



Module 1: Personal Interests Development

Introduction	:	Introduce the fundamental concepts of life planning and help students explore and develop personal interests.
Learning Objectives	:	<ul style="list-style-type: none">• Learn about “life planning”• Review personal interests;• Cultivate and develop personal interests by participating in different activities.
Keywords	:	#PassionToAction #Voices #Interests #LifePlanning
Learning Materials	:	<ul style="list-style-type: none">• Powerpoint slides for teaching• Worksheet : My Favourite Blog• Worksheet : My life planning footprints① “Explore and Develop Personal Interests”• Worksheet : Extended activity① “Interest Search”
Download Teaching Resources	:	<ul style="list-style-type: none">• https://elesson.lifeplanning.edb.gov.hk/



Teaching Activities and Flow

What is “Life planning”?

Time: 10 minutes

PPT: P.2-7

Video: “The Concepts of Life Planning”

Video Link :

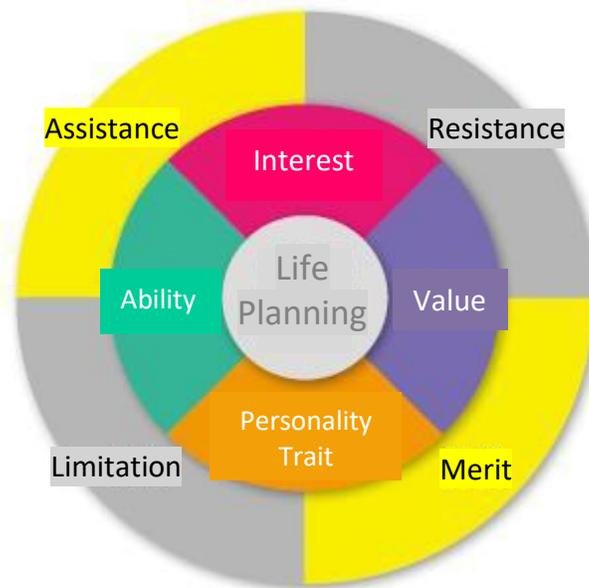
<https://www.youtube.com/watch?v=EZ-V0gzd3bQ&t=1s>

Video Length: 1 minutes
46 seconds

- The teacher briefly introduces the study flow of Module 1 and asks the students: “What do you think of when I mention life planning?” The teacher collects students’ opinions and write them on the blackboard.
- Play video “The Concepts of Life Planning” and explain the definition of life planning with PPT P.4:
 - “Life planning is a profound process, allowing one to plan his/her life in its entirety, covering important aspects of life like career, study, interpersonal relationship and leisure. This process also requires one to execute his/her plan accordingly within his/her personal social environment.” 梁湘明 (2005)
- Refer to “The Youth Development and Intervention Framework (YDIF)” and illustrate “The Four Steps of Life Planning” (PPT P.5) as the blueprint for life planning, including:
 - **Engagement** : participate in new experience; expand social and community network; participate regularly in activities related to career and life planning
 - **Self-Understanding**: Understand yourself, identify your own expectations and aspirations towards career and life; take part in self-reflecting and self-improving activities; link up potential paths with your self-understanding.
 - **Pathway Exploration-**: Know how to explore diverse pathways, jobs and careers in different forms; know how to compare different possibilities and determine their priorities; know how to set up career goals and life goals.
 - **Career Planning and Management** : Obtain support and opportunity to overcome obstacles and achieve your career and life goals; manage career transitions and development; balance your professional life and private life.
- The steps above are the overall directions of the development, instead of separate categories. They should be carried out simultaneously and are closely linked to each person’s life planning.



- Ask students: “What do we need to consider when we work on our life planning?”
- Review primarily students’ level of understanding of life planning based on their responses.
- Drawing on the definitions of life planning suggested by 洪鳳儀 (2020) and 梁湘明 (2005), the following chart gathers the relevant elements to be considered regarding one’s life planning, and allows students to understand that they need to keep exploring and reviewing in the process of planning life development:
 - Personal interests, personality traits, skills and values;
 - Personal strength and limitations, the potential assistance and resistance;
 - Determine priorities accordingly; establish goals for your personal life and career, therefore achieve such goals with actions.





