



## Module 3: Personal Development

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Introduction : To recognize the importance of developing transferable skills, to learn to appreciate and develop personal abilities in the long term.

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Learning Target :

- Learn about "occupational skills" and "transferable skills";
- Explore personal abilities or specialties through experience;
- Understand the relationship between personal abilities and the workplace;
- Learn how to continuously develop personal abilities.

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Keywords : #PassionToAction #Voices #Work #Workplace #TransferableSkills #Ability

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Learning Materials :

- Powerpoint slides for teaching
- Worksheet: My abilities
- Worksheet: My Life Planning Footprints③ "Improving my transferable skills"

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Download teaching resources :

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

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## Teaching Activities and Flow

### Share My Life Planning Footprints②

Duration: 5 minutes PPT: P.2-3 Worksheet: My Life Planning Footprints②	<ul style="list-style-type: none"><li>➤ Introduce the learning process of Module three, ask students to share My Life Planning Footprints② in groups:<ul style="list-style-type: none"><li>o Share about two occupations that match the values of the group, including the job tasks of the occupation, job requirements, required values, attitudes, skills and knowledge, etc.</li></ul></li></ul>
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### Activity 1: Unforgettable childhood memories

Duration: 10 minutes PPT: P.4-5	<ul style="list-style-type: none"><li>➤ The teacher shows PPT P.5 and ask: "Consider the time since your kindergarten days till you finish the primary school, or from entering the secondary school to today, what unforgettable memories or episodes did you have?" The purpose of this question is to let students find their own specialty from these memorable moments.<ul style="list-style-type: none"><li>o The teacher can ask the following questions to help students think:<ul style="list-style-type: none"><li>• What memories or episodes make you happy or bring you satisfaction?</li><li>• What was your role in this memory or episode? What did you do?</li><li>• In these unforgettable memories or episodes, what abilities/personal skills/specialties do you think you employed in dealing with the situation?</li></ul></li></ul></li><li>➤ A set of Life Design Counseling concepts developed by American behavioral psychology Professor Mark L. Savickas in 2015 is the blueprint for Activity 1. The main theme of early personal memories is often a condensed life story and reflects the main theme of a life. We can arouse the students' awareness of their personal abilities through discussion of this topic.</li><li>➤ The teacher can share their own unforgettable memories or take other people as examples to guide students to think about this issue.</li></ul>
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### What are "job-specific skills" and "transferable skills"?

Duration: 15 minutes PPT: P6-8	<ul style="list-style-type: none"><li>➤ The teacher uses PPT P.6 to explain what is "ability":<ul style="list-style-type: none"><li>o According to the Oxford dictionary, "ability is the possession of the means or skill to do something";</li><li>o Everyone is endowed with different abilities, for example, some people can speak English while some people know how to interact with others skillfully, etc., teachers can also share their own abilities with students;</li></ul></li></ul>
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o Abilities can be divided into two categories (PPT P.7):

- **Occupational skills:** These are skills that are required by specific occupations. For example, accountants need auditing skills; construction workers need to know how to operate construction equipment and other related tools. The teacher may also try to ask the students to give examples to make sure that they understand what “Job-specific skills” are.
- **Transferable skills:** These skills can be used in more than one occupation or field, they are also known as generic skills. For example, when a person's communication skill is exceptional and he/she has good interpersonal relationships, these skills can be used in different industries or work environment. Employers expect their employees to have various transferable skills in the workplace so that they could accommodate changes and different requirements in their work.

➤ According to Chu, Tavares, Chu, Ho, Chow, Siu, & Wong (2012) and Center for Curriculum Redesign (2015), main transferable skills are summarised as below:

- o **Problem solving:** In addition to finding a solution to the problem, it is also about having both the sensitivity to understand the problem and the ability to analyse the root cause of the problem.
- o **Critical thinking and reasoning:** To be able to use logic and judgment to determine the authenticity and reasonability of information. To think proactively and rigorously and not to blindly believe in all received information.
- o **Communication:** To be able to convey a message to the recipient without error, express own thoughts concretely and understand the others' arguments. To be able to actively listen, ask appropriate questions and maintain proper eye contact.
- o **Collaboration:** To have good team spirit to achieve the team's common goal. When encountering difficulties, team members will help each other and act according to overall interests.
- o **Creativity and innovation:** To be able to use own imagination to create unique concepts, ideas, methods and opportunities that have never been proposed before. To master this skill, we must think out of the box and think about the problem from different angles to conceive new and different ideas.
- o **Leadership:** To be able to take up a leadership role and set goals for the team, while inspiring team members to work together as well to achieve a common goal. As a leader, you must establish good relationships with team members and be impartial. To be able to stay calm even when encountering problems and look for solutions with a positive and optimistic attitude.



