



**Leung Yuet Fai
Simon**

**Stewards Pooi Kei College
BAFS Panel**





I. Teaching Philosophy



II. BAFS Curriculum Planning



III. E-learning Tools



IV. Junior Form Business Education



V. Diversified OLE Activities



VI. Whole School Activities



VII. Professional Qualifications





I. Teaching Philosophy

Business Education in Secondary Schools

- Nurture students with basic business knowledge and skills followed by practical applications
- Develop students' positive values and attitudes in playing the roles of consumers, investors, employees and entrepreneurs
- Promote cross-subject collaboration
- Encourage students pursue self-directed learning through e-learning tools

Life-wide Learning Learning by Doing

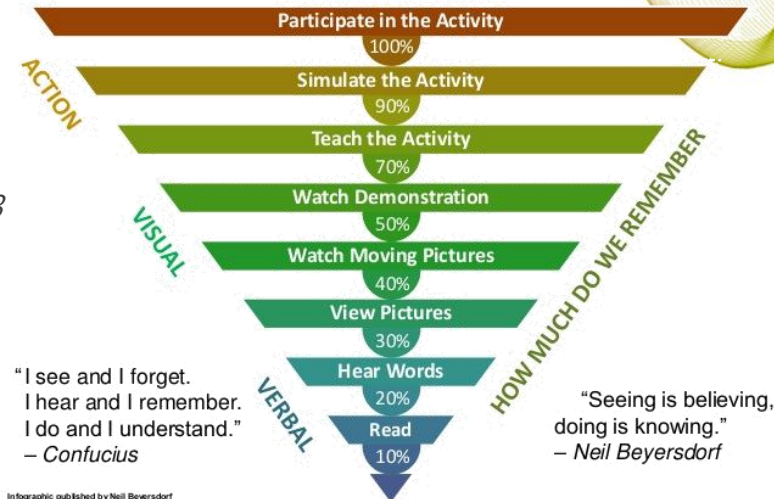
"Business education is based on academic fundamentals and practical application.

Integration will make business subjects academically stronger and academic subjects more relevant."

Source:

Issues in the future development of business education in Hong Kong secondary curriculum, Cheung, Cogent Education (2016), 3

How We Learn and How Much We Remember



II. BAFS Curriculum Planning

						Other Learning Activities	Learning Strategies
S3	Business Foundation					• YDC School-Parent-Company Program • Assemblies • LEWOWA	• Online Pre-study Assignments • Project
Topics	SMEs & Factors	Accounting Equation	Personal Finance - Consumer Credits	Key Business Functions	Financial Statements		
Teaching Strategies	Q&A; Presentation; Group Discussion; Problem-based learning						
S4	DSE Compulsory					• Business Proposal Competitions • LEWOWA	• Online Pre-study Assignments • Youtube videos • Project/ Book Report
Topics	Hong Kong Business Environment	Introduction to Management	Basic of Personal Finance	Introduction to Accounting			
Teaching Strategies	Individual work; Pair-work; Group Discussion; Individual tutoring; Scaffolding exercises with video						
S5	S5 Accounting Module		S5 Business Management Module			• JA Company Program • Business Plan Competitions • LEWOWA	• Pre-study Assignments • Youtube videos
Topics	Financial Accounting I&II		Marketing Management	Financial Management			
Teaching Strategies	Mastery Learning		Mastery learning; Quick Mark, Quick Demo				
S6	S6 Accounting Module		S6 Business Management Module			• After school remedial class • Mock Exams	• Pre-study Assignments • Youtube videos
Topics	Cost Accounting		Human Resource Management				
Teaching Strategies	Mastery Learning		Mastery learning; Quick Mark, Quick Demo				

School-based Cater for Learner Diversity Strategies (I)

Strategies	Details
1. <i>Curriculum Planning (both Basic and Advanced Levels)</i>	S6: Less-able students focus on compulsory part content, while students with higher ability emphasize elective part.
2. <i>Exam Paper-Setting (Challenging Questions)</i>	S3: Bonus questions set in Uniform Tests & Exams
3. <i>Group Activities in Class (Cooperative Learning)</i>	S4 & S5: Heterogeneous grouping for discussing and solving application questions in certain topics
4. <i>e-Learning</i>	S4 – S6: Flipped learning (videos for pre-lesson study & revision in certain topics)
5. <i>Catering for Learner Differences</i>	S3: Entrepreneurship program for elite students S4: Revision scope of seen questions adopted in tests for less-able students S5 (Accounting module): 2 sets of chapter tests (easy & normal version) set for students

School-based Cater for Learner Diversity Strategies (II)

	Strategies	Details
6.	<i>Extended Reading</i>	S3: Business-related articles shared in school-based notes S4 & S5: Book reports for holiday assignments
7.	<i>Alumni Tutorial Scheme</i>	S6 & S5: Supplementary lessons provided by elite alumni
8.	<i>Graphic Organizers</i>	S4: Mind maps for chapter summary/ specific topics
9.	<i>Pre-Lesson Study</i>	S3 & S4: Online quizzes after pre-lesson study
10.	<i>Award Scheme</i>	S4 & S5: <ul style="list-style-type: none">• Bonus marks awarded for students who submitted quality assignment earlier• Extended program referral to top students

