



# Teacher Award for Business and Financial Education 2017/18

## One Small Reform for School, A Giant Leap for Students

### Team Members

Ms Man Suk Yin, SEBS and Economics Panel Head

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# Basic Information of the School

- an aided, co-educational school in Shek Kip Mei;
- most students are of high ability;
- using English as the medium of instruction;
- School-based Curriculum
  - S1 – S3: Social, Economic and Business Studies (SEBS) (2 periods per 7-day cycle)
  - S4 – S6: Economics and BAFS (elective subjects);
- Students are willing to learn.



# Reasons for Designing the School-based SEBS Curriculum (S1-S3)

- To ensure the smooth interface of student learning between S3 and S4 in Economics and BAFS;
- To enhance junior form students' attitudes, motivations and interest in learning Economics, business, accounting and financial knowledge;
- To empower the students to make informed and responsible economic and financial decisions for themselves and their families;
- To align with school goals and EDB curriculum reform measures, e.g. develop students'
  - self-directed learning ability and habit
  - generic skills and entrepreneurial spirit
- To cater for learner diversity



# Quality School Improvement Project: Collaborative Lesson Planning

- Started in July 2014
- Activities involved: preliminary preparatory meetings, collaborative lesson planning, collaborative lesson observation and post-observation meetings
- Production of school-based teaching and learning materials (e.g. handouts, worksheets and Powerpoint slides)



# Curriculum Planning – KS3/KS4 interface (1)

Econ and BAFS are SS subj., is this issue relevant to us?

Yes

Teach Economics and BAFS foundation knowledge in S1-S3

**Think about it!**  
Are S1-S3 students able to master such concepts?

**Think about it!**

1. What factual knowledge, concepts, skills (& attitude?) that students acquired in JS can help them study Econ and BAFS better in SS?

# Curriculum Planning – KS3/KS4 interface (2)

- JS PSHE KLA curriculum is composed of 6 strands
  - Strand 1: Personal and Social Development
  - Strand 2: Time, Continuity and Change
  - Strand 3: Culture and Heritage
  - Strand 4: Place and Environment
  - Strand 5: Resources and Economic Activities
  - Strand 6: Social System & Citizenship
- JS Technology Education KLA: Strand 4 (Strategies and Management) →

JS  
MCE

JS  
SEBS

JS SEBS



# JS SEBS Curriculum (PSHE KLA)



**Essential Learning elements taught through the SEBS curriculum: Related chapters and topics**

**EDB Curriculum Guide: KLA / Strands and Sub-strands**

S1 Chp.1 Hong Kong economy  
S1 Chp.3 Economic performance of Hong Kong  
S1 Chp.4 Sensible consumption  
S2 Chp.1 Production  
S2 Chp.2 Government revenue, expenditure and budget and taxation system  
S2 Chp.3 Financial services and I (including personal budget)  
S2 Chp.4 Global economy: International financial centre  
S3 Chp.1 Basic economic concepts  
S3 Chp.2 Division of labour  
S3 Chp.3 International trade

PSHE KLA Strand5:  
Resource & Economic Activities  
Sub-strands:

- Use of resources
- Production and consumption
- People and work
- Exchange
- The role of the government in the economy

# JS SEBS Curriculum (Tech. Ed. KLA)



**Essential Learning elements taught through the SEBS curriculum: Related chapters and topics**

**EDB Curriculum Guide: KLA / Strands and Sub-strands**

S1 Chp.4 Sensible consumption  
S2 Chp.1 Production: Key business functions  
S2 Chp.2 Government revenue, expenditure and budget and taxation system  
S2 Chp.3 Financial services and I (including personal budget)  
S2 Chp.4 Types of business organizations  
S3 Chp.5 Basic accounting  
S3 Chp.6 Effective management principles

Technology Education KLA: Strand 4 (Strategies and Management)

- Business environments, operations and organizations
- Resources management
- Marketing





# Effective Pedagogy and Resources Allocation

## Our belief – Roles of Teachers

- A "facilitator"