Activity 1: My Favourite Blog

Time: 15 minutes

PPT: P.8-17

Worksheet: My Favorite Blog

- Show PPT P.10-12 and ask students to discuss the following question in groups and then invite some students to share in class.
 - Among the following six types of blogs, which one would you like? Why? (refer to the list in the next page)
- The blueprint of this activity is based on the Life Design Counseling concepts developed by the American behavioral psychology professor Mark L. Savickas in 2015 and it aims to encourage students to think about their interests. Students can list more than one blog that they like; if they are not sure about what type of blogs they like, they can consider listing out the blogs which they do not like, in order to understand their own preferences.
- Use the “John Holland’s theory” on PPT P.13 to illustrate to students: “RIASEC – these six codes originated from “John Holland’s theory” proposed by the American psychologist John Holland in 1959.” This system aims at establishing the corresponding relationships between “interest”, “personality” and “career”, thereby categorizing different types of jobs. John Holland believes that individual occupational personality traits and their corresponding working environment can be divided into six types. Each type refers to unique career interests, personality traits and strength. It is closely linked to a person’s occupational orientation. The theory proposes that when a person’s personal traits match his/her occupation type, he/she will be more satisfied and motivated. After years of adjustment and improvement, this system is now widely applied in career exploration and occupational categorization.
- Show PPT P.14-16 and explain the Holland codes that represent the characteristics of the six types of interests, and guide students to learn about their personal interests by identifying the blog they like:



R: Realistic

✓ Realistic type people are capable with sports and machines, they are good at operating machineries, tools and objects. They like coming into contact with real objects, machines, tools, animals, plants and outdoor activities.



I: Investigative

✓ Investigative type people like to observe, study, explore, analyze, assess and solve problems. They enjoy analytic and intellectual exercises. They also like activities that involve tackling difficult problems, developing and utilizing knowledge.



A: Artistic

✓ Artistic type people enjoy activities related to reading, music, writing or arts. They like to exercise their imagination and creativity in an unconstricting environment.



S: Social

✓ Social type people like to help, teach, guide or serve other people. They enjoy activities that involve interacting with others.



E: Enterprising

✓ Enterprising type people like to influence, persuade, manage and lead other people. They enjoy activities that involve interacting with others.



C: Conventional

✓ Conventional type people like to process data. They are capable with words and numbers. They enjoy dealing with details and working with instructions and guidelines to follow.

- Show PPT P.17 and ask students to reflect on the following questions. Then ask students to finish the “My Favourite Blog” worksheet.
1. Can any of the Holland codes represent you? Please explain with your personal example.
 2. What kind of activity is most concentrated and memorable to you?
 3. What kind of revelation of the two following life planning aspects has understanding personal interests brought to you?
 - a. Study
 - b. Leisure life



- The activity above is merely the preliminary stage of the test of John Holland's theory, which aims to familiarize students with their own interests. The detailed Holland codes can be known by filling out the Self-Directed Search. The questionnaire can help people to understand themselves, their personality type and the corresponding occupation type. In addition to that, students can also know more about their own Holland codes by completing the test of John Holland's theory.

Interest and Life Planning

Time: 5 minutes
PPT: P.18-19

- Show PPT P.18-19 and explain the relationship between interests and life planning. (Heddy et. al. (2017), Hidi & Renninger (2006), Strong (1955)
 - Interest can be defined as: a like/dislike orientation, accompanied by the action or the will to participate in activities;
 - Interest is not inborn, but cultivated and developed through personal growth and learning;
 - Interests have positive influence on learning and motivation.
- What is personal interest? Refer to the five conditions below (梁湘明, 2007):
 - You pay close attention to information about certain activities;
 - You feel happy, enjoyable or even excited when participating in certain activities;
 - You willingly and actively participate in certain activities;
 - You regularly participate in certain activities;
 - You form a direction of life or habit based on certain activities.
- Teacher can share a personal experience as an example, or use the case sharing to explain.



Activity 2: Case Sharing “Mille Crepe Cake Pastry Chef”

<p>Time: 15 minutes PPT: P.20-23 Video: “Mille Crepe Cake Pastry Chef” Video link: https://youtu.be/gvAaU91LM9I Video length: 6 minutes 50 seconds</p>	<ul style="list-style-type: none">➤ Play video “Mille Crepe Cake Pastry Chef” to let students understand how they can develop interests into a career. Ask them to think about the following questions.<ul style="list-style-type: none">○ How did she develop her personal interest? (<i>Suggested answer: passion for baking cakes→studying at home→displaying online→allowing customer to place orders online→opening an actual shop</i>)○ What difficulties did she face in operating the shop? (<i>Suggested answer: long working hours, handling customers’ requests, repetitive work, working alone, etc.</i>)○ How did she overcome these difficulties? (<i>Suggested answer: perseverance, support from family</i>)○ What kind of conviction did she have in the process of developing interest into a career? (<i>Suggested answer: once you have identified your goal, pursue it regardless of the opinion of other people as they will in time come to appreciate your effort in pursuing your dream.</i>)○ What is her dream/future goal? (<i>Suggested answer: open a café and provide a place for people to drink coffee and have cakes.</i>)➤ Explain: “From the case sharing, the pastry chef first identified her personal interest. By sharpening essential skills through different means, she gradually developed her interest into a career (turning interest into a career is just one of the ways to combine occupation and interest). She consciously (with a concrete goal direction) participated in activities related to her interest regularly. At the same time, she overcame obstacles continuously while holding onto her faith.”
---	---