III. E-learning tools

for students' mastery learning

- Online Learning Platform –



- Youtube Channel –

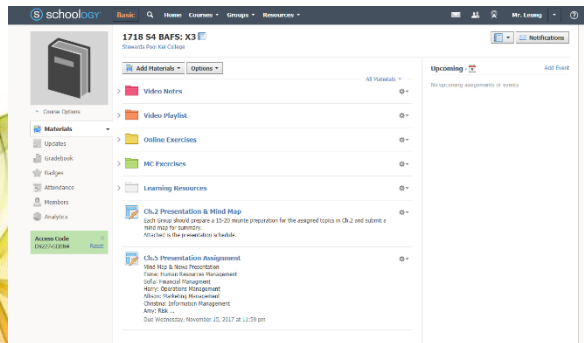


- Instant Q&A App –



Online learning Platform - Schoology

- Serve as a students' learning resources platform
 - school-based notes & exercises download
 - exercise submission
 - revision exercises with answer checking
- Facilitate students' pre-study & revision
- Used since 2016 and accounts set for S3, S4 & S5 students

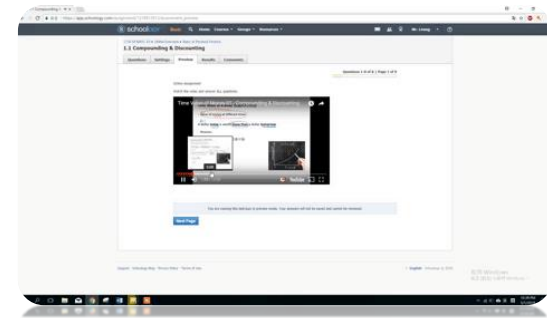


User-interface of Schoology's Classroom

A screenshot of the Schoology exercise results page for the course '1718 54 BAFS: X3'. The page title is '1.4 Factors affecting business decision'. It shows a table of student performance data.

Name	Submissions/ Attempts	Latest Attempt	Final Score	Gradebook Status	View Attempts
4.27 Emma Wong	1/1	9/16/17 4:21pm	70/100	100%	View Attempts
4.18 Thomas KOI-T	1/1	9/11/17 9:10pm	40/100	33.33%	View Attempts
4.20 Agnes Ngai	2/2	9/13/17 8:46pm	70/100	100%	View Attempts
4.12 Allison Lee	1/1	9/12/17 12:04pm	70/100	100%	View Attempts
4.21 Amy Wang	1/1	9/12/17 10:50pm	70/100	100%	View Attempts
4.26 Angela Choi	1/1	9/12/17 7:03pm	70/100	100%	View Attempts
4.24 Brian Yip	1/1	9/12/17 8:10pm	60/100	66.67%	View Attempts
4.17 Christina Kwok	1/1	9/13/17 9:10pm	85.71/100	85.71%	View Attempts
4.21 Emily Ng	1/1	9/12/17 7:03pm	40/100	33.33%	View Attempts
4.28 Henry Wong	1/1	9/12/17 9:08pm	70/100	100%	View Attempts
4.11 Julian Chu	1/1	9/12/17 10:50pm	70/100	100%	View Attempts

Statistic of exercise results



Schoology Exercise (Student Demo)

Youtube Channel

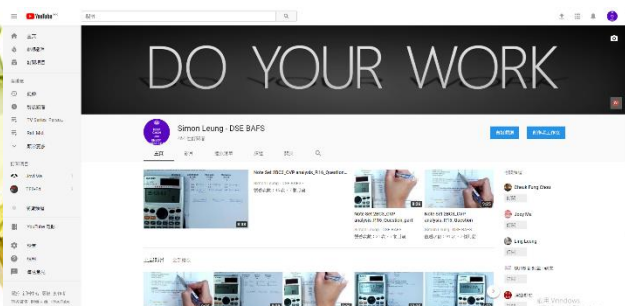


Simon Leung - DSE BAFS

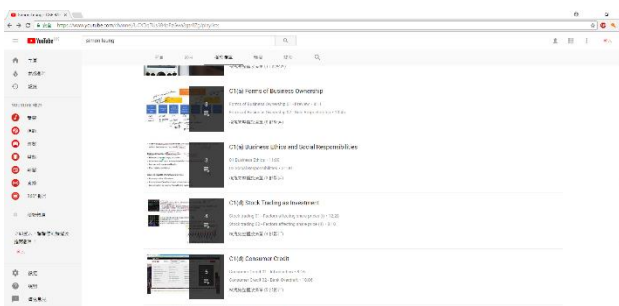
464 位訂閱者 · 355 部影片

Online Lectures for HK DSE BAFS students.

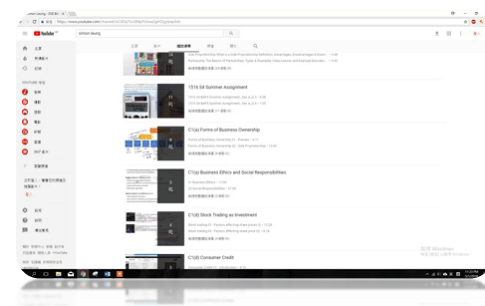
- Serve as a DSE BAFS video channel
 - Teaching videos of **ALL** topics in BAFS **Compulsory Part**
 - **Questions demonstration of DSE Past Papers**
 - Teaching videos of Accounting & Business Management Modules
- 635 Videos; 464 Subscribers; Accumulated Watching Time 539,575 mins
- Facilitate students' self-directed learning and in-class assignments



