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# THE CONVERGENCE

**“The Convergence”** is a collection of our wisdom in both English and Chinese languages. It is intentionally published to showcase what our students and teachers have gained after one year of learning and teaching.

What is good writing? What makes good writing? What makes someone a good writer? There is no formula or programme for writing well. However, to begin to understand what makes writing and writers “good,” we need to ask the larger question “What is writing?”

Well, according to Ann Handley - a famous writer, an experienced digital marketing pioneer, and Wall Street Journal best-selling author - there are 9 qualities to be noticed if we want to write something at high quality. They include:

1. Good writing anticipates readers’ questions, thinking from the readers’ points of view.
2. Good writing is grounded in data, rooted in something true.
3. Good writing is like good teaching. It is about making sense.
4. Good writing tells a good story, incorporating multiple perspectives.
5. Good writing comes on a rewrite, needs fixing.
6. Good writing is like math, clear, accessible, logical and structured.
7. Good writing is simple, readily understandable, but not simplistic.
8. Good writing doesn’t get hung up on what’s been said before, no vaguenesses.

## FOREWORD FROM PRINCIPAL

9. Writers aren’t smug! They write with great confidence. They have vision to write.

As a reminder, there are certain qualities that most examples of good writing share. When you write, please remember the following five qualities:

1. Focus: Do you have a clear focus in your writing? Is your central idea clear enough?
2. Development: How the writing develops? Can each paragraph extend and support the main idea?
3. Unity: Does each paragraph stick to the main idea, showing its unity?
4. Coherence: Is your essay organised logically and smoothly?
5. Correctness: Is your writing prepared in generally standard English, relatively error-free?<sup>1</sup>

It is my great pleasure to see so many talented writers in WFJLPS again! Please enjoy reading this booklet, join to be one of the good writers, and keep writing as your best habit! Enjoy “good writing”



<sup>1</sup> Source: <https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Five-Qualities-of-Good-Writing> (Hunter College, New York)

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## A REFLECTION AFTER THE 20/21 ESR EXERCISE:

# TEACHER LEADERSHIP MATTERS MOST

A Reflection after the 20/21 ESR Exercise: Teacher Leadership Matters Most

In April 2021, we have successfully completed the External School Review (ESR) exercise where the external reviewers from the Quality Assurance Sections of the EDB reported to us that the performance of our school in comparison to the 2015 ESR exercise has been greatly improved. With reference to the evidence being collected and observed, our school has proved to have made significant improvement after the last exercise. At the oral feedback session on 29 April, the EDB colleagues showed their greatest appreciation to the efforts our school has made in response to the comments raised in the last report, e.g. using the principle of data-driven and evidence-based approach in the PIEP cycle and making great improvement in management and organisation, school ethos and student support, as well as the learning and teaching domains.

With reference to the key literatures about school improvement and leadership, the teacher effect, among the key players in a school improvement journey, has a more direct impact on student learning outcomes (Hallinger, 2009; Harris, 2009; Leithwood, et al., 2009). When a school has turned into a professional learning community where

leadership for learning at all levels is in place and teacher leadership is fully developed, sustained school improvement focusing on student learning outcomes is more likely to be achieved (Harris, 2003; Muijs & Harris, 2006).

Apart from creating the conditions to support change and building a shared vision among its members, the development of teacher leadership at all levels is particularly crucial for sustained school improvement. Among different sources of leadership, teacher leadership for learning, or an integration of transformational and instructional leadership, distributed at different levels of the school in a collective effort, can form a strong capacity to promote and lead changes for school betterment.

Teacher Leadership, as an instrument for “Professional Development” and a pre-requisite for the establishment of a “Professional Learning Community”, is about a redistribution of power and a re-alignment of authority within an organisation (Muijs & Harris, 2006). In general, there are 5 dimensions of teacher leadership as a form of professional initiative and learning (pp. 964-965):

1. shared decision making - where teachers were given responsibility to make

decisions on important development work;

2. collaboration - in which teachers operated collegiality for the purpose of securing outcomes linked to improving teaching and learning;
3. active participation - where teachers are actively involved in core developmental tasks and being participants in the school improvement process;
4. professional learning - in which teachers are learning both individually and collectively;
5. leadership as activism - where teachers are engaged with issues directly affecting future changes and continuous school development.

With reference to the experience we have earned in this ESR exercise, no one is the sole hero and neither one of us has been working alone. We have built a team of professional teacher leaders who are capable and keen to learn from scratch, who are willing to change for personal as well as organisational advancement, and who have shared vision and good wills to carry on a

long-term school improvement journey for the betterment of W F Joseph Lee Primary School (WFJLPS).

Hence, any teacher can be a teacher leader or a change agent who can exercise one's leadership capacity and share it among the community. As Muijs & Harris (2006) tell us, if teacher leadership is developed and practised effectively, sustained school improvement outcomes can be assured and sustained. Let's celebrate our joy of having built up a new model of leadership capacity at WFJLPS. Congratulations to all of you!



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# SEARCHING FOR FAKE WORK AND DO MORE WITH LESS

Remember that 2019-2020 had been a very difficult year for all citizens of Hong Kong as well as people in other countries of the world. The COVID-19 pandemic has caused social distancing among families, friends and the communities or led to disasters in whatever ways, e.g. cities closing down, companies down-sizing or bankruptcy, family separating or breaking and increased mortality, etc. In 2020-2021, the pandemic even brought much more inconvenience to people in the global world and in all walks of life. To us, we cannot enjoy schooling as before. We cannot resume daily face-to-face operational mode in schooling as well. However, the pandemic seemed to have no sign of diminishing even in 2020-2021 or beyond.

In order not to let students stop learning, we have adopted online mode instead of face-to-face learning mode since last year. Even after class resumption, our teaching time has decreased from full-day to half-day, from 45 minutes per lesson to only 35 minutes in duration. The life experience learnt in the COVID-19 pandemic seemed to have guided us to reflect on the concern of “How we can use less time but do more” as a big challenge ahead. It also appears to be a common topic nowadays among the entrepreneurs who want to increase

productivity with less manpower, less investment as well as less expenditure.

So, the question is: In considering the concern above, how can we effectively use our time and produce more with less in education? How can we meet our learning targets and the curriculum requirement as set by the school each year?

Rodger Dean Duncan (2014), in his paper, “Doing more with less: Avoid fake work”<sup>[1]</sup>, comments that one of the most useful ways to sort priorities is to launch a relentless search for fake work, because fake work is work that’s not explicitly aligned with the strategies and goals of the organization. People who engage in fake work just don’t notice that what they’re doing is not producing intended outcomes. And, because of spending time to do fake works, people mistake activity for results. And working hard is not a barometer, because you can work very hard and still be building a road to nowhere.

What are the fake works we are doing at school? Hope the following reflective questions and reminders can help. As teachers,

1. Are we clear about our school tasks that



are most important to accomplish?

2. Is the connection between pedagogy and teaching objectives closely matching with each other?
3. Is our hard work failing to produce the expected outcomes?
4. Are we reading and preparing a lot of useless or irrelevant information for selves and others?
5. Does our teaching always lead students off-tasks?
6. Are the assignments and assessments designed reflecting the real capability of our students?
7. Are we having meetings that are long and ineffective, wasting time?
8. Are we writing a lot of paper works that we shall never revisit or seldom refer to them?
9. Are we focused enough on meeting the needs of our students?
10. Have we overdone anything?

Remember: fake work can be invisible because it often masquerades as real work. Therefore the strategy to deal with fake work is to identify it and eliminate as much as we can, and be focused on the real work. With reference to the ideas initiated by Duncan (2014), he suggests that there are five quick tips for focusing on real work:

1. Be clear about strategy. Don't mistake mission for strategy. Make sure job

descriptions explicitly focus on work that matters most.

2. Use meaningful metrics. A common cause of fake work is not knowing what results are required and when they should be achieved.
3. Beware the activity trap. Fake work prospers when people are uncertain about priorities. Focus on the work that matters most.
4. Treat communication as a communal task. Communication about work issues needs to be simple, clear, compelling, and often repetitive.
5. Understand the people around you. The key is to recognize how other people's behavior can cause fake work, then figure out how to avoid falling into the fake work traps and assessing whether you are the one who's creating fake work for others.

Hence, please be focused, fellow teachers. Don't fool yourself, nor others!



[1] Please refer to: <https://www.forbes.com/sites/rodgerdeanduncan/2014/12/04/doing-more-with-less-avoid-fake-work/?sh=2ac068f96c1e>

## THE WHY, WHAT AND HOW OF

# "A BREW WITH PRINCIPAL" (同校長傾吓偈)

We have introduced the idea of "A Brew with Principal" (Brew) with an aim to align the interest of both parents and teachers and serve as a communication platform to enhance full collaboration between home and school. As a start, we conducted a try-out meeting with parents on 15 July 2021.

