

# Framework of Implementation Strategies on Life Planning Education for Primary Schools

## I. Summary

1. This framework outlines the core elements and the proposed strategies for implementing Life Planning Education (LPE) at Primary Four to Primary Six (upper primary level), and provides relevant teaching resources, to facilitate the timely implementation of LPE in primary schools. In formulating school-based plans for LPE, schools should refer to the implementation strategies below, as well as the relevant guidelines (including the Guide on Life Planning Education and Career Guidance for Secondary Schools), Guide on Personal Growth Education (PGE) for Primary Schools and related circulars, etc. issued by the Education Bureau (EDB).

## II. Background

2. LPE is considered as an ongoing and lifelong process for personal fulfillment, with different foci at different stages of lifetime<sup>i</sup>. In recent years, many local and overseas scholars have recommended the implementation of LPE curriculum at primary level.

3. As stated in the Report of the Task Force on Review of School Curriculum<sup>ii</sup>, LPE should not be misinterpreted as career guidance per se. LPE for upper primary students is meant to help them better understand their own aspirations, needs, interests and abilities, acquire some basic knowledge of work ethics and the dynamics of the work scene, and develop good attitudes for future studies and career pursuits. Early exposure to LPE could also help students develop a broader view of future pathways and occupations, and refrain from holding gender or social status stereotypes in relation to certain jobs. Given the incessant changes in job nature and requirements, it becomes more important to nurture students' soft skills, morals, ethics, positive attitudes and adaptability, and maintain an open attitude towards early introduction of life planning at upper primary level.

4. LPE for primary schools aims to foster in upper primary students the abilities for self-understanding, personal planning, goal setting and self-reflection, and inform them of the opportunities and options for academic progression and career development. The EDB has made reference to the research studies on career development and guidance conducted by local and overseas scholars to devise this framework for schools' reference. With different points

---

<sup>i</sup> EDB, Government of the Hong Kong Special Administrative Region (HKSAR) (2021). *Preface – The Importance of Life Planning*. Extracted from <https://lifeplanning.edb.gov.hk/en/parents/perface.html>

<sup>ii</sup> The Task Force on Review of School Curriculum was established by the EDB in 2017 to conduct a comprehensive review on the curriculum arrangement of primary and secondary schools and a Review Report was submitted to the EDB in September 2020.

of view<sup>iii</sup> taken into account, LPE is regarded as consisting of the following four core elements:

- (1) **Self-understanding:** To help students know more about their self-worth, discover their strengths and abilities, develop self-recognition and build confidence; and help them refrain from holding gender or social status stereotypes in relation to certain jobs;
- (2) **Study Pathways and Career Exploration:** To help students identify opportunities and options for academic progression and career development, and prioritise the options and make a choice after analysing and assessing the opportunities and their importance;
- (3) **Planning and management of Further Studies:** To motivate students to set life and career goals, prioritise them according to their importance and impact and endeavour to achieve them; and
- (4) **Career development-related Soft Skills:** To help students understand, analyse and assess themselves; acquire learning, social and decision-making skills; set long- and short-term goals, etc.

### III. Objectives of LPE for Primary Schools

5. Schools may, in light of students' developmental needs, incorporate the core elements of LPE into their school-based curriculum. LPE for primary schools should not be confined to increasing students' knowledge of different industries. Instead, it should be able to help students understand their interests, abilities and aspirations; apprehend socio-economic changes and industry-related evolvments; and nurture positive values and proper attitudes towards learning and life (e.g. punctuality, sense of responsibility and honesty). All these are conducive to students' academic, career and life planning. LPE is not an independent subject and relevant learning contents should be embedded in the learning activities of individual