User-interface of Youtube Channel



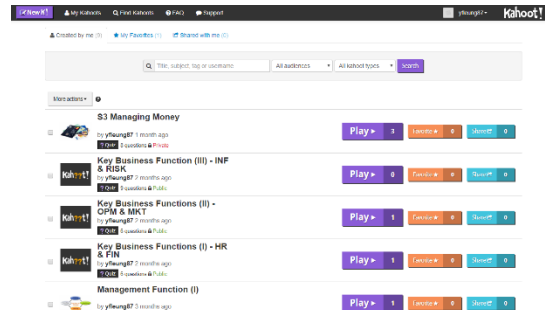
Various playlists in different topics



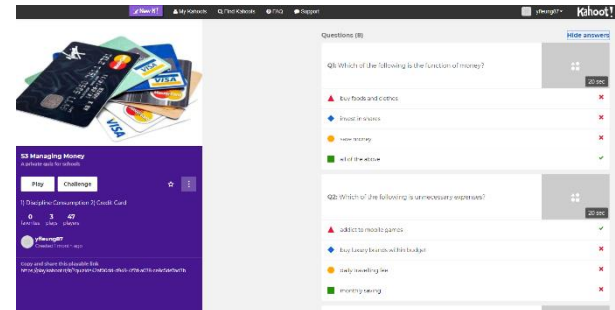
Youtube Video (Student Demo)

Instant Q&A app - Kahoot!

- Serve as a lesson conclusion/ quick drill
 - MC quiz with instant feedback
 - Real-time marks calculation
- Check students' understanding and give students follow-up
- Enhance students' learning motivation in competition
- Adopted in S3 & S4 lessons



My Kahoot! Quiz List



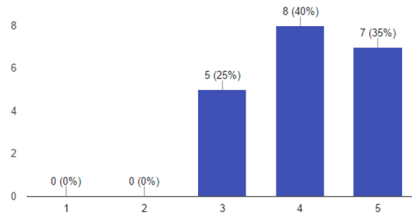
Kahoot! Quiz Sample – S3 Managing Money

E-Learning Survey (S3, 2016)

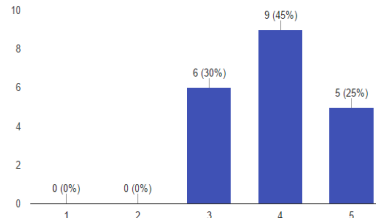
Survey done by Google From

- 70% students agree that they are **more committed** to lessons after using e-learning tools.
- 76% students agree that they can **learn** BAFs **more effectively** by e-learning platform.
- 95% students agree that **E-learning** can **foster** their **pre-study** preparation.

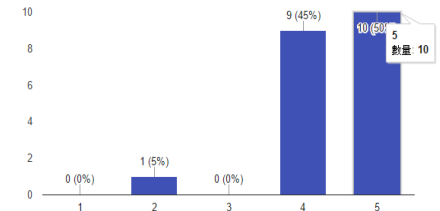
1. I can learn BAFS more effectively by e-learning platform, i.e. Schoology.
(20 則回應)



3. I am more committed to BAFS lessons after using e-learning tools.
(20 則回應)



5. E-learning can foster my pre-lesson preparation. (20 則回應)

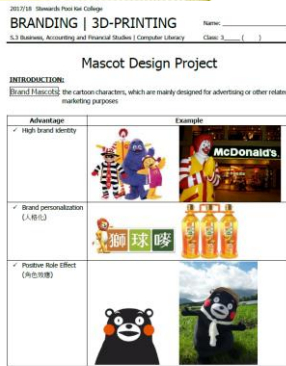


IV. Junior Form Business Education

Self-designed Learning Task Activities in S3

● Small & Medium Enterprises (SMEs) Interview (2016)

- Let students understand the operation of SMEs in different industries i.e. target customers, competitors, competitive advantages & difficulties
- 6 to 7 students as a group to interview SMEs' owners (family members)
- Submission of a short report & video



Mascot Design Worksheet

● Restaurant Mascot Design & 3D Modeling (2017)

- Cross-subject collaboration with Computer Literacy
- BAFS: teach students the marketing strategy about brand mascots
ICT: teach students 3D-modeling technique
- Each student design their restaurant mascots under the theme of different countries' cuisines



Students' Good Works

1. Small & Medium Enterprises (SMEs) Interview

VIDEO DEMO



S3 Business, Accounting & Financial Studies (BAFS)

To understand the entrepreneurship of small and medium enterprise (SMEs) by real cases in Hong Kong business environment



Group mates : Mary Siu
Amy Wong
Venise Wong
Lillian Lam
Yuki So
Agnes Ngai
Esme Wong

Background of Mr.Chan's restaurants

Kowloon Café, 成發快餐

Mr. Chan's restaurant(Kowloon Café, 成發快餐) has operated in the Kowloon District for about 20years. Mr. Chan owned two restaurants. Both of the restaurants have their own features.

成發快餐:

The first restaurant is a fast food shop. Fast food shop was one of the old Hong Kong cultures. In the past, there always had one or two restaurants near an estate and provided services. Their customers were neighborhood.



The second restaurant is a coffee shop. It is a nostalgic old-fashioned restaurant. They used this to be the theme and made some menus for sign.



They mainly focus on breakfast time, lunch time and afternoon tea time. Their restaurant is usually closed on Sunday and general holidays.