On that evening, there were around 150 families attending and with reference to the feedbacks received, more than 99 % of the attendees felt satisfied and interested about the setting up of such a platform. Nearly all participants found the platform useful and can help build a through channel for communication between families and school.

For the question of "Why parents are invited to attend such kind of "A Brew with Principal"? Our expectation is that:

- Parents are one of the stakeholders of this school;
- Parent Education is also part of education;
- We believe that everyone can contribute;
- This is a platform for two ways communication;
- We want to create a breakthrough in home-school collaboration;
- We want to create a new culture of schooling through home-school cooperation;

- This is a kind of innovative community service provided by the school;
- This is a new trend of education service; and
- This is also a unique feature of WFJLPS.

And we believe that:

... parents' and other family members' involvement in children's education .... not the only factor in improving student learning, 30 years of research has consistently linked family involvement to higher student achievement, better attitudes toward school, lower dropout rates, and increased community support for education, as well as many other positive outcomes for students, families, and schools.

(Henderson & Mapp, 2002)

In brief, "A Brew with Principal" can serve the following purposes:

1. Promotion of education ideas
2. Policy updates
3. Genuine sharing of views
4. Collection of views from parents
5. Communication platform

What are the key elements we should include in the meeting?

1. An agenda well known to parents before coming
2. Not necessary the same routine or agenda for each meeting



3. Anything which is of interest to parents
4. Anything which can help parents understand more about the school
5. The topics that the school wants to promote to parents
6. The inclusion of 'Q & A' session is a must

For the “How” question, we planned to launch the “Brew” in four durations, one in September, one in December, one in March and one in June in each academic year. In order to cater for diverse needs from different parents and families, some will be held at day time while some will be organized in the evenings. We also agree that there might be different interests between lower and upper primary levels, perhaps we can organize focus group meetings with different interest groups in the coming “Brews”.

As Brewster & Railsback (2003) has also advocated that “Making a commitment to building partnerships with diverse families .... is a good place to start.” The key successful criteria for building such kind of “Brew” platform is the “TRUST” we must build within the two parties. Besides, the building of such platform can be a multiple-win result for all students, teachers, and families.



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# HELPING OTHERS CAN BENEFIT YOURSELF TOO

## MISS LUCIA

Once upon a time, there was a young scholar named "Lee". He was on his way to another town to sit for an important exam, one that would help him get a job working for the Chinese emperor if he passed. It was a long journey before Lee got to his destination.

One day, Lee arrived at a village late at night and he was trying to find a place to stay the night. But it was so dark at night that he couldn't see clearly and was bumped into by other people several times. He was starting to get worried but luckily he saw some light not far off ahead, Lee walked towards the light thinking it must be a place he could stay. But it wasn't, it was an old man carrying an oil lamp, and as he walked closer, he found that old man was blind.

Lee asked, "Hi Sir, may I know if you can see?"

The old man was surprised someone was next to him and said "Oh, I am blind since birth so I cannot see anything."

Lee was confused, "May I know why are you holding an oil lamp if you cannot see?"

The old man replied, "I heard the alleys in our village become very dark at night and people were tripped over by stones or trees easily at night. Therefore, I always carry an oil lamp if I go out at night."

"Then you are carrying the oil lamp for other people but not yourself?" Lee asked.

"You are only partly correct, I carry the oil lamp for myself too," the old man answered.

Lee was puzzled, "What do you mean by that?"

"Did anyone bump into you just now? People never bumped into me because people can see clearly what is in front of them when I carry the oil lamp."

Did you find this story interesting? There is also an old saying similar to the meaning of the story, "The roses in her hand, the flavor in mine." By giving the roses to others doesn't mean there is nothing left for you, the fragrances of the roses remain in your hands. A good act to others can benefit yourself too.

Sometimes we may only consider the benefits to our own before we do something. However, Miss Lucia learnt from the story and this old saying that giving or helping others can make us happy too no matter how little such action is or even though we do not benefit from it.

The theme for this year is gratefulness. We should be thankful for what we have and received in life. However, we can always do more by giving and helping others in return as well. We may not realise the benefit for helping others straight away but we should believe that helping others will benefit ourselves and make us happy too. "It is always better to give than to receive." We should be grateful in everything we have and continue to give and help others. Can you think of something you can do in return for the love and care given by your parents and teachers?

# THE FLUIDITY OF LITERATURE

**MR. EUGENE LAM**

Over the course of the summer holiday, I was lucky enough to be invited to observe several poetry classes designed for gifted students. Here's what I took away from the experience:

In the first half of the lesson, students were given the poem *The Hairy Toe* for a group drawing activity. The illustration attached to the original print of the poem was not given, which reduced the possibility of students copying from the example. Very often, students treat what is shown in the source material as "model answer", which in ways limit their creativity.

On the application of Hirvela's reader-response theory, Carlisle (2000) argues that the reading experience of literature evokes in readers' "feelings, ideas, images, and characters". Making use of figurative language, poetry is the perfect platform for readers to experience and guess freely the emotions a text tries to convey. Poetry gives students a vast space to express their own feelings towards the text with their own experience, in which there is no right or wrong. Therefore, Carlisle (2000) suggests readers to keep a reading log to document various aesthetic elements like thoughts and feelings as they read. For young learners, however, this might be a bit too dull and daunting, which defeats the purpose of facilitating in students the aesthetic transaction of poetry in the first place. Thus, it is more suitable to ask learners to express the feelings they gather from poems through drawing.

I was not allowed to take any pictures of their works, but I remember one group in particular, as they expressed their feelings towards the hairy toe beyond the poem. There was a heated discussion in one group arguing if that toe "smells", for their experience with feet often results in a revolting sensation for the odor, or so I was told. This echoes with Carter & Long's perspectives (1991) on how readers connect their life experience with literature. It is never

mentioned in the poem the smell of the giant toe, but since they are not restricted to think in a certain way, students were able to expand the idea expressed in the poem with their own imagination. Similarly, another group tried to draw the entirety of the giant and had a debate about its gender, which might not have happened if the illustration was given.

I love listening to these debates and the reasons behind their arguments, because their personality was able to shine through them. And since this was a group activity, they had to tell each other the picture inside their heads, which allows students to notice that a piece of poem could contain a multitude of meaning, and that everyone has different interpretations. I believe this responds to Carlisle's (2000) interpretation of the reader-response theory in the aspect of "picturing", since the image readers got from reading the text was illustrated on paper.

For the second half of the lesson, each group is given a poem related to sounds. Some of the poems make use of onomatopoeia to represent sounds, while some cleverly describe sounds using different metaphors. One particularly interesting example is *The First Men on Moon* by Edwin Morgan. Many of the words used in the poem were invented by the poet and were like alien language. However, when you are halfway through the poem, you start to understand the alien language more, whereas the human astronaut becomes more incomprehensible, as you gradually "learn" the alien language. Like the drawing activity, I believe this poem also provided rooms for students to boost their creativity, since no one could be entirely sure of what the conversation is about, and any guess could be correct.

Literature is fluid, especially in the form of poetry. It is obvious to me that the fluidity of poetry allows students to realise their unlimited potential, once they are not confined by unnecessary rules or conventions.

# LIVE TO LEARN OR LEARN TO LIVE?

**MR. SIMON LEE**

The world is changing rapidly – on one hand teachers strive to tackle challenges in the current environment, for example, the pandemic, the digital savvy age etc, yet on the other hand, teachers also have to be aware of and anticipate what kind of environment the world will be drifting towards, so as to pass on knowledge and values that fit the needs of the future world to our children. To me, this is the essence of education - to allow students to recognise, understand knowledge and values, be them academic, professional, cultural or moral in nature, and also to utilise these knowledge and values to create other new values.

I believe that students have to make use of their knowledge to create something meaningful in order to fully understand it. The lack of enthusiasm leads to the lack of creativity, that is why I always try to create a positive hype in class so that students are motivated, my teaching approach will also be adjusted based on the level of enthusiasm of the class.

***“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”***

**Albert Einstein**

Nevertheless, other than knowledge acquisition, character building and habit development are just as important – these two do not necessarily come in sequence, on the contrary, they always go hand in hand and tend to influence each other. As a child, when you are trying to develop a habit, very often you are shaping your own character as well. Therefore I believe the phrase should be “Live and learn”, rather than “Live to learn” or “Learn to live”.

