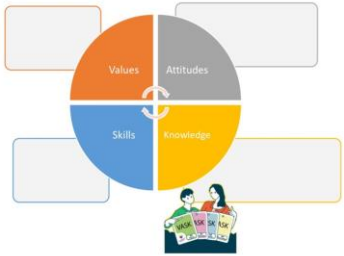
Think of ONE memorable moment in the sharing session. Did you like this learning experience? Circle the appropriate level using the rating scale below.

What was the experience about?

I am giving this experience the above reaction because…

ACTIVITY

What were some of your values, attitudes, skills, knowledge reflected in this experience? In groups, choose THREE values, attitudes, skills and knowledge from the ENOW cards. Write them in the correct boxes below. Share with the class why these VASK were recognised in this experience.



LIFE-PLANNING CORNER

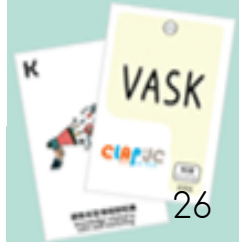
After recognising your own VASK, brainstorm and review your personal learning and development from this experience. Use the questions and prompts below to help you:

- What did you learn from this experience? *(VASK? New information? Pros and Cons of the job?)*
- If you could go through the experience again, what would you change? Why?

- After recognising the VASK in you, what do you want to achieve in the future?

Future goal

- How would you transfer your VASK to your goal?



2.3. Reflection & Way Forward

1. **Learning & Teaching**
   - The variety of content and activities
   - Post-task CLD debriefing and facilitation
2. **Curriculum**
   - Establishing a stable CLD network at the subject level
   - Furthering a closer alignment with the HKDSE syllabus
   - Applying CLD experience to JS curriculum
3. **Whole-school level**
   - Regular review on the utilisation of optimised periods

Thank you!