

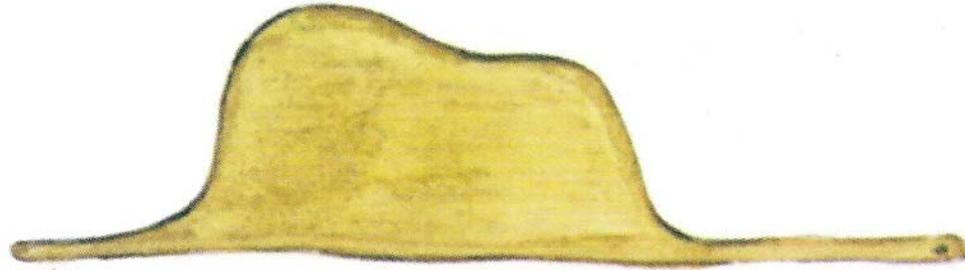


Seize every chance

How does the integration of P.A.T.H.S. and ISP work?

*STFA Seaward Woo College
Wu Ka-yu, Florence*

The Little Prince tells me.....



.....devote myself to geography, history, arithmetic and grammar.....at the age of six, I gave up a wonderful career as a painter.

Saint-Exupéry *The Little Prince*

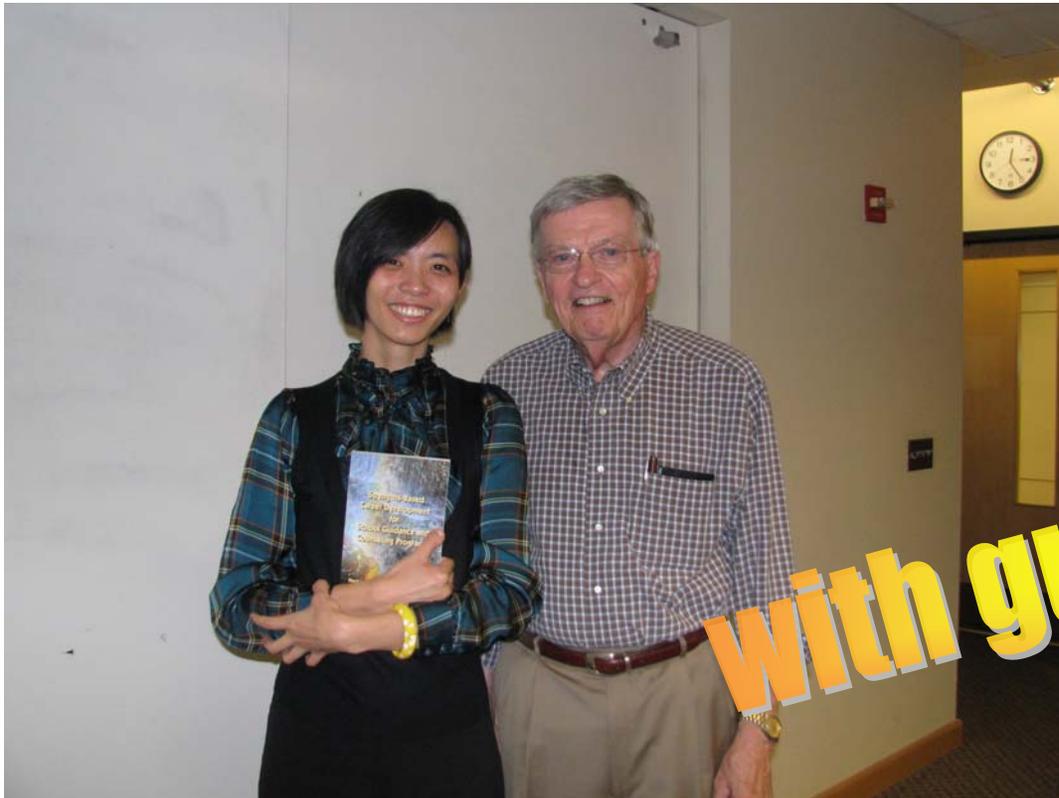


How can we help?