Not an expert teaching students absolute knowledge



Guide the students to learn with a wide variety of resources and activities



Teach them how to learn but not only what to learn

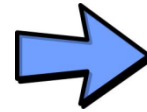


The Business Doctor

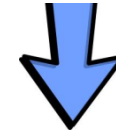


# Pedagogy in MYC : Learning Approach

- Student-oriented
- School-based
- Activity-based
- Conglomeration of knowledge in different subjects
- Experimental learning

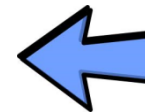
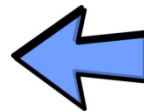


Pre-learning task activity through authentic tasks: Visit, interview...



Sharing of findings and discussions

Students have prior knowledge from their family and life experience



Teachers guiding students toward the final learning goals through lecturing

Project with History and Geography for S2 and S3 to conglomerate and consolidate knowledge

## *To facilitate the learning process...*

- School-based handouts
- Carefully-selected topics
- School atmosphere in cultivating active learners
- Designing of pre-learning tasks in every topic
- Cooperation with other departments
- Cooperative learning

Last but not least ...

- Change the mind-set of teachers and students → students should take the ownership of learning!



# *School-based Handouts*



Give up using textbooks → Not relevant to their real life



School-based handouts with activities and real life examples



Facilitate the selection of topics which are useful for them in solving daily life's problems



Preparing students to be financially independent citizens



# School-based Handouts → Guided Discovery



## FINANCIAL SERVICES AND I

### Part I: Bank Visit.

Visit a bank with your group mates to see what type of banking services we need in each of the following cases and complete the following tasks with your group mates:

1. Complete the record sheet given below.
2. Collect a pamphlet related to the banking service you've chosen and introduce this service to your classmates during lesson.
3. Take a group photo at the site where you visited.



### Case 1.

Janice wants to put her saving in a bank account. Find the types of bank accounts she can choose and collect the information mentioned below.

英



	Demand Deposit	Savings Deposit	Time Deposit
Which bank you've visited? (Please write down its name.)	_____		
Documents / tools issued to the depositors: (anything come along with when setting up the deposit account? e.g. passbook, ATM card or cheque book?) If yes, please specify.	_____	_____	_____
Any restrictions when withdrawing monies?	Yes / No	Yes / No	Yes / No
Any interest received from this type of deposit? If 'Yes', please write the interest rate offered by that bank.	Yes / No	Yes / No	Yes / No

### Case 2.

Karen is going to travel the United States. She thinks about when she is in the U.S., many shops, restaurants and hotels do not accept Hong Kong dollars as a medium of payment. What can she do?



What type of banking service does Karen need?	_____
Suppose Karen has HK\$9,000, how much she can change in US dollars? Write down the exchange rate offered by the bank you've visited.	HK\$9000 = US\$ _____
Can she do the same when travelling countries other than the U.S.? If 'Yes', write down the exchange rates of 5 other currencies to Hong Kong dollars.	Yes / No 1. HK\$ = _____ 2. HK\$ = _____ 3. HK\$ = _____ 4. HK\$ = _____ 5. HK\$ = _____
Suppose after returning to Hong Kong, Karen found that US\$ 300 was left. How much HK\$ can she change back? ( Assume the exchange rate remains unchanged).	_____

# *Experimental Learning and Guided Discovery*

- Students discover the principles under scenarios constructed by teachers
- Activities to enhance self-directed learning are included in most of the topics
- Students are required to finish a pre-learning task in every topic and direct their own learning



# Examples:

## S3: Forms of Business Ownership

## S2: Financial Services and I

- ✓ Students discover classifications of certain concepts under guided questions of teachers.
- ✓ S3 students collect information of firms and companies. They classify them into different types of business ownership under the guided questions of teachers.
- ✓ S2 students visit a bank to collect information about the banking services.