Namibian elephants are known as one of the toughest animals. They pass on their survival skills by shared knowledge and learning to remember locations of food and water in order to survive in the desert. We are yet to know what our children will be able to achieve in the future but it is important for us to equip them with the “characters” which can help them face the challenges in the 21st century and beyond, this is just as important as the survival knowledge elephants have. Let me conclude this article with a quote from Mahatma Gandhi because I think he said it best.

***“The path is the goal”***

**Mahatma Gandhi**



# **BLENDED LEARNING— EDUCATION REIMAGINED AND REVENTED**

**MRS J AU-YOUNG**

Pandemic disruption to learning worldwide has been an opportunity to reimagine and revitalise education. As forward-looking educators, we should take this chance to further our efforts to reinvent education by training teachers, bridging the digital divide, and rethinking our current curriculum to equip our students with the skills and knowledge that meet the future needs to flourish in our rapidly changing world. The Covid-19 period has given our school, WFJLPS, the opportunity to introduce our students to different areas of the world without leaving the classroom! Now, more than ever, it is essential to utilise digital resources to transform our young learners into global citizens of the 21st century.

In November and December, our Primary 4 Blended Learning Project provided students with the opportunity to try out various learning strategies and to make global connections with primary age students in Korea and Japan via Zoom! Blended learning involves a combination of online and offline active, engaged learning providing students with more control over the time, place, pace, and path of their learning. They experienced different modes of learning and teaching which provided them with ample opportunities to read, write, listen, and speak in a fun way!

The experience of making global connections through all these precious virtual exchanges, enabled our Primary 4 students to have an intimate glimpse into the daily classroom routines, habits, and cultures of people living thousands of miles

away in an authentic English manner. In return, our students introduced our Hong Kong culture to our friends from afar! Both sides wrote on Padlet Walls responding to each other's comments in a genuine and sincere way. Students were very excited and motivated to participate in this culture exchange.

This unique online classroom experience wasn't just fun. The global connections that were made by the participating students increased cultural understanding and acceptance within our school community, diversified the breadth of their academic knowledge and greatly improved their speaking skills in terms of learning a second language (as well as the speaking skills of their Japanese and Korean counterparts).

At the end of the project our teachers and their Korean and Japanese friends exchanged lovely and meaningful cards and gifts with one another. We are grateful for their kindness, and the thoughts and efforts they made to make the project a success. We wish them all merriment and bliss in these challenging times!

Last but not least, this project highlighted the accuracy of George Couros' words:

***'Technology will not replace great teachers, but technology in the hands of great teachers can be transformational!'***

Thank you.

# THE WRITING JOURNEY

**MS HANNAH NG**

Throughout years of my teaching journey, it saddens me to share an observation that most students are not fond of projects that involve a lot of writing. Yan, a P5 student in my class, is one exception – she always takes the writing tasks happily while others are busy grumbling. I wish I have more chance to get to know the story behind Yan and her amazing enthusiasm in writing, but she surely reminds me of my English teacher, Mr. R.

Mr. R was the teacher in our creative writing class back in Secondary School. In his first lesson, he gave each of us an empty notebook and told us to write anything on it everyday, it could be anything we want. As expected, my classmates and I did not take this task well, we only did it because we had to.

In the beginning, a specific topic was assigned everyday and I was so reluctant to finish it as required. However, miraculously, as I began to write more, ideas started to flood into my brain and even though I could not express them in words as well as in my head, I started to write more, and faster. As time went by, I found that I was able to enjoy this task – I can let my imagination take me to anywhere and be someone I could

hardly be in real life. Gradually, I was able to complete this daily task with joy and ease.

As we gradually became more familiar with the task, Mr. R suggested us to come up with our own topics. I was frustrated at first as I did not know how to begin, I could only write down trivial matters in my ordinary life - sometimes it was about the fight between my baby brother and our dog; sometimes it was the silly conversation between my friends and me. I did not realise it was all these daily trainings that made me more observant and enabled me to create characters and stories based on the people around me.

The pandemic has changed our lives and it is not easy to remain optimistic and calm when there are so much going on. But every cloud has its silver lining, now we are staying home for safety and we have more time than ever, let's start writing, let your imagination take you somewhere else! I am sure you will find joy and peace in writing as you progress.

I sincerely hope the pandemic will be over soon and meanwhile, let's pick up a pen and set sail on our writing journey.



# REFLECTIONS OF A NOVICE TEACHER: LESSONS ON RESILIENCE

MS MELITTA

Two years ago, I joined W F Joseph Lee Primary School as a fresh graduate. When I found out that I would be a Primary Five class teacher and English teacher, I was panic-stricken. I felt completely unprepared and ill-equipped to take on such a monumental task. What did I know about helping my students to prepare for the next two years of important assessments and decision-making that would directly affect the next several years of their lives at the least? Admittedly, not much. To make matters worse, nobody could have predicted that the public health emergencies in the next two years would pose some of the greatest challenges in modern history for teaching and learning in schools all around the world.

Life is, however, a funny thing. Things happen to us for reasons that are beyond our grasp in the here and now, but with just the right mix of introspection, time and space, sometimes we catch a glimpse of how the different threads that we have selected or been given fit into the tapestry of our lives that is being woven.

In 2019, just before I was to graduate, I visited Cambodia for two weeks as part of an experiential learning course on resilience. After learning about the concept of resilience throughout the semester and co-developing a set of lesson plans to engage primary-age students in activities that nurture their resilience, my course-mates and I set off to implement our lessons in real classrooms with real students. Resilience, typically defined as the ability to bounce back after traumatic life events, is often understood through Prince-Embury's Three-Factor Model of Personal Resiliency (2006, 2007). As fate would have it, introverted, independent and emotionally guarded as I am, I was invited to lead the group responsible for planning lessons focused on sense of relatedness, which includes trust in others, access to support, social comfort, and tolerance of difference (Prince-Embury, 2014). Through designing my mini-curriculum and, most importantly, piloting my lessons with the students in Cambodia, I began

to see how the strength of our social connections and our commitment to nurturing and building these connections prepare us to face the unexpected difficulties in our lives.

Halfway through Primary Five, one of the students in my class (let's call her Emerald) unexpectedly lost her closest friend due to a sudden health issue. This would be a traumatic experience for anybody, no less a ten-year-old, but rather than withdraw and suffer privately, Emerald generously shared her grief with the classmates and teachers around her. Although we did not know Emerald's best friend as she was from another school, the class and I cried along with Emerald as she shared a scrapbook she had made to remember her friend and read aloud a journal entry about how her friend taught her to be kind to others. Once, I accompanied Emerald as she spoke with the school's social worker about how much she missed her friend and did not understand how she was expected to carry on as if everything were still the same. The social worker suggested that Emerald could bring an item to school that helped her feel close to her friend. The next day, when she came back to school, she was clutching several stuffed Minion sock puppets that she had made together with her friend, one of which she gifted to me to thank me for listening, caring, and supporting her.

Despite being just ten and going through something that was so personally difficult, Emerald taught me and her classmates how to be brave in taking the initiative to share our innermost thoughts and feelings with those around us. She helped us see the importance of recognising and appreciating what we have, and enlightened us on the true value of being part of a "community." Emerald's willingness to include me and her classmates in the process of grieving no doubt supported her in bouncing back and strengthened her resilience, as well as ours. These are life lessons that parents and educators can only dream of imparting, and yet, we will never cease trying our utmost to do so.

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# MUSIC EDUCATION IN THE DIGITAL ERA

**MS. HO CHIU LAM**

In the digital era, we use technology to improve our lives. For example, convenient mobile payment allows people not bringing cash to go shopping. In areas important to society, such as the education field, educators often incorporate technology into their lessons for better learning outcomes. In music education, technology has helped to improve students' musicality, as well as enhancing teachers' ways of teaching. As a former music student and a current music teacher, I will share my experience and personal view on the use of technology in music education from both perspectives.

When I was studying at high school, I tried using different kinds of technological devices in my music classes. I found some were quite useful, for example, the music notation software I still use to do my compositions- Sibelius. This software makes the presentation of my scores neater and easier to read compared with those hand-written. Before I learnt to use Sibelius, my compositions were written on paper in pencil. After my music teacher taught me how to use this music notation software, I can simply press the notes on the MIDI keyboard to insert notes into my digital composition, instead of drawing the notes one by one. Furthermore, the technology gives me courage to make changes to my composition because of the "undo" and "redo" buttons. I can also save a few different versions of a composition. As the instrument I usually play is piano, sometimes I am not able to recognise the pitch ranges of other instruments. If you notate a pitch that an instrument is unable to play, the software will show these notes in red to remind you. To me, the biggest advantage of using Sibelius is that I can listen to the harmonisation straight from the software while composing orchestral pieces.