About Kowloon Café, 成發快餐

Number of employees do the company have:

Mr. Chan has around 20-30 employees for two restaurants.

Start-up Capital:

His start-up capital was come from family savings before twenty years ago. It's because they are managed by family inform of informal partnerships to operate this two restaurants.

The business's target customers:

Their major customers are officers, porters and construction workers.

The business's major competitors:

Other SMEs restaurants are their direct competitors. Therefore, they can only try their best, provide best services, suitable price and nice food.

Compared with large companies, the business competitive edge:

Their competitive edge is other restaurants are located outside of the industrial area. In the industrial area, the shop rent is more cheap. Their target customers are officers. Most of the officers will come out and have their breakfast and lunch. Also, our competitions with large companies are not very serious.

Difficulties the owner have encountered in running the business:

First difficulty is hard to find employees, like waiter and cook. There is very fewer people to join in. This is the biggest problem for operation. Second difficulty is how to attract more customers.

Observe:



From the design of Kowloon Café. We can observe that it is more classic. Compare to big companies (MNCs) They provide a good image of being close to the people, it can attract more Hong Kong people.



From the price of 成發快餐 We can see that the price is more lower than the MNCs that can also attract more customers which are officers, porters and construction workers which do not earn a lot.

Conclusion

From this interview, Our findings are similar to the learning material. We found that the characteristics of SMEs are similar as they are owned and managed by their families, they are Local operation. Also the problem of Mr. Chan running the restaurants which is hard to find employees is similar to high labor turnover like the disadvantages of SMEs. Also they are small in scale with low operating cost.



Although they did not have innovation, but what they have are classic and a image of being close to the people such as old Hong Kong people.

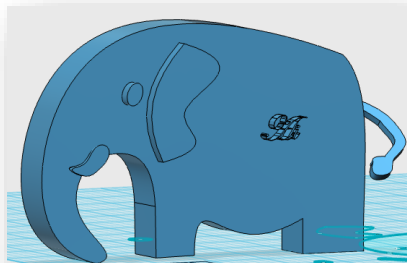
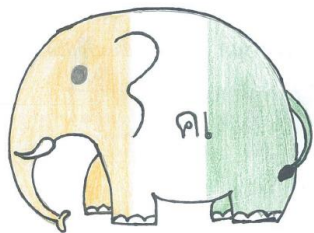


This project is an extra learning opportunity for us to study a real case of this topic in Hong Kong. It let us know how BAFS related to reality and our daily life

Students' Good Works

2. Restaurant Mascot Design & 3D Modeling

Indian Food Restaurant



The mascot of the brand-"Aidhi-india" is named bharat haathee, which means india elephant in hindi. The out-looking of bharat haathee is an elephant with 3 colours and two letters on it, the 3 colours included orange, white and green which is the colours included on the india's flag. The elephant is the most famous animal in India. The two letters printed on it's body is AI which is the short form of the brand name "Aidhi-india". Its personalities are included friendly, campagne and adorable which means Indians are friendly and included the personalities above.

Chinese Food Restaurant



First of all, there are a 叉燒包 on his head, that show our restaurant will have 叉燒包 for the famous dishes. Second, our restaurant are focus in chinese food such as dimsum. Third, as you can see this mascot have a cute face so that it can attract the kids. Fourth, the 點心仔 is good at cooking, because you can see the cooking tools are holding on his hand.








Academic Results Review – HKDSE BAFS

Passing rate: Level 2 or above

Credit rate: Level 4 or above

ACC: Accounting Module

BM: Business Management Module

	Credit Rate		Credit Rate	
	SLeung's Class	HK Average	SLeung's Class	HK Average
2014 (BM)	47.4% 	38.7%	94.7% 	88.3%
2015 (BM)	60.0% 	27.2%	95.0% 	84.5%
2016 (ACC)	55.6% 	43.2%	88.9%	90.6%
2017 (ACC)	71.4% 	43.8%	100.0% 	90.9%

V. Diversified OLE Activities

For the development of proper values in playing the following roles



Consumers

- Tung Wah Talks
- Citibank Day Camp



Investors

- Board game
- Sim-life Q&A Platform



Employees

- YDC Program
- Company Visits



Entrepreneurs

- Case Competitions
- Entrepreneurship Program



For role of Consumer

1. Tung Wah Personal Finance Talk 新世代「理財有道」教育講座

- Talk in senior form assembly by social workers
- Promote the importance of discipline consumption, saving and investment



2. Tung Wah & Citibank Day Camp 理財教育體驗日營

- A full-day experiential learning of personal financial management for 13 S5 students

感想:)



模擬人生

模擬經歷畢業後人生的4年時間

面對考試
進修
工作
投資股票
交家用
買保險



體驗了學歷、勞力、爭取機會的重要性

在這次活動中 我明白到從小培養理財的重要性 起初我對並沒認真對待筆試 導致學歷過低 成為美容師 加上自己沒理財觀念 取得工資後很快就揮霍開去 沒有足夠的金錢過生活幸好後來我認真對待工作 從老闆中獲得晉升機會 成為買保險一員 可見從小培養理財觀念是多麼重要



For role of Investor

1. "Stock Trading Guru" board game 股壇達人桌上遊戲

- Use board game to teach S4 the topic Stock Trading as an Investment in double lessons
- Helps students understand factors affecting share price and stock trading procedures



