

My Merits and Skills (Part I)
Module Summary and Lesson Plan

1. Module	My Merits and Skills (Part I)		
2. Learning objectives	<ol style="list-style-type: none"> To help students understand and appreciate their own merits; To help students understand and appreciate their own transferable skills; To improve the ability of students in making use of their merits and transferable skills; To inspire students thinking about how to achieve their life goals and fulfill their life inspiration with their merits and transferable skills; To help students set short-term goals and gradually realise their dreams. 		
3. Key Learning Points	After completing two lessons, students can:		
	Knowledge	Skills	Attitude
	<input type="checkbox"/> Eight types of transferable skills	<input type="checkbox"/> Application of merits and transferable skills <input type="checkbox"/> The ability of self- reflection <input type="checkbox"/> Setting life goals and finding life inspiration <input type="checkbox"/> Connecting one's own characteristics and transferable skills with life goals and life inspiration	<input type="checkbox"/> Appreciating the personalities of oneself <input type="checkbox"/> Appreciating transferable skills of oneself
3. Suggested Level	Secondary 5 students		
4. Suggested Period	Life planning lessons, including two sessions		
5. Format	Interactive activities and watching videos		
6. Concept Map of the Topic			
7. Suggested changes	“Fill in my story” in section 2 can be changed in the form of picture, recording, social media, etc.		
8. Extended reading	/		
9. Reference	<ol style="list-style-type: none"> 李春雨、王鹏程、陈雁（譯）(2014)。你的降落傘是什麼顏色？（原作者：Richard Nelson Bolles）。中國：中國華僑出版社。（原著出版年：2014） Indiana University-Purdue University - Indianapolis (IUPUI). <i>Guide to the transferable skills</i>. John J. Liptak & Laurence Shatkin. (2011). <i>Transferable Skills Scale Second Edition Administrator’s Guide</i>. John J. Liptak & Laurence Shatkin. (2011). <i>Tips for using the transferable skills scale in career decision making and job search</i>. “Did you know 2017” : https://www.youtube.com/watch?v=W81BMFw2xFA 		

10. Module Summary				
Section 1				
Module Duration 60 minutes	Set off on the Voyage (Motivational Induction)	Brave the Wind and the Waves (Content)	Discoveries from the Voyage (Reflection and Summary)	Reflections on the Voyage (Conclusion)
Activities	<ul style="list-style-type: none"> ✧ Mutual appreciation of merits ✧ Reflection on merits ✧ Activities of Johari Window in relation to merits 	<ul style="list-style-type: none"> ✧ Watching a video ✧ Explore / expect your transferable skills 	<ul style="list-style-type: none"> ✧ Reflection on the activities of transferable skills 	<ul style="list-style-type: none"> ✧ Summarising the section ✧ Introducing life planning tasks
Duration	25 minutes	15 minutes	10 minutes	10 minutes
Teaching materials	<ul style="list-style-type: none"> ✧ Colorful label sticker (15 pcs/person) ✧ “Voyage Milestones” 	<ul style="list-style-type: none"> ✧ Short video: “Did you know 2017” ✧ “Voyage Milestones” 	<ul style="list-style-type: none"> ✧ “Voyage Milestones” 	<ul style="list-style-type: none"> ✧ “Voyage Milestones”
Section 2				
Module Duration 60 minutes	Set Off on the Voyage (Motivational Induction)	Brave the Wind and Waves (Content)	Discoveries from the Voyage (Reflection and Summary)	Reflections on the Voyage (Conclusion)
Activities	<ul style="list-style-type: none"> ✧ Reviewing the application of transferable skills and merits 	<ul style="list-style-type: none"> ✧ Watching a video ✧ Thinking about your life goals and inspiration 	<ul style="list-style-type: none"> ✧ Thinking about your life goals and inspiration ✧ "Fill in my story" activity 	<ul style="list-style-type: none"> ✧ Summarising the section ✧ Introduction of recruitment tasks
Duration	15 minutes	10 minutes	30 minutes	5 minutes
Teaching materials	<ul style="list-style-type: none"> ✧ The previous section of “Voyage Milestones” 	<ul style="list-style-type: none"> ✧ Video: “So happy that I don’t want to get off from work” ✧ “Voyage Milestones” 	<ul style="list-style-type: none"> ✧ “Voyage Milestones” 	<ul style="list-style-type: none"> ✧ “Voyage Milestones”

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Lesson plan of Section 1

Stage	Activity flow	Duration
Set Off on the Voyage – Induction of Motivation	<p>1. <u>Mutual appreciation of merits</u></p> <ul style="list-style-type: none"> ➤ Point out that everyone has his/her merits that <u>deserves appreciation</u>, so that students can explore and appreciate the merits of their classmates, such as being helpful, cheerful, diligent, energetic, responsible, punctual, strong, versatile, etc. (for example, showing examples of merits to students in PowerPoint slides). <p>[The activities aim at encouraging students appreciating each other. There is no right or wrong in what the students write. Teachers should note that it does not matter whether students write about character or ability.]</p> <ul style="list-style-type: none"> ➤ Distribute one label sticker to each student (15 labels for each student) (see Annex 1) ➤ Ask students to write down their own three merits on the labels in two minutes, then put aside the completed labels tentatively; ask students to reserve two labels for later use. ➤ Ask students to wander in the classroom for 5 minutes (or let students form groups, activities are limited to the group), write down the merits of classmates they come across with on their own labels and paste the labels on the back of the students. ➤ Teachers can prepare some labels for students who did not get any labels in the activity. ➤ At the end of the activity, ask students to return to their seats, stick their labels back <u>on the back of the label sheet</u> and read the merits they had in the eyes of their classmates quietly. ➤ Ask the students to think about their own good merits and write them on the labels they have reserved / left. ✧ Ask the students to think about whether there are some moments in their life that are related to these characteristics. Finally, they can select <u>the five most appreciated</u> 	15 minutes
	<p>2. <u>Johari Window</u></p> <ul style="list-style-type: none"> ➤ Ask students to use the Johari windows to analyse their merits written down by themselves and other students, put the corresponding merits in the boxes of the Johari Window. ➤ Introduction: "The merits that students see today are those discovered by themselves or others. Merits can be discovered or changed through life experience and training. What we see now is only a part of ourselves, and there are many good merits to be discovered by oneself." ➤ Encourage students to broaden their "public zone": Show / express / share their own characteristics to increase others' understanding of themselves; invite more feedback from others to know themselves in others' eyes. 	10 minutes