At University, I was recommended a software called Auralia. Auralia is a

comprehensive ear training software. At first, I did not have much motivation to do the training exercises. However, after my accuracy in answering questions increased, I was pleased to notice the improvement in my aural skills. I think that this software is good for self-directed learning because students can progress at their own pace.

As a music teacher, I think that musical technologies help me design enjoyable activities for students. As some children only know how to play simple songs on the keyboard, I use virtual instrument apps on an iPad to let them experience jamming with different instruments, which can be done by simply pressing the keyboard. In the past, teachers could only let students play small percussion instruments which made learners quickly feel bored, apart from the fact that this way of teaching could not be applied to young children.

Another technology I have used in teaching is the automatic piano playing system called Pianoforce. Sometimes when a student plays a melody on the piano, the teacher may need to play the accompaniment with both hands, which is difficult to the teacher because they cannot take care of the student and at the same time play the accompaniment. With Pianoforce, auto-accompaniment becomes possible as the keys on the piano can move automatically.

Although musical technologies help a lot in music education, I believe that it is important for teachers to explain to students that technologies cannot replace musical instruments as technologies do not possess the same level of music artistry as that expressed by playing musical instruments. Therefore, there should be a balance between using technologies and musical instruments in music education.

# THE POWER OF GRATITUDE

**MS. SANDY KAUR**

Practicing appreciation is a crucial skill that helps us control our perspective and creates greater resiliency to life challenges. Regardless of one's inherent level of gratitude, it's a way of life that we can successfully cultivate for a more fulfilling life. Although stressful situations such as the current global pandemic have silver linings and positive outcomes such as the opportunity for personal growth, its adverse effects outweigh these benefits. Nevertheless, studies have shown that practicing gratitude is strongly and consistently associated with greater happiness. This article aims to explore the power of gratitude and how it has helped many people, including myself, to get over the changes to our daily lives during the difficult times of COVID-19.

The global pandemic particularly stressed me out due to that fact that it is close to impossible to predict how things will develop and its long-term effects. It was devastating to see my two rooted countries, the United Kingdom and India, being badly affected by COVID-19. This started to distract me from my daily challenges in Hong Kong.

During this stressful time, I started to spend 20 minutes every morning doing meditation and learning to be thankful for the things I have and how content I am as a human being. Meditation was an instant

uplift to my moods. Also, through practicing the art of gratitude, I was able to learn that I might be more fortunate than many others whom the pandemic hit badly. Therefore, it helped me to learn how I can offer help to the needy during these difficult times. This was the first time I experienced the power of gratitude!

Furthermore, gratitude involves many elements, self-care being one of them. Self-care is a powerful tool for staying optimistic and expressing gratitude. In the course of the quarantine period and economic shutdowns, people all over the world have taken the stay-at-home opportunity to eat well, exercise and try to get quality sleep. The COVID-19 crisis has been associated with an enormous scale of fear, uncertainty and anxiety across the globe. Therefore, relaxing with some yoga or meditation has also been widely advised to be a means of building more positive emotions, relishing good experiences and improving one's health which helps in dealing with adversities.

Additionally, kicking back and reading a book or watching Netflix shows have been shown to decrease anxiety and reduce stress levels. Basically, being gentle with oneself and doing something every day just for you is an effective way of expressing gratitude in the midst of a global pandemic.

# A PICNIC DAY WITH MY FAMILY

1A LAI YAT NAM



I go on a picnic in Kowloon Park with Mom, Dad, and my sister on a sunny Sunday. My mom prepares some cookies, sandwiches, and orange juice for the picnic. I eat a lot of cookies because it is my favourite food. I sit under the tree to read books. My sister feeds the fish with some bread. My mom and dad enjoy the food and drinks. I feel relaxed and happy because this is my first time to go on a picnic with my family.

# MY BEST FRIEND

## 1B YIP CHEUK HIM



Lincoln is my best friend. He is tall and he has long legs. Every Monday to Friday, I can see him on Zoom. We play games together on the Internet. He is good at everything. I like him very much.

# MY CLASSMATE

## 1C CHAN ADELA



Morris Au is my classmate. He has short hair. He is tall. I see him every school day on Zoom. We always tell jokes. He is very funny! I laugh a lot! We eat snacks together when we are at school. I like him because he is so kind.



# MY FAMILY PLACE

1D PANG CHUN YIN



Lincoln is my best friend. He is tall and he has long legs. Every Monday to Friday, I can see him on Zoom. We play games together on the Internet. He is good at everything. I like him very much.

This is where I see the dolphin show with my family. I feed the dolphins. I feel happy because a dolphin kisses on my cheek. They are so lovely.



This is where I see powerful sharks with my family. I can see their sharp teeth. I am so scared. This is where I ride on the roller coaster with my family. I feel scared. This is where I eat chicken wings with my family. I feel happy.

# FAMILY PICNIC

**1E CHOW YAT HEI, HILLARY**



My parents and I go to Tuen Mun Park to have a picnic on a sunny Sunday morning. My mom brings a lot of food and drinks. We sit under the tree. I eat some biscuits and my parents eat sandwiches. I can see fish and swans swim in a pond. I feel so excited because it is my first time to feed fish. It is a wonderful day.

# DAY AND NIGHT AT HOME

**2A SIN NGA KEI**



In the morning, I can hear cooking and stirring sounds. I smell onions and peppers. When I come out of the bed, I see a sunny-side-up egg, milk, bacon and a lovely bird singing. Who is in the kitchen? Why does it smell so good? Why does the sun come out in the morning? The salty egg and bacon with onion are yummy. I feel loved, and I am thankful for what mum did for me.

At night, it is so dark, and I am scared of sleeping on my own.

I like the daytime because I can play and eat.



# A LETTER TO ANNIE GRIFFITHS

## 2B IP KA WAI

29th September, 2021

Dear Annie,

Thanks for telling me about your community! My name is Jody. I am a student and live in Hong Kong. I want to tell you more about my community.

I live in Tin Shui Wai. I live in an apartment with my parents and my hamsters. My neighbours are kind and polite.

My favourite place in my community is the library because I like to read books quietly.

I like my community because I can spend the day with my parents and friends in the library.

Do you like being a photographer? I hope that we will play together at the park one day.

Your friend,  
Jody

# MAKE A DIFFERENCE

## 2C YUNG SZE LONG GARETH

I have a big dream. I want to set up my own Youtube channel with over 10 million subscribers. I want to be a famous Youtuber to help the world.

First, everybody around the world can watch my channel. If they have any questions, they can message me and I will answer them in the channel. I think they will be happier with my help.

Second, I want to teach people things in my channel such as sports on Monday, languages on Tuesday, cooking on Wednesday and so forth. After they learn my skills, they can also teach other people.

Third, people around the world can make friends with each other when I have a live show. Maybe you are a Chinese and make a Japanese friend. I think this is very cool.

I really hope my Youtuber dream can come true and make a different world.

# A SPECIAL PERSON IN MY COMMUNITY

**2D TSE HEI TUNG ASHLEY**



▲ Mr. Hui Wing Man is a good security guard.

Mr. Hui Wing Man is a special person in my community. He is a security guard. He has glasses, short hair, and small eyes.

He is special because every morning, he says, "Good morning!" to me and my family.

He is special because he takes care of my neighbours and me. He takes care of my building and keeps me safe.

I am grateful to have him in my community because he is kind and helpful.

I think he is the best security guard in my community.

# A GRUMPY GIRL

**2E WONG CHARLET YUET CHING**

There is a grumpy little girl called Cassidy who is always grumbling.

At breakfast, her food is too hot. She needs to wait too long for the food to cool. She is so hungry now, but the food is still hot!

At school, the stairs are too high, her uniform is too tight, and the students don't play with Cassidy. She says, "No friends. No one plays with me."

At bedtime, her bed is too rough, the thunder is too loud, and the bed does not have a pillow. Cassidy says, "I don't want to go to bed."

No one knows how to make her happy until her mum comes back home. Mum gives Cassidy a big hug. Cassidy says, "Too this and too that. No pillows and no friends, but my mum is just right!"

# AN HONEST DOLPHIN WHO FOUND BURIED TREASURE

**3A LAU TSZ HO**

It was a bright and sunny day. White, fluffy clouds drifted across the clear, blue sky. The seagulls were gliding over the open ocean in search of food. The weather was great.

I am a baby dolphin. I live in Dolphin Villa where dolphins can jump out from the water freely. One day, I was tired of playing with the coral reefs. So I decided to use my flippers to play with the gravels underneath the water. Mum and Dad glanced at me and thought to themselves, it was time to go out for a vacation.

