



## Module 12: Life Transition and Management

Introduction : Integrate “My Life Journey”, learn to embrace future development with optimistic and adventurous attitudes.

Learning objectives :

- Cultivate optimistic and adventurous attitudes to embrace different life opportunities;
- Consolidate and integrate the learning of “Self-understanding”(自我認識), “Pathway exploration” (探索多元出路) and “Career Planning and Management” (計劃及生涯管理), equip individual to face the challenges of life transition.

Keywords : #Empowered #Optimistic #Adventures #GrowthMindset #Transition #Motto

Learning materials :

- PowerPoint slides for teaching
- Worksheet: Opportunities in Hand (materials)
- Worksheet: My Life Journey
- Post-it notes (5 for each student)

Download teaching resources :

- <https://elesson.lifeplanning.edb.gov.hk/>

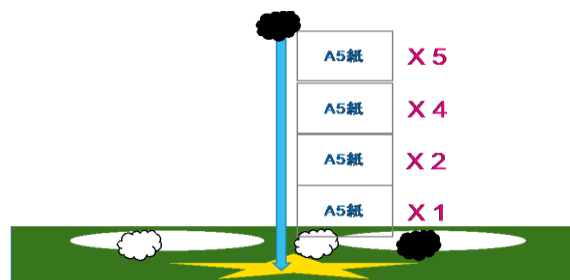


## Share My Life Planning Footprints ⑪

Time: 10 minutes Presentation: P.3 Worksheet: My Life Planning Footprints ⑪	<ul style="list-style-type: none"> <li>Briefly introduce the learning rundown of Module 12, ask students to share My Life Planning Footprints⑩, and explain how these life resources help a person facing transition in life and future development in study and life planning.</li> <li>For students with lower awareness on their life resources, instructor can invite other students to give positive feedback based on their understanding of this student (e.g. personal attributes, abilities).</li> </ul>
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## Activity 1: Opportunities in Hand

Time: 15 minutes Presentation: P. 4-7 Worksheet: Opportunities in Hand	<ul style="list-style-type: none"> <li>Instructor uses presentation P.6 to explain the procedures and rules of activity: <ul style="list-style-type: none"> <li>The activity will be conducted in 2 rounds, 2 members in a group, each group will be given a “Opportunities in Hand” worksheet. Members are required to cut paper stripes to make paper balls, and use them to throw at the target;</li> <li>The 2 members (A &amp; B) take turn to throw the paper ball, until all 6 balls have been thrown out (it is possible that other paper balls may move the ball on the target sheet), the one with the highest score in 2 rounds will be the winner;</li> <li>Scoring: <ul style="list-style-type: none"> <li>Green zone: 2 points</li> <li>White zone: 5 points</li> <li>Yellow zone: 10 points</li> <li>Outside the square: 0 point</li> <li>On the margin of 2 zones, the one with the lower score will be counted.</li> </ul> </li> <li>Every time when they throw the ball, members can choose to throw at 4 different heights, so as to get the scores multiplied in different ratios: <ul style="list-style-type: none"> <li>Level 1: Height equivalent to the length of the shorter side of an A5 paper (score x 1)</li> <li>Level 2: Height equivalent to the length of the shorter side of 2 A5 papers (score x 2)</li> <li>Level 3: Height equivalent to the length of the shorter side of 3 A5 papers (score x 4)</li> <li>Level 4: Height equivalent to the length of the shorter side of 4 A5 papers (score x 5)</li> </ul> </li> </ul> </li> </ul>
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- After the completion of the first round, instructor asks, “how’s your experience just now? Facing challenges with different levels of difficulties, are you still holding an adventurous attitude?” (can reflect from the height of throwing the balls)
- Instructor give students 1 minute to modify the shape of their paper balls or tactics for throwing the ball, then begin the second round of the activity.
- After the completion of the second round, instructor asks, “what tactics did you use to improve in the second round? Is there any thought or idea which helps you to accomplish the task?”
- Carol Dweck (2006), an American Professor of Psychology, regards people’s success as determined by their mindset. People with a **growth mindset** have the courage to take on challenges, choose to be persistent, treat efforts as the way to success, can learn from other’s suggestions and focus on the process rather than the results (Dweck, 2006). As long as we practise growth mindset, we can face life challenges optimistically, treat every single experience (no matter if it’s positive or negative) as helpful to our life planning, and able to think of more possibilities, to look at the event from different perspectives and to explore multiple pathways.
- Instructor is suggested to use the below sentences to reflect the experience of the activity and point out that regardless of the results, students can still cultivate growth mindset through the following perspectives:
  - **“Although ...”**: Explore multiple possibilities when facing failure or frustration;
  - **“I learned ...”**: Turn every experience into an opportunity to learn;
  - **“I’m still able to ...”**: Discover, develop and unleash my potentials;
  - **“...not yet successful, only because I have not met...”** : Believe that life development is continuous and stay hopeful.
- Instructor explains, “whether life goals can be accomplished, it is partly determined by environmental factors, while it is mostly controlled by personal factors. Stay optimistic, equip ourselves with attitudes of adventure and trying hard are the most important attitudes for us to overcome the challenges in the future. Although some of our goals cannot be accomplished at the moment, we can still treat it as “ in progress” . As long as we keep on trying, adjust our life action plan flexibly in response to different situations, use “growth mindset”, and explore different possibilities, then we can move forward towards our life goals step by step.”