---

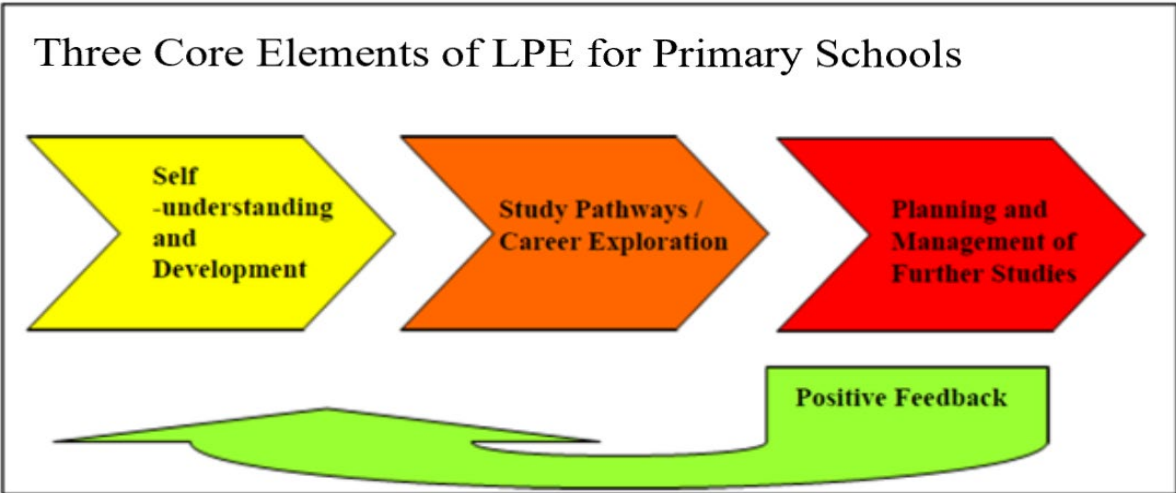
<sup>iii</sup> Different theories and views on LPE put forward by academics are summarised below: According to Donald E. Super's career development theory (1990), primary students are at a growth stage and they begin to develop self-concepts. Schools may help these students complete the developmental tasks of this stage (such as self-recognition and building of confidence) and learn about different skills, attitudes, interests and needs. Gysbers, N. C. et al. (2011) took the view that the element of career development under the guidance and counselling curriculum at primary level should aim to help students build self-confidence, and acquire learning, social and decision-making skills, and to encourage them to proactively engage in exploration of educational and occupational possibilities. Gysbers, N. C. (2013) asserted that counselling on life planning could be introduced at primary level. Gottfredson, L. S. remarked in his career development theory (1981) that schools should help students unleash their potential to the fullest while enhancing their awareness of occupational prejudice connected with gender or social status. According to Bandura, A.'s self-efficacy theory (1977 & 1982), schools should enable students to have more positive experiences, including development of strengths and abilities, setting of personal goals, and supported achievement of personal dreams. Leung, S. M. et al. (2002) opined that life planning should comprise four elements, namely self-understanding, recognition of opportunities, setting of life and career goals, and development of career and life planning skills. Leung, S. M. (2005) reckoned that LPE curriculum is an economically efficient intervention method with notable results, and can be systematically implemented at primary, secondary and tertiary levels. Yuen, M.T. et al. (2005) considered that the life skills curriculum at upper primary level should cover four domains (namely academic development, career and talent development, personal development, and social development), and should seek to help students realise their talent, establish proper work habits, explore career development possibilities, acquire communication skills, learn to respect and accept others, and develop conflict management and leadership skills.

subjects or across subjects, such as tours and visits, excursions and exchanges, and volunteer work. Such arrangements do not only contribute to more effective implementation of LPE, but also promote students’ growth and cater for their needs. Having regard to primary students’ needs and characteristics at their developmental stage, as well as the uncertainties surrounding future jobs or career, in-depth career guidance or planning in primary level is not recommended. Teaching content should instead focus on nurturing students’ multifaceted abilities, positive values and attitudes in order to prepare them for future challenges.

**IV. Three Core Elements of LPE and the Learning Framework in Primary Schools**

6. Taking into account the recommendations made by the Task Force on Review of School Curriculum<sup>iv</sup> and the successful experience in implementing LPE in secondary schools, we hold the view that primary schools should, in light of the developmental needs of upper primary students and irrespective of their abilities and aspirations, implement LPE at primary level in a systematic manner. As such, LPE for primary schools should also draw reference from the three learning elements of LPE at secondary level, i.e. Self-understanding and Development, Career Exploration, and Career Planning and Management.

7. As upper primary students have to make choices about academic progression and it would not be too late for them to work out their career plan until secondary years, it is proposed that at primary level, two of the aforesaid three core elements of LPE be adapted: from Career Exploration to Study Pathways/Career Exploration; and from Career Planning and Management to Planning and Management of Further Studies (see the diagram below).



8. Through **Self-understanding and Development**, students can understand themselves

<sup>iv</sup> Task Force on Review of School Curriculum (2020), *Optimise the curriculum for the future Foster whole-person development and diverse talents*, Hong Kong: the EDB of HKSAR Government; Q&A on Follow-up on Final Report of the Task Force on Review of School Curriculum by the Curriculum Development Institute, the EDB.

and the impact of external influences on life planning. Through **Study Pathways/Career Exploration**, students explore study and career opportunities, constraints and options available to them. With **Planning and Management of Further Studies**, students are assisted to make choices about academic progression, work out and keep to their progression plan; in so doing, they will learn how to cope with changes associated with future studies and career pursuits. Positive feedback from teachers and parents are useful in enhancing students' self-reflection ability, and prompting them to continuously self-explore, look for articulation pathways, search for career information and opportunities, refine their life plan and find their direction in life. For the major expected learning outcomes of LPE for primary schools and recommendations on its implementation platform/modes, please refer to the table below.