Comprehensive Guidance program leads us to appreciate how important it is to help all of our students with their total development

- N. C.Gysbers, 2003



with guidance

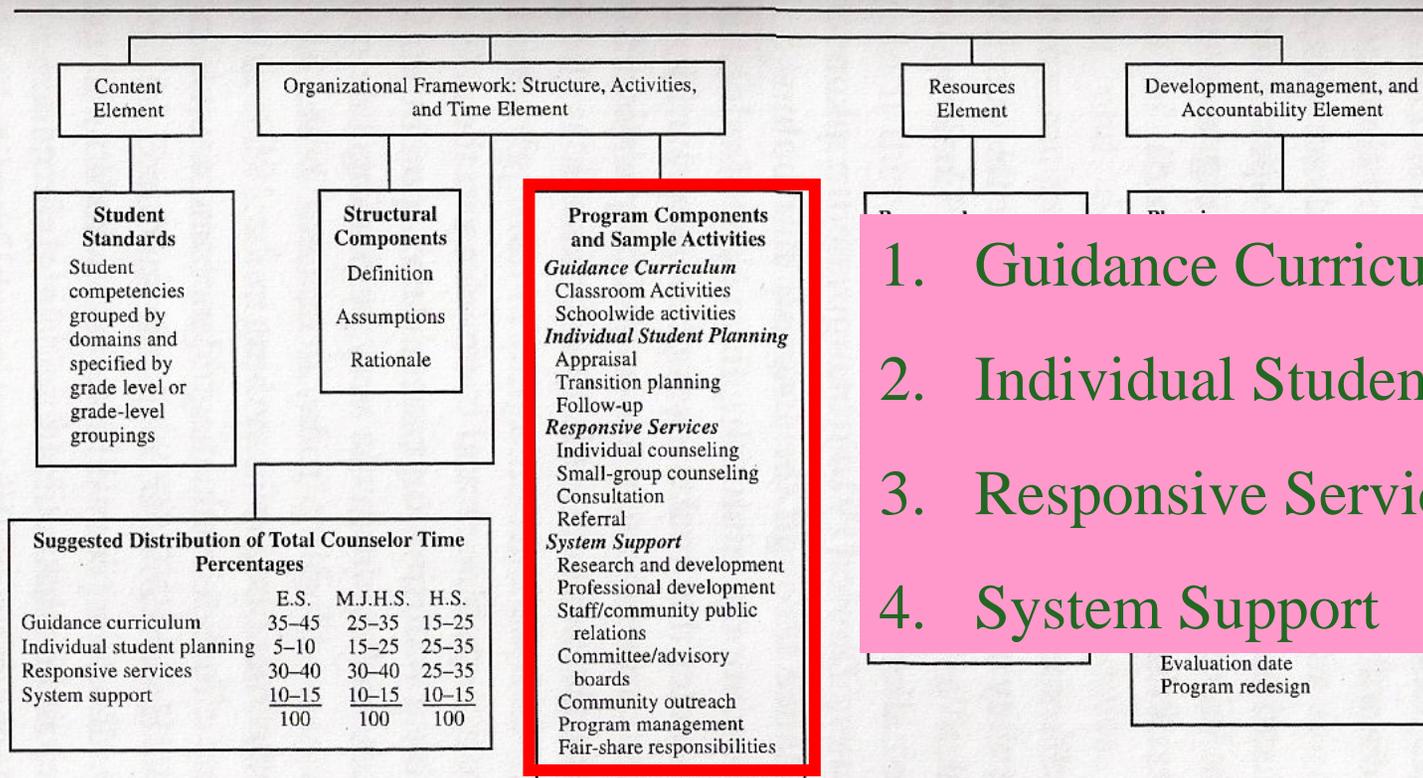


Comprehensive Guidance Programme

Norman C Gysbers

Figure 3.1

Comprehensive Guidance and Counseling Program Elements



Note. E.S. = elementary school; M.J.H.S. = middle/junior high school; H.S. = high school.

Note: From *Developing & managing your school guidance and counseling program*, by N. C. Gysbers and P. Henderson, 2006, Alexandria, VA: American Counseling Association. Copyright 2006 by the American Counseling Association. Reprinted with permission.

