

## 6 Activity Design

### 6.1 Time

Referring to the experience of project team, the total number of training hours should be 7.5 hours, with five sessions carrying 1.5 hours each. Under the suggested arrangement, schools may adjust the time for training according to the duration of lessons, provided that the time for each session is equivalent to that of two lessons. If schools are unable to satisfy with the requirement to arrange 1.5 hours session, as an alternative, they may increase the number of sessions to at most eight. In the meantime, school-based arrangement should also be made according to the class schedule, for example, the training can be scheduled during the assembly, class teacher lesson, subject lessons, other learning lessons or after school.

The content design of the training project found its basis on three components, including “self-understanding and development”, “career exploration” and “career planning and management”, in order to develop NCS students’ ability in life planning.

**Table 1 Training topics**

<b>Sessions</b>	<b>Hours</b>	<b>Topics</b>	
1 <sup>st</sup> session	1.5 hours	Self-understanding and development	Pre-test
2 <sup>nd</sup> session	1.5 hours	Self-understanding and development	Career exploration
3 <sup>rd</sup> session	1.5 hours	Career exploration	
4 <sup>th</sup> session	1.5 hours	Career exploration	Career planning and management
5 <sup>th</sup> session	1.5 hours	Career planning and management	Evaluation and post-test

## 6.2 Lesson Design

The lesson design for each training session should be consisted of four components, including “introduction of the content and focus”, “ice-breaking games”, “life planning evaluation tools” or “life planning activities and debriefing”, and “conclusion”. For the 1.5 hours training session, it must have at least the “introduction of the content and focus”, “ice-breaking games”, at least two “life planning evaluation tools” or “life planning activities and debriefing”, and “conclusion”. If the training session is shorter than 1.5 hours, teachers may make arrangement to the lesson design, such as excluding one “life planning evaluation tool” or “life planning activities and debriefing”.

### Example of rundown design for training project

**Date:** To be confirmed by the school

**Time:** 1.5 hours or two lesson periods or other learning experience lesson

**Venue:** Classroom / Activity Room

**Rundown:**

<b>Duration</b>	<b>Activity</b>
<b>5 minutes</b>	1. Introduction of the content and focus
<b>20 minutes</b>	2. Ice-breaking games
<b>20 minutes</b>	3. Life planning tools or activities I
<b>10 minutes</b>	4. Debriefing
<b>20 minutes</b>	5. Life planning activity II
<b>10 minutes</b>	6. Debriefing
<b>5 minutes</b>	7. Conclusion

For training session with less than 1.5 hours, teachers may exclude those activities highlighted in gray.

### 6.3 Life planning tools and activities

**Table 2 Table of life planning tools and activities**

Activity	Name of Activity	Three components of life planning			Pages
		Self-understanding	Career exploration	Career planning and management	
<b>Ice-breaking</b>					
A	Rub and Draw	✓			
B	Test your Memory–Understanding your learning style	✓			
C	Video sharing of hare the dreams	✓			
<b>Life planning tools</b>					
D	Career development efficiency inventory (pre-test and post-test)	✓			
E	Holland Code (RIASEC) test	✓			
<b>Life planning activities</b>					
F	Draw my life	✓			
G	Build a bridge	✓			
H	Match of animals	✓			
I	HSIC 2.0	✓	✓		
J	Application form for work experience		✓	✓	
K	Career exploration – fashion designer		✓		
L	Career exploration – lawyer		✓		
M	Career exploration – entrepreneur		✓		
N	Career exploration – accountant		✓		
O	Career exploration – doctor		✓		
P	Make your own decision.....			✓	
Q	Matching work-values				
R	5 steps of critical thinking			✓	
S	Life planning mind map			✓	
T	Emoji Jenga			✓	
U	A letter to your future self			✓	

### **6.3.1 Ice-breaking activities**

With an aim to engage and motivate NCS students, the project team designed a series of ice-breaking games to facilitate their development at different stages and pinpoint the theme of training.

When designing the activities, teachers should consider the most suitable way in highlighting the theme, and determining the objectives, themes and goals of the activity. The goals should fulfil the S.M.A.R.T. criteria - “Specific”, “Measurable”, “Achievable”, “Realistic” and “Timely”.