	<ul style="list-style-type: none"> <li>o <b>Information and media literacy:</b> To be able to identify, understand, use and disseminate the information obtained.</li> <li>o <b>Information technology and communication skills:</b> To have the ability to learn and understand the use of IT tools (e.g. email or social networking, etc.), and can share information with others on the internet.</li> <li>o <b>Self-management skills:</b> To be able to control personal behavior, thoughts, emotions, time management, etc., to self-improve and move towards life goals.</li> <li>o <b>Organisation skills:</b> To be able to deal with and organise unsystematic and messy things. This also means to have the ability to use own time, energy, mind, experience and resources to see through a goal from its beginning till its completion.</li> </ul>
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## Activity 2: Case Sharing - Optometrist and Barista

<p>Duration: 10 minutes</p> <p>PPT: P9-11 Short Clip: Optometrist</p> <p>Short Clip URL:</p> <div> <a href="https://youtu.be/Df7dLhwk6hU">https://youtu.be/Df7dLhwk6hU</a> </div> <p>Clip duration: 6'58" Short Clip:</p> <p>Barista Short Clip URL:</p> <div> <a href="https://youtu.be/NgxMD4GR8dA">https://youtu.be/NgxMD4GR8dA</a> </div> <p>Clip duration: 5'21"</p>	<ul style="list-style-type: none"> <li>➤ The teacher can choose to play the optometrist's or the barista's video to let students understand the difference between job-specific skills and transferable skills:</li> <li>➤ Ask students to think about the following questions: <ul style="list-style-type: none"> <li>o Which occupational skills did the main character of the case use in the workplace?</li> <li>o Which transferable skills did she use?</li> </ul> </li> <li>➤ <b>Optometrist's Occupational Skills:</b> <ul style="list-style-type: none"> <li>o Performing eye examinations, including measuring visual acuity and checking eye health;</li> <li>o Providing different services according to the needs of customers, such as checking the prescription on glasses and helping with the choice of glasses frames;</li> <li>o Recommending courses of treatment after completing eye health check for customers;</li> <li>o Referring clients in need to the ophthalmologist.</li> </ul> </li> <li>➤ <b>Optometrist's Transferable Skills:</b> <ul style="list-style-type: none"> <li>o To be able to keep up with the times and continue to add value to yourself;</li> <li>o To be patient;</li> <li>o To have good communication skills.</li> </ul> </li> <li>➤ <b>Barista's Occupational Skills:</b> <ul style="list-style-type: none"> <li>o Brewing coffee;</li> <li>o Roasting coffee beans;</li> <li>o Coffee cupping, etc.</li> </ul> </li> </ul>
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➤ **Barista's Transferable Skills:**

- o Organisation skills, such as office work, cleaning, inventory counting, etc.;
- o Communication skills, such as sales, communication with customers, etc.;
- o Information technology skills, such as utilising social platforms;
- o Information and media literacy, to have the ability to learn coffee-related knowledge via different methods.

➤ Teacher's explanation: "From the case sharing above, we can see that when coping with a job, we need to possess the specific skills required for the job and transferable skills in different aspects of the job. These skills are often learnt and accumulated through daily life. For future academic and professional development, we should actively discover and equip ourselves with our own transferable skills."

### Activity 3: My Abilities

Duration: 10 minutes PPT: P12-15 Worksheet: My Abilities	<p>➤ Show PPT P.13, ask students to think about the following questions and record their answers on the worksheet:</p> <ul style="list-style-type: none"><li>o Among the ten transferable skills, which one is the most confident for you to master? Please write it on the thumb of the hand on your worksheet. (If some students are not sure, the teacher can list a few students' abilities as examples or give the students a few minutes to discuss with neighboring classmates)</li><li>o Please write four other abilities that you possess on the remaining fingers of the hand, with the index finger being the second strongest and the pinky finger being the weakest.</li><li>o Try to share the examples to illustrate how these abilities are demonstrated in daily life.</li></ul> <p>➤ Through presentation on their discoveries and personal abilities, students' psychological resources can be strengthened and they can be more confident in facing challenges in their career development.</p> <p>➤ As some students may not be good at appreciating their own good qualities, it is recommended that the teacher share personal examples first to create an appreciative and encouraging atmosphere.</p> <p>➤ The teacher uses PPT P.15 to conclude the class: "Everyone has different abilities. The transferable skills are not restricted by the type of job and can be used according to different situations and needs. They help broaden one's academic/career choices. At this stage, we can review personal abilities by participating in different activities. We can also cultivate and upgrade transferable skills to achieve personal career aspirations and goals."</p>
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## My Life Planning Footprints③ “Improving my transferable skills”

<p>Duration: 10 minutes</p> <p>PPT: P.16</p> <p>Worksheet: My Life Planning Footprints③</p>	<p>➤ Ask students to complete My Life Planning Footprints③ after the lesson and share the following in the next session:</p> <ul style="list-style-type: none"><li>o <b>Step 1:</b> Refer to the results of Activity 3 “My Abilities” and list two transferable skills that you want to improve.</li><li>o <b>Step 2:</b> What school activities and extracurricular activities will you participate in to improve your personal abilities in order to achieve your personal career aspirations/goals? Try to list at least two action plans.</li></ul>
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## Extended Activity③ “Shine My Ability”

<p>PPT: P.17</p> <p>Tool: Log in to My Life Planning Portfolio</p> <div><a href="https://portfolio.lifepanning.edb.gov.hk">https://portfolio.lifepanning.edb.gov.hk</a></div>	<p>➤ The teacher let students to log in to My Life Planning Portfolios “Shine. My profile” and record their personal skills and strengths. Then students use the “calendar” and “Adventures - To-Do-List” to create plans and practical actions for developing transferable skills according to their personal needs.</p>
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### Multimedia Resources Websites:

Unit 3 Teaching Resources: <https://elesson.lifeplanning.edb.gov.hk>

Case Sharing - Optometrist: <https://youtu.be/Df7dLhwk6hU>

Sharing - Barista: <https://youtu.be/NgxMD4GR8dA>

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