



## Module 9: Establishing My Adventures To-do List

---

Introduction	: Review personal career goals, establish concrete and feasible, and prioritised action plan.
Learning objectives	: <ol style="list-style-type: none"><li>1. Cultivate curiosity about career planning to seize different opportunities for career development;</li><li>2. Expand the possibilities of career development;</li><li>3. Develop personal career planning action plan</li></ol>
Keywords	: #Empowered #CareerCuriosity #Goal #ActionPlan #TimeManagement
Learning materials	: <ul style="list-style-type: none"><li>➤ Powerpoint slides for teaching</li><li>➤ Worksheet: Life Goal Traffic Light</li><li>➤ Worksheet: My Adventures To-do List</li><li>➤ Worksheet: My Life Planning Footprints© “My Adventures Coordinates”</li></ul>
Download teaching resources	: ➤ <a href="https://elesson.lifeplanning.edb.gov.hk/">https://elesson.lifeplanning.edb.gov.hk/</a>

---



## Learning activities and Flow

### Review the learning of Stages 1 & 2

<p>Duration: 10 minutes</p> <p>PPT: P.2-4</p>	<ul style="list-style-type: none"> <li>➤ Instructor and students review the topics and key points covered in Stages 1 &amp; 2 (Modules 1 to 8):             <ul style="list-style-type: none"> <li>○ <b>Arouse participation &amp; engagement and inspire self-understanding:</b> explore personal interests, transferable skills, values, personality traits, and career roles;</li> <li>○ <b>Explore favorable factors and obstacles in the course of career development:</b> explore diversified options, understand personal and environmental advantages and limits on career development, and establish preliminary career goals.</li> </ul> </li> <li>➤ The focus of Stage 3 (Modules 9 to 12) will be on helping students to build up the ability in <b>planning and career management (Empowered)</b>. The curriculum will base on the Theory of Planned Happenstance by Krumboltz (1998). By prioritizing career tasks, exploring the source of career dynamics and identifying the uniqueness of individual, so as to equip them with the required attitudes and abilities in the transition of career planning, and to embrace the opportunities and face the challenges ahead.</li> </ul> <div style="text-align: center;"> <p>The above steps are only an overall developmental direction and are not definite segregations. They work in close connections with one's personal career development or are carried out in parallel.</p> <p><b>First Stage of Learning (Modules 1 to 4)</b></p> <p><b>Second Stage of Learning (Modules 5 to 8)</b></p> <p><b>Third Stage of Learning (Modules 9 to 12)</b></p> </div> <ul style="list-style-type: none"> <li>➤ According to Krumboltz (1998), we can develop the following five skills towards life and meet the opportunities and challenges in the future:</li> </ul> <div style="text-align: center;"> </div>
---	---



## Share and connect with my Life Planning Footprints®

Duration: 10 minutes

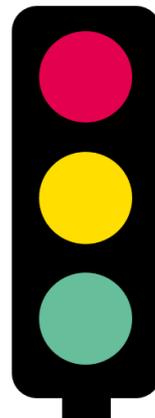
PPT: P.5-7

Worksheet:  
My Life Planning Footprint®,  
Career Goals Traffic Light

- Briefly introduce rundown of Module 9 and distribute “ Life Goal Traffic Light” worksheet. Encourage students adopt “SMARTER Principles” to evaluate the progress of achieving the goals on My Life Planning Footprints® (part 1 of the worksheet), and to make adjustments in other parts.
- Ask students to answer the questions according to their own progress of goal achievement:
  - **Red light: Goals not started**  
(Questions for evaluation: What are the factors hindering you to start the goal? What limitation are you facing?)
  - **Yellow light: Goals in progress**  
(Questions for evaluation: What are the assistance or resistance while implementing the goal?)
  - **Green light: Goals accomplished**  
(Questions for evaluation: Congratulations for accomplishing your goals! Do you want to take it to the next level and increase difficulty of your goals?)

### Goals in progress

1. What are the assistance / resistance while implementing the goal?



### Goals not started

1. What are the factors hindering you to start the goal?
2. What limitations are you facing?

### Goals accomplished

1. Can the difficulty of the goal be increased?

Instructor explains, “SMARTER goal setting is based on the principles of SMART (Monahan, Lombardi & Madaus, 2018) - Specific, Measurable, Attainable, Relevant and Time Based, and formulate together with the elements of Evaluation and Refine. Apart from expecting students to establish their career goals, it is also expected that they can review their goals on a regular basis and enhance relevant action plans, in order to put their vision and ambition into practice progressively.”