<b>Three learning focuses and developmental characteristics</b>	<b>Expected learning outcomes for upper primary students</b>	<b>Recommended implementation platform/modes</b>
<p><b>Self-understanding and Development</b></p> <p>Understand one's orientations, needs, interests, abilities and aspirations, and learn about occupational prejudice that arises from gender or social status stereotypes</p>	<ul style="list-style-type: none"> <li>✓ Have a better <b>understanding</b> of one's abilities/personalities/interests and expectations</li> <li>✓ <b>Set self-appropriate</b> personal goals and actively prepare oneself for studies and living</li> <li>✓ <b>Learn about</b> occupational prejudice that arises from gender and social status stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>✓ PGE lesson activities may include group play, group discussions, role play, questionnaire survey and story-telling</li> <li>✓ Encourage students to participate more in different activities and widen their exposure to different people and things; promote exchange of ideas and experiences between teachers and students and among students to help students reflect on and learn more about themselves</li> <li>✓ Help students set goals and devise plans for the new school year before the start of each school term</li> </ul>
<p><b>Study Pathways/Career Exploration</b></p> <p>Apprehend socio-economic changes and industry-related evolvments, as well as how one's abilities, aspirations and study options are career-</p>	<ul style="list-style-type: none"> <li>✓ <b>Learn about</b> the academic structure, medium of instruction, subjects taught, etc. in secondary schools and how they are related to future study options in order to prepare for the transition to secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>✓ PGE lesson activities may include group play, group discussions, role play, questionnaire survey and story-telling</li> <li>✓ Offer counselling services for primary-secondary transition to help students learn about life and learning modes in secondary schools</li> </ul>

Three learning focuses and developmental characteristics	Expected learning outcomes for upper primary students	Recommended implementation platform/modes
related	<ul style="list-style-type: none"> <li>✓ <b>Realise</b> how major occupations are related to different subjects</li> <li>✓ <b>Recognise</b> the development trends and rapid changes in the workplace and social environment, in order to help students face challenges brought by rapid changes</li> <li>✓ <b>Discover</b> personal dreams, and <b>understand</b> one's abilities/ personalities/ interests/ expectations and how study options are related to personal dreams</li> <li>✓ <b>Share</b> with family members/significant others their visions and expectations for future studies/career/life</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participate in career-related programmes and activities, with follow-up discussions and debriefing</li> <li>✓ Guide students in learning about the occupations of people around them and the progression pathways by making reference to students' life events (including those that take place in school, family and community)</li> <li>✓ Include sharing sessions with family members/significant others when devising life planning activities</li> </ul>
<p><b>Planning and Management of Further Studies</b></p> <p>Devise plans for progression to secondary schooling; develop positive values and good attitudes towards learning and life</p>	<ul style="list-style-type: none"> <li>✓ <b>Set goals and get prepared</b> for enrolment in the desired secondary school and <b>progression to secondary schooling</b></li> <li>✓ <b>Develop</b> positive values and good attitudes (e.g. punctuality, sense of responsibility and honesty), and recognise the importance of these values and attitudes to future studies or career development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attend briefings or open day activities on Secondary One admission/making choices organised by different secondary schools</li> <li>✓ Arrange visits to secondary schools and even secondary school life exploration activities for students so that they can learn about life and learning modes in secondary schools</li> <li>✓ Help students develop regular living habits through the extended activities of Moral Education/PGE lessons or Students Award Scheme</li> </ul>

<b>Three learning focuses and developmental characteristics</b>	<b>Expected learning outcomes for upper primary students</b>	<b>Recommended implementation platform/modes</b>
		<ul style="list-style-type: none"> <li>✓ Promote service learning, and encourage students to serve as class helpers or school helpers in order to enhance their sense of responsibility</li> </ul>

## V. Planning and Implementation of LPE for Primary Schools

9. The EDB has implemented the Comprehensive Student Guidance Service in primary schools for years. PGE lessons are offered to help students develop their own potentials and address students' developmental needs. Schools have gained profound knowledge and experience in implementing PGE. Among the four key learning areas of PGE at primary level, namely Personal Development, Social Development, Academic Development and Career Development, some already cover the learning elements of LPE. A comparison between PGE and LPE at primary level is at Appendix I.

