



三小時真人SHOW：我們在校園預演未來人生

在將軍澳循道衛理小學的校園裏，四至六年級學生穿梭於港鐵退役車廂改造的駕駛室、飄着煎蛋香味的廚房，以及需要考取專業資格的醫務所，用三小時濃縮版人生，體驗了不同職業以及人生百態。這場「模擬人生」結合香港教育局《生涯規劃教育架構》與OECD核心素養框架的沉浸式學習系統，特別設計了24種職業，既有傳統的警察、教師崗位，也包含YouTuber等新興職業，更有需要通過執業律師現場考核的大律師職位——這種多元性正好呼應AI時代的職場趨勢：未來人類的價值不在於重複性工作，而在於創造力與專業判斷力。當陪月員在家長義工指導下練習包尿片，這些親身經歷都在強化AI難以複製的溫暖與服務的能力。活動中設置的突發事件環節，如招聘騙局與傳染病隔離，更讓孩子們體會到，在智能程式能瞬間完成數據分析的時代，人類的危機應變與道德

抉擇依然不可替代。四年級「納稅人」從抱怨轉為理解社會責任、有學生在拍賣會失手後反思：「原來人生需要延遲滿足，不是所有東西都想有就有。」這點滴的感悟，正是我們期待播下的種子——在遊戲化學習中埋下終身學習的動能。生涯規劃不是選擇題，而是不斷自我更新的過程。在這個AI重構世界的時代，我們更需培養孩子兩種核心素養：一是駕馭科技的靈活性，像操作模擬飛行器般自信面對新工具；二是保有「人性溫度」，在慈善捐款箱前的猶豫、在家庭分享環節的溫暖，這些情感連結將是未來人才最珍貴的差異化優勢。三小時的虛擬人生佔不了真實生命歷程的0.1%，但這次體驗，希望能讓學生好好記住，未來不要辜負認真生活的自己。讓今天在生涯規劃活動中的學習、體會與感悟，轉化為他們人生道路上的一點光，自信地駕馭科技，保有人性的溫暖。

A three-hour immersive simulation: rehearsing our future lives on campus

On the campus of Tseung Kwan O Methodist Primary School, students in Primary Four to Six stepped into a miniature world of possibilities. They took the driver's seat in a decommissioned MTR carriage repurposed into a control cabin, worked in kitchens filled with the aroma of frying eggs, and attended medical clinics where professional certification was required to practise. This "Simulated Life" programme drew on the Hong Kong Education Bureau's Life Planning Education framework and the OECD's core competency model, turning a single afternoon into 24 different doorways, each opening onto a potential future. The roles spanned generations and reflected the shifting landscape of work: police officers and teachers represented well-established professions, while YouTubers exemplified emerging careers. Meanwhile, a barrister position – assessed on-site by a practising lawyer – reminded students that certain professions demand rigorous expertise beyond mere enthusiasm. This deliberate breadth underscored how rapidly the world of work is evolving. In an age where AI executes repetitive tasks with efficiency, what sets humans apart is our creativity, discernment, and the kind of professional judgement that emerges not from algorithms, but from lived experience. For instance, as children practised changing nappies under the guidance of parent volunteers acting as postnatal carers, they engaged with tasks that required something beyond technical skill: warmth, empathy, and a human presence that no machine can replicate. The programme also introduced unexpected complications – a recruitment scam, a sudden quarantine, and other disruptions that mirrored real-world unpredictability – and these often became its most valuable lessons. Such scenarios reminded children that despite AI's ability to process data with remarkable speed, the capacity for clear-headed

crisis management and sound ethical judgement remains distinctly human. These insights extended into deeper moral territory as well. One Primary Four "taxpayer", initially reluctant to hand over his hard-earned wages, gradually came to understand why such civic contributions mattered. Another student who lost out at a mock auction paused to reflect: "I now realise that life involves delayed gratification – you cannot always have what you want the moment you want it." These were precisely the realisations we hoped to cultivate, planting seeds of enduring motivation for lifelong learning in the fertile soil of play. Life planning is not a multiple-choice question with a single correct answer. Rather, it is an ongoing act of self-discovery and renewal. As AI continues to reshape the professional landscape around us, our task is to nurture two essential qualities within our children. The first is technological fluency – the ease and confidence of a pilot in a flight simulator, ready to embrace whatever new tools the future might bring. The second is something harder to quantify, yet no less vital: human warmth. This quality reveals itself in small but significant moments – a hesitation before a charity donation box, or the quiet connection of a family sharing session. These are not mere optional extras. In the years ahead, this capacity for empathy may well prove to be a person's most distinctive and valuable asset. Three hours of simulated life constituted barely a fraction of the journey ahead, yet we hoped it would leave a lasting resonance – a reminder to our students to honour their future by living with earnestness and purpose. May what they experienced, questioned, and absorbed that day become a small but steady light illuminating their paths, giving them the confidence to navigate an ever-shifting digital landscape without ever losing sight of what makes them distinctly, irreplaceably human.

將軍澳循道衛理小學校長林德育，從事教育27年。這些年來，發現自己不是一個喜歡「得肉」的人，所以喜歡行山、跑步，減少身上的肉，自律地鍛鍊身體。自覺是一個喜歡「德育」的人，很喜歡與學生、家長、老師分享德育故事，造就別人，成就自己，追求卓越。

Mr. Lam Tak Yuk Eddie has dedicated 27 years to education and now serves as the Principal of Tseung Kwan O Methodist Primary School. A firm believer in disciplined living, he keeps a healthy balance through regular hiking and running. His greatest passion, however, lies in moral education. He takes genuine joy in sharing stories of character and virtue with students, parents, and teachers – nurturing others while continually striving for excellence himself.



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