Understand and cultivate personal interests

<p>Time: 10 minutes PPT: P.24-25</p>	<ul style="list-style-type: none">➤ Ask students: “How can we identify and cultivate personal interests?”<ul style="list-style-type: none">○ Identify interests: Explore activities that you pay more attention to, have strong feeling towards and actively participate in. (e.g. you are particularly concentrated when you are building figure models, unaware of the passage of time and you gain immense happiness and satisfaction after finishing.)
--	---



	<ul style="list-style-type: none">○ Cultivate interests: Participate regularly in activities that you have a slight interest so that the activity becomes a direction of life and a habit. (e.g. try jogging at the playground in the coming four weekends and see how you feel and what you experience.)➤ Use PPT P.25 to sum up the lesson: “Life planning allows one to plan his/her life in its entirety and we can start from inspiring participation and understanding ourselves. Interest is always a major factor to consider in life planning as it provides us with motivation and satisfaction. If we manage to identify and cultivate personal interests, our life planning will be more clearly oriented. When you develop your interest continuously, you will be able to build up other personal qualities and occupational skills which can help with your future career development.”
--	--

My life planning footprints①: Explore and develop personal interests

<p>Time: 10 minutes</p> <p>PPT: P.26</p> <p>Worksheet: My life planning footprints①</p> <p>Tool: My Life Planning Portfolio</p> <p>https://portfolio.lifeplanning.edb.gov.hk/</p>	<p>➤ Ask students to finish “My life planning footprints①” and share it in the next lesson:</p> <ol style="list-style-type: none">1. Step One: Explore your personal interests<ul style="list-style-type: none">○ List three activities/ hobbies that you are interested in and briefly introduce them.2. Step Two: Develop your personal interests<ul style="list-style-type: none">○ Pick one from the interests listed above, and list five activity plans and carry them out in daily life (inside/outside school).3. Step Three: Record and share your personal interests<ul style="list-style-type: none">○ Upload the photos of the activity to “My Gallery” in “My Life Planning Portfolio” and briefly describe that experience (e.g. time, people, place and content) and share the link, or,○ Share your interest with 2-3 family members/ friends.
--	--

Extended Activity①: Interest Search

<p>PPT: P.27</p> <p>Worksheet: Extended Activity①</p>	<p>➤ Ask students to interview six classmates/ friends/ teachers/ family members and record their interests on the worksheet.</p> <p>➤ Share your findings in class after completing and make the ‘Encyclopedia of Hobbies’.</p>
---	--



References:

Books and literature:

洪鳳儀 (2000)。《生涯規劃》。臺北市：揚智文化。

教育局 (2014)。《中學生涯規劃教育及升學就業輔導指引》。擷取自

https://lifeplanning.edb.gov.hk/uploads/page/attachments/CLP-Guide_E_r3.pdf

梁湘明 (2005)。〈生涯規劃：跨理論假設與實施策略〉。《亞洲輔導學報》，12 (1 及 2)，頁 79-93。

擷取自 http://hkier.fed.cuhk.edu.hk/journal/wp-content/uploads/2009/10/ajc_v12n1-2_79-93.pdf

梁湘明 (2007)。《青少年生涯發展服務培訓計劃教材套》。中國香港：社聯。

Leung, S. A., (2017). CLAP models –The Youth Development and Intervention Framework (YDIF).

CLAP Inform, 2, 1-6. Retrieved from <https://www.clapforyouth.org.hk/wp-content/uploads/2017/04/CLAP-Form-May-10-2017-No.-2.pdf>

Heddy, B. C., Sinatra, G. M., Seli, H., Taasobshirazi, G., & Mukhopadhyay, A. (2017). Making learning meaningful: Facilitating interest development and transfer in at-risk college students. *Educational Psychology*, 37(5), 565-581.

Hidi, S., & Renninger, K. A. (2006). The four-phase model of interest development. *Educational Psychologist*, 41(2), 111-127.

Holland, J. L. (1959). *A theory of vocational choice*. *Journal of Counseling Psychology*, 6, 35-45.

Savickas, M. L. (2015). *Life-Design counseling manual*. Retrieved from

<http://www.vocopher.com/LifeDesign/LifeDesign.pdf>

Strong, E.K., Jr. (1955). *Vocational interests 18 years after college*. Minneapolis, MN: University of Minnesota Press.

Multimedia Resources Websites:

單元一教學資源：<https://elesson.lifeplanning.edb.gov.hk/>

生涯規劃的概念：<https://www.youtube.com/watch?v=EZ-V0gzd3bQ>

個案分享—千層蛋糕師：<https://youtu.be/gvAaU91LM9I>

My Life Planning Portfolio：<https://portfolio.lifeplanning.edb.gov.hk/>