Some examples of ice-breaking activities are:

- Activity A Rub and Draw
- Activity B Test your memory – Understanding your learning style
- Activity C Videos sharing of share your dreams

## Activity A: Rub and Draw

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group (3-4 students)

### Duration

20 minutes

### Materials

Clay, photos (annex 2)

### Objectives

- Promote self-understanding and appreciation of a person's strengths and weaknesses

### Lesson Plan

Duration	Details	Materials
5 minutes	<p><b>Introduce the activity</b></p> <ol style="list-style-type: none"> <li>1. 3 to 4 students should form a group, with each of them being assigned as A, B, C and D.</li> <li>2. Each time a group should assign a representative as required (student A, B, C or D)</li> <li>3. The staff would show the photos to the respective student. After returning to their group, the students need to tell their groupmates what they see in the photo and the groupmates would have to build the figure using the clay provided.</li> <li>4. All teammates should stand up to indicate that they have finished making the figure. The staff would check and rate the work.</li> </ol> <p>The activity could repeat 2-3 times (depending on the students' progress and activity duration)</p>	
5 minutes	<p><b>Demonstration</b></p> <p><b>Q&amp;A</b></p> <p><b>Distribute materials</b> Each group will be given a box of clay</p>	Clay
10 minutes	<p><b>Activity</b> First round: photo Second round: photo Final round: imagination – your dream</p>	Photos

### Instruction for debriefing

1. Teachers may invite students to share if they have any insights about themselves or their teammates from the activity?
2. What impact does the activity have on working with others and pursuing your dreams?

## Activity B: Test your memory – understanding your learning style

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group (3-4 students)

### Duration

20 minutes

### Materials

50 vocabulary items (annex 3), audio tapes, A4 paper, pen

### Objectives

- To help students explore their learning style

### Lesson Plan

Duration	Details	Materials
5 minutes	<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. Provide 50 vocabulary items in different languages relating to various topics</li> <li>2. Teachers can conduct three rounds of the activity in different approaches                             <ul style="list-style-type: none"> <li>• First round: Students are given 10 seconds to read the 50 vocabulary items</li> <li>• Second round: Students should group in pair. The 50 vocabulary items would be read aloud by the staff or played on an audio.</li> <li>• Third round: Students should group in pair and write the vocabulary items on the paper</li> </ul> </li> <li>3. Test if different groups are able to memorise the 50 vocabulary items in order °</li> </ol>	
5 minutes	<p><b>Q&amp;A</b></p> <p><b>Distribute materials</b></p> <p>First Round: N/A</p> <p>Second Round: N/A</p> <p>Third Round: A4 paper, pen</p>	50 vocabulary items
10 minutes	<b>Activity Time</b>	

### Instruction for debriefing

1. In which round would you be able to memorise the most vocabulary items? And why?
2. Introduce the seven learning styles
3. Which learning style did you apply during the activity?

### Activity C: Videos sharing of sharing the dreams

**Components of life planning**

- Self-understanding and development
- Career exploration
- Career planning and management

**Grouping**

- Individual
- Group

**Duration**

10 minutes

**Materials**

21 1-minute videos about pursuing dreams (annex 4)

**Objectives**

- Students could feel relevant to the videos and be inspired to pursue their dreams

**Lesson Plan**

Duration	Details	Materials
2 minutes	<p><b>Introduction</b> Background: Caritas Jockey Club Integrated Service For Young People – Wong Tai Sin, an unit under Caritas Youth and Community Service, has participated in UNICEF HK “Believe in zero, make a video” 2014 and 2015, in which NCS secondary students have created a total of 21 videos to share about their dreams.</p>	
5 minutes	<p><b>Playing the videos</b> The teachers can play 4-5 videos which may be suitable and inspiring to the students.</p>	Video clips
3 minutes	<p><b>Debriefing</b></p>	

**Instruction for debriefing**

1. Which of the videos is the most remarkable to you?
  2. How do you feel about the video?
- Would you share your dreams with others as the producers did?

### **6.3.2 Life planning assessment tools**

In order to evaluate and understand the confidence of NCS students in career development, the project team provides various life planning assessment tools for students to facilitate the evaluation.

The project team suggests arranging the pre-test and post-test of Career Development Self-efficacy Inventory at the first and last session of the training course. After consolidating the relevant data from the pre-test and post-test, teachers may communicate such information to the school for overseeing the life planning needs of all students or individuals. The tools can effectively assist the students with the preparation of their career development.