10. Schools are advised to build on and enhance their existing PGE, and capitalise on the platform of PGE lessons. In particular, enhancements should be made to the learning focuses of Career Development under PGE, and the learning contents of different areas should be enriched for PGE lessons. Instead of replacing PGE with LPE at primary level, schools should implement both in a coordinated manner in order to effectively help students build confidence and acquire learning, social and decision-making skills. Schools may also review and consolidate subject-related or cross-curricula teaching contents and activities, and deliver LPE during PGE lessons as necessary. As far as planning and implementation are concerned, schools may consider assigning teachers, student guidance personnel or middle managers currently tasked with planning and implementing PGE to take up the duties. Some good examples of implementation are provided in the table below.

<b>Key stage</b>	<b>Self-understanding and Development</b>	<b>Study Pathways/Career Exploration</b>	<b>Planning and Management of Further Studies</b>
P4 to P6	<ul style="list-style-type: none"> <li>✓ Conduct activities or arrange experiential learning, including group play, group discussions, role</li> </ul>	<ul style="list-style-type: none"> <li>✓ The activities organised by the EDB under the Business-School Partnership Programme and the School Promotion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Encourage students to participate in classroom management through forming class committees or appointing different ambassadors (e.g. Bulletin Board Design)</li> </ul>

Key stage	Self-understanding and Development	Study Pathways/Career Exploration	Planning and Management of Further Studies
	<p>play, questionnaire survey and story-telling, during PGE lessons to help students understand themselves and learn about prejudice connected with gender differences and occupational status</p> <ul style="list-style-type: none"> <li>✓ Promote exchange of ideas and experiences among students, give them more opportunities to express and share ideas, listen to and accept their views and feelings, in order to facilitate their self-reflection</li> <li>✓ Encourage students to develop the habit of goal setting, e.g. setting goals and devising plans for the new school year; effective life planning requires careful thoughts,</li> </ul>	<p>Programme on “Know More about Government Service” for primary students provide a platform for students to get in touch with working people, so that students can learn about different job types and contents, and the generic knowledge, attitudes and skills needed by these jobs</p> <ul style="list-style-type: none"> <li>✓ Identify thought-provoking discussion topics and arrange debriefing after the activities so as to guide students in gaining a deeper understanding of their own abilities/ personalities/ interests/expectations, and how changes in the job market and social environment are related to study options</li> <li>✓ Devise life planning activity contents and discussion topics centring on the</li> </ul>	<p>Ambassadors, Cleaning Ambassadors and IT Ambassadors) so that they can understand the importance of having a sense of responsibility and learn to shoulder responsibilities</p> <ul style="list-style-type: none"> <li>✓ Design a LPE journal and encourage students to record their learning experience, impression and highlights of each lesson, activity or workplace visit, so as to facilitate reflection on finding their direction in life; meanwhile, teachers and parents are encouraged to leave words of encouragement, positive comments and suggestions in the journal</li> <li>✓ Provide opportunities for students to try out different interest group/co-curricular/ extracurricular activities within and outside school through cross-panel collaboration, so that students can understand their own abilities/ interests/ personalities/ expectations through broadening their horizons and exposure, and get prepared for progression to secondary schooling</li> <li>✓ Arrange visits to secondary schools and even secondary</li> </ul>

<b>Key stage</b>	<b>Self-understanding and Development</b>	<b>Study Pathways/Career Exploration</b>	<b>Planning and Management of Further Studies</b>
	and students are expected to have more specific self-reflection in order to identify their small goals and broad directions	everyday life of students and the people they are in touch with in school, family and community so as to enhance students' interest in learning	school life exploration activities for students, so as to facilitate them to set their goals for school selection and progression to secondary schooling after initial understanding of the learning and school life of secondary students

11. To help students develop positive values and attitudes towards learning and life (e.g. punctuality, sense of responsibility and honesty) through LPE for primary schools, schools may enhance the learning contents of the existing PGE lessons and review as well as consolidate subject-related or cross-curricula teaching contents and activities to cover the learning focuses of LPE for primary schools. Since positive education or life education has already been implemented in many schools to promote students' growth, it is possible for primary schools to align LPE with these efforts to help students understand themselves and know better their goals, so that they will be more motivated to face changes and challenges with an optimistic and positive attitude, and realise their self-worth and meaning of life.