### Pre-learning Task: Site-visit

- 5-6 students in a group
- Please visit a shopping mall or shops of different sizes to conduct a mini-research as below:
  - ◆ Select 3 firms for your investigation and try to collect the following information by on-site observations and interviews.
  - ◆ Please take photos for your record and presentation.
  - ◆ Fill-in the following data sheets of each firm.
- You are required to present your findings to the whole class after the site-visit.



#### Our group members:

1.	2.
3.	4.
5.	6.

## FINANCIAL SERVICES AND I

### Part I: Bank Visit

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1. Complete the record sheet given below.
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# *Cooperative Learning*

- Enhancing learning effectiveness and developing a positive learning environment through students' interaction.
- Students are used to form groups for the pre-learning tasks and activities. (Students' Work)



S4 and S5 – JA activities





# *Building a Learning Community Amongst the Students: Lunar New Year Fair*



# Carefully-selected Topics

- It is always important to relate the business education to the real world.
- The topics and content for junior forms are useful for them to cope with the financial dilemmas and situations in their daily life.



1. Jack wants to buy a self-occupied apartment.
  - a. What kind of tax he has to pay in the transaction?
  - b. What kind of tax he has to pay every year during the holding period?
  - c. What kind of tax he has to pay if rental income is generated from letting the property?

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Examples of S2 content

**Case 4**  
Iris, a university graduate, is thinking about getting a credit card. But she is not sure about the pros and cons of using credit card as a means of payment. Can you help her to solve the following problems?.

Q	Y/N
1. Does it provide a means for us to buy now-pay later?.	
2. Is it widely accepted by most stores in HK?.	
3. Is it allowing you to minimize the cash in your pockets?.	
4. Can it help to avoid cash stolen and wasting time going to an ATM or bank to get money?.	
5. Any gift or cash rewards for using the card?.	
6. Will the results be serious if your financial discipline and responsibility is not good enough?.	
7. Will it cause huge interest payment if you spend too much and can't pay off your balance at the end of the month?.	
8. Apart from interest, are there any other charges when you forget to pay off the balance on time? If yes, please specify:_____.	



Iris finally made up her mind to get a credit card, what credit card service providers offer such services in Hong Kong? Please give **FOUR**..

1. Visa
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

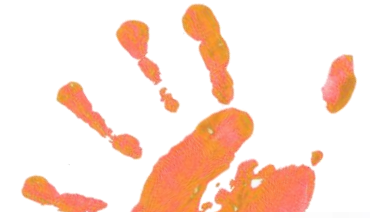


# ***Cooperation with Other Subjects – Cross-curricular Learning and Project-based Learning (PBL)***

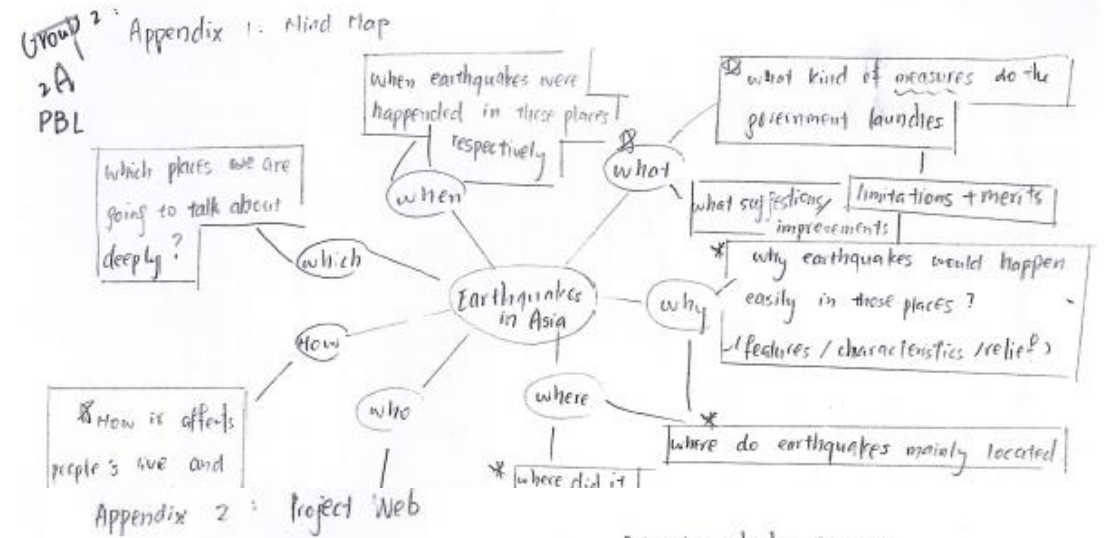
- To maximize student learning, cooperation with other subjects has also be considered.
- In our school, S2 and S3 students are required to do a project, PBL, throughout the academic year and present it at the end of the term.
- History, Geography and SEBS departments will take the initiative in guiding students to divide themselves into groups and conduct in-depth investigation and analysis.
- Students are required to do research from different angles : economical, historical and geographical perspectives.
- To address the importance of project-learning and learning in enquiry approach. PBL will account for 15% of their examination marks.