2. Manage your MPF Master your Wealth 積財智富

- A 7-week life simulation online game with MC questions
- Cross-subject collaboration with **Liberal Studies** in S4
- Certificates and gifts given to over 50 students who have passed designated life stages



For role of Employee

1. YDC School-Company Parent Program

- Partners with City University of Hong Kong Master of Business Administration Alumni Association
- 3 workshops offered to S3 students emphasizing life planning with company ambassadors' life experience sharing
- **Awarded 2016-2017 Best Performance of School-Company Partnership**

VIDEO DEMO



蔡真希 - 香港神託會培基書院

學生

我很高興能夠參加這個課程，從中我獲益良多，尤其是在參觀保險公司AIA時的體會更是深刻。保險業常被人稱為「埋沒良心」的工作，加上辦公室政治，氣氛難免會死沉沉。可是我們在參觀時看到職員的辦公桌上形形色色的飾物、獎杯，在辦公室的每個角落都有卡通人物—阿塵倍添生氣，通過介紹阿塵，讓我們了解到阿塵這個卡通人物的構思和來由。塵是無所不在的，辦公室也能朝氣勃勃。在介紹該公司的營運時，我明白到保險這份工作也頗辛苦，做保險並不是坐在辦公室吹冷氣，而是要根據客人需要而在不同地方會見客人。最意外的是原來保險公司也會有定期的員工運動聯誼，例如足球、籃球和瑜伽。當然這個課程也令我更深體會到商界工作內容，對於中三快要選科的我也有一定的幫助，而當中的集體遊戲更令我更意識到如何保持良好合作關係的重要性。



For role of Employee (Cont.)

2. Company Visits

- Help students understand the nature & operation of different businesses
- Institutions/ Companies are as follows:
 - AIA Insurance Company
 - Coca-cola
 - Philips Lighting
 - VTC (Bank Teller Experience)
 - Chow Tai Fok

Philips Lighting (S5, 2016/17)



VTC (S4&S5, 2016/17)



Coca-cola (S3, 2015/16)



AIA International Ltd (S3, 2016/17)



Chow Tai Fok (S5, 2017/18)



For role of Entrepreneur

1. Case Competitions

- Train elite students analytical skills and entrepreneurship skills
- Competitions participated and completed

2015/16 :

- The HKICPA Accounting and Business Management Case Competition (Level 2)
- Creative Virtual Business Plan Competition by CityU College of Business

2016/17:

- HKCC Business Excellence Contest (Celebration of Corporate Anniversary)

2017/18:

- Wofoo Millennium Entrepreneurship Programme (MEP XVIII) (*On progress*)



Proposal Sample 2

CONTENT	
EXECUTIVE SUMMARY	2
INTRODUCTION	2
FINANCIAL ANALYSIS OF JHC'S GROUP	3
A1 PROFITABILITY	3
A2 SHORT TERM LIQUIDITY	4
A3 LONG TERM LIQUIDITY	4
A4 INVESTMENT RISK	4
BUSINESS PLAN FOR JHC'S HONG KONG OPERATIONS. 6	
A5 FINANCIAL PERFORMANCE OF JHC'S HONG KONG OPERATIONS	6
A6 OPERATIONAL ANALYSIS OF JHC'S HONG KONG OPERATIONS	8
C1 DETAILS OF BUSINESS PLAN	11
APPENDICES	14

Proposal Sample 1

For role of Entrepreneur (Cont.)

2. Entrepreneurship Programs

- Develop students entrepreneurship spirit,, information technology skills, interpersonal skills and business ethics through experiencing the following stages:
 - sources of funds searching
 - product development and production
 - sales and marketing
 - bookkeeping and accounting
 - company liquidation
- Programs participated from 2015 to 2017
 - **Junior Achievement Company Program** (7-year participation since 2010) for S5 students
 - Po Leung Kuk Youth Entrepreneurship Experiential Program 2016 保良局青年創業體驗計劃 for S5 students
 - 東華三院「民間·港·故事」之港生活·港快樂——中學生創業比賽 2017 for S3 students



保良局生涯規劃及理財教育中心



For role of Entrepreneur (Cont.)

保良局青年創業體驗計劃 (2016)



“感謝創業過程中勞苦功高的設計師及老師們付出的協助……由於同伴大多沒有當銷售員的經驗，而且被動，需要更多鼓勵及親身示範，及向其他學校學習，讓他們知道更多實質的操作。……總結創業需要有敏銳觸覺及與同伴協作的的能力，還要多多學習。”



「民間·港·故事」之港生活·港快樂 (2017)



For role of Entrepreneur (Cont.)

JA Company Program

- Submission of annual report and English presentation are required
- Achieving corporate social responsibilities through charity donation of cash/ inventory
- Student Companies from 2015 to 2017 are as follows

Year	Student Company		Success Area
2015/16	Utopia		Maximize Shareholders' Wealth HK\$100 investment >> HK\$160 total return
2016/17	Hawker		Best Offering 2nd Runner Up (School-based track) 最佳商品 季軍
2017/18	Chillvibes		Breakeven after 2-day school presales Expect to have profit in Trade Fair

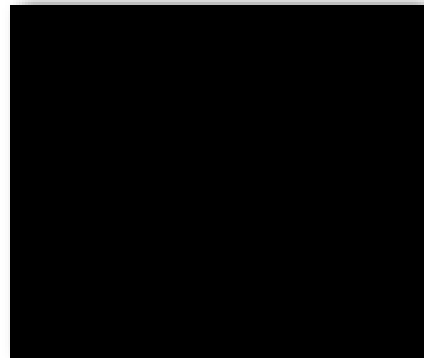
For role of Entrepreneur (Cont.)