Comprehensive Guidance Programme

- Guidance curriculum
 - ☺ **classroom activities**
 - ☺ **schoolwide activities**
- Individual Student Planning
 - ☺ **appraisal**
 - ☺ **transition planning**
 - ☺ **follow-up**

total development
with guidance



Our school situation

- Life Education lesson
- Once a week
- We meet the students regularly
- Formal lesson
- Implementing P.A.T.H.S. into LE lesson
- Teachers who teach the LE lessons are all trained specifically in counselling and guidance



What is P.A.T.H.S.?

Positive Adolescent Training through Holistic Social Programme



共創成長路

[簡介](#) [培訓課程](#) [下載區](#) [常見問題](#) [網頁指南](#) [聯絡我們](#)

a positive youth development program designed to promote holistic development of the junior secondary school students in Hong Kong using a curricular approach

研究小組網頁

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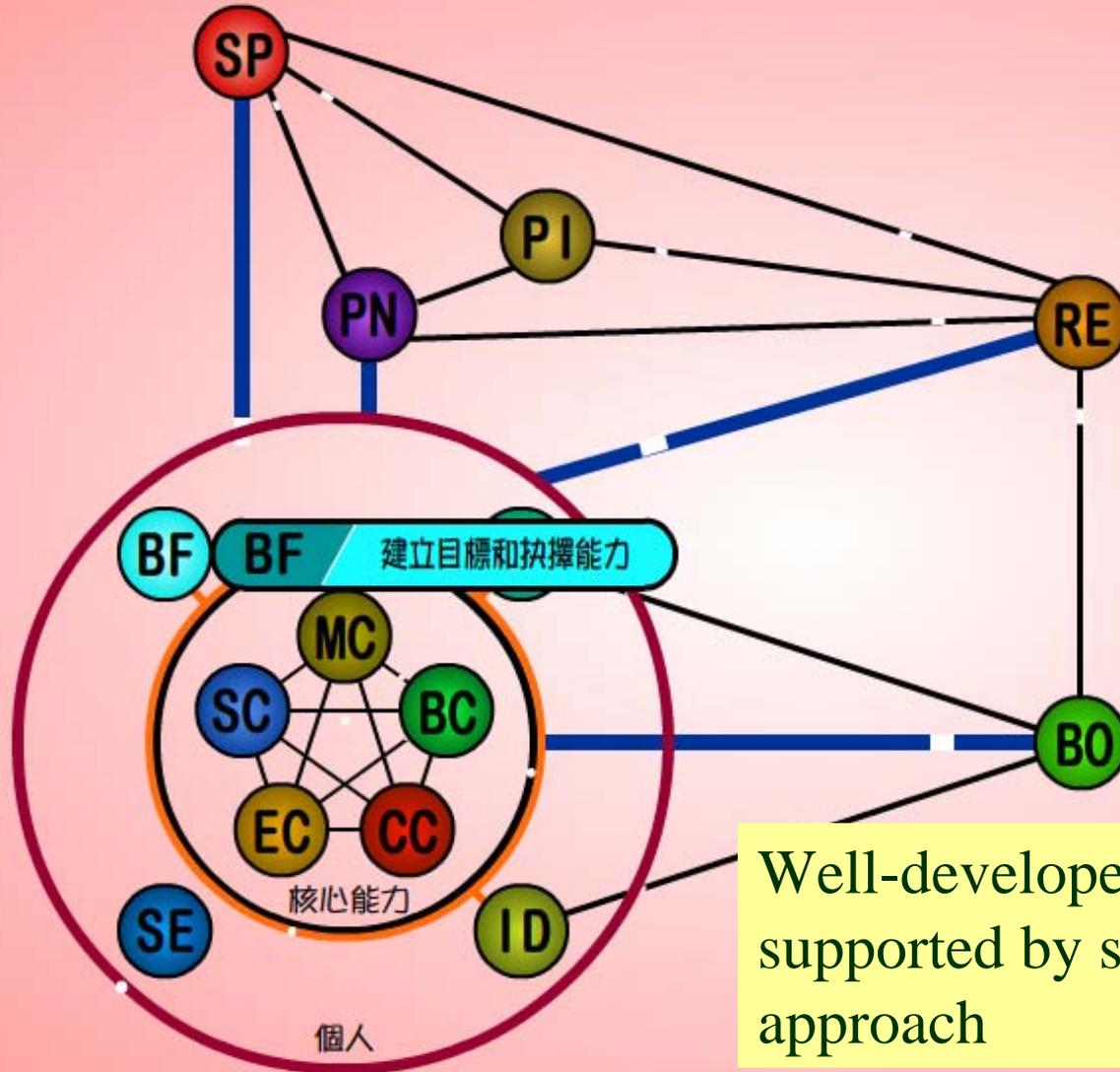
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What is P.A.T.H.S.?