# Presentation of PBL (2016-2017 S2 and S3)



**VIDEO**



**Students demonstrated what they have learnt in different subjects**



**Other students asked questions on area they are interested to further explore the learning possibilities**

# Resources – Human Resources

**Human resources are always the most valuable resources in an organization.**



SEBS Teachers are experienced teachers teaching business subjects and willing to take the initiative to make changes



Thanks to the care and support of the school and alumni association, alumni participate actively in sharing with students and help them to see the connection between knowledge and the real world. Alumni did help with lunar new year fair in the previous years. Alumni also share their job experience in the mentorship program.



## *Resources – Support from the School*



Our school believes that business and financial learning are important to teenagers in 21st century.

2 lessons per cycle are given to SEBS for junior forms.

Our students are able to start earlier to plan for their future.



# *Resources – Support Services and Teaching Resources*

- Rome is not built in one day.
- Having a long history of having SEBS in our school , collaboration with EDB and CUHK in revising and designing curriculum has been started since 2013.
- Taking considerations of the features of our students and the lesson time, a board and coherent curriculum has been designed to bridge our students' learning horizontally and vertically.
- With continuous efforts of modifications in previous years, handouts and curriculum are well-established.



# *Resources - Information Technology*



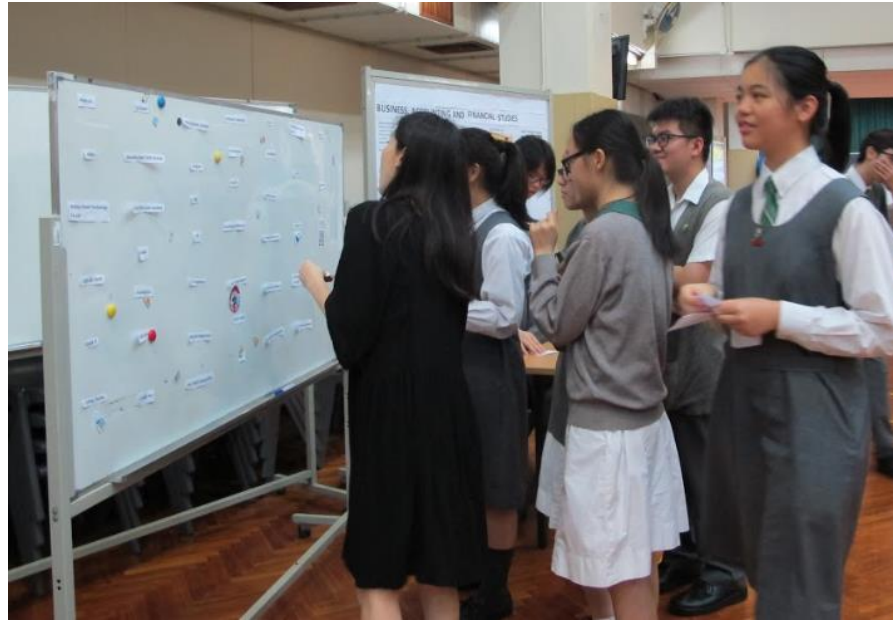
**S - T - E - M**

In the new three-year school development plan , incorporating IT in the teaching and learning of different subjects is one of our major concerns. IT learning tools and flipped classroom are used in teaching and learning.