## Activity 2: Share My Life Journey

Time: 20 minutes

Presentation: P.8-14

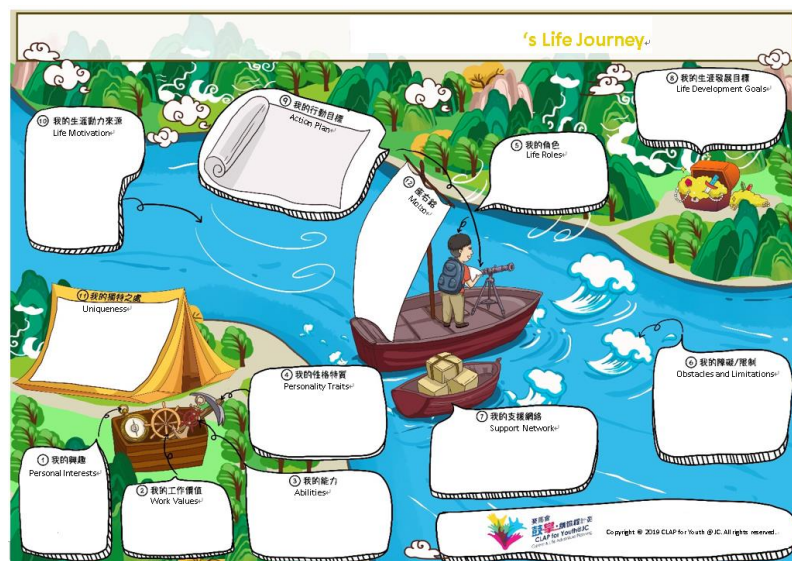
Worksheet: My Life Journey

Supplies: Post-in (5 per student)

- Ask students to complete item no. 1 to 11 of “My Life Journey” worksheet for the activity before the session. If students have completed their Footprint exercises in Modules 1 to 11 on My E-lesson, “My Life Journey” will be filled in step by step following the completion of exercises in every session.
- The below is a sample of “Life Journey” (If you need to enlarge this figure, please refer to presentation P.13):



- Instructor uses P.9-13 to introduce the meanings of different aspects on the figure, and to review related class materials in different sections, to help students consolidate their learning experiences in previous sessions.
  - Life planning is just like planning a treasure hunt. We can start planning by asking ourselves the following questions.