構念相互關係圖



Well-developed curricula supported by strong theoretical approach

What students need?

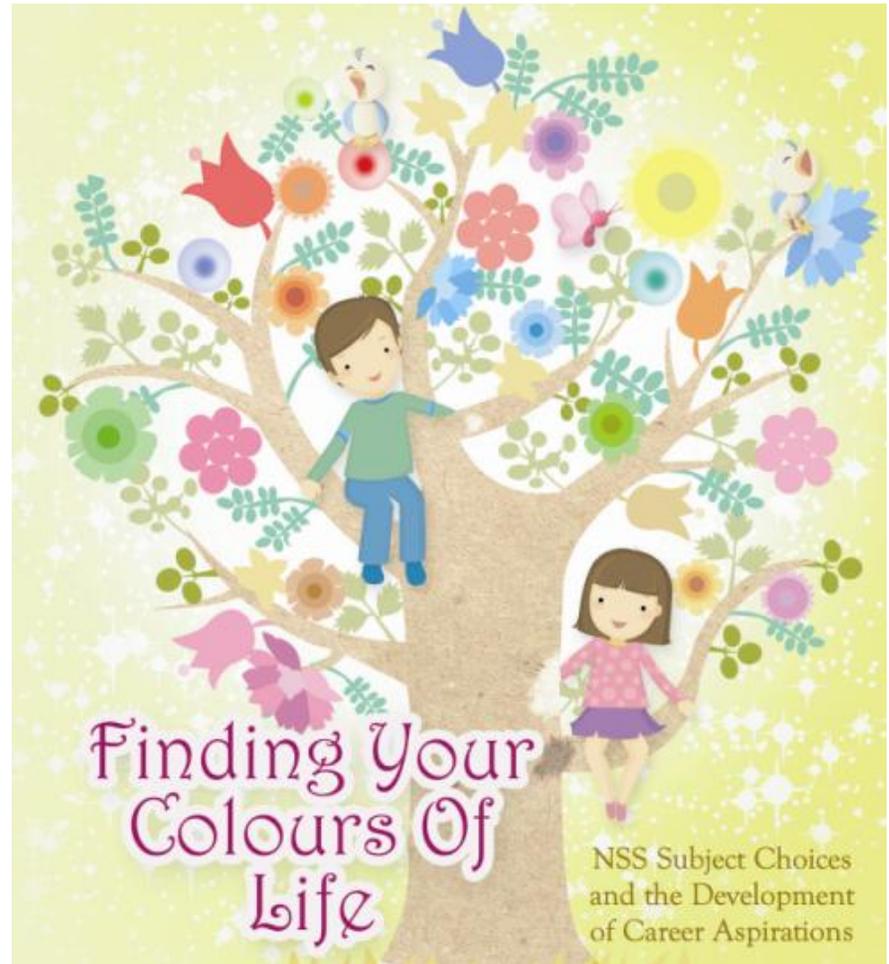
- Integrate the concept of career planning in curriculum
- Career guidance in earlier stage
- Balanced and comprehensive learning experience



Finding Your Colours of Life

For the use of career guidance of S.1-3 students

- Self-exploration
- Progress path for further studies
- Goal setting
- Action plans



Why do we integrate?