**Synchronization of content elements with authentic learning opportunities:**

PSHE Week and Technology Week are held starting from academic year 2016-2017. Students demonstrate what they have learnt in technology, economic and business subjects by organizing Forum on Government Budget in February and setting up booths and designing games for their fellow schoolmates.





# *Resources – Community Resources*

- It is never enough to learn inside the campus.
- To encourage students to realize what they have learnt in lessons, they are highly recommended to join different competitions and programs.
- This will be further discussed in the later part – Extra-curricular activities



# Extra-curricular Activities held over the past few years

## 1. Wofo Millenium Entrepreneurship Programme

### Process:

Submitted a proposal that consists of an executive summary and conducted a 15-min team pitch presentation at the finals.

### Learning outcomes:

The process provides opportunities for students to actualize business management as well as broaden their horizons and discover their interests and inclinations. To enrich the learning outcomes via the programme, participating schools could arrange sharing opportunities, mock presentation, etc, to allow the fellow schoolmates to involve in the programme and learn from each other. Secretariat will provide necessary support to the schools.

**Our school got the champion in 2017. The topic is about 'Green Business'.**



# 2. CCF Social Enterprise Start-up Contest

## Process:

Business proposal writing and presentation

## Learning outcomes:

Students got a chance to set up a physical shop to run their own business. They got the champion of the contest.

The process provides opportunities for students to actualize business management as well as broaden their horizons and discover their interests and inclinations.



# 3. HKICPA Accounting and Business Management Case Competition



**Process:** Attending business seminars, proposal writing and presentation

**Learning outcomes:**

Students can learn how to analyze a real-life business situation and apply what they have learned in the classroom to identify possible strategies for a corporation's future planning. Improving students' proposal writing and analyzing skills. They were selected as one of the best six proposals.



# 4. An I-Generation's Fantasy on Hong Kong's Role in Asia-Pacific Micro Film Competition



Our Winning Entry

- This is a competition allowing the I-Generation to creatively present their aspirations of Hong Kong using images and sounds, so as to enhance their understanding concerning the trade and economy of Hong Kong. Our students won the "Identity Award" and were awarded a 6-day tour to Seoul of Korea.



# 5. Internal Study Trips and Visits



- Internal study trips and visits such as visits to HKMA, Yakult factory, Science Park, etc, are arranged for students studying SEBS, BAFS and Economics.
- Participating students can obtain educational experiences that allow students to apply their knowledge to the real world.



# 6. E-trading Competition

This competition, sponsored by Citi Foundation, focused on honing students' entrepreneurial and financial skills. Our students, one of the winning teams, had a chance to set up a physical shop to run their own business.





# 7. JA It's My Business

- This activity helps students develop positive and proactive attitudes towards their personal and career development.
- Guided by business volunteers, junior form students work in groups to complete a blueprint for a teen club and market it. They will understand the characteristics of an entrepreneur – 'fill a need', 'know your customer and product' and 'be creative and innovative'.

# 8. Hong Kong Young Social Entrepreneur Contest

Through joining the programme, our students have learnt to equip themselves with the mindset of a social entrepreneur through a series of seminars, social enterprise visits and training workshops.



# 9. Board games in the class



Board game competitions e.g. 'Around the World in \$80' and '股壇達人' are organized regularly in the class so as to arouse students' interest and raise their awareness in financial management.

Board games playing in class:



# 10. Study Tours Outside Hong Kong

Students studying BAFS and Economics would also have an opportunity to join study tours outside Hong Kong. Through these studying trips, students can explore more about the business opportunities in different places, especially in Pan Pearl River Delta.