JA Company Programs



2015/16

2016/17



VI. Whole School Activities

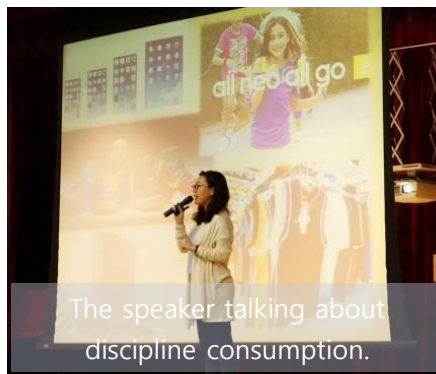
For promotion of business and financial knowledge

- Personal Finance Week (2016 & 2017)
 - A series of business-related activities scheduled in one week
 - reading articles
 - book exhibitions
 - teachers' sharing
 - themed assembly talks
 - movie appreciation
 - board game tutorial class
 - lunchtime radio broadcast (English & Putonghua)
 - mobile truck with mini games
- Learning Without Wall Program (LEWOWA) (2013 – 2017)
 - A school-based learning program for students on top of normal class
 - Self-designed business-related overseas study tours with various learning tasks
 - Tasks include student booklet, reflection, company study...



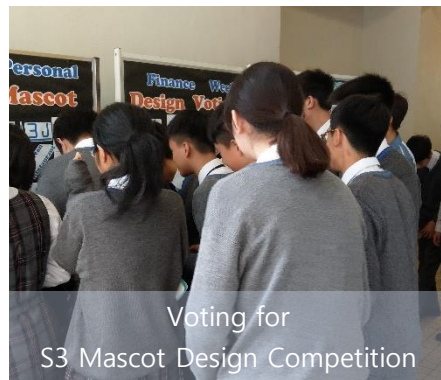
Personal Finance Week

2016/17



Personal Finance Week

2017/18



Learning Without Wall Program (LEWOWA)

Business-related Programme List



2013 - 2014

- **Seoul**

Business ,
Technology &
Cultural Journey



2014 - 2015

- **Singapore**

Business &
Cultural Journey



2015 - 2016

- **Japan**

Business and
Cultural Journey –
Go Okinawa!



2016 - 2017

- **Taiwan**

Business and
Cultural Journey –
Go Taoyuan!

LEWOWA Learning Task Highlight

1. Assessment guidelines and pre-trip worksheet

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LEWOWA 1516-26
Japan Business and Cultural Journey – Go Okinawa!
Assessment Guideline

Programme Assessment Framework

Criteria	%	Content	Submission Date
Participation	10%	Attendance & Punctuality	During the Programme
Collaboration	10%	Contribution in collaborative tasks	
Communication	10%	Effective expression of ideas and listening	
Conducts	10%	Self-discipline, obedience & sense of responsibility	
Learning Output	60%	Pre-programme worksheet	Pre-program meeting (June)
		I-Portfolio (E-class)	6 July (Wed) 12:00
		Daily Log-book	7 July (Thu)
		E-class Questionnaire	6 July (Wed) 12:00
	30%	LEWOWA Newsletter Article	6 July (Wed) 12:00
		2-minute promotion video	7 July (Thu)
	Bonus	Group Project & Presentation	7 July (Thu)
		Extra 5% For "Group Leaders" or Assigned Photographer	During the Programme

ASSIGNMENTS

I. Individual Assignment (25%)

- Pre-programme worksheet (5%)
 - Short questions about Okinawa's history and economic development
 - File name: Name_Class_ClassNo_WS.doc
- I-portfolio (e-class) (10%)
 - 200 words (Chinese or English) and 3 photos about most unforgettable experience
- Daily Log-book (10%)
 - Questions related to major visit site, and daily assessed by programme teacher
- E-class Questionnaire (N/A)

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LEWOWA 1516-26
Japan Business & Cultural Journey – Go Okinawa!
Pre-programme Worksheet

Name: Chiu Hei Ian, Helen Class: 44type (G) Date: 8-6-2016

I. 沖繩歷史背景

試簡述沖繩由琉球國、沖繩島戰役、美治時期至現今的歷史變化。

沖繩 歷史上是琉球國的所在地，而古稱中國、朝鮮及臺灣、東南亞國家保持緊密的文化交流和海外貿易。正如中國的風俗文化、食物、材料、建築風格為相似之處，琉球的歷史與中國聯繫。在1945年3月，沖繩島戰役（又稱 鐘島/鐘島戰）爆發，沖繩島戰役是第二次世界大戰太平洋戰場中規模最大的陸上作戰。鐘島/鐘島島的名字代表了戰役中戰鬥的激烈程度。火力的密度及熱度與戰爭之激烈及車輛的廢棄量。美軍的轟炸機造成了近十萬平民的傷亡，截至2008年，近25萬（在此數字上，而並非一半人都是沖繩島上的平民，其人數相當於沖繩總人口的1/4。1945年同年美軍佔領沖繩，戰前日本投降，沖繩由於戰時化屬地，因此在1945年至1972年美國佔領期間，駐日軍亦在琉球島等地。美日在1951年簽訂《沖繩和約》，將琉球的管轄權轉給日本，但行政管轄權歸美國。1972年5月15日，美國將沖繩主權交還予日本，但時至5日，美軍仍駐守美在沖繩建立的軍事基地。