Understanding the future



ISP

Belief in future

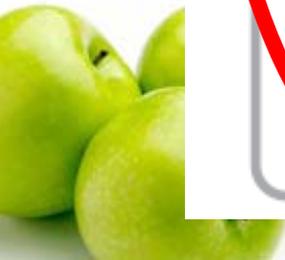
one of the constructs in P.A.T.H.S.



Career aspiration



單元	單元目的	教學目標
未來會係點? (BF 3.1) (三十分鐘)	探討未來工作的 抱負	協助學生以實際及樂觀態度， 探討對未來工作的抱負
求職廣場 (BF 3.2) (三十分鐘)	接觸社會所提供的不同工 作，了解日後可選擇的工 作種類	1. 不同職業的 性質及要求 2. 性別角色?
天賜禮物 (BF 3.3) (三十分鐘)	探討興趣	(1) 辨識自己的興趣、能力、 可能從事的職業 (2) 辨識未來學業和職業培訓 的途徑
展望未來 (BF 3.4) (三十分鐘)	培養學生為將來學業和事 業計劃的能力、養成監察 及激勵自己追求目標的行 為傾向	制定事業計劃 (2) 建立評估及獎賞的思考模 式，藉以增強他們追求目 標的毅力



你希望未來的工作包括甚麼特質？

有自豪感

收入穩定

需體力勞動

有團隊精神

有滿足感

刺激和挑戰

有個人空間

任務簡單

有冒險性

具藝術性

能幫助別人

符合個人興趣

能與人溝通

有舒適環境

具挑戰性

感覺自由

有前景

具創意

有名譽和地位

有新鮮感

有大量金錢

工作性質單調

工作特質

你想要一份能令你感到驕傲的工作

你想要一份收入穩定的工作

你要一份需要體力的工作

你想成為團隊的一份子

你想從工作中得到滿足感

你要一份充滿刺激和挑戰性的工作

你寧願獨自一人工作

你希望你的工作內容簡單，容易掌握，不會給你壓力

你想你的工作是有冒險性的

你喜愛包含繪畫、演戲、設計等藝術元素的工作

你想你的工作能幫助別人

你想要一份符合你個人興趣的工作

你希望你的工作能常常接觸人，與人溝通

你期望在舒適環境內工作

你寧願你的工作有壓力，能促使你向難度挑戰

你希望有自由的工作環境，不會有太多約束

你要一份有前途，有良好升遷機會的工作

你喜愛在工作中發揮你的創意

你想要一份能讓你在社會中有良好名譽和地位的工作

你希望可以從事不同工作，從中得到新鮮感

你想要一份能賺取大量金錢的工作

你寧願在大部分工作時間裡做同一樣的事情



Holland's Typology → The Honeycomb Party



more updating information

Mathematics

The New Senior Secondary Mathematics consists of a Compulsory Part and an Extended Part. All students need to study the Compulsory Part. The Extended Part includes two modules, "Calculus and Statistics" and "Algebra and Calculus". If students intend to learn more mathematical or pursue further studies in University which require more mathematical knowledge, they may take one of the modules of the Extended Part.

Related website

- For viewing the New Senior Secondary Mathematics Curriculum, you may visit the homepage of the Mathematics Education Section at "<http://www.edb.gov.hk/index.aspx?nodeID=6120&langno=1>".

Liberal Studies

What can you learn/ benefit from it?

- Self and Personal Development
- Society and Culture
- Science, Technology and Environment

How can it help you prepare for your future?

- It develops your general intellectual ability, and helps you to develop multiple perspectives useful for further studies at the tertiary level;
- It prepares you for effective learning and enables you to make wise decisions in the ever-changing work environment.

How will you learn effectively in the subject?

- Develop concern for current affairs of the local community, the society, the nation, and the world
- Try to analyse the events and topics from multiple perspectives
- Cultivate the interest in and habit of reading
- Participate actively in different kinds of extra curriculum activities, to enrich the learning experience.

- develop the ability to create knowledge through enquiring into contemporary issues which affect you, the society, our nation, the human world and the physical environment
- understand that personal, local, national and global issues are often interconnected, and that there are interdependence between the physical environment and the human society that affects issues of human concern
- identify the values behind different views and judgments on personal and social issues, and use critical thinking skills, creativity and different perspectives to make decisions and judgments on issues and problems at personal and social levels;
- make clear arguments, respect evidence, be open-minded and tolerant towards the views and values people of other people.