12. Developing students' soft skills (e.g. self-learning, problem-solving, collaboration and communication skills) can help them understand themselves and find their direction in life. In the domains of Personal Development, Academic Development and Social Development under the current PGE, there are modules on some of the relevant soft skills, such as personal life planning, problem-solving and social skills, etc. Schools may strive for gradual integration in light of their context and development. (For details about the positive values, proper attitudes towards learning and life, and the relevant soft skills covered by PGE, please refer to the teaching resources in Appendix II.)

13. At the initial stage of implementing LPE for primary schools, schools have to handle problems such as allocation of class periods, coordination among different panels and deployment of resources, etc. Schools are encouraged to build on existing capacities and enhance the learning contents of different areas for PGE lessons. In line with this framework, schools may accord priority to develop a school-based learning framework and relevant learning elements, and gradually extend the coverage to include other soft skills. On the other hand, various panels have sought to develop students' generic skills (including communication, problem-solving, self-management and collaboration skills) of primary students and foster in



them positive values (including perseverance, responsibility, commitment and integrity) over the years. Schools may gradually enrich and deepen the teaching of relevant soft skills, and the cultivation of positive values and attitudes towards life in light of their context. To help schools review and co-ordinate the work of LPE among different panels, a template of Subject Action Plan for LPE has been uploaded onto the EDB website for schools' reference (<https://www.edb.gov.hk/en/GD/projects-services>) [Home > Teachers Related > Student Guidance and Discipline Services > Projects and Services > Life Planning Education for Primary Schools].

**A comparison between Personal Growth Education (PGE) and  
Life Planning Education (LPE) for primary schools**

Learning focuses of LPE for primary schools	Similar expected learning outcomes for upper primary students under PGE (revised 2012)	Expected learning outcomes under LPE for primary schools
<p><b>Self-understanding and Development</b> Understand one's orientations, needs, interests, abilities and aspirations, and learn about occupational prejudice that arises from gender or social status stereotypes</p>	<ul style="list-style-type: none"> <li>✓ Understand personal interests, aptitudes, strengths and weaknesses when making the right choice about secondary schooling (Learning Area 3: Academic Development)</li> <li>✓ Develop a positive attitude towards oneself, explore one's potentials and set personal goals (Learning Area 1: Personal Development)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have a better <b>understanding</b> of one's abilities/ personalities/interests and expectations</li> <li>✓ <b>Set self-appropriate</b> personal goals and actively prepare oneself for studies and living</li> <li>✓ <b>Learn about</b> occupational prejudice that arises from gender and social status stereotypes</li> </ul>
<p><b>Study Pathways/Career Exploration</b> Apprehend socio-economic changes and industry-related evolvments, as well as how one's abilities, aspirations and study options are career-related</p>	<ul style="list-style-type: none"> <li>✓ Learn about secondary school life to prepare for primary-secondary transition (Learning Area 3: Academic Development)</li> <li>✓ Realise how various occupations are related to different school subjects (Learning Area 4: Career Development)</li> <li>✓ Recognise various means for gathering career information and make simple presentations (Learning Area 4: Career Development)</li> <li>✓ Understand the requirements of various occupations and how one's competencies and aspirations are related (Learning Area 4: Career Development)</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Learn about</b> the academic structure, medium of instruction, subjects taught, etc. in secondary schools and how they are related to future study options in order to prepare for the transition to secondary schools</li> <li>✓ <b>Realise</b> how major occupations are related to different subjects</li> <li>✓ <b>Recognise</b> the development trends and rapid changes in the workplace and social environment, in order to help students face challenges brought by rapid changes</li> <li>✓ <b>Discover</b> personal dreams, and <b>understand</b> one's abilities/personalities /interests/expectations and</li> </ul>

Learning focuses of LPE for primary schools	Similar expected learning outcomes for upper primary students under PGE (revised 2012)	Expected learning outcomes under LPE for primary schools
		<p>how study options are related to personal dreams</p> <p>✓ <b>Share</b> with family members/significant others their visions and expectations for future studies/career/life</p>
<p><b>Planning and Management of Further Studies</b></p> <p>Devise plans for progression to secondary schooling; develop positive values and good attitudes towards learning and life</p>	<ul style="list-style-type: none"> <li>✓ Understand the importance of self-learning and lifelong learning (Learning Area 3: Academic Development)</li> <li>✓ Recognise personal strengths in academic and non-academic aspects (Learning Area 3: Academic Development)</li> <li>✓ Master interview skills (Learning Area 3: Academic Development)</li> <li>✓ Adapt to secondary school life (Learning Area 3: Academic Development)</li> <li>✓ Use time management skills to balance personal, academic and family life (Learning Area 3: Academic Development)</li> <li>✓ Apply a cooperative, responsible, conscientious and punctual attitude in organising and participating in school functions and community services (Learning Area 4: Career Development)</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Set goals and get prepared</b> for enrolment in the desired secondary schools and <b>progression to secondary schooling</b></li> <li>✓ <b>Develop</b> positive values and good attitudes (e.g. punctuality, sense of responsibility and honesty), and recognise the importance of these values and attitudes to future studies or career development</li> </ul>