II. 沖繩傳統文化

試簡述沖繩在舞蹈、音樂及工藝品三方面的傳統文化特色。

鼓，在舞蹈方面，沖繩流行的傳統舞蹈有琉球舞踊(Ryukyū Buyō)及太鼓舞(Eisa)。Ryukyū Buyō是流傳於沖繩各地的民俗舞，在王朝時代演變成了太鼓舞。近代加以創作部分編入舞臺舞蹈，而鼓舞是在民間舞中重要的舞蹈，各地的青年都會有各自的個性。在音樂方面，三線（又稱三弦）是具象徵性的沖繩樂器。三線是14世紀時從中國大陸傳到沖繩並在15世紀得到改良的。三線以簡單的土地樂器中心發展，之後流傳到民間百姓，是沖繩獨特任何人都可以演奏。最後，在工藝方面，沖繩的彩繪器是從中國和亞洲各國傳而來，在琉球王朝時代就在沖繩本地廣泛發展。並在沖繩的自然風土中得到獨自發展，並被認為獨特流傳至今。其中最著名的角琉球陶器（Yachimán）和琉球玻璃（Ryukyū Glass）。

梁瑞蘭

III. 沖繩經濟環境

參閱以下網址文章，試詳述出沖繩的重要支柱產業及其對沖繩的經濟影響。
<http://cushi.tw/archives/20032>

根據資料，沖繩的重要支柱產業為觀光業/旅遊業。沖繩吸引遊客到沖繩為其基礎，但旅遊業在沖繩經濟中佔有重要地位，受到沖繩環境人士的抗爭，成功阻止了新機場的開發案，亦保護了沖繩的環境。但為了日本，即使現今沖繩觀光產業起飛，最重要是美麗的自然環境。因此吸引不少遊客前往參觀，是也。沖繩其獨特而新奇的旅遊商品，如海島旅遊和大型的渡假村，提供遊客更多的旅遊消費選擇。第三，沖繩在四五年都保持多文化的旅遊活動，透過不同方面吸引遊客，如機場運動方面。第四，沖繩在本地方面除了持續開發旅遊以外，也針對旅遊消費的條件，興建了多個大型商場，成功招攬不同的觀光客，改變了經濟環境。

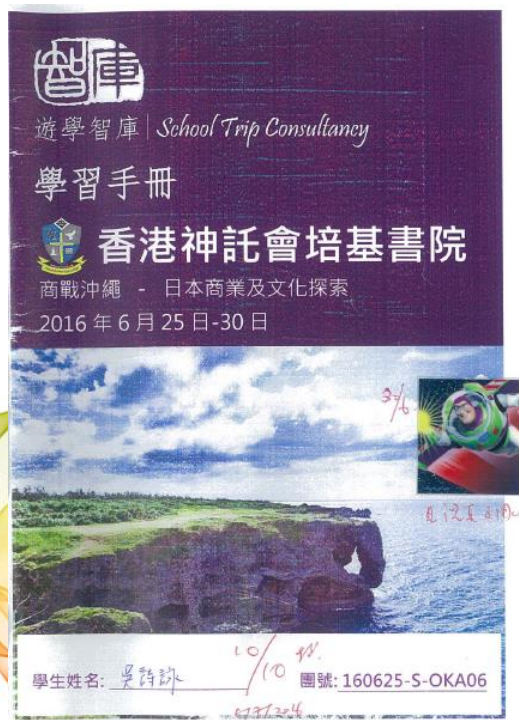
近年不少港人愛到海外舉行婚禮，如果你是婚禮統籌師，即將為一對80後新人在沖繩舉辦婚禮，預算港幣20萬元，你會(i)如何去籌備該婚禮及(ii)在港籌辦有何不同呢？

首先，在籌備該婚禮時，首先要考慮新人的預算和興趣，挑選合適的婚禮場地，為新人提供多方面的資料以供計劃，如根據新人的舉行時間，新人希望當時能容納的客客人數提供合適的選擇。另外，亦會提供更多不同的選擇及資訊，讓新人在婚禮的各方面也安心，而且，除了在婚禮當時有關的安排，新人的父母亦需要預先安排此婚禮後的安排，如接送問題、迎賓問題。

而在沖繩籌劃婚禮，亦需要安排此法律等問題，如在沖繩結婚，是否受到香港法例認可，否則便需要到香港再次註冊，方能成為合法夫妻。不過，在沖繩結婚，其妻受到香港法例認可，因此可不用擔心此方面的問題。另外，亦要留意新人的辦公時間，因為可能影響到結婚日期與結婚證書的簽名日期所出入，文件亦需得註明理由才受理。

