

Preparing Students for Successful Transition in the NAS

**Teacher Guide on Finding Your Colours of
Life: NSS Subject Choices and the
Development of Career Aspiration
(English Version)**

HKACMGM



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Teacher Guide on Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations

Purpose of this guideline

The 'Finding Your Colours of Life' is a comprehensive tool of career guidance for the use of students guided by teachers. Career Guidance is a special kind of teaching which focuses on seeking, obtaining, processing information about the self, and engaging in purposeful planning. With the aid of this tool, students are invited to go through a series of demanding self-exploration activities, followed by a comprehensive and informative introduction of progress path for senior secondary graduates and an outline of territory level and school level senior secondary curriculum choices available for them. *It is through progressive development of an understanding of self that students will be able to define their goal in their senior education and possibly enhance their motivation towards study and other activities that are related to personal and social development.*

For S.2 and S.3 students, formulating a tentative senior secondary plan about subject choices requires serious and in-depth reflective account on:

- *their interests, personality traits, academic aptitudes, their career dreams*
- *opportunities of further studies or curriculum choices, and limitations to actualize their personal goals, so that*
- *they can bridge the gap between self-understanding and opportunities they are going to explore – what we called “informed choice”; however, it is also vital for the young people to understand that*
- *they should take up the responsibility to make decision on their study plan, which in some way will influence their career opportunities; and*
- *it is always necessary to think of a (at least one!) contingency plan*
- *constant review is necessary on one’s study plan or career plan, based on real-life experience (including successes and failures); with which*
- *refinement of one’s study plan or career plan is to be followed*

The following flow-diagram illustrates the conceptual framework described above. What’s worth highlighting is Individual Student Planning as a CONTINUOUS, CYCLICAL, FEEDBACK process of exploration.

Figure 1: Conceptual Framework of Individual Student Planning





Students who have learned to focus on their own futures, and to navigate their way towards fulfilling their dreams, have much more compelling reasons to work hard in school. This does not only help the student improve academically, but to help them to plan their life, thus to provide students a better future.

The junior tool will be well connected by a senior student planning tool “Career Mapping” which will link secondary studies with tertiary educational options, work choices, and life goals.

The following guideline provides learning objectives and tips for teachers’ reference, but we insist that NO detailed teaching plans that spell out the procedures of delivery in class. **Based on understanding of students’ profile, their needs and other contextual factors (e.g., class-size, level of study, time allocated for a teaching session), teachers can exercise their professional expertise on the sequence of selected activities, degree of interactive learning/sharing in pairs or in groups, as well as incorporation of preparatory or extended career education activities.**

Basic Tips in Using Finding Your Colours of Life:

	Topics	Suggested lesson time	Possible form of activity		
			Support partner	Group discussion	Mass program & game
Station 0	The WHAT, WHY and HOW of Finding Your Colours of Life	30		★	
Station 1	Ready for a Journey of Self Exploration!				
1.1	Who am I? My First Biography	40-60	★	★	
1.2	Checking My Academic Achievements & Competence	40-60	★		
1.3	What have I learnt through experiences inside and outside school? A reflection on my skills and personal qualities	40-60	★	★	
Station 2	Career Honeycomb: Connecting your personality trait with your study and your career				
2.1	The Honeycomb Party	30-120	★	★	★
2.2	Honeycomb: Your interest profile	40			
Station 3	Understanding you Senior Secondary Subject Choices				
3.1	Progression path for senior secondary graduates	20			
3.2	Senior Secondary Curriculum	20			
3.3	Subjects Introduction	40-120			
3.4	Study Choices offered by your School	60	★	★	
Station 4	How can I get there? My Action Honeycomb	40-60	★	★	
Station 5	Progress Checkpoint	40-60	★		



Suggested activities

Special: Narrative Counselling in Career & Life Planning

Career narratives, or stories, enlighten students or clients to reflect on their own life experiences in similar context, and thus promote a deeper self-understanding and objective investigation of the career decisions to be made.

The following are examples of narratives that can be used BEFORE or DURING implementation of the Finding Your Colours of Life. They are not part of the book but are inspiring and effective strategies that prepare and motivate students to set their expectations toward the career exploration journey and understand their needs at this special stage of career transition.