We took a stingray bus to fly to the Fish Hotel. After lunch, we felt so full because we were just having a satisfying fish buffet. I demanded to go to the hotel beach for a walk. All of a sudden, I tripped over a rock. I wanted to pick up the rock because I didn't want anyone to trip over it again.

It was hard to believe that the rock was so heavy. I used all my strength to take it. Surprisingly, I found that it was a rusty box. I tried to open the box but it was locked. I grabbed a rock nearby and smashed the lock to make it open. I slowly lifted the lid up and found a lot of sparkling emeralds and diamonds inside. I carried the box and scampered to look for my mum and dad. They were insane when they saw the jewellery. Their faces went pale. They had thousands upon thousands of questions.

I exclaimed, "Dad, Mum, we should send the box to the Police Dolphin Station." Mum and Dad both agreed.

When we arrived the Police Dolphin Station and passed the jewellery box to the police dolphin, he admired me, "You are a good and honest baby dolphin." Mum grinned at me, "We were proud of you." On account of my good deed, Mum and Dad treated me another fish buffet.

# CHILDREN SHOULD DO EXERCISE EVERY DAY

## 3B MAN LOK YI KACEY

Why should children do exercise every day? It is for our own good. It has a lot of benefits. Let me tell you some of them.

First of all, doing exercise keeps us healthy. If we do exercise every day, we will not get sick very often. It is because we can have a stronger immune system. Doing exercise can even help you sleep better.

Second, we can train our muscles. At the same time, we can burn some fat while doing exercise. Before my mum weighed 70 kilograms. After she did exercise for one year, she weighed 50 kilograms! This can help with the growth of a strong body physically.

Moreover, doing exercise is good for your brain. It can keep you in a good mood and forget sad things easily. After doing exercise, you will be very energetic.

For all these reasons, I think children should do exercise every day. It can lead to a healthy and happy life. Hurry! Hurry! Hurry! Do exercise now!

# FRED'S ADVENTURE

3C SHEK CHOI YEE

Fred wanted to go to the school garden to visit the plants and learn more about them. The sun was setting, and it was cold and chilly outside.

Because Fred was small and the garden was vast, he would easily get lost in the ferns, or even mistakenly touch a cactus.

Fred climbed down the seemingly-endless staircase down to the car park. The garden sat beside the school bus, where the children would leave for dismissal.

The sweet-smelling flowers and plants were as ever-growing as the Amazon rainforest, each one of them brightly coloured.

Fred investigated the delicate plants, then looked into the pond. Inside, he could see some tadpoles swimming under a sea of lotus leaves. He leaned over, losing his balance, and he tumbled into the dark, frigid water.

Thankfully, Fred was a frog, so using his webbed feet and hands, he pushed himself upward, landing on a lily pad. Bright green leaves fell on the pond, and Fred lifted his head to see tiny petal-like leaves fall from a tree.

Then he went near the stairs to see the cactuses. Every one of them was huge, and covered in needle-sharp spikes. There were different shapes and sizes, and one was so tall that it loomed over Fred!

Fred looked at the spikes. They seemed to be staring back at him. Fred shivered. But, Fred still managed to touch them accidentally, and wincing in pain, he recorded everything he had discovered today; and giving the garden one last look, returned to the classroom. In his journal, he wrote, 'Will return to the garden.'

# CHILDREN SHOULD SLEEP AT 9 O'CLOCK

**3D WONG CHING KIU**

Do you know what is important to children? In my opinion, the most important thing for a child is sleeping at 9 o'clock (or earlier)! Sleeping late will affect children's health because their brains will not be able to take enough rest after a long day of working, and they might feel very tired the next day.

There are many benefits to children if they can sleep at 9 o'clock. First, sleeping early is good for young children because they will be able to get more energy for all sorts of things the next day. For example, when children go to school, they can concentrate in class more easily; play harder during recess with their friends, and become better at extracurricular activities.

Secondly, according to some scientists, we should have at least 10-12 hours of sleep every day. When we sleep longer, we can store more information in our brain during the day, as it helps strengthen our memory.

Lastly, sleeping early can help you grow taller and become more energetic. So, you should definitely start going to bed earlier! Think about it. Do you want to have dark circles and bags under your eyes like a panda?

# TEAMWORK

## 3E LEE YU HON JOYON

My cycling team takes the cycling practice every week. We have six people and one coach altogether.

We have different jobs for our team. The leader is responsible for leading the team members to ride in a group but in a single line. It is because we should not block the whole cycling path. He needs to make sure we are on the right track. He also needs to evaluate the traffic on the cycling path. Another leader, that is me. I ride at the back of the team. I need to maintain the safety of the group. If there are any accidents in the team, I should inform the leader at the front to stop. I have a mini first aid kit in my backpack. The rest of them is responsible for bringing snacks, taking photos, and being a timekeeper.

Last Sunday, we took the ride from Shatin to Tai Po. I hurt my toe before, and I was still in pain. Therefore, I rode very slowly. I couldn't catch up with them. But my teammates were very kind and they waited for me many times without complaining. We completed the ride in 2.5 hours for our 26km round trip.

I enjoy working with my cycling team. It is because we have fun in every trip. It is challenging to do everything by myself. I know we need to have a clear division of work. Everyone is responsible for their jobs, and more importantly, we should be considerate. I am grateful for having my team, as they didn't leave me on the cycling path last Sunday.





# A HAMSTER WHO THINKS HE IS A SUPERHERO

by NASHUA GRAHAM

One day, I was chilling at the windowsill of the house when I heard a scream that was echoing through the house. I jumped up in fright! Then, I saw the pet cat being chased by the pet dog. I quickly jumped off the windowsill. But before the next paragraph, guess what animal I am!

My name is Ogel, and I am a hamster and a superhero! I must save the cat from the dog because if I didn't, then it would surely get hurt by the day. Mr. Dog might be a little too aggressive sometimes. Now, let's go back to the story.

After I threw myself off the windowsill, I hopped onto my hamster wheel that was in the cage. I ran so fast in it that my legs started to hurt. The wheel broke out of the cage and turned into a vehicle that I was going to use. I called it "The Hamcycle". I barreled towards the dog and stopped in between the dog and the cat. What followed was a moment of staring contest among all of us. Mr. Dog made his first move and tried to bite the Hamcycle with me in it. I tackled him with my wheel and he tackled me back.

Mr. Dog held the hamster wheel in his mouth while I was stuck inside it. I thought I was doomed! But I had an idea. I bit the gums in his mouth. In extreme pain, he spitted me out but broke the Hamcycle.

In the end, our master, Kcolb, came out of his room and said, "I'm not gonna let you kill the cat!" He put Mr. Dog in timeout, but let me and the cat out in the garden to play. Mr. Dog somehow broke out of his cage, but couldn't get through the cat flap. When I saw that, I laughed so hard that I almost choked!

The next day, Kcolb bought me a new hamster wheel since my old one broke. It even had a protective shell and a hamster flap to protect me from the aggressive Mr. Dog. I named it "The HamBarrel".

Since that day, I have been sitting in my cage on the windowsill munching nuts like any other normal day, waiting for the next adventure.

# A DAY IN THE LIFE OF A MIRROR

4B CHEUNG CHEUK CHEE

"Still no luck?"

I looked at Spiggie, a spider that lived in Anderson's household for years. "Yep, it's just impossible to break the wall and dig out. Most mirrors would just sob and stay still like they are lifeless, but I want to go out!"

Spiggie just looked at me, "I understand what you mean, but take a break!"

Maybe I do need a break.

"Getting out isn't a piece of cake. You need to find another way," Spiggie told me in a calm way. I stared at him, "How?"

Spiggie jumped away, then he was gone.

I tried to think of another way.

I thought about it at 2:30 p.m.

I thought about it at 4:55 p.m.

I thought about it at 9:00 p.m.

And I was still thinking about it at 2:36am!

By 4:00 a.m, I must have fallen asleep. I was just so sleepy...

"WAKE UP!"

"S-Spiggie?" I was confused. Spiggie had never used this tone before. "Someone is coming in!" Spiggie cried.

Someone was coming in! For the first time! I thought to myself. I was anticipating an immense figure to come through, but it was just a six-year-old boy with brown hair and a striped shirt.

The boy came up to me, "You don't have to hide your secret. My name is Harrison, what about yours?"

What? H-He knows?

"My name is Silver," I said quickly.

"Do you have any problems?" Harrison

stared at the shining, flat mask on my face.

"Why do you ask?"

Harrison smiled, "My granddad said whatever is locked in here by my dad has a problem. So tell me, what is your problem? How did you end up here?"