<p>Brave the Wind and the Waves – Main Body</p>	<p>3. <u>Video watching</u></p> <ul style="list-style-type: none"> ➤ Introduction: “Students should appreciate their own characteristics. In a rapidly changing world, their characteristics and skills are more important than some “hard” knowledge. Now, let us watch the video and see how fast the world has been changing and how can we equip ourselves.” ➤ Play the short video "Did you know 2017" (6:11) [Can turn on the Chinese subtitles in the settings] https://www.youtube.com/watch?v=W8lBMFw2xFA ➤ After playing the video, invite students to share their feelings ➤ Message: “The world is constantly changing, science and technology are evolving rapidly. As pointed out in the video, the most popular jobs now do not exist ten years ago. Half of the content in your first-year college course will be outdated by the time you are in the third-year. Knowledge can be obsolete, so what is more important than knowledge? The video said that we had to help students prepare for jobs that had not yet appeared and to use technologies that have not yet been invented. It is hard to predict the future. How can we equip ourselves so that we will not be fearful amid changes? The answer may lie on your "transferable skills”. 	<p>15 minutes</p>
	<p>4. <u>Introducing transferable skills</u></p> <ul style="list-style-type: none"> ➤ Message: “Transferable skills refer to some abilities of an individual that can be transferred from one setting to another, such as family, school, paid/unpaid work, extra-curricular activities. These abilities can be applied to different jobs without limiting to a single job function/work.” ➤ Introduce eight types of transferable skills (ask students to refer to Worksheet p.2) <ul style="list-style-type: none"> i. Analytical skill This is the skill you used to discover, collect and analyze information / data. Having strong analytical skill means that you are good at processing information / data logically to solve problems, reasoning and analysis. ii. Numerical skills This is the skill you used to calculate, examine and interpret data and financial records. Having strong skill in application of number means that you are good at thinking and reasoning with numbers. iii. Interpersonal skill This is the skill you used to interact with others and connect with them on a personal level. Having strong interpersonal skill means that you are good at working with people, helping them lead a more satisfying and productive life. iv. Organisational skill This is a skill you used to manage people in a team or organisation. Having strong organisational skill means that you have the ability to lead and motivate others and ensure that they work effectively. v. Physical skill This is a skill you used to handle tools, technology and equipment. Having strong physical skill means that you are good at using machines or manual tools, building or repairing objects. 	

	<p>vi. Information skill This is the skill you used to organize and process information and co-ordinate activities. Having strong information skill means that you perform well in office environment, using computer or digging in details of a business operation.</p> <p>vii. Communication skill This is the skill you used to promote products or services or deliver messages in a convincing or creative manner. Having strong communication skill means you are good at letting others understand your points through speech, verbal or symbolic expressions.</p> <p>viii. Creative skill Creative skill is the ability to express ideas through innovation, imagination, creation and design. Having strong creative skill means that you are good at expressing your feelings and ideas by creating original works.</p> <p>➤ Message: “Transferable skills are built and strengthened through experiences at home, school and community, at work or in leisure time, including:</p> <ul style="list-style-type: none"> ❑ At home: negotiation with parents / siblings [interpersonal skills, analytical skills, communication skills]; taking care of younger siblings and arranging their studies / activities [interpersonal skills, information skills, organisational skills]; using electrical appliances, cooking [physical skills, creative skills] ❑ In school: training in various subjects [e.g. mathematics → skill to apply numbers]; group cooperation [interpersonal skills, organisational skills, analytical skills], being members of school clubs [interpersonal skills, organisational skills, creative skills, information skills, communication skills] ❑ In community: volunteering to help others [interpersonal skills, organisational skills, creative skills], participating in competitions ❑ Work / leisure / interest: making accessories for sale [physical skills, creative skills, information skills, interpersonal skills] <p>➤ Therefore, students should make more attempts in life, enrich their own experience in order to develop different transferable skills.</p>	
Discoveries of Voyage – Reflection and Summary	<p>6. My transferable skills</p> <p>➤ Ask students to recall moments in life and reflect on what transferable skills they had and what skills they want to develop, then complete the third part of the “Voyage Milestones”, connecting the skills they have and want to develop with different color lines (such as blue and black).</p> <p>[If necessary, teachers can provide substantive guidance to students on thinking about their good roles / positions, daily “work” and problems they have solved, etc.]</p> <p>➤ Invite 1-2 students to share</p>	10 minutes
Conclusion	<p>✧ Ask students to review what they have experienced in this lesson, including understanding and appreciating their own merits and transferable skills, and thinking about how to make good use of the same.</p> <p>[Can let students choose the final summary of “Voyage Milestones” for self-evaluation]</p>	10 minutes

	✧ Explain the fourth part of “Voyage Milestones” – Life planning task: ask students to complete "Demonstration of Merits" and "Application of transferable skills”, bring them back for review in the next session.	
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[Annex 1]

Label

Template