Related websites

- <http://www.ls.hkcity.net>
(Web-based Resource Platform for Liberal Studies)
- <http://www.hkfyg.org.hk/new/>
(Hong Kong Federation of Youth Groups)
- <http://www.breakthrough.org.hk/eng/>
(Breakthrough)
- <http://www.ifg.org/>
(International Forum on Globalization)
- <http://www.cheu.gov.hk/>
(HKSAR Government, Department of Health)
- <http://www.susdev.org.hk/>
(Council for Sustainable Development)

3.3(b). Elective Subjects

中國文學

- 必修部分：文學賞析與評論、文學創作、文學學習基礎知識
- 選修部分：從以下單元中選修3-4個建議單元
 - 作家追跡——自選作家作品選讀
 - 名著欣賞
 - 文學專題
 - 現當代文學作品選讀
 - 香港文學
 - 戲劇文學評賞
 - 文學作品中的人物形象
 - 文學創作——原創或改編
 - 自擬單元

你能學到些甚麼？

- 文學素養
- 提高理解、分析、欣賞、評論文學作品的的能力。
- 運用藝術手法，表達個人思想情感以發展創造力。
- 培養藝術品味和情操。
- 培養對國家民族、人類社會的感情。

如何有效地學習本科？

- 認清本科學習內容，因應個人能力、興趣，訂定學習目標。
- 掌握學習策略，欣賞作品時先整體感受，後探究，玩味鑒賞，提出個人體會。
- 積極主動地投入文學學習活動，多閱讀文學作品，感受、思考、探索作品精妙處，享受箇中樂趣。
- 運用所學方法進行創作，表達所感所思，體驗創作樂趣。

本科如何幫助你為未來作出準備？

- 較有系統地學習文學，提高文學素養，培養藝術品味和情操
- 日後可以升讀大學中文系或與文化藝術相關的專科
- 將來從事與創作、評論、研究或與文化藝術有關的工作，如編輯、文藝評論、作家、戲劇工作

相關網站

- <http://www.edb.gov.hk/cd/chi>

Action Planning



My action honeycomb

State

for the coming THREE years of study?

You are approaching the end of the mission, but it is also the hardest time.

- Reflect on what you have found about yourself – your personality, your academic interests, your skills, your aspirations...
- Make up your mind on an initial choice of subjects in senior secondary level.
- Create an ACTION PLAN on how you could make your mission possible

Setting of goals --- One long term and many short term goals. Short term goals will be achieved progressively one by one moving forward to the long term goal.

Tips on setting study or career goals

- must be realistic and achievable
- ask for comments and suggestions from teachers, parents, and friends
- write down your short term goals and long term goals, review regularly to make any necessary change
- prepare for alternatives

Tips on creating your action plan – be SMART

- Specific → What tasks or actions need to be done?
- Measurable → How can I claim success or achievement?
- Achievable → Are the tasks or actions to be completed in near future?