**Teaching and Learning Resources  
relevant to Life Planning Education for Primary Schools**

Expected Learning Outcomes for LPE for Upper Primary Students	Suggested Teaching Contents/ Relevant Teaching and Learning Resources
<b>Self-understanding and Development</b>	
<p>✓ Have a better <b>understanding</b> of one’s abilities/personalities/interests and expectations</p> <ul style="list-style-type: none"> <li>● Recognise and appreciate one’s abilities, strengths and accept personal weaknesses</li> <li>● Recognise the uniqueness of each individual</li> <li>● Affirm one’s potential</li> </ul>	<p>✓ The ugly duckling: I am “ME” / I am precious ( adopted from “WE” Positive Dynamics Scheme )</p> <p>✓ My glory record ( adopted from PGE-Academic Development )</p> <hr/> <p>✓ * I am talented</p>
<p>✓ <b>Set self-appropriate</b> personal goals and actively prepare oneself for studies and living</p> <ul style="list-style-type: none"> <li>● Identify personal goals</li> <li>● Learn about principles of goal-setting</li> </ul>	<p>✓ Goal setting I (adopted from “Understanding Adolescent Project(Primary)”</p> <p>✓ Hope I and Hope II (adopted from “Hope I and Hope II”)</p>
<p>✓ <b>Learn about</b> occupational prejudice that arises from gender and social status stereotypes</p> <ul style="list-style-type: none"> <li>● Gender and occupation</li> <li>● Occupation and social status stereotyping</li> </ul>	<p>✓ Choices on a wreck ( adopted from PGE - Career Development )</p> <hr/> <p>✓ * Gender-neutral occupations</p>
<b>Study Pathways/Career Exploration</b>	
<p>✓ <b>Learn about</b> the academic structure, medium of instruction, subjects taught, etc. in secondary schools and how they</p>	<p>✓ * Secondary Schools: What you need to know</p> <p>✓ * Notes on occupations I</p>

Expected Learning Outcomes for LPE for Upper Primary Students	Suggested Teaching Contents/ Relevant Teaching and Learning Resources
<p>are related to future study options in order to prepare for the transition to secondary schools</p>	
<p>✓ <b>Realise</b> how major occupations are related to different school subjects</p> <ul style="list-style-type: none"> <li>● Understand diversified methods to obtain career-related information, such as the job nature and its characteristics</li> <li>● Assist students to understand the relationship between occupations and different subjects</li> </ul>	<p>✓ Kaleidoscope career (adopted from PGE – Career Development)</p> <p>✓ 10 questions about occupation (adopted from PGE – Career Development)</p> <p>✓ Know much more about occupations (adopted from PGE – Career Development)</p> <p>✓ * Notes on occupations II</p>
<p>✓ <b>Recognise</b> the development trends and rapid changes in the workplace and social environment, in order to help students face challenges brought by rapid changes</p> <ul style="list-style-type: none"> <li>● Understand the impact of the rapidly developing social environment on job market (such as the rise and fall of different occupations, changes in entry requirements and the emergence of new occupations)</li> <li>● Help students prepare themselves to face the challenge of rapid changes</li> </ul>	<p>✓ Starting with your strengths (adopted from PGE – Career Development)</p> <p>✓ * Time tunnel of career</p> <p>✓ Entry requirements (adopted from PGE – Career Development)</p>
<p>✓ <b>Discover</b> personal dreams, and <b>understand</b> one’s abilities/personalities/interests/expectations and how study options are related to personal dreams</p> <ul style="list-style-type: none"> <li>● Discover personal dreams</li> <li>● Understand the relationship between one’s abilities and further</li> </ul>	<p>✓ * Career inside-out</p> <p>✓ * Fly with your dreams</p>