## Activity 1: The possibilities of 8

Duration: 10 minutes

PPT:P.8-10

Materials:  
scratch paper

Worksheet:  
Career Goals  
Traffic Light

- Ask each student to prepare a scratch paper, and list all possible equations with an answer of “8” in two minutes. After completion, pass the paper to other students for peer checking. The one with the greatest number of possible equations will be the winner.
- Instructor can use the following questions to help students reflect on the activity:
  - How do they complete the activity?
  - How many possible ways are there to get an answer of “8”?
  - What kind of difficulties do they encounter in the process?
  - What methods do they use to overcome these difficulties?
  - What kind of attitudes they need to maintain to think of more possibilities?

(The focus of response should be on having “Curiosity” on career development)

- Instructor explains, “the answer 8 in this activity is similar to our career goals, and the use of various symbols is just like our resources or unique personality traits. As long as we can use them appropriately, there is important meaning in every digit or symbol. It allows us to reach our career goals through relevant ways in different circumstances in the future.”
- The objective of the activity is to encourage students to establish their career goals with curiosity, and look for diversified options from different perspectives. Just like the number “8”, when it is viewed in another angle, it will become “∞”, representing infinite possibilities in ways of accomplishing their goals.
- Instructor invite students to adjust their goals in the second part of the “Life Goal Traffic Light” worksheet, and to think about different possibilities from the following dimensions, so as to formulate their new SMART goal.



**Goals not started:**

How would you modify the goal?

**Goals in progress:**

Is there any other way to achieve the goal? How would you adjust the goal?

**Goals accomplished:**

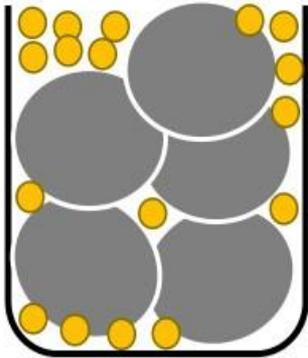
How would you enhance your goal? What is your new goal?



## Activity 2: "Adventures To-do List" before secondary school graduation

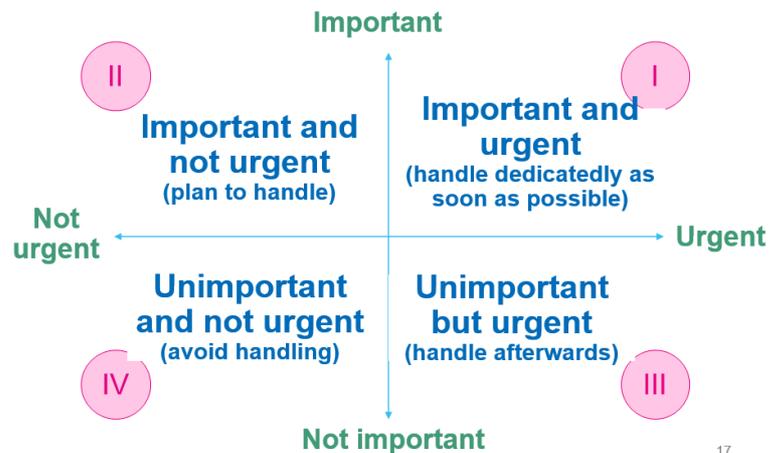
Duration: 10 minutes PPT: P.11-12 Worksheet: Career Mission Checklist	<ul style="list-style-type: none"><li>➤ Instructor asks, "What is the goal or task you would like to complete before graduating from secondary school?"</li><li>➤ Ask students to list the items they want to complete on the "Adventures To-do List" worksheet in a more concrete way, using the principles of SMART goal setting and deadline for completion. Instructor can provide assistance in helping them to turn a big goal into different small tasks so that it will become a checklist which can be reviewed regularly (E.g. visit three tertiary institutions they are interested in before Form 6 graduation, attend vocational sharing workshop once in this academic year, exercise three hours a week, etc.).</li></ul>
--	--

## Activity 3: Distinguish between "Important" and "Urgent"

Duration: 15 minutes PPT: P.13-19	<ul style="list-style-type: none"><li>➤ Instructor asks, "while facing numerous tasks you want to accomplish, how would you allocate your time to complete them?"</li><li>➤ Instructor uses PPT P. 13-16 to explain "the experiment of sand and stone" for students to learn how to implement career tasks with the principles of "importance" and "urgency": If we complete trivial matters first (put the sand in), then handle important matters (put the stones in later), it is possible that we can't finish all matters within the time limit (a specific container), just like the results of the experiment.</li><li>➤ Instructor can also prepare sand, stone and bottles for students to conduct this experiment.</li></ul>  <ul style="list-style-type: none"><li>➤ Steven Covey (2004) suggested "First things First" - categorize and prioritize matters in lives according to their importance and urgency (the below figure shows the sequence of implementation from I to IV): complete important matters first, then not important matters. This allows us to complete different matters in a more effective way.</li></ul>
--------------------------------------	---