write down on the paper

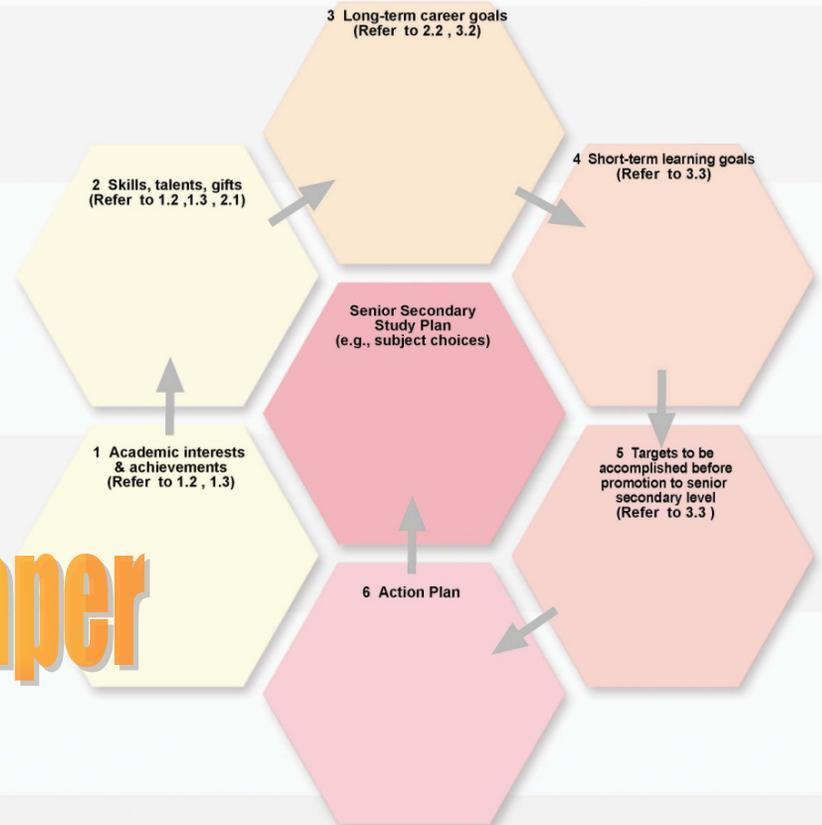
Action Plan is a step-by-step approach to achieve your goals, from short-term ones to those long-term. It is like a problem-solving exercise – HOW and WHAT CAN I DO to arrive at the destination?

Once again, you need to be HONEST to yourself, be BOLD to take some challenge, and be READY to take actions.

3'SMART Model' adapted from *Progress File*, produced by the Department of Education and Skills; Getting Started, Section 7 Action Planning

Senior Secondary Education Honeycomb

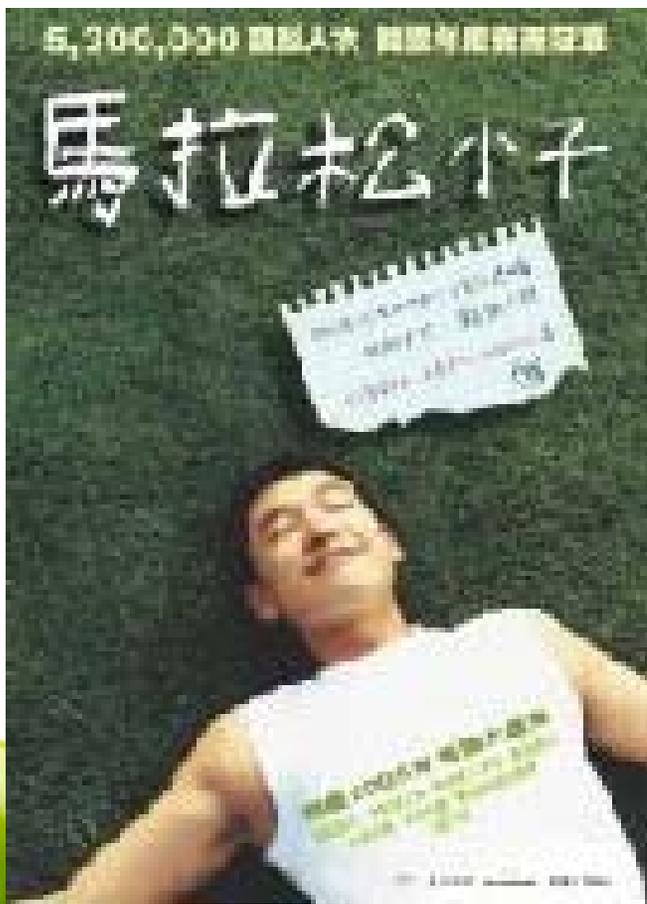
the central cell – your Tentative Senior Secondary Subject Choices by writing down subjects and Applied Learning Courses you want to take in the first year of your senior secondary education. Then follow the order, from 1 to 6, to complete one cell after another.



Teachers' reflection

- Share similar belief
- NOT position-oriented
- Seize every way to cooperate
- Excel the potential of students, teachers and also the programme





我有一雙黃金腳