Harrison's trustworthy face made me blurt out the answer.

"I think my problem isn't really big. I just want to get out of here and be a 'normal' mirror like every other mirror except that I'm very different. When people look at me, they see their alter ego instead of themselves. Your father's alter ego was evil, the worst of men. So when he saw his alter ego, he locked me up."

"I mean, it isn't your fault," Harrison shrugged.

"Exactly!"

"You seem like a nice mirror. I can let you go. Only if..." Harrison folded his arms.

"What?" I asked impatiently.

"Only if you make a fake mirror so my dad won't ask any questions," Harrison said.

"How do I make a fake mirror?"

"With cardboard and silver tin foil!"

Soon, a fake mirror was made. It looked a lot like me, which is good.

"The wall is a door, and there's a small button which opens it. I will let you go. You are a very special mirror," Harrison pushed away a pile of Ikea boxes, revealing a red button. Then he pushed that button and the wall opened.

"Wow!" I was taken aback by surprise.

"A kind mirror like you deserves to be free. Goodbye, Silver!"

# IF I WERE WIND

**4C TSANG LOK HIN**

If I were wind, I would blow far far away.

I would travel to the world's highest mountain – Mount Everest. I would soar swiftly with the golden eagle over the snow decorated mountain.

I would travel to the world's vastest ocean – Pacific Ocean. I would play with the enormous blue whales, watch them leap on the waves and spout out water in the sparkling blue green sea.

I would visit the world's largest desert – Sahara Desert. I would fan the toiling camels and the perspiring labourers who suffer from the sweltering heat at the yellow sand of the desert.

I would also explore the world's longest river – Nile River. I would peek at the gigantic crocodiles which gobble up their grand feast in the blue ribbon river and also chirp with the birds on the tree.

I would enjoy the wildest grassland in the world – Nagqu Grassland in Tibet. I would chase the naughty horses and sway in the lush-green grass.

If I were wind, I would be everywhere with freedom and speed. Nothing could be happier than me if I were wind.

# MY TREASURE

**4D ZHAO TSZ YAN VANESSA**

Everyone has different treasures. They can be treasure chests which filled with gold coins, just like those in fantasy stories, or maybe our favourite toys. However, my treasure is different from others'. My treasure is my family's time and love. I genuinely love spending time together with them. We laugh, we cry together and we share everything in life.

Spending time with my family filled my heart with joy. My mum is so busy that she can barely spend time with me. However, it's completely understandable. She works diligently and gives infinite care to my brother and me.

I have my treasure. Although we cannot spend time together, I still have my family's love! My parents provide me with all their support. They love me, and my brother and I love them too. I couldn't be more appreciative.

I really love my mum, and she loves me too! Whenever I'm sick, she takes care of me no matter how busy she is. She also teaches me how to do my homework. She buys me a lot of clothes and we went travelling before the pandemic. She cooks delicious dishes to make sure that I am at my best every day.

My father is also brilliant and cool. He tells me jokes to cheer me up. He is a funny person and he always makes me laugh. He got my favourite pencil case which I had been talking about for my birthday. Whenever my mum is busy, my dad helps her to do the chores. What a considerate dad! He always goes hiking with me and takes me to McDonald's to get ice cream when we left the hiking trail. He really cares about me. My brother spends time with me too. He plays with me when I'm bored. I really love that!

These precious moments reveal that my family loves me. This is my real treasure forever.

# How ELVES BECAME HELPERS

## YE NG SHING YUI

Once upon a time, there was a severe blizzard hailing down on a village of elves on the second of December in the frosty North Pole. In order to locate a safer and better shelter, the elves walked through dark tunnels, trekked through steep mountains, and sauntered through creepy forests.

When they were wandering in the snowy and seemingly endless desert with a heavy heart, out of the blue, they saw a large house glowing in the dark with a cluster of lights along the walls and the roof. The elves had thought that the house was very beautiful, cozy, safe, and warm. They jumped for joy and happily sneaked into the house from the back door. They heard an old man chatting with another person in the living room, so they rushed to the basement in order not to be discovered. In the basement, there were stacks of perfectly wrapped presents shimmering and glittering in the dark. The jewel-like presents tickled their fancy. All they could think of was to unwrap them and find out what was inside. They tore all the wrapping paper and gazed at the toys with their mouths watering.

Finally, they couldn't help opening all the new toys and playing. The beeping of some toy cars, the thudding of bouncing balls, the melody of the music boxes, and the giggles and laughter of the elves attracted the old man. "Who are you? What are you doing here? My presents are devastated by you! How dare you!" growled Santa angrily. The frightened elves were running around like tiny mice when Santa used magic to catch them.

Eventually, all the elves were trapped in a cage. "The materials for making toys are very scarce in the North Pole. I shall turn you all into toys," said Santa. "Please don't!" the elves pleaded for mercy in unison, "We can fix the toys back to the way they were. We are here only because we want a safe and warm shelter."

From then on, the elves stayed in Santa's home and became his helpers ever after. Love and help will always be around, even if you have made some mistakes.

# THE ITEM WHICH REPRESENTS WHO I AM

## SA CHEUNG LOK CHEE

If I had to visit another country for an exchange programme and introduce myself to others, I would share my Old Master Q comic series to represent who I am and where I am from.

The comics, created by Hong Kong cartoonist Alfonso Wong, have attractive and unique covers. Each book usually has ninety to one hundred pages of comics with four-character idioms as titles. One interesting feature of the comic book is that there is a page with a picture or a frame that you can colour or draw on, then you can send it back to the publisher. Maybe if your work is good enough, you'll have a chance to have your work displayed in the book! I think the comics are also ridiculously hilarious and unique.

These comics are special to me because I love reading them, especially when I am out and waiting for my food to come! It just cheers me up when I'm bored or feeling blue. My aunties and my family members also love reading Old Master Q comics too! They told me that when they were young, the Old Master Q comics were just a little bit smaller than my Reach Higher textbook! The comics were one third of my textbook's thickness, though they were printed in yellowish newspaper-like paper.

When I was in Primary 1, I already started collecting the comics and now, I have about thirty of them! I also remember why I started reading the comics. Because I was not good at Chinese, my mum bought me my first Old Master Q comic book. I liked reading them and learnt a lot, especially from the special issues which taught people how to use four-character idioms! That's why I started reading the comics.

I hope that I would keep collecting the comics when I grow up.

# MY DOMESTIC HELP WENT BACK TO THE PHILIPPINES

**SB WONG YU CHUN EUGENE**

Last Easter, my domestic helper went back to the Philippines. Suddenly, I needed to adapt to an independent lifestyle.

Originally, my dad would play table tennis with me and my mum would study with me every day. When there wasn't a domestic helper, my parents became very busy with housework. They didn't have time to spend with me.

Before she left, she always took me to my tutorial school. After she left, I had to ride the school bus to go there on my own. One time, when I rode the school bus, the school bus driver forgot to stop at the tutorial school. I was worried that I would be late for class, so I decided to take the light rail train to go there by myself.

That was the first time I had gone so far without an adult. I learnt that I am no longer dependent on others when facing difficulties. I can now do things on my own.

# CONVERGENCE

## 5C WAN YU CHING BEATRICE

### How to Create a Video (for 1 min or less)

#### Written and Illustrated by Wan Yu Ching Beatrice

The following directions will show you how to create your own video which is to entertain yourself and record the things you love.

\* Warning : Make a video that is kid friendly \*

\* Follow these steps \*

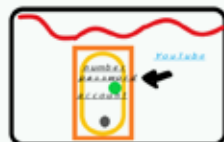
#### Step 1 \_\_\_\_\_

First, you need to get an electronic device e.g. a phone. Then download YouTube from the App Store.



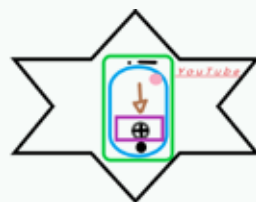
#### Step 2 \_\_\_\_\_

Then, create your own account. You need to enter password, phone number and some other personal details.



#### Step 3 \_\_\_\_\_

When you finish setting up your account, you will see a [+] sign on the bottom of the phone, click on it .



#### Step 4 \_\_\_\_\_

Now you can record the things you like. When you finish, you can add background music to your video. You can press the button of “music”. There is a lot of options. You can choose the songs you like.



#### Step 5 \_\_\_\_\_

Don't forget to write the title. Then click “done” and you have posted your own video.





# A FASCINATING NOVEL

## JD CHEN ZHENG HAO

"A reader lives a thousand lives before he dies. The man who never reads lives only once."

Reading helps me learn more, expands my mind, and gives me more ideas. The more I read, the better I can broaden my knowledge.