- Instructor explains, “everyone has different career roles with respective tasks to complete. When time is limited, it is common that we can’t handle and fulfill all. Like the ‘experiment of sand and stone’, we need to organize and prioritize our career action plan in order to implement all our career goals effectively.”
- Instructor use PPT P.17 to explain how to distinguish between “Important” and “Urgent”:



- Instructor gathers information on students’ “Adventures To-do List” or use the below example (PPT P.18) to illustrate how to prioritize tasks by its importance and urgency:
  - o Scenario: The test week will begin in 2 days, a F6 student, who is also a class committee member, needs to prioritize his task list:
    1. Watch the new video of his favorite YouTuber (*Reference answer: IV Not Important+Not Urgent*)
    2. Visit the 1-day Animation-Comics-Games Expo (*Reference answer: III Not Important+Urgent*)
    3. Revise for the test (*Reference answer: I Important+Urgent*)
    4. Help his father fix his nearly broken mobile phone (*Reference answer: II Important+Not Urgent*)
    5. Discuss with classmates the class committee activity of next month (*Reference answer: II Important+Not Urgent*)
    6. Take a nap after returning from school (*Reference answer: V Not Important+Not Urgent*)

Remarks: The importance/ urgency of career tasks varies for different people; the above ranking is just for reference only.
- Instructor uses PPT P.19 to conclude the session, “It is important for us to stay curious about career development, to try and to know the possibilities of various pathways, facilitating us to discover different ways to accomplish our career goals. If the career tasks are numerous but the time is limited, we need to prioritise our tasks according to their importance and urgency, and manage our time well, so as to increase the chance of accomplishing our goals.”



## My Life Planning Footprints<sup>®</sup> “My Adventures Coordinates”

<p>Duration: 5 minutes PPT: P.20-21</p> <p>Worksheet: My Life Planning Footprints<sup>®</sup> and “Adventures To-do List”</p>	<ul style="list-style-type: none"><li>➤ Ask students to complete “My Life Planning Footprints<sup>®</sup>” after the session and share in the next session:</li><li>➤ Steps for using “My Adventures Coordinates”:<ul style="list-style-type: none"><li><b>Step 1:</b> Categorise the tasks of “Adventures To-do List” according to their importance and urgency, and mark on the coordinates;</li><li><b>Step 2:</b> Write an abbreviation of different career tasks on each mark on the coordinates.</li></ul></li><li>➤ Instructor shows the example on PPT P.21 and ask students to mark their items of Activity 2 “Career Mission Checklist” on the coordinates with “Important and Urgent”.</li></ul> <p>Remarks: The importance/ urgency of career tasks varies for different people, the above ranking is just for reference only.</p>
---	--

## Extended Activity<sup>®</sup> “Adventures To-do List”

<p>PPT: P.22-23</p> <p>Tool: Login to My Life Planning Portfolio</p> <p><a href="https://portfolio.lifepanning.edb.gov.hk/">https://portfolio.lifepanning.edb.gov.hk/</a></p>	<ul style="list-style-type: none"><li>➤ Ask students to login to “Adventures To-do List” on My Life Planning Portfolio, enter the career tasks on My Life Planning Footprints<sup>®</sup> or select the suggested items on the menu. At the same time, list the due date in the “calendar” in order to plan accordingly and remind yourself to complete the task.</li></ul>
---	---



## References:

### Books & journals:

Covey, S. R. (2004). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York, NT: Simon and Schuster.

Krumboltz, J. D. (1998). Serendipity is not serendipitous. *Journal of Counseling Psychology*, 45(4), 390-392.

Monahan, J., Lombardi, A., & Madaus, J. (2018). Promoting College and Career Readiness: Practical Strategies for the Classroom. *TEACHING Exceptional Children*, 51(2), 144-154.

### Multimedia resources:

- Module 9 Teaching Resources: <https://elesson.lifeplanning.edb.gov.hk/>
- My Life Planning Portfolio: <https://portfolio.lifeplanning.edb.gov.hk/>