Examples of life planning assessment tools are listed below:

- Activity D Career Development Self-efficacy Inventory (pre-test and post-test)
- Activity E Holland Code (RIASEC) test



### Activity D: Career Development Self-efficacy Inventory (Pre-test and post-test)

#### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

#### Grouping

- Individual
- Group

#### Duration

15 minutes

#### Materials

Career Development Self-efficacy Inventory (pre-test and post-test) (downloadable at [http://web.hku.hk/~life/en/en\\_rp\\_sei.htm](http://web.hku.hk/~life/en/en_rp_sei.htm)), pen, correction fluid or correction tape

#### Objectives

- To evaluate students' confidence in career development

#### Lesson Plan

Duration	Details	Materials
3 minutes	<p><b>Introduction</b></p> <p>Teachers introduce the students to Career Development Self-efficacy Inventory. Using the inventory, the students would be able to review their confidence in the six aspects of career development, including career planning, career and relationship between opposite sexes, opportunities for vocational training, preparation before job hunting, looking for jobs and setting career goals.</p> <p>Students are required to complete this form in the beginning and in the end of this project in order to indicate their transformation.</p> <p>There are in total of 24 questions in the Career Development Self-efficacy Inventory. Students need to rate each question on a scale of 1 (least confident) to 6 (most confident).</p> <p>As the students are filling in the form, they can ask the teachers by showing hands and teachers would answer or reply to their enquiries.</p>	
2 minutes	<p><b>Distribute materials</b></p>	Career Development Self-efficacy Inventory
10 minutes	<p><b>Complete Career Development Self-efficacy Inventory</b></p>	

#### Instruction for debriefing

1. After collecting Career Development Self-efficacy Inventory, teachers should check if the students have answered all questions.

2. Scoring sheet can be downloaded on [http://web.hku.hk/~life/en/en\\_rp\\_sei.htm](http://web.hku.hk/~life/en/en_rp_sei.htm) for calculation.
3. After collecting Career Development Self-efficacy Inventory (pre-test), teachers should produce a profile chart, with all students representing a group, to compare the score to the reference number of other local students of the same age. By such comparison, it can indicate the NCS students' confidence in career planning, career and relationship between opposite sexes, opportunities for vocational training, preparation before job hunting, looking for jobs and setting career goals.
4. After collecting the Career Development Self-efficacy Inventory (post-test) from students, teachers would be able to understand the life planning needs of individual students with reference to the statistics, so as to provide prompt and effective assistance for preparing their career development.

### Activity E: Holland Code (RIASEC) test

**Components of life planning**

- Self-understanding and development
- Career exploration
- Career planning and management

**Grouping**

- Individual
- Group

**Duration**

25 minutes

**Materials**

Holland Code (RIASEC) test (Annex 5), pens, correction fluid or correction tape

**Objectives**

- To help students understand and review their preference in occupational classes.

**Lesson Plan**

Duration	Details	Materials
5 minutes	<p><b>Introduction</b> Teachers introduce the six John Holland occupational themes, including realistic, investigative, artistic, social, enterprising and conventional themes.</p> <p>The Holland Code (RIASEC) test consisted of six aspects. Students need to select appropriate adjectives that could properly describe their characters, interests and related abilities.</p> <p>Students can ask the teachers any time by showing hands while completing the form. Teachers will immediately answer or reply to their enquiries.</p> <p>After completing the test, students could calculate their score in the six different domains (RIASEC) and list out the three domains with the highest score.</p>	Powerpoint slides
2 minutes	<b>Distribute materials</b>	Holland Code (RIASEC) test
10 minutes	<b>Complete Holland Code (RIASEC) test</b>	
8 minutes	<p><b>Check the result of Holland Code</b></p> <p>1) Job list in Hong Kong with Holland codes</p> <p>2) Global job search with Holland codes</p> <p style="text-align: center;">Online analysing tools ( <a href="http://www.onetonline.org">www.onetonline.org</a> )</p>	

**Instruction for debriefing**

1. It is advised to complete the Holland Code (RIASEC) test during the first and the last session of the training course.
2. Teachers should explain that the Holland Code (RIASEC) test is only a tool that systematically identifies students' career orientation or employment basing on their characters, interests and skills. The result, however, is just a reference. There could be be different test results varying to the life stages and students' respective mentality. When the test result differs from the students' career aspiration, teachers should encourage the students to explore the requirement of their desired career in terms of characters, interests and relevant skills.

### **6.3.3 Life planning activity**

Based on various life planning theories, the project team designed different exploration games and activities to echo with the three major components, self-understanding and development, career exploration and career planning and management.

- **Self-understanding and development**

In planning the training course, the project team designed and took reference from a collection of assessment tools and activities. Through such diversified approaches, students are able to understand the impact of internal and external factors in greater depth. This can prevent students from stereotyping certain occupations and jobs, and enable a more reflective learning experience. Towards this end, they can obtain a more holistic view on their achievement, quality, ability and personal/career aspiration, and be fully equipped for their life planning in the future.