Example 1/例子一

潔明的煩惱 Struggles of Kit

潔明自幾歲開始，已對「機械人」產生興趣。潔明愛把積木砌成不同的機械人，然後當戰爭場面的大導演，這些「作品」也是潔明上美術課的好題材。有機會到玩具店，潔明會花上個多小時研究各款機械人的設計。

Since he/she was a few years old, Kit has demonstrated an interest in robots. He/She loved building robots with blocks, and be the director of the war scene figuring his/her robots; these robots was popular themes she used in Art lessons. When there is an opportunity, Kit would spend hours in studying the design of robots.

小學階段，潔明的成績一般。潔明不愛看故事散文，但對科學有關的讀物還算有耐性，《空想科學讀本》打破「超人世界」神話，潔明很崇拜那位日本作家。潔明當時的志願是當一個作家。任教中學英文科的潔明媽媽對此志願感到欣慰，當然，會計師才是她心儀的選擇。

Kit performed fairly in primary school. He/She didn't like stories or novels as children in his/her age, but showed endurance in reading science-related writings. *Imagine Science* broke the myth of the ultraman world and thus he/she adored the Japanese writer very much. Kit's dream was then a writer. Kit's mother, who was a secondary school English teacher, was pleased to learn that, though it would be great if Kit might consider her dream job an accountant.

潔明的學校有參加全港機械人設計比賽，上年度潔明那一隊還得到優異獎，潔明的英文不錯，所以那一次出賽擔任介紹員，負責向評審解說設計，而那次表現也深得同學認同。那次比賽，還讓潔明知道，大學裡有工程學院，那可能是一展所長的地方...

Kit's school won a merit prize in the inter-school robotics design competition last year, and Kit was a member of the team. Due to his/her outstanding language competence, he/she was appointed the presenter to explain their work in front of a team of adjudicators. His/her performance won applauses of the teammates. Through that experience, Kit learnt that faculty of engineering might be a place he/she could actualize her potentials in the university...



中三選科，潔明的學校建議同學修讀 2X，也鼓勵學生選科時盡量以「文中有理、理中有文」為原則；學校還可協助學生於中五報讀專上院校開辦的應用學習課程。媽媽希望潔明選 BAFS，但潔明學校的時間表限制 BAFS 只能與物理對選，而另一個選修科則可能是經濟、化學或地理其中一科。潔明的好朋友慧慧早已決定選物理和化學。

Now Kit has to make subject election before promotion to senior secondary education. Kit's school recommends students to take 2Xs, with a good blend of science and arts related subjects; Applied Learning courses will be offered in S.5-6. Kit's mother hopes that he/she would take BAFS (Business, Accounting and Financial Studies), but according to the school time-tabling, BAFS and Physics are in the same block - that means Kit can only choose one of them; another block contains Economics, Chemistry and Geography. Kit's best friend, Wai, has decided to take Physics and Chemistry.

給同學的討論問題：(Discussion Questions)

- 潔明的學習能力、興趣、個人志向如何？
- What are the learning aptitude, interests and personal aspirations of Kit?
- 面對高中選科，有哪些因素可能影響潔明的決定？這些因素的相對影響力和重要性如何？
- Considering subject selection for senior secondary education, what influential facts may affect Kit's choice? How does each of these factor affect his/her choice?
- 若你是慧慧，你會給潔明什麼意見？
- If you were Wai, what advice would you give to Kit?
- 你認為潔明是男同學還是女同學？為什麼？
- Do you think Kit is a male or female student? Why?



Example 2/例子二

采瑩的抉擇

采瑩自小學開始，已感覺在學習上比較其他同學慢；尤其是在學習語文方面。除了媽媽在溫習上幫她一把外，她也要比其他同學多花心力及時間才能在默書得到及格的成績。采瑩只有上數學堂才得到滿足感。她對數字較為敏感，運算能力亦高，對於文字解題方面亦沒有太大的問題；只要不用默寫及作文、要應付一般解題，她是綽綽有餘。

雖然采瑩數學成績不錯，但由於中、英文成績稍遜，結果她被獲派一所“Banding”較差之中學。采瑩卻憑著標青的數學成績，被編入精英班，一直讀至中三。隨著歲月成長，在語文學習上的障礙更為明顯。由於學校的精英班全是成績較佳的同學，學校及老師們對該班要求及期望也較高，故此各科課程也較其他班艱深。采瑩從沒有在英文默書取得超過十分，中文默書也不及格。采瑩除了對數學有興趣，基本上對任何科目也沒有甚麼喜好。考試時只是盡力而為，成績平平。