Study Tours to Nansha and Qianhai



# 11. Lunar New Year Stall

Students were responsible for raising capital from parents, students and teachers, designing the stall, merchandising, taking inventories and determining the selling strategies. It helps students to apply their knowledge and develop their understanding of business and working life.



New Year Stall in Fa Hui Park



# Reflections: Achievements

1. The learning attitudes and motivations of our students are enhanced. The lessons become more interactive and student-centred.
2. The self-directed learning skills and habit of the students are cultivated as they are given detailed instructions and guidelines for pre-learning tasks.
3. The financial knowledge, skills, attitudes, motivations and behaviours of our students are effectively instilled.
4. JS students' interests in taking SS Economics and BAFS are enhanced. More students choose Economics and BAFS as their SS elective subjects.



# Reflections: Achievements



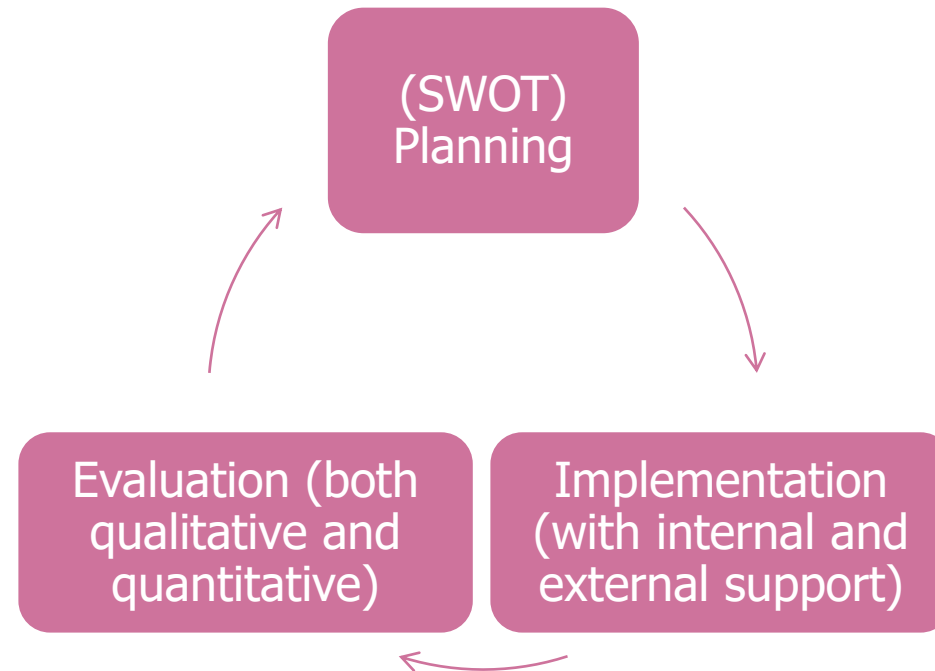
5. As the students have more foundation knowledge and understanding of the two elective subjects, the percentages of students applying to drop the two subjects have greatly reduced.
6. The performance of the students in the HKDSE has been enhanced.

Subject	Results	Our Students	All Candidates (Day Schools)
Economics	Level 4 or above	92.9%	46.6%
BAFS	Level 4 or above	86.1%	43.8%

7. Synergy is maximized. The professional competence of the teachers has been enhanced through collaborative lesson planning.

# Implications: Key elements for promoting continuous development of business and financial education in the school

1. Developing plans and strategies to improve students' learning based on continuous review of the subject curriculum and students' learning needs, e.g. annual evaluation.



2. Building a culture of teamwork for the continuous development of the subject.
3. Planning the school-based curriculum in this subject to facilitate a smooth transition between different key learning stages.
4. Planning appropriate teaching approaches and assessment tasks to cater for learning diversity in this subject.
5. Providing students with ample opportunities to engage in interactive and self-directed learning activities and challenging tasks which involve collaboration and let them see their own success.
6. Collecting and developing a variety of quality learning and teaching resources to meet students' needs and enhance learning.