LEWOWA Learning Task Highlight

2. Booklet with themed questions and self-reflection



Orion 啤酒名釀工廠

在沖繩提到啤酒就非 ORION 啤酒莫屬。它是以三星並列做為標誌的地方啤酒。其中

ORION 啤酒名釀工廠因為開放工廠參觀而成為極受歡迎的景點。可以參觀到啤酒誕生前一項一項的製成過程。了解如何製作新鮮且品質優良的啤酒。



1. 作為沖繩的代表性品牌，你認為 ORION 有什麼獨特之處？

Orion 是沖繩市內唯一的啤酒廠，以生產清爽以及香而不澀的啤酒聞名全世界。當啤酒廠成為島上唯一生產啤酒的品牌，便很容易聞名。而且 Orion 啤酒廠以無料（免費）參觀吸引遊客前往，又出產不同字號在沖繩市內發售，而且十分著稱，十分持久。

2. 如果你建立一個自家品牌，你會在沖繩經營什麼生意呢？為何會有此決定？

我曾在沖繩建立一個生活雜貨自家品牌，以精美、細緻以及簡單的玻璃和陶器製品作為招牌。因為沖繩這個島上的人的生活節奏也較慢，若果慢工出細貨，以及樸素的生活。這些簡單又細緻的生活雜貨正能配合沖繩人的口味，吸引他們光顧。而且，沖繩以琉球玻璃聞名，這亦能吸引外國遊客光顧。

我的遊學日記

第二天



日期: 26-6-16

今天我到過的地方:

琉球玻璃村, 豐見城市-豐崎沙灘, 沖繩 Outlet mall Ashibinaa, 欣賞傳統琉球舞及太鼓表演

今天進行了甚麼學習活動？什麼事物印象最深刻的？試以圖畫或文字表達。

我今天去了琉球玻璃村，同時也是最深刻的經歷。在香港，沒有一個地方能夠給我去做漂亮的玻璃杯，但沖繩有！那裏有高達1300°C的熔爐，加上，我還能親手製造我的玻璃杯子，真的令我畢身難忘。

你在今天的學習活動上遇到甚麼問題？

在弄玻璃的過程中，需要進入高達1300°C的熔爐區域裏面，雖然只是短短的一分鐘，但我已大汗淋漓，可見在裏面工作的人員是多麼辛苦！雖然熱，卻令我獲益良多！

今天的自我評分（“5”為最高分，“1”為最低分）

團隊精神 (3) 服從 (3) 主動學習 (3)
幫助別人 (4) 心情 (4)

見用心, 27/6

LEWOWA Learning Task Highlight

3. Small-scale Customer Survey with the locals/ foreign tourists

Part II – Survey in retail area

(No. of interviewee: 20 foreigners)

A. Conducted in International Street 國際通商店街/ Okinawa Outlet Mall

B. Compulsory Questions X4

- (1) age group 年齡層
- (2) nationality 來自地方/ 國家
- (3) average consumption 平均消費(\$)
- (4) shopping list 購物清單

Self-designed Questions X2 i.e. favorite brand/ shop & reason...

C. Photo or sound recording with foreigners



LEWOWA Learning Task Highlight

4. Business Plan & Promotional Video



Framework of Business Plan

- (i) Company Overview
- (ii) SWOT Analysis
- (iii) Company's existing marketing strategies (4Ps)
- (iv) Suggestion for future development



強弱危機分析 - 強項與機會

Internal Factors

- 強項
- 由於日本最南端的沖繩縣是全國唯一的亞熱帶國土，這使它們享有豐富的自然資源和溫暖的氣候環境，讓工場有優越的條件盛產甘蔗利於產糖。
- 由於普通白糖的價格不高，經濟產值相對較低，聰明的商人們將蔗糖轉取為高產值產品以較高的價格，以獲取更多利潤。

External Factors 機會

黑糖是對身體有益的養生聖品，特別是婦女在坐月期間用黑糖煮水飲用，可以活血化瘀、止痛等，用以養生，吸引許多注重養生的人。

黑糖除了能製作養生食品，還能製成許多可口的甜食，如黑糖刨冰、黑糖糕、黑糖麻糬等，吸引一些商家發展有關事業，令黑糖工場賺取更多利潤。

黑糖工廠市場營銷策略 - 產品與價格

- 黑糖產品
有分別銷售 黑糖粉，小裝的黑糖糖果及大裝的黑糖糖果
價格從十幾到七十幾港幣
- 其他沖繩特產，例如海鹽和紫薯。

黑糖工廠的未來發展方向

- 運用黑糖的特質發展專門的特制產品
例如為婦女，想養生的人
- 於工廠附近設立黑糖甜品鋪，讓人即時品嚐黑糖所製作的甜點
- 教導客人如何好好運用黑糖煮食



VII. Professional Qualifications

DSE Marker of Business, Accounting & Financial Studies, Paper 1 & Paper 2B
HKEAA

Postgraduate Diploma in Professional Accounting with **Distinction**,
The University of Hong Kong School of Professional and Continuing Education

Postgraduate Diploma in Education, Major: Business, Accounting & Financial Studies
The Chinese University of Hong Kong

Executive Certificate in Financial Risk Management (Preparatory Course for FRM Exam)
The University of Hong Kong School of Professional and Continuing Education

Bachelor of Business Administration with Honours, Second Class Upper Division
The Chinese University of Hong Kong

Insurance Intermediaries Qualifying Examination Paper I, II, V Passed
Hong Kong Securities and Investment Institute Paper 1, 7,8 Passed



To conclude,

*we may not be the top school
with bright students and appealing results.*

*We sow the seeds in students' hearts
with positive value towards
consumption, investment, and entrepreneurship.*

*Cultivate Knowledge & Skill
Life-wide Learning in Business*