- **Career exploration**

The project team designed various forms, worksheet and experience activities for students to explore the opportunities and limitations, as well as their options available in learning and working. Students will be encouraged to identify, screen and make use of the information relating to further studies and employment. Also, they would be better prepared for life planning after applying their learning outcome from work experience activities to their preference in studies, training and work.

- **Career planning and management**

To help students know about and make effective use of decision-making skills, the project team designed various sessions and main activities, in which students have to prudently compare their options in further studies, training and occupations. After making the decision, they should formulate and execute the plan accordingly with an aim to cope with changes and the transition from studying to working.

Examples of life planning activities are:

- Activity F Draw my life
- Activity G Build a bridge

- Activity H Match of animals
- Activity I HSIC 2.0
- Activity J Career Exploration– fashion designer
- Activity K Career Exploration– lawyer
- Activity L Career Exploration– entrepreneur
- Activity M Career Exploration– accountant
- Activity N Career Exploration– doctor

## Activity F: Draw my life

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group

### Duration

30 minutes

### Materials

A4 cards, colour pencils

### Objectives

- To help NCS students recognise their specialties in terms of their characters, abilities and skills.

### Lesson Plan

Duration	Details	Materials
5 minutes	<p><b>Introduction</b> Students can draw their hands on the cards. They should present their strengths by drawing or writing in the spaces of their “common hand”, and their weaknesses on the another hand.</p> <p>In the blank space of the card, students can share the information or their feelings on the topics relating to life planning, such as “personal interest and hobbies”, “ideal occupation”, “their parents’ expectations”, “opinions on life planning” etc.</p>	<p>PPT</p> <p>Please see attached for samples</p>
5 minutes	<p><b>Q&amp;A</b></p> <p><b>Distribute materials</b> Each student will be given an A4 card and a few colour pencils</p>	<p>Coloured A4 cards, water-soluble or oil-based colour pencils</p>
20 minutes	<b>Activity</b>	

### Instruction for debriefing

1. The project team can invite students to share their personal work in group or to a mass audience. The sharing session will reinforce their self-recognition and self-understanding.
2. The project team can introduce the concept of Human Library to students and encourage them to set a theme for their sharing. Teachers may also make videos of the sharing so that students can reflect on their goals or wishes set in the beginning of the activity.

### Activity G: Build a bridge

#### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

#### Grouping

- Individual
- Group (3-4 students)

#### Duration

30 minutes

#### Materials

A4 cards, colour pencils, straws, clips, clay, photos, rope, tapes, scissors, a few drinks in 250 ml paper packs, tangram

#### Objectives

- To improve students' teamwork skills, creativity and problem-solving skills

#### Lesson Plan

Duration	Details	Materials
5 minutes	<p><b>Introduction</b> Students would be grouped in 3 to 4. Each group needs to assign a representative to complete different tasks:</p> <ul style="list-style-type: none"> <li>A. Find specific Chinese words/ English characters on newspapers</li> <li>B. Build the figures as shown in the photos with clay</li> <li>C. Complete a tangram</li> </ul> <p>Students need to obtain the materials by completing the above tasks. They would need to build a paper bridge with the materials provided under limited time, and they should also ensure that the bridge should be strong enough to hold up specific objects.</p>	
5 minutes	<p><b>Q&amp;A</b></p> <p><b>Distribute materials</b> The representative of each group would be given a to-do list</p>	To-do list
20 minutes	<b>Activity</b>	

#### Instruction for debriefing

1. Teachers should pay attention to students if they are able to complete the tasks and build the paper bridge within the limited time.
2. Teachers may invite students to share their opinions on their personal performance or the interaction among team members during the activity. In the sharing, students may address the matters concerned with “expressing opinions”, “planning and analysis”, “assignment of duties” and “teamwork”.
3. Moreover, students may also share their success factors and suggestions for improvement.