I would like to introduce my favourite book named Holes. This book is written by Louis Sacher, who is the bestselling author of over twenty-five books. The book Holes has won the National Book Award and the Newberry Medal. It deserves all the praise it gets.

There are many characters in this book. However, Stanley is my favourite one. He is always unfortunate, but he still tries to remain hopeful and looks on the bright side of things. He is never defeated by hardships. Instead, he transforms himself from a weak person to a strong and brave one as he goes through more and more.

What I have learned from Stanley is that I should accept my own weaknesses, and turn them into strengths. No one is perfect. That's why pencils have erasers.

Great novels feature good plots full of suspense and twists and turns. What impresses me most is that Stanley has to find Zero in the desert with only a bottle of water. He solves the problem by creeping up the water truck and drives it as fast as he can until he plunges into a hole. Then, he runs to Zero's

direction with courage.

I believe that everybody is dying to know the ending of this novel. I would like to unfold the mystery. Stanley finally digs out his great-grandfather's suitcase that was stolen by Kate Barlow many years ago. It stores a lot of valuable items. The next morning, an attorney demands Stanley's release. Stanley and his best friend Zero get on the attorney's car with the suitcase and return home. Eventually, Stanley meets his parents again and their fortunes return. The attorney closes Camp Green Lake, where Stanley and Zero used to dig holes. It will turn into a Girl Scout camp in a few years.

After I read this book, I learnt that we need to believe in ourselves like Stanley and Zero. The friendship between them also impresses me a lot. Rather than being a loner, I should establish more friendships with others. If I could, I would like to rewrite the part where Stanley finds God's Thumb, which is a mountain in the desert. I will change it so that Stanley and Zero's friendship touches the god and the god sends a mountain with water and food.

All in all, I highly recommend this book because it shaped my mind and changed my view towards life. Particularly, it has taught me the importance of friendship.

If you like suspenseful adventure stories, believe it or not, this novel will take you for a thrilling ride.

# A BIOGRAPHY OF MY MUM

## SE HUA SZE YUEN INES

Yung Yuen Chun Carly was born in Hong Kong in the seventies and her family was very poor. She studied very hard in order to get a better future and she always participated in many free colouring competitions. She had won a lot of stationery like rulers, colour pencils and erasers. She was very outgoing and she would rather play football with the boys instead of playing girly games.

Carly was very curious and eager to know more about the world so she applied for a job which requested her to work in Chile, the southernmost country in the world. She stayed there for about three years. During her stay, she went to different places in Chile and made many friends.

One time, Carly asked a child to help her to take a photo but after she gave him the camera, the child ran away with it. Carly chased after him but he was too fast. She called the police but it was in vain. From then on, she was very cautious whenever she went out.

Now, Carly still likes travelling around with her kids. However, due to COVID-19, she can't go abroad. Still, she goes to the countryside and seaside to remind her of other countries. Do you know who Carly is? She is my beloved and adventurous mum!

# LETTER OF APPRECIATION

**6A HUI WANG NOK**

Dear Miss Sham,

I am writing this letter to thank you for what you did that affected me heavily and positively.

You are a great teacher for always making Math class fun! You always prepare games and fun Math questions for us to do in class and during recess. And the award scheme you created motivates us to do better in our homework and module summaries. You also stay after school to give us extra lessons when we are struggling. These encourage us to be more curious about Math and make us understand fundamental Math concepts more easily while having lots of fun!

Thanks to you, I have improved a lot in Math. I have also learnt plenty of advanced Math from you! As a result, I am now more familiar with various Math concepts, and I can solve all sorts of problems more quickly and accurately!

My classmates have told me that you made them a lot more interested in Math and they are now getting better grades! They have also had a lot of fun learning Math!

We are thankful for what you did, so we promise we will pay extra attention in class. We will also study very hard every day with the notes you gave us in class. We hope that we will be able to show you how much we have learnt in the future.

Thank you so much, and we will continue to improve ourselves in the subject we love!

Best regards,  
Ranok Hui

# THE MYSTERIOUS WARDROBE

**6B LOK LEE**

I woke up in the morning by the loud noise of trucks and cars. Today was a big day, we were moving! I was on cloud nine as I walked down the stairs. I changed my clothes and packed up everything I needed. We drove to our new house. Everything was fine there, a study room for me to study, a bedroom for Mom, Dad and I, a kitchen, a living room and a bathroom. The only problem was the wardrobe in my study room left by the previous landlord. I thought that this wardrobe could be my bookshelf after I polished it because it was still useful.

I put all my books in the wardrobe and divided them into different types of books. I was sure that the wardrobe was the best place for me to place books. The next day, it was raining cats and dogs, so I decided to stay at home the whole day. I stayed in my study room for I might break the valuable stuff in the living room.

There were a lot to see in the study room. It was more fun than a barrel of monkeys when I hid in the wardrobe. I looked for my books and found that the wardrobe was big. Suddenly, the wardrobe made a creaking sound. I completely freaked out and ran out from the wardrobe. I was scared and I said, "What's that? Who's there?" The wardrobe spoke, "I am the oldest wardrobe which can speak. You are truly special. You don't buy a new bookshelf. Instead, you reuse something that can store books." I nodded and said, "I like to reuse items to help save the Earth." The wardrobe smiled by opening its door.

Although nature is full of resources, they are not infinite. We should be grateful. People buy things when they already have loads of them. I hope people can help save the Earth as much as possible.

# TO ACHIEVE THE SAME GOAL

## 6C FUNG LAP WAI

My classmates and I were assigned to do a Chinese project about Hong Kong's scenic spots last week. Peter, Mary and I were in the same group. However, no one was willing to work on the project as we were all working hard on our finals. We all thought of excuses to have as little workload as possible.

"I have singing practice every day and I am exhausted," Peter groaned.

"My grandma is sick. I need to visit her in the hospital every day," Mary moaned.

"I need to take care of my little brother every day at home," I added.

Nevertheless, still none of us took the initiative to work on the project. Eventually, the deadline was reached, but we still hadn't written a single word on the project. The teacher was as furious as a roaring lion and demanded us to hand in the project within a day.

I thought of an idea in no time. I suggested we could share the workload according to our strengths. They accepted my advice without hesitation.

"I am good at writing, so I will do the writing part," I proclaimed.

"I excel at drawing, so I will be responsible for the drawing part," Mary responded confidently.

"Then I will try my best to do the presentation part," Peter shouted.

After dividing the work, we cooperated very well and practised seriously for the presentation. Finally, our performance was fantastic on the presentation day. Our project was very interesting and attractive. We also got praised by the teacher. We shouted and screamed with glee when the teacher announced that we even got the best presentation among the whole grade.

We learnt that teamwork is crucial to increase the efficiency of tasks. We should take our own responsibility among the jobs according to our strengths and abilities. We then need to work hard and collaborate our ideas in order to achieve the same goal.

# TEACHING PRIMARY 2 STUDENTS

**6D LEUNG CHUNG HEI ARTHUR**

Last Friday, I helped some Primary 2 students with their homework in the 2D classroom after school. At that time, they asked some questions about their English homework. They were interested in English, so they quickly understood the question after we patiently explained to them.

After a while, we were teaching them how to do the Math homework. Most of the students understood the concept quickly and could work independently. One of the girls was still very confused, so I gave her some hints while sitting patiently next to her. However, she continued to scratch her head constantly as if she was very puzzled.

Later, she became frustrated and annoyed as the Math problems were very complicated, so she threw her homework onto the ground. I was very shocked at that moment. After a short while, I told her that Math questions could be very challenging. I encouraged her to do them slowly so that she could figure out how to do them and get a sense of satisfaction afterwards.

At first, she wasn't totally convinced but she still tried to calm down and do it again. Meanwhile I continued to give hints to her when she was nervous.

Suddenly she gasped with joy, "Yes, I finished the Math homework!"

What happened was she finally understood the concept of addition when I was helping her. So, she offered humble thanks to me and said she wanted to give me some snacks in return for my help. However, I just told her that my greatest reward was to teach someone patiently. I encouraged her to keep making an effort and remember the things I taught her today. At last, she nodded with excitement and went back home happily.