Expected Learning Outcomes for LPE for Upper Primary Students	Suggested Teaching Contents/ Relevant Teaching and Learning Resources
studies <ul style="list-style-type: none"> <li>● Understand the basic conditions of dreams and personal conditions</li> </ul>	
✓ <b>Share</b> with family members/significant others their visions and expectations for future studies/career/life	✓ * LPE journal
<b>Planning and Management of Further Studies</b>	
✓ <b>Set goals and get prepared</b> for enrolment in the desired secondary schools and <b>progression to secondary schooling</b> <ul style="list-style-type: none"> <li>● Understand personal abilities and conditions, and the selection of appropriate secondary school</li> </ul>	✓ Starting your life in secondary school (adopted from PGE – Academic Development)
✓ <b>Develop</b> positive values and good attitudes, and recognise the importance of these values and attitudes to future studies or career development <ul style="list-style-type: none"> <li>● Cooperation, sense of responsibility, diligence, honesty and punctuality</li> <li>● Time management</li> </ul>	✓ Working together (adopted from PGE – Career Development) ✓ Who’s duties (adopted from PGE – Career Development) ✓ Be a master of time management (adopted from PGE – Career Development) ✓ *Respect and keenness to one’s occupation ✓ * Honesty
Relevant soft skills	
✓ Personal life planning skills <ul style="list-style-type: none"> <li>● Time management</li> <li>● Good use of money</li> </ul>	✓ Time auction (adopted from PGE – Personal Development) ✓ * I am the time keeper ✓ * Make good use of money I and II

<b>Expected Learning Outcomes for LPE for Upper Primary Students</b>	<b>Suggested Teaching Contents/ Relevant Teaching and Learning Resources</b>
<ul style="list-style-type: none"> <li>✓ Problem-solving skills</li> <li>✓ Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Think before you leap (adopted from PGE – Personal Development)</li> <li>✓ Hope I and II (adopted from “Hope I and Hope II”)</li> <li>✓ Problem-solving skills (adopted from PGE – Personal Development)</li> </ul>
<ul style="list-style-type: none"> <li>✓ Social skills: <ul style="list-style-type: none"> <li>● Communication skills</li> <li>● Conflict management skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Principles in making friends (adopted from PGE – Social Development)</li> <li>✓ Use of ‘I’ message (adopted from PGE – Social Development)</li> <li>✓ Get along well with siblings (adopted from PGE – Social Development)</li> <li>✓ How to deal with bullying (adopted from PGE – Social Development)</li> <li>✓ What to do in case of being bullied (adopted from PGE – Social Development)</li> </ul>
<b>Relevant positive values and attitude towards life</b>	
<ul style="list-style-type: none"> <li>✓ Positive values and attitudes: <ul style="list-style-type: none"> <li>● Appreciation of oneself as an unique individual</li> <li>● Expressing care and wishes</li> <li>● Mutual understanding and accommodation</li> <li>● Persistence</li> <li>● Cooperation and conscientiousness</li> <li>● Sense of responsibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Magic mirror (adopted from PGE – Personal Development)</li> <li>✓ Blessing and goodbye (adopted from PGE – Social Development)</li> <li>✓ Get along well with siblings (adopted from PGE – Social Development)</li> <li>✓ Let me show you how (adopted from PGE – Academic Development)</li> <li>✓ Who’s duties / Work together / Division of labour (adopted from PGE – Academic Development)</li> <li>✓ * My responsibility</li> </ul>

# The teaching resources will be updated from time to time. Schools may visit the EDB website (<https://www.edb.gov.hk/en/GD/projects-services>) [ Home >Teachers Related >Student Guidance and Discipline Services >Projects and Services >Life Planning Education].

\* For teaching resources that are being compiled and/or revised, they will be uploaded onto the EDB website for teachers' reference upon completion.



## References

1. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
2. Bandura, A. (1982). The psychology of chance encounters and life paths. *American Psychologist*, 37(7), 747–755.
3. Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology*, 28(6), 545–579.
4. Gysbers, N. C. (2008). Individual student planning in the United States: Rationale, Practices, and Results. *Asian Journal of Counselling*, 15(2), 117–139.
5. Gysbers, N. C. (2013). Career-ready students: A goal of Comprehensive School Counseling Programs. *The Career Development Quarterly*, 61, 283–261.
6. Gysbers, N. C., Stanley, B., Kosteck-Bunch, L., Magnuson, C. S. , & Starr, M. F. (2011). *Missouri comprehensive guidance and counseling program: A manual for program development, implementation, evaluation, and enhancement*. Warrensburg, MO; Missouri Center for Career Education, University of Central Missouri.
7. Super, D. E. (1990). *A life-span, life-space approach to career development*. In D. Brown & L. Brooks, *The Jossey-Bass management series and The Jossey-Bass social and behavioral science series. Career choice and development: Applying contemporary theories to practice* (p. 197–261). Jossey-Bass.
8. Student Development Curriculum Division (2012). *Education and Career Guidance (ECG) Syllabus: Secondary Implementation starting with 2014 Secondary Cohort (All levels)*. Singapore : Ministry of Education.
9. 升學及就業輔導組(2014)。《中學生涯規劃教育及升學就業輔導指引 — 第一版》。香港：香港特別行政區教育局。
10. 艾斯柏(2002)。《如何改善生活技能課程及全方位輔導計劃：理念與策略》。《生活技能課程及全方位輔導計劃：理念與實踐》。香港：香港大學教育學院生活技能發展計劃，頁 30-45。
11. 香港輔導教師協會(2013)。《高中事業發展學習工具：生涯地圖》。香港：香港輔導教師協會。