采瑩個性也比較沈默、內向、溫純，喜愛聽音樂或以圖畫表達自己的感受。對自己將來的工作，沒有太多的憧憬，只知道自己的能力有限。除了繼續升上中四外，經老師介紹及往職訓局參觀，認識到一些職訓局所辦的二至三年制証書課程，感覺又新鮮、有趣又實用，希望一試。可是，媽媽的意思是：既然兩者也不用交學費，何不先升讀中四，讀得不好才考慮報讀。采瑩感到有點不是味兒，感覺媽媽不大瞭解她。

采瑩亦為到中三選科問題有點懊惱，正如上述所說，采瑩除數學科比較出色外，對其他學科也沒有很大的喜好，也沒有特別志願，現階段只希望日後中六畢業入讀 IVE 與數學或數字有關課程，如會計、測量等。要她從選修科目中選擇修讀 2X，好像有點困難。學校鼓勵學生選科時盡量以「文中有理、理中有文」為原則；學校所開設選修科如下：

新高中四至中六級課程表						
必修科	中文、英文、數學、通識					
第一組 選修科	物理	生物	經濟	地理	資訊及通訊科技	歷史
第二組 選修科	化學	組合科學 (化學及生物)	旅遊與款待	視覺藝術	企業、會計與財務概 論	中國歷史

給同學的討論問題：

- 從上文中你認為采瑩有何種潛能？
- 采瑩的學習能力、興趣、個人志向如何？
- 面對高中選科，有哪些因素可能影響采瑩的決定？這些因素的相對影響力和重要性如何？
- 若你是采瑩的老師，你會贊成采瑩報讀職訓局的課程而放棄升中四嗎？為什麼？



Example 2: The Choice of Choi Ying

Choi Ying has found herself learning comparatively slower than others since she was in primary school. She is especially weak in languages, word recognition and dictation. Whenever she has dictation, she has to spend a lot of time on revising the passage. Her mom tried hard to help her go through every dictation passage and test in languages throughout her primary education. As for the help of Choi Ying's mom and the less complicated curriculum in both English and Chinese, Choi Ying managed to get a marginal pass every time in dictations and tests. However, she has the talent of arithmetic and numbers. She likes thinking and doing mathematics exercises. She finds solving difficult mathematics problems is interesting and challenging. Other than dictation and writing composition, she has no problems in comprehending general mathematics questions.

Though Choi Ying was good at Mathematics, she was not that lucky to be allocated to a good secondary school for the poor results of the other two core subjects, English and Chinese. She was given a place in a "low banding" school to study Form one. However, Choi Ying was arranged to study in an elite class from Form 1 to Form 3 for her excellent results in mathematics after the screening test. The arrangement wasn't that good for Choi Ying as the class she studied was the best in the level. Teachers' requirements and expectation were high and the students were given more and more difficult tasks to do in all subjects especially in languages and mathematics. From then on, never did Choi Ying get higher than 10 marks in English dictation nor a pass mark in Chinese dictation. Other than mathematics, Choi Ying lost interest in studying. What she could only do was to try her very best in all tests and exams and her results could be expected always below average.

Choi Ying is quiet, introvert and kind-hearted. She likes to express her feelings through listening to music and drawing. She hasn't thought of her future careers nor her studies as she always feels inferior and failure in her study. After a school visit in a Vocational Training Centre (VTC), she understands that she can have choices to study a handicraft course other than Form 4 in New Senior Secondary (NSS). She finds that the courses in VTC are practical and interesting. She is considering enrolling a course instead of studying Form 4. However, Choi Ying's mom has different opinion. She thinks that under the government policy nowadays, both two courses, Form 4 in NSS and the handicraft course in VTC are free, why shouldn't Choi Ying try to study Form 4 in NSS first. If she can't manage, she can switch to the courses in VTC. To Choi Ying, she feels upset and having no choices. She also thinks that her mom doesn't understand her feelings and abilities.