# MY SUMMER HOLIDAY WITH ANTHONY

**POEM BY 6E ANGELO CHU PAK NIN**

Anthony was my new friend,  
 But it wasn't a human, it was a  
 Caterpillar! It was from  
 Denmark. We got it when it was six days old. Anthony loved  
 Eating leaves and grass, it didn't like any other  
 Food at all. The  
 Grass that it liked is called Bermuda.  
 However, Bermuda grass is too expensive so  
 I bought the healthiest leaf called the Oak leaf. The  
 Joy of being with Anthony in the self-quarantined summer ended on the 4th  
 day. Anthony was lost.  
 Kneeled down to look for it. But when I  
 Looked carefully in the jar, it was  
 Making a chrysalis for itself!  
 Neither hid nor was stolen by  
 Others. We waited  
 Patiently as it turned to a butterfly. It looked like  
 Quilted and would never wake up. Anthony turned a little bit  
 Red at first, then more red, and red and red!  
 Suddenly, I saw a beautiful red butterfly.  
 Twirling and flying in the jar. It was  
 Unbelievable! Anthony turned into a super  
 Vivid red butterfly, and it  
 Was the most beautiful critter I'd ever seen. I played my  
 Xylophone to celebrate. I was as happy as a clam,  
 Yelling and laughing in my house so loud. I released it to the park afterwards.  
 Zeal to have another caterpillar just like my friend, Anthony.



# THE MIRACLE AT THE MOGAO GROTTOES

6A LEUNG HOI YU

Harry leaned his head against the window of the tour bus. His class were on a field trip to Gansu, China for 3 days.

The class soon arrived and got off the bus.

"Mr. Johnson, I can't wait to look at the buddha statues!" Amelia exclaimed.

"That's the spirit!" he responded. Harry rolled his eyes and Nico snorted.

"Did I just hear someone snort?" Amelia asked loudly. The entire class, who were all chatting previously, fell silent.

"Amelia, I think it was Nico," Hailee stammered.

"Do you think it's funny, Nico? I suggest you stop wasting time on laughing at people and pay attention for once," Amelia snapped. Some kids laughed quietly.

Harry quietly wished that time would freeze so he could rest.

Just after that, everything froze and began to glitch except for Nico, Amelia and Hailee. He looked up and gasped. There was a giant looming over the children.

They all screamed.

"Who are you and what do you want?" Amelia demanded.

"I'm Wong," he answered, "And I want to teach you kids a lesson."

"Lesson? Are you sure, Mr. Wong? I mean, me and Hailee have done research on the Mogao Grottoes before the trip," Amelia explained.

"I'm pretty sure you did, but it's not about knowledge, it's about friendship. Anyway, you four would make a really good group, you know?" Wong said calmly.

"Us? A group?" Nico laughed.

Wong smirked, "Well. I froze time, if you want to unfreeze it, you'll need to solve two tasks together. I'll send you to your destination now."

They all got sucked in a tornado and found themselves in a dark room.

They all screamed again.

Then, they heard a giggle.

"You kids are really funny when you're panicking," Wong joked.

Wong snapped, "Your task here is to find a way to get out of here, after you do, I'll see you all in the next destination." And by that, he disappeared.

"I think I can solve this and get us out of here," Nico stated.

Amelia looked at Nico doubtingly, "Are you sure you can handle this?"

"Yeah, I'm sure," Nico replied and started patting stuff.

"What are you doing?" Hailee asked.

"I'm looking for a handle of some sort."

Harry imitated his friend and also started to touch stuff and stumbled upon a lever and he pulled it with all his might.

"Guys, is it just me or has everyone wet themselves?" Nico asked nervously as he looked at the floor.

Water was filling up the room very quickly.

"Oops," Harry mumbled.

"Oops? What did you do, Harry!" Amelia yelled.

"I just pulled a lever," he mumbled.

"Without even talking to us?" Amelia screamed.

The water now reached their waists and they would soon need to paddle.

"We've been looking around; we haven't looked on the ground!" she yelled.

Harry dived under and saw a door on the floor.

"Hailee's right, there's a door on the

floor,” Harry said.

Harry dived down again and pulled it, only to lose strength.

“I think it’s locked!” he panted.

Nico groaned and swam after Harry and started searching for a key.

“I found something!” Nico screamed as he emerged from the water.

Nico and Harry dived under and tried to unlock the vent and shot back up.

“I don’t want to say this, but we don’t have enough strength to open it,” Harry grumbled.

Hailee volunteered to help.

She was surprisingly very strong and they finally lifted the vent.

Then, they felt their bodies going in a downwards spiral.

“Hi, kids!” Wong greeted.

“Mr. Wong? I believe these challenges are extremely dangerous, is there a manager I can speak to?” Amelia asked.

“I’m the manager,”

They were in a park. Around them, were gold, diamonds and different valuable things.

“You are surrounded by everything that any person would want. Choose something that the Buddhas would appreciate. Good luck,” Wong said.

With that, he disappeared into thin air.

“Well, I guess we can work together then,” Amelia said.

Nico and Amelia went to inspect a horse made out of solid gold.

“It’s beautiful here, isn’t it?” she sighed.

“I suppose,” Nico responded.

Hailee and Harry soon approached them.

The four of them brainstormed a lot, thinking about different animals, materials and jewels the Buddhas would value.

All of a sudden, Wong reappeared in the room.

“Children, you need to hurry up! The garden will self-destruct in five minutes,” he warned.

“What happens then?” Nico asked.

Wong sighed, “You die.”

Wong gave them an encouraging smile and disappeared.

“I didn’t know we could actually die here!” Nico wailed.

Harry looked at his watch and gulped. 60 seconds left.

He glanced at his watch while it ticked.

“That’s it!” Amelia suddenly yelled.

“What?”

“I know the gift we need to give to the Buddhas! It’s something Phoenix related!”

Harry remembered the Phoenix statue.

“I saw it!” he exclaimed.

Nico looked the right side of the garden. It was fading into ashes.

“Hurry!” Hailee cried.

Harry went to the stone table and grabbed it.

There was a strong wind, it seemed to be preventing him from reaching the Buddha statue.

Harry heard a scream; Amelia was fading away and soon vanished.

He began to run.

Within seconds, he was the only one left in the garden.

He placed it gently on the Buddhas palm and felt his arm being tickled.

Harry looked at his hands and saw nothing. They had vanished.

He thought of his friends and let a tear drop on his cheek.

They had tried their best.

Harry opened his eyes and looked around his surroundings.

He was back at the end of the class line with Nico standing next to him, looking as equally confused.

The boys went to Hailee and Amelia.

They all embraced and even cried tears of joy.

The four best friends looked into each other’s eyes and smiled.

Amelia smiled to herself, the phoenix symbolizes peace, which the kids finally have.

Wong has succeeded.

# ADVENTURE AT THE MOGAO GROTTOES

6C KALYSTA ANOUSH MAKSIAN

Heather has always been really curious about things around her, she was extremely curious about the tall building near her house. She never got a chance to ask her parents about it since they were always out of town for business. Every time her parents were away they would have a babysitter to come look after her. Heather has always thought the idea of having a babysitter ridiculous. Besides, she was 15 - she definitely had enough responsibility to take care of herself.

She had always found the building really fascinating, she believed the objects inside would come to life. Nobody believed her and thought she was just out of her mind, but that didn't stop her from believing it, so one night she decided to sneak out of the house right after dinner when her babysitter was sleeping on the couch. She followed some tourists just to make sure she was going the right way. Once she arrived she was astounded at how tall it was - it didn't look this tall from her house. Even though she had looked forward to going in these caves for a long time, she still felt really nervous. Do they really come to life? Will they do anything bad if they come to life? Guess she'll have to figure that out by herself. She definitely didn't expect the Buddhas to be that big, some of them had patterns carved into them. After exploring the cave for a while, she heard some people walking in saying the cave will be closed but Heather didn't want to leave so soon so she quickly hid behind a door, Heather had no idea what this door would lead to.

Behind the door was a couple of Buddhas, nothing too scary or unexpected. Abruptly she heard a bell rang, she heard

mysterious sounds coming from the Buddha behind her. She couldn't believe her eyes - she was right! They did come to life! She definitely didn't think this through, she started to regret coming here. The Buddhas were whispering to each other, Heather couldn't understand what they were trying to say, she then said hello to them, and they stared at her up and down. They looked really confused. One Buddha came up to her and told her that they weren't able to escape for a long period of time, they figured the only way to escape was if each Buddha had their elements. Heather then examined the cave and found a mysterious box, it had a keyhole. She then saw a little compartment on the ceiling, luckily she could reach to it by standing on an old looking chest. She opened it and saw a key, bingo. She opened it and saw a map, perfect that must be how she could find the elements. She quickly introduced herself to the Buddhas and explained how she got there, apparently she was the only person that could see that door. Heather could not believe all this. Heather had another problem to worry about, how could she go back home when the cave was closed? The Buddhas handed her a piece of cloth and told her to hold on to it until she got far away from the cave, and so she did. She walked out the door and passed the guards, the guards didn't even notice her! In fact, no one seemed to