<p><b>Where am I now?</b></p> <p>Engagement, Self-Understanding</p> <ul style="list-style-type: none"> <li>① Personal Interests</li> <li>② Work Values</li> <li>③ Abilities</li> <li>④ Personality Traits</li> <li>⑤ Life Roles</li> <li>⑥ Obstacles and Limitations</li> <li>⑦ Support Network</li> </ul>	<p><b>Where do I want to be?</b></p> <p>Pathway Exploration</p> <p>⑧ Life Development Goals</p>	<p><b>How am I going to get there?</b></p> <p>Career Planning and Management</p> <ul style="list-style-type: none"> <li>⑨ Action Plan</li> <li>⑩ Life Motivation</li> <li>⑪ Uniqueness</li> <li>⑫ Motto (to be completed in <u>Activity 3</u> of this module)</li> </ul>
<ul style="list-style-type: none"> <li>➤ Instructor guides students to reflect on the above questions, then spend 5 minutes to prepare their life planning story. Instructor can also prepare a personal “Life Journey” as an example to share with students.</li> <li>➤ Procedures for sharing : <ul style="list-style-type: none"> <li>○ Each student will be distributed 5 post-it notes, they need to share their life journey with at least 3 students in 10 minutes. During sharing, they need to use some personal experiences or life stories to explain each item, including related people, thing/object, time, location, etc.; the listener needs to listen attentively to all items. When the student finished sharing, the listener needs to give verbal feedback and write the content on the post-it notes and give it to the other student to show your support and companionship in their life planning.</li> <li>○ Students can give feedback on the below aspects (can draw the symbols on the post-it notes to categorize): <ul style="list-style-type: none"> <li>▪ <b>Appreciation (+):</b> express your admiration specifically;</li> <li>▪ <b>Improvement (!):</b> indicate areas for improvement and give concrete suggestions;</li> <li>▪ <b>Interesting (♥):</b> explain about the content you find interesting/ inspiring;</li> <li>▪ <b>Question (?):</b> explain what you wish to learn more about.</li> </ul> </li> </ul> </li> <li>➤ Encourage students to use storytelling to share their life journey as it helps to organize their personal attributes and enhance self-concept. It also gives meaning to life experiences and identify the theme of life. All these would be extremely helpful for the next step of life planning and goal setting.</li> </ul>		



### Activity 3: Life Motto

Time: 10 minutes

Presentation:  
P.15-16

Worksheet:  
My Life Journey

- After sharing of “My Life Journey”, instructor guides students to fill in the part of item no. 12 “Motto” to encourage and remind themselves to work hard and move forward in life planning. If students do not have any idea, ask them to write down a statement or lyrics which is the most touching to them. Instructor can also gather famous quotes of celebrities or share their own motto as an example.



- According to Savickas (1998), an American scholar of life planning, Motto includes some suggestions and wisdom of life, reminding people how to obtain satisfaction or the ideal lifestyle they are looking for (Savickas, 1998). To a certain extent, motto reflects people’s beliefs. It is established and clarified by the major and minor life experiences. We can encourage students to have continuous involvement and constant reflection, so as to pursue the source of power of life planning gradually. It will also become their protective factor in facing the challenges of life transition.

## Summary and Prospect

<p>Time: 5 minutes</p> <p>Presentation: P.17</p> <p>Tool: Login to My Life Planning Portfolio</p> <div data-bbox="119 900 316 1108" style="border: 1px solid black; padding: 5px;"> <a href="https://portfolio.lifeplanning.edb.gov.hk/">https://portfolio.lifeplanning.edb.gov.hk/</a> </div>	<ul style="list-style-type: none"> <li>➤ Instructor uses presentation P.17 to conclude the session, “My E-lesson aims to equip and develop our participants with the knowledge, attitude and skills required for their life development and explore their shining points and resources, so that they could be set on sail on their life journey and move towards their life goals. There are always different encounters throughout the journey. Sometimes we just need to push it through but we may also need to detour and refill our fuel. Despite the uncertainty, so long as we remains <b>curious, persistent, flexible, optimistic and adventurous</b>, we would be able to make the best out of every encounter and live a fruitful life.”</li> <li>➤ The knowledge taught in the course can be used complementary with other life planning education interventions for follow-up and practical applications; instructor can also use “My Life Journey” worksheet in personal and group counselling.</li> <li>➤ Instructor can encourage students to continue exploring other functions on My Life Planning Portfolio to enrich and record their personal life planning progress.</li> </ul>
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## Reference

### Books & journals:

Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.

Savickas, M. L. (1998). Career style assessment and counseling. In T. Sweeney (Ed.), *Adlerian counseling: A practitioner's approach* (4th ed., pp. 329-359). Philadelphia, PA: Accelerated Development.

### Multimedia resources:

- Module 12 Teaching Resources : <https://elesson.lifeplanning.edb.gov.hk/>
- My Life Planning Portfolio : <https://portfolio.lifeplanning.edb.gov.hk/>