Choi Ying now is having her worries on choosing subjects to study in Form 4. As mentioned above, other than Mathematics, Choi Ying has no special preference on all subjects. She just wants to study some courses related to Mathematics, such as Accountants and Surveying in Institute of Vocational Education (VTC) after Form 6. It is quite difficult for her to choose her electives. Her school encourages students to strike for a balance in choosing subjects with the perspective of widen their scope of learning. The subjects her school offering are as follows:



Form 4 to Form 6 Curriculum						
Core Subjects	Chinese, English, Mathematics, Liberal Studies					
1 st Elective	Physics	Biology	Economics	Geography	Information and Communication Technology	History
2 nd Elective	Chemistry	Combined Science (Chemistry & Biology)	Tourism and Hospitality Studies	Visual Art	Business, Finance and Accounting studies	Chinese History

Questions for discussion:

- What potentials does Choi Ying have?
- Can you tell the ability, interest and personal aspiration of Choi Ying?
- What factors will affect the choices of Choi Ying in choosing what she wants to study in NSS? Discuss also the importance of all these factors.
- If you were the teacher of Choi Ying, do you agree that Choi Yng chooses to study a course in VTC? Why?

Station 1 Ready for a Journey of Self Exploration?

The focus of Station 1 is to identify personal qualities of the student. It requires several sessions (40 minutes to 1 hour per session) to go through all the tasks as students need to explore ideas that may not come to their mind. Self-exploration is a demanding task especially for junior secondary students; therefore teachers may slow down the pace, ask them to share in pairs/group/class. The role of teacher in this session is to assist student in self-exploration.

Station 1.1: WHO AM I? My First Biography

Learning Objectives:

- As a warming-up self-exploration exercise, students start to be aware that they need to reflect on who they are, and learn that there are individual differences in interests/career goals among fellow classmates.
- By brain-storming, students can identify and name their own interests, including hobbies, subjects and learning activities inside or outside school.
- Students recall occupations they were and are interested in; attending to the consistency or discrepancy/change through time.
- Students start to alert the reasons (values, expectations...etc.) behind their occupation aspirations.

Examples of student work:

Example 1:



當我讀幼稚園的時候，我夢想的職業是 開花店 因為
我喜歡種不同的植物，尤其是花。

當我讀小學的時候，我夢想的職業是 時裝設計師 因為
可以設計很多我個人風格的衣服/晚裝。

現在，我夢想的職業是 暫時沒有 因為
很多職業都不是我想象中那麼簡單。

Example2:

當我讀幼稚園的時候，我夢想的職業是 教師 因為
我看到老師教導學生的時候好像很快樂，小時候很想教導人。

當我讀小學的時候，我夢想的職業是 女警察 因為
我覺得他們很偉大，經常拯救有需要的人，我也想做一个偉人!

現在，我夢想的職業是 時裝/室內設計師 因為
我想將我的設計可以有很多人喜歡，我喜歡做設計。

Tips for teachers:

- The guidance teacher introduces the concept of identity. From general ideas to specific, make students think about their affiliations and interests. Also ask students about their 'dream career', most importantly, ask WHY they thought they are dream careers.
- A non-directive tone is recommended.
- Encourage students to discuss or share ideas among the class.
- Ask students to bring academic reports for section 1.2

Station 1.2: Checking My Academic Achievements and Competence

Learning Objectives:

- Students can identify subjects they can perform relatively well by following the TREND and absolute performance (scores) across the junior secondary years. This is an indication of their relative capability.
- Students can "visualize" academic aptitude relative to different subjects. Subject-related efficacy and interests related to subjects are measured by number 1 to 5.
- Using the data (profile produced on p.9), they can identify their relative strengths, weaknesses and areas for improvement with a reflective account. It should be stressed that answering the guiding questions in "PAUSE AND THINK" with paper-and-pencil is only ONE of the means of triggering and recording one's reflections. Students can have their own ways of engaging in reflections, such as sharing with their supportive partners, drawing pictures or conceptual diagrams, or other media they prefer. The most important



point is that students have seriously thought over these questions
Examples of student work:

停一停，想一想！

哪些學習範圍最能將你的興趣、學習信心和能力結合起來？

(家政, 電腦, 設計與科技) 方面

你對你的學習潛力有何認識？

其實我不知道我的潛力有多少，
但我知道自己所喜歡的是哪一科。

你認為自己在學習或學業需在哪方面改進？

我認為自己應有自律性，
自動自覺溫習，這是我需要改善的。

如需入讀理想的選修科目，你應在什麼科目上多下苦功？有什麼行動方案？

1) 我的理想選修科目是視覺藝術
2) 我認在設計和視藝多下苦功
3) 在學校的學習以外，我會抽空自己練習畫畫

Tips for teachers:

- The purpose of this section is to visualize ability related to subjects of students. Subject-related efficacy and interests related to subjects are measured by number 1 to 5.
- Ask students to fill in their results in the first three columns according to academic reports of the previous year(s) (Leave blank for subjects that are not taken)
- For the rating of the ability points, learning efficacy points, and interest points, ask students to think seriously before filling in.
- **“Competence”** refers to academic ability a student possesses over a subject; it is best illustrated in scores student awarded. **“Confidence”** refers to a student’s perception on how well he or she can perform in future; a student may attribute the good scores to luck or hard work instead of one’s true aptitude. **“Interest”** refers to a student’s affiliation to the subject or discipline; true interest should be supported by aligned interests in reading habits or choice of activities.
- Students may not comprehend the meaning and tell the difference between competence, confidence and interest in the first glance. Teacher’s guidance and elaboration are necessary.
- Students can have their own ways of engaging in reflections (PAUSE AND THINK), such as sharing with their supportive partners, drawing pictures or conceptual diagrams, or other media they prefer. **The most important point is that students have seriously thought over these questions.** This rationale applies in all PAUSE AND THINK activities in the ISP.

Station 1.3: What have I learnt through experiences inside and outside school? A reflection on your skills and personal qualities

Learning Objectives:

- Students can successfully identify THREE “learning experiences” that are most influential or can best illustrate their skills and personal qualities.
- Students are aware that through participation in various activities and teams, they can



shape their **interest, knowledge, transferable skills, and attitude**; it is also through these opportunities that they can learn more about their strengths and weaknesses.

- Students can identify transferable skills and personal qualities they possess.

Examples of student work:

Example 1:

其他學習經歷	綜合能力	個人素質
1. 義工活動	處理資料方面的相關能力: (綜合) (整理) 創新 分析 應用數據 解難 應用資訊科技	判斷力 可靠 有創意 (熱心) 適應力強 (能幫忙) (變通) 圓滑 (有禮) (有耐性) (具責任感) 幽默 整潔 (有抱負) (認真) (誠實) (體貼) (隨和) 具冒險精神 (有幹勁) (友善) 觸覺敏銳 (堅毅)
2. 舍領班	處理人際關係方面的相關能力: 能力: 教導 談判 指示 游說 (溝通) (服務) (執行指示) (幫助)	
3. 交通主任	處理事務方面的相關能力: 處理事件 做事精確 (操作)	

停一停，想一想！

你可以從以上的其他學習經歷紀錄中評估哪些是最適合自己的學科或職業類別嗎？
不可以，因為它們沒有直接的關係。

你能夠應用多少所學到的綜合能力在你的高中選科規劃和抉擇上呢？為甚麼？
大部份。因為它們對我將來在處理資料方面，人際關係方面和事務方面也有很大的幫助，可以訓練我對於處理這些方面的能力，提升到學業以外的能力。

Tips for teachers:

- Among all the self-exploration activities in the junior ISP, this task may be the most challenging and difficult one for students. This requires substantial cognitive abstraction and self-reflection. Nevertheless, it is an activity that deliberately helps students build **CONNECTEDNESS** between their learning experiences outside the traditional curriculum (that most of them enjoy a



lot) and their self-concept or self-efficacy. Completing this task requires a complex of analytical skills and making judgment; this initial experiment paves the way for constructing quality SLP in senior forms.

- Considering the above point teachers are highly recommended to deliver this session with pair-work. Students are allowed to work collaboratively with their supportive partners, or their friends in class. Note that a mutually supportive atmosphere is vital for success.
- Ask students to think about activities that they participate in their life. If some students do not belong to any affiliations or do not participate in any activities, ask them to think about daily tasks (e.g. cooking, cleaning, or participation in casual sports).
- Ask students to think deeply about what abilities and qualities these activities can provide to them, some abilities and qualities are listed on the page, but if students are able to list other abilities, they can write in the blank areas.

Station 2: Career Honeycomb: Connecting your personality trait with your study and your career

Station 2 involves some theoretical parts of the Holland Classification System; thus, it is necessary for teachers to be familiar with the theory before guiding the students in this part. In brief, the Holland Classification System holds the following principles:

- The choice of vocation is an expression of personality.
- Interest inventories are personality inventories.
- Vocational stereotypes are reliable and have important psychological and sociological meanings.
- The members of a vocation have similar personalities and histories of personal development.
- Career development is a “person-environment fit” process.