## Activity H: Match of animals

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group (students holding the same picture cards should be grouped together; in case there are over 10 students in a group, the group should be divided into small groups with 4-5 students)

### Duration

30 minutes

### Materials

Different picture cards of plants and animals (rabbit, goldfish, owl and clover) with at least 10 cards for each kind (subject to the number of students), large poster papers and a box of markers

### Objective

- To facilitate self-understanding by appreciating the inner-self

### Lesson Plan

Duration	Details	Materials
5 minutes	<p><b>Introduction</b> Students may choose one of the picture cards that they find the most relevant to their characters</p> <p>Students holding the same picture card would form a group and conduct the following activities.</p> <p><b>&lt;Questions&gt;</b></p> <ol style="list-style-type: none"> <li>1. Who would win the competition in running, staying still, flying or swimming?</li> <li>2. Suggest as many strengths of the chosen animal/plant as possible, as well as the winning competition event with reasons, within 5 minutes.</li> <li>3. Each group presents their idea of the winning competition event with reasons. Points would be given to groups with convincing elaborations.</li> <li>4. The team with the highest score would be the winning team.</li> </ol>	Four kinds of picture cards
5 minutes	<p><b>Q&amp;A</b></p> <p><b>Distribute materials</b> Each group would be given a large poster paper and a marker</p>	Large poster papers and markers
20 minutes	<b>Activity</b>	

### Instruction for debriefing

1. Teachers can do a summary regarding students' performance during the presentation, and highlight certain points to note, such as what the students have done best.
2. Each of the animal or plant has its specialties and characteristics. It also signifies that all students have their strengths which can be unleashed to its full potential in certain positions or environment. On the contrary, an adverse environment might impede the students' development.



3. Students should review their current learning environment for pros and cons that facilitate or impede their development.

## Activity I : HSIC 2.0

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group

### Duration

10 minutes

### Materials

HSIC 2.0 (Annex 6), pens, correction fluid or correction tape

### Objectives

- To get to know about students' employment preference for the purpose of arranging career visits and work experience in future

### Lesson Plan

Duration	Details	Materials
3 minutes	<p><b>Introduction</b> HSIC 2.0 form based on the industrial classification of HSIC 2.0 compiled by Census and Statistics Department, which includes in total of 21 industries.</p> <p>Students are required to select five of their most interested industries with “✓” from the HSIC 2.0 form within the time given. Their submitted preference would be the reference for organising life-planning activities in future.</p> <p>Students may have enquiries by showing hands. Teachers should answer or reply to their enquires immediately.</p>	
2 minutes	<b>Distribute materials</b>	HSIC 2.0 form
5 minutes	<b>Complete HSIC 2.0 form</b>	

### Instruction for Debriefing

1. It is advised that HSIC 2.0 should be completed in the first session of training course.
2. Teachers should check if every student has completed the form and select five of their most interested industries.
3. After collecting HSIC 2.0 from students, teachers should consolidate the data and submit to the school for reference in planning life planning.

## Activity J: Work Experience Application Form

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group

### Duration

20 minutes

### Materials

Work experience application form (annex 7), pens, correction fluid or correction tapes

### Objectives

- To enable the organisations which arrange the work experience a brief understanding of the students through personal resume.

### Lesson Plan

Duration	Details	Materials
3 minutes	<p><b>Introduction</b></p> <p>Students should complete the work experience application form, which resembles the format of personal resume. The application form would be referred by the employer for arranging work experience. The information provided in the form must be true and correct.</p> <p>The required information includes the students' name, contact details, ID number, educational background, language competence and computer literacy.</p> <p>Students should complete the application form within limited time. They may have enquiries by showing hands. Teachers would answer or reply to their enquiries promptly.</p>	
2 minutes	<b>Distribute materials</b>	Work experience application form
15 minutes	<b>Complete work experience application form</b>	

### Instruction for debriefing

1. The application form should be complete during the first session of training course or before the work experience activity.
2. Teachers should remind the students to select no more than one option for ethnic origin and religion.
3. Students may not have a full understanding of the 18 districts in Hong Kong. Teachers may assist the students when choosing the correct district of residence.
4. Teachers should remind the students to select no more than one option for mother tongue languages, but they may select more than one options for languages.
5. Students can only select an option among the five levels in speaking and writing abilities (fluent, excellent, average, poor, N/A).
6. After collecting the application forms, teachers should consolidate and analyse the students' information in order to have a more comprehensive understanding of their background and characteristics, and to facilitate the school's development in the long run.
7. After completing the matching for work experience, teachers should submit the students' application form to the service providers so that the employers would have a brief understanding of the students.