12. 香港輔導教師協會（2013）。《築夢工程》。香港：香港輔導教師協會。
13. 袁文得、余文基等著（2005）。《生活技能發展課程：活動設計》。香港大學教育學院，生活技能發展計劃。
14. 梁湘明、黃美微、李淑賢、林建榮（2002）。《生涯規劃：青少年的事業發展與輔導》。《青年研究學報》，第5卷，頁38-49。
15. 《青少年生涯發展服務培訓計劃教材套》－《從校園到工作世界：事業發展理論的一些啟示》。香港：香港社會服務聯會。
16. 訓育及輔導組（2008）。《個人成長教育 - 精選教案》。香港：香港特別行政區教育局。  
<https://www.edb.gov.hk/attachment/tc/teacher/student-guidance-discipline-services/gd-resources/resources-personal-growth-edu/pge-selected-lesson-plans-chi.zip>
17. 訓育及輔導組（2010）。《「WE」正向動力計劃（小學版）》教案。香港：香港特別行政區教育局。  
<https://www.edb.gov.hk/tc/teacher/student-guidance-discipline-services/gd-resources/index.html>
18. 訓育及輔導組（2010）。《成長的天空（小學）》小五課程。香港：香港特別行政區教育局。  
<https://www.edb.gov.hk/tc/teacher/student-guidance-discipline-services/projects-services/understanding-adolescent-project-primary/universal-programme.html>
19. 訓育及輔導組（2012）。《個人成長教育（2012 修訂版）》教案。香港：香港特別行政區教育局。  
<https://www.edb.gov.hk/tc/teacher/student-guidance-discipline-services/gd-resources/resources-personal-growth-edu/resources-personal-growth-edu.html>
20. 訓育及輔導組（2012）。《個人成長教育（2012 修訂版）》。香港：香港特別行政區教育局。  
[https://www.edb.gov.hk/attachment/tc/teacher/student-guidance-discipline-services/projects-services/sgs/comprehensive-student-guidance/kla/1974\\_20120810\\_chi.pdf](https://www.edb.gov.hk/attachment/tc/teacher/student-guidance-discipline-services/projects-services/sgs/comprehensive-student-guidance/kla/1974_20120810_chi.pdf)
21. 訓育及輔導組（2020）。《希望（一）》教案。香港：香港特別行政區教育局。  
<https://www.edb.gov.hk/tc/teacher/student-guidance-discipline-services/gd-resources/resources-personal-growth-edu/resources-personal-growth-edu.html>
22. 訓育及輔導組（2020）。《希望（二）》教案。香港：香港特別行政區教育局。

<https://www.edb.gov.hk/tc/teacher/student-guidance-discipline-services/gd-resources/resources-personal-growth-edu/resources-personal-growth-edu.html>

23. 教育局（2019）。《教育局通函第 191/2019 號 - 生涯規劃資訊網站》附件二。香港：香港特別行政區教育局。

<https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM19191C.pdf>

24. 梁湘明（2005）。《生涯規劃：跨理論假設與實施策略》。亞洲輔導學報，第 12 卷，第 2 期，頁 79-93。

25. 學校課程檢討專責小組（2020）。《優化課程迎接未來 培育全人啓迪多元》。香港：香港特別行政區教育局。

[https://www.edb.gov.hk/attachment/tc/curriculum-development/renewal/taskforce\\_cur/TF\\_CurriculumReview\\_FinalReport\\_c.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/renewal/taskforce_cur/TF_CurriculumReview_FinalReport_c.pdf)

Online resources:

Business-School Partnership Programme, Education Bureau

<https://careerguidance.edb.hkedcity.net/en/home>

School Promotion Programme on “Know More about Government Service”

<https://www.servicexcellence.gov.hk/en/school-promotion-programme/index.html>