At junior secondary level career interest of students are not fixed/rigid but fluid/dynamic and yet to be developed. Thus **non-judgmental, non-conclusive and non-diagnostic** guidance is required. Students can be aware of their “initial inclinations” but not a “code” that tells their fortune. “Inclinations” provide supplementary information that connects their interests, personality, activities they like with senior secondary curriculum choices, potential options of further studies and future occupations. It is more like OPENING UP WINDOWS that they can explore.

Station 2.1: The Honeycomb Part; and

Station 2.2: Honeycomb: Your interest profile

Learning Objectives:

- Students understand that personality is connected to NSS subject choices and their future vocation.
- Students are aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations.
- Students can identify their dominant and secondary inclinations.
- Students engage in reflections on how their learning on the six honeycombs assist them in understanding their own interest and aspirations, as well as potential action plans to be followed.

Examples of Student Work:



停一停 想一想

看過你最喜愛的兩個座標和其他座標後，嘗試把以下的問題和你的生涯規劃連繫起來。
(你可能要和你的支持伙伴再次一起合作)

你會怎樣管理你的時間使你的潛質和天份能融會在工作或學習上？

我會將我的生活分成兩部分：學習及課餘，並在這兩方面上發揮我的潛質和天分。

你會做或學些什麼，從而得到最大的學習的滿足感？

我會學習急救課程、及訓練小學生步驟。在這些活動中，我得到很大的學習滿足感。在急救課程中我可以學習救人；在訓練小學生步驟有很大成功感。

你會怎樣計劃你的高中課程和學習，使你能夠充分善用你的技能，配合你的性格和準備你將來有可能從事的事業呢？

我會在學業上努力讀書，吸納書本上的知識。在空餘時，我會繼續進修。我會參加與課程相關的課外活動，以充實自己。

就你在上述問題的回應，你現在會做或學些什麼，為自己在踏入高中前作好準備？

我現在會努力地讀書，看清楚自己對那一科更加有興趣。我也會參加急救班及訓練小學生步驟，以得到最大的學習滿足感。

Tips for teachers:

- Tell students the story of 'six groups of people in the party'. Describe briefly about the 6 groups.
- Ask students when their preferred group leaves the banquet, which group of the 5 they would choose.
- Suggestions to be done with section 2.2.
- Try to use visual aids such as drawings, pictures, videos, or toys to describe the groups.
- Explain the six types of career interest in different aspects, such as interests, preferred occupations, and personalities etc.
- Explain to students that the result is not diagnostic, and career interest in that stage is not 'crystallized', which refers that career interest at that age is NOT fixed but is highly flexible.
- Encourage students to discuss in small groups about whether the description matches their personal qualities.

Station 3: Understanding your Senior Secondary Study Choices



The aim of section 3 is to introduce the school-based course options to students. Some materials are school-specific therefore teachers need to supplement the ISP with school-based curriculum model for students'/parents' reference.

Station 3.1 Progression Path for Senior Secondary Graduates

Learning Objectives:

- Students learn about the simplified progression path of senior secondary graduates.
- Students are aware that they can refine their senior secondary study choice when they progress from S. 4 to S.5 such as taking Applied Learning courses.

Tips for teachers:

- Describe briefly about the educational advancement ladder to students.
- It is recommended that teachers cover the full picture of the ladder including local university study options, overseas opportunities, sub-degree programs, vocational training options, and career options without prejudice.

Station 3.2 Senior Secondary Curriculum

Learning Objectives:

- Students are aware the structure of senior secondary curriculum, basic requirement of a SS study plan and criteria for taking extra Xs.
- Students go through descriptions of senior secondary subjects (those they have initial interest, especially), including curriculum, what they can learn, how they can learn effectively and preparation for the future.

Tips for teachers:

- The structure of the Senior Secondary Curriculum is to be introduced to students.
- Explain course contents to students briefly, but in-depth study by students on their intended or interested subjects should be recommended and given sufficient time to do so.
- Motivate students to ask questions about course details.
- Explain the significance of making INFORMED CHOICE, i.e., students should go back to the Letter to Students and refresh their memory about the few principles of making career or critical life decisions (which in fact, is to shape their belief or to avoid misconceptions on career and life planning). The subject descriptions are long but these lists provided by individual subject sections of the CDI are all worth reading.

3.3 Study Choices and Selection Procedures offered by YOUR School

Learning Objectives:

- Students comprehend clearly the school-based senior secondary curriculum structure, including number of Xs allowed, the subject options/combinations, mechanism of selection and admission, availability of reviewing choices in S.4, allowance to take applied learning courses.
- Students are able to formulate a tentative senior secondary plan about subject choices according to their self-understanding on interest, aptitude, personal qualities and career aspirations/goals.
- Students are able to assess success rate of having their study plan actualized and thus be aware of the need to make an action plan.
- Students are motivated to make contingency plan(s) and understand that having “second-best” is not a failure.

Example of student work:



個人選擇成功機會的初步評估：

應該可以成功入到這個班別。
因為這都是我有興趣的科目，
而且我認為中國歷史的成績也不錯。

若第一選擇或組合落空了，我的次選是：

班別1。

Tips for teachers:

- This section is school-specific, which is prepared by the school according to their course options provided to students.
- If available, guide students in small groups or individually about their study options.
- Teachers may consider Station 3 part of the career guidance program for S.3 subject selection, which usually includes parents talk, sharing by senior form students, alumni and teacher representatives of various disciplines. Students are reminded to consider information from a number of sources to get a balanced view on their tentative study plan.

Station 4: How can I get there?

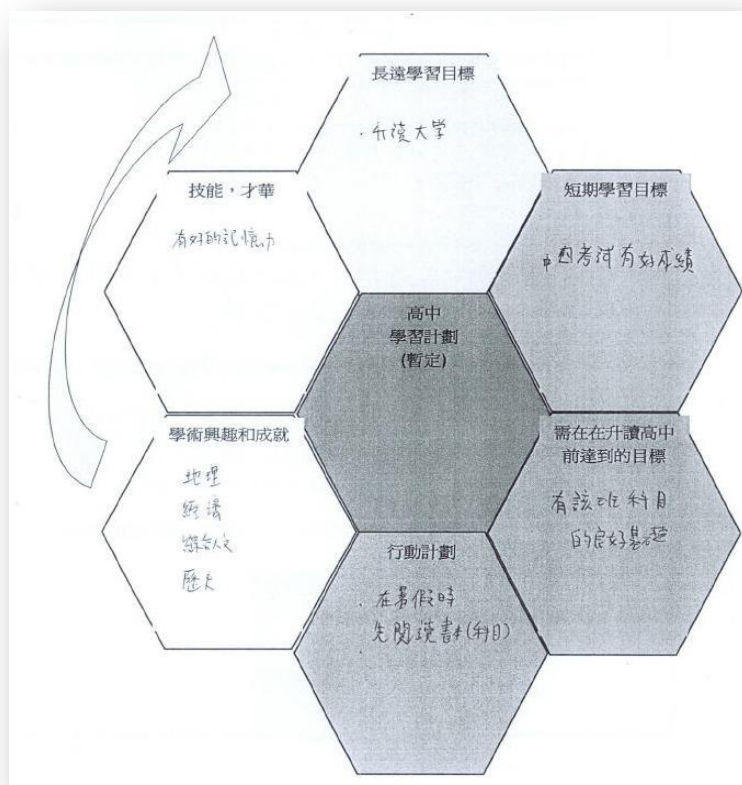
Station 4 is another demanding activity. The key skills required this time is INTEGRATION. MY ACTION HONEYCOMB, after completion, provides a constructive summary of what students have experienced throughout all these career-related experiences. Students are given an opportunity to refresh their learning on self, opportunities and constraints in previous stations; and definitely, they should applaud for their own achievement in their first career and life planning exercise.

Goal planning is the aim of this section. Students are invited to make goal for their senior secondary study. This is also one of the core objectives of the ISP. Teachers are suggested to introduce the SMART goal making method to students, and then complete the honeycomb in the next page.

Learning Objectives:

- Students can REVISIT previous stations, EXTRACT and INTEGRATE key findings to fill up the Action Honeycomb, starting from Academic Interest/Achievement to Skills and Talents and finally to Tentative Senior Secondary Study Plan, in a logical sequence.
- Students are motivated and show the determination to take actions in their plan.
- Students are willing to keep the plan for review after they are promoted to senior secondary level.