## Activity K: Career Exploration – Fashion Designer

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group

### Duration

20 minutes

### Materials

Worksheet for career exploration – fashion designer (annex 8), pencils, colour pencils, eraser

### Objective

- To provide students with a realistic experience by performing work tasks of related industry in a simulated work environment

### Lesson Plan

Duration	Details	Materials
3 minutes	<p><b>Introduction</b></p> <p>Students should picture themselves as a junior fashion designer in a design house. They are required to provide at least one costume design for one of the models (child, man, woman and pregnant woman).</p> <p>Students may have enquiries by showing hands. Teachers will answer or reply to their enquiries immediately.</p>	
2 minutes	<b>Distribute materials</b>	Worksheet for career exploration – fashion designer
15 minutes	<b>Activity</b>	

### Instruction for debriefing

1. If some students show low interest in the task, teachers may adjust the duration accordingly and encourage a more active participation.
2. After the students complete their designs, teachers may invite students to write about their feelings at the back of their sketches.
3. Teachers should remind the students 5 minutes before the end of the activity so that they can better manage their time.
4. Teachers should give a conclusion based on their observations and show their appreciation to students for their effort.

## Activity L: Career Exploration – Lawyer

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group (in pair)

### Duration

20 minutes

### Materials

Worksheet for career exploration – lawyer (annex 9a), excerpt of Basic Law (annex 9b), pens, correction fluid or correction tape

### Objectives

- To provide students with a realistic experience by performing work tasks of related industry in a simulated work environment

### Lesson Plan

Duration	Details	Materials
3 minutes	<p><b>Introduction</b></p> <p>Students should picture themselves a junior solicitor for Legal Aid Department. They are required to complete 15 multiple choice questions within the specified time with reference to the information from the excerpt of Basic Law.</p> <p>Students may put forth enquiries by showing hands. Teachers will answer or reply to their enquiries immediately.</p> <p>After completing the worksheet, students would need to group in pair and exchange the worksheet for checking the answer.</p>	
2 minutes	<p><b>Distribute materials</b></p>	Worksheet for career exploration - lawyer
15 minutes	<p><b>Activity</b></p>	

### Instruction for debriefing

1. If some students show little interest in the task, teachers may adjust the duration accordingly and encourage a more active participation.
2. Teachers may invite students to write about their feelings on the worksheet after activity.
3. Teachers should remind the students 5 minutes before the end of the activity so that they can better manage their time.
4. Teachers should give a conclusion basing on their observations and show their appreciation to the students for their effort.

### Activity M: Career Exploration – Entrepreneur

#### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

#### Grouping

- Individual
- Group (4-5 students)

#### Duration

20 minutes

#### Materials

Different products/ objects (hand cream, plastic tapes, fever patch, stuffed toys, tape measure, water bottle etc.), storyboard worksheet (annex 10)

#### Objectives

- To provide students with a realistic experience by performing work tasks of related industry in a simulated work environment

#### Lesson Plan

Duration	Details	Materials
2 minutes	<p><b>Introduction</b> Students should picture themselves as a member of the marketing department.</p> <p>4-5 students should in a group.</p> <p>Each group should send a representative to select a product/object. After returning to their respective group, they should discuss and work out a commercial to promote relevant product/object using the storyboard worksheet provided.</p> <p>The commercial should not last any longer than one minute. Students may enrich the content with drama, music and slogans.</p> <p>Students would also be rewarded with extra points for writing the dialogue/ slogan in Cantonese.</p> <p>The discussion and preparation time should last for approximately 10 minutes and the commercial should not be any longer than 1 minute.</p>	
10 minutes	<p><b>Group representative select the product/object Preparation</b></p>	<p>Different products/ objects Storyboard worksheet</p>
8 minutes	<p><b>Commercial Time</b></p>	

#### Instruction for debriefing

1. If some students show low interest in the task, teachers may adjust the duration accordingly and encourage a more active participation.
2. Students should be allowed to rehearse for the advertisement after the discussion and preparation.
3. Teachers should remind the students 5 minutes before the end of the activity so that they can better manage their time.
4. The advertisement would be recorded with students' approval.
5. Teachers should give a conclusion based on their observations and show their appreciation to the students for their effort.

## Activity N: Career Exploration – Accountant

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group (4 students)

### Duration

25 minutes

### Materials

Career exploration – accountant (annex 11), pens, correction fluid or correction tapes

### Objectives

- To provide students with a realistic experience by performing work tasks of related industry in a simulated work environment

### Lesson Plan

Duration	Details	Materials
3 minutes	<p><b>Introduction</b> Students should picture themselves as a staff in the accounting department of a company.</p> <p>The supervisor aims to test their staff's accuracy and ability to concentrate.</p> <p>(Personal test) Students should refer to and mark the coordinates on the answer sheet within 20 minutes. The coordinates marked should resemble a Chinese word. Students will have to guess the word and its collocations basing on their completed work.</p> <p>(Team test) Students would group in 4. They should refer to and mark the coordinates on the answer sheet within 20 minutes. The coordinates marked should resemble a Chinese word. Students will have to guess the word and its collocations basing on their completed work.</p> <p>After completing the task, students should acknowledge the teachers by showing hands. Teachers will then check if the students' work is correct.</p>	
2 minutes	Distribute materials	Worksheet for Career exploration – accountant
20 minutes	<b>Activity</b>	

### Instruction for debriefing

1. The activity can be conducted individually or in groups.
2. If some students show low interest in the task, teachers may adjust the duration accordingly and encourage a more active participation.

3. Teachers may invite students to write about their feelings on the worksheet after the end of the activity.
4. Teachers should remind the students 5 minutes before the end of the activity so that they can better manage their time.
5. Teachers should give a conclusion basing on their observations and show their appreciation to the students for their effort.



### Activity O: Career Exploration – doctor

#### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

#### Grouping

- Individual
- Group (in pair)

#### Duration

20 minutes

#### Materials

Picture cards for career exploration – doctor (annex 12)

#### Objectives

- To provide students with a realistic experience by performing work tasks of related industry in a simulated work environment

#### Lesson Plan

Duration	Details	Materials
3 minutes	<p><b>Introduction</b> Students should picture themselves as the junior doctor in a hospital.</p> <p>This activity is designed to examine the junior doctor’s identification ability.</p> <p>(Personal test) Students should match at least 3 sets of picture cards within 15 minutes.</p> <p>(Team test) Students should group in pair. They are required to match at least 4 sets of picture cards within 15 minutes.</p> <p>After completing the task, students should acknowledge the teachers by showing hands. Teachers will then check if the students’ work is correct.</p>	
2 minutes	<b>Distribute materials</b>	Picture cards for career exploration - doctors
20 minutes	<b>Activity</b>	

#### Instruction for debriefing

1. The activity can be conducted individually or in groups.
2. If some students show low interest in the task, teachers may adjust the duration accordingly and encourage a more active participation.
3. Teachers should remind the students 5 minutes before the end of the activity so that they can better manage their time.
4. Teachers may invite students to share about their experience and feelings.
5. Teachers should give a conclusion based on their observations and show their appreciation to the students for their effort.

### Activity P: Make your decision.....

#### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

#### Grouping

- Individual
- Group

#### Duration

20 minutes

#### Materials

Five sets of car photos (float, all-terrain vehicle, sports car etc.) and each set should have more than 10 photos (subject to the number of students)

#### Objectives

- To identify personal work-value orientation

#### Lesson Plan

Duration	Details	Materials
5 minutes	<b>Introduction</b> 1. Students should choose one of their favourite car photos out of the five photo sets. 2. Given the different situations/settings (snow fields), students will be provided with 5 additional photos of different cars. Students should compare their options and decide whether to go for new options. 3. Students should give the reasons for keeping the car or selecting another option.	
5 minutes	<b>Q&amp;A</b>  <b>Distribute materials</b> Five sets of different car photos	Five sets of different car photos
10 minutes	<b>Activity</b>	<b>Additional car photos</b>

#### Instruction for debriefing

1. Teachers may invite students to share the reasons and motivations for keeping/ changing the car.
2. Students are encouraged to reflect on the matters of concerns in pursuing dreams (what they favour) and seeking after a career (what they find useful).
3. Students would be inspired to relate their reflection to career exploration and identifying personal work-value orientation.

### Activity Q: Matching work-values

#### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

#### Grouping

- Individual
- Group (4-5 students)

#### Duration

20 minutes

#### Materials

Powerpoint slides, work-value cards (annex 13)

#### Objectives

- Identify personal work-value orientation

#### Lesson Plan

Duration	Details	Materials
5 minutes	<b>Introduction</b> 1. The staff would set all the work-value cards on the desk 2. Students have to select and match the work-values within the time given 3. After completing the matching, students should do a sharing before their classmates	
5 minutes	<b>Q&amp;A</b>	
10 minutes	<b>Activity</b>	Work-value cards

#### Instruction for debriefing

1. Students may share what they have considered and their decisions when selecting the work-value cards
2. Teachers may enquire the students if the work-values can relate to their personal values

## Activity R: 5 steps of critical thinking

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group (4-5 students)

### Duration

20 minutes

### Materials

PowerPoint about critical thinking, key notes about the 5 steps of critical thinking (Annex 14a), worksheet for 5 steps of critical thinking (Annex 14b)