Example of student work:



Tips for teachers:

- Try to explain the SMART method in goal making using relevant examples.
- Complete the honey comb on the next page from 'Academic interest and achievements' to 'Secondary School Study Plan' in clockwise direction. (Yellow to Red)
- Guide students to use answers of previous sections to complete the honeycomb.
- For 'action plan', ask students to think what they can actually do in order to achieve the goal. Ask students to write as specific as they can.
- Motivate students to keep the ACTION HONEYCOMB as a drive for progressive improvement or actions; also remind them this "tentative" plan is subjected to continuous revision based on their experience in senior secondary study and enriched understanding of their strengths and limitations.
- If the senior ISP is also adopted for use, reviewing this ACTION HONEYCOMB can be a very useful starter activity.

Station Plus: The Support Partner Honeycomb

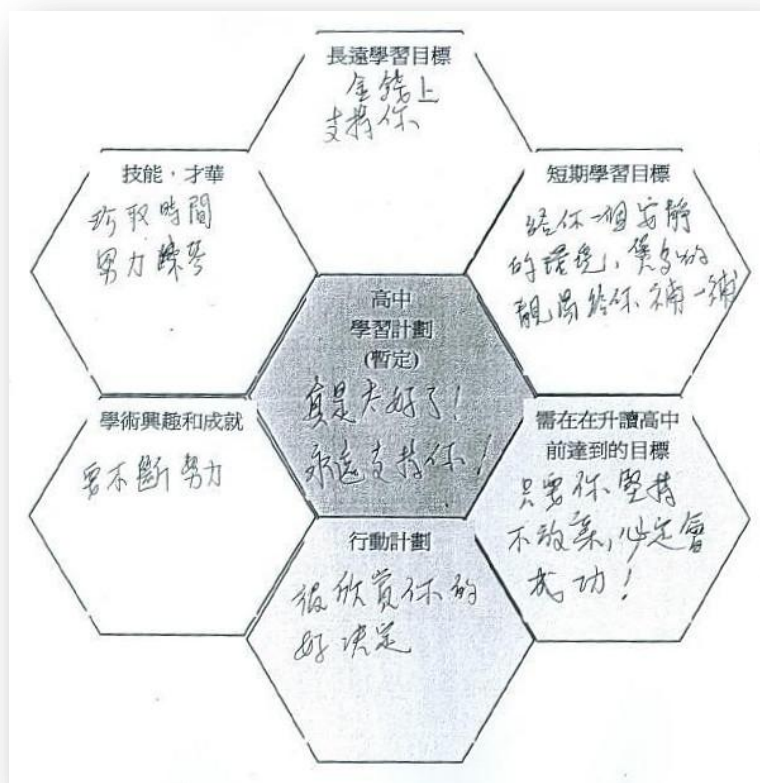
This is the last section of the student studying planning booklet. At this stage students are expected to have basic knowledge of career and study goal planning as well as their personal qualities. Section 4 and 5 is a summary of the student portfolio for the ongoing reference of students. Students are suggested to list their goal to remind themselves of what their goals are, and HOW to achieve the goal. For section 5, students are suggested to share the 'honeycomb' that they finished in section 4 with their supporting partners to refine the chart.

Learning Objectives:

- Students experience support and recognition from partners.
- Students are able to LISTEN and exercise their judgment in refining their ACTION HONEYCOMB, if necessary.



Example of supporter's work:



Tips for teachers:

- Encourage students to share with their supporting partners.
- After students refine the honeycomb chart, ask students to share with the class.
- This section could be homework for students.
- Recommendations for support partners:
 - Support partners play a key role in motivating students to actualize their plans with sustained effort. It is important to ALERT the support partners that THEY ARE NOT SUPERVISORS or INSTRUCTORS, but companion of the students in their journey of exploration. Yet, if parents are willing to serve as the support partners, they should be briefed and convinced about their challenging but essential attributes to be shown during the process.
 - Being supporting, encouraging, non-judgmental, willing to express admirations are essential attributes of support partners.
 - NEVER "mark" student's action plan with a red ball pen (we sometimes call it "the red pen syndrome" because students are easily discouraged and their focus shifted to struggling what is right or wrong in making plans. A GREEN or BLUE pen or pencil will do.
 - Some more "Do's":
 - ◆ Go through the whole booklet and the action plan before giving comments.
 - ◆ Try to pinpoint positives or strengths or even eagerness to try FIRST; it is always better if we present our admirations to others first before we make recommendations or point out problems.
 - ◆ Encourage to act out their plans and set interim evaluation for revision of plans to facilitate success.
 - ◆ Celebrate successes, even though they may seem to be eligible from the perspective of grown-ups!