### Objectives

- To enhance students' decision-making skills through developing critical-thinking

### Lesson Plan

Duration	Details	Materials
5 minutes	<b>Introduction</b> 1. Prepare a PowerPoint relating to the 5 steps of critical thinking 2. Students can participate in the activity on their own or in a group of 4-5 students 3. Teachers will play the PowerPoint 4. Students have to answer the questions in the worksheet using the information presented in the PowerPoint	
5 minutes	<b>Q&amp;A</b>	
10 minutes	<b>Play the video</b> Complete the tasks	Worksheet for 5 steps of critical thinking

### Instruction for debriefing

1. After playing the PowerPoint slides, teachers may invite students to share the key points about the 5 steps of critical thinking, which are “Determining learning objectives”, “Teach through questioning”, “Practice before you assess”, “Review and improve” and “Providing feedback and assessment of learning”.
2. Students may take their personal experience in life planning as example for elaborations.

## Activity S: Life Planning Mindmap

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group (4 students)

### Duration

30 minutes

### Materials

Several large poster papers and markers

### Objectives

- To help students review and equip themselves with the knowledge regarding their interested industry

### Lesson Plan

Duration	Details	Materials
5 minutes	<p><b>Introduction</b></p> <p>Students may, either individually or in a group of 4 students, illustrate the criteria for pursuing their desired careers, such as educational background, attitudes and skills, as well as connections and resources. This will encourage students to plan on how they can achieve their career aspirations in the future.</p>	
5 minutes	<p><b>Q&amp;A</b></p> <p><b>Distribute materials</b></p>	Large poster papers and markers
20 minutes	<b>Activity</b>	

### Instruction for debriefing

1. Teachers may invite students to present their mindmap for life planning individually or in a group.
2. Students will be able to express their feelings and exchange opinions with others through sharing.
3. Students will learn more about the admission requirement of different industries, which will encourage them to better equip themselves with the required knowledge and skills

## Activity T: Emoji Jenga

### Components of life planning

- Self-understanding and development
- Career exploration
- Career planning and management

### Grouping

- Individual
- Group (4 students)

### Duration

20 minutes

### Materials

Plenty of emoji toys

### Objectives

- To set practical goals for further studies or career development

### Lesson Plan

Duration	Details	Materials
5 minutes	<p><b>Introduction</b></p> <p>Students may work individually or in a group of 4. Each of them will be given several emoji toys and limited time to stack up the toys to the extent as their goals.</p> <p>The team which can securely stack up the most emoji toys will be the winner.</p> <p>Every student will be given a toy as encouragement in pursuing their future life plan.</p>	
5 minutes	<p><b>Q&amp;A</b></p> <p><b>Distribute materials</b></p> <p>Mini emoji toys</p>	Mini emoji toys
10 minutes	<b>Activity Time</b>	

### Instruction for debriefing

1. Were the students able to fulfil their goals during the activity?
2. What are the difficulties/challenges? (Internal factor: Whether their personal goals are feasible; external factors: venue, wind etc.)
3. Teachers are strongly advised to recognise the students' effort during the activities, and express their anticipations that students would be able to cope with the challenges in life planning, and always remain steadfast with their goals and directions.

### Activity U: Letter to your future self

**Components of life planning**

- Self-understanding and development
- Career exploration
- Career planning and management

**Grouping**

- Individual
- Group

**Duration**

20 minutes

**Materials**

Letter paper, envelope, stickers and plastic tapes

**Objectives**

- To set feasible short-term goals for further studies or career development

**Lesson Plan**

Duration	Details	Materials
5 minutes	<p><b>Introduction</b></p> <p>Each student will be given a letter and an envelope. They should write about their personal reflection on life planning and set feasible short-terms goals. Since the letter serves as a conversation with their future self, the students are in the best position to express their concerns and show support to themselves.</p> <p>The letter will be given back to the students on their first school day as a secondary six student, as both a reminder and a blessing.</p>	
5 minutes	<p><b>Q&amp;A</b></p> <p><b>Distribute materials</b></p> <p>Letter paper, envelope, stickers and plastic tape</p>	<p>Letter paper, envelope, stickers and plastic tape</p>
10 minutes	<p><b>Activity Time</b></p>	

**Instruction for debriefing**

1. “A letter to the future self” serves as a conversation between the present and the future self, which allows students to show concerns and support while relating to their personal needs.
2. The letter will be given to students on their first school day of S6, signifying a reminder and blessing from their past.
3. The letter will be mailed to students as a reminder and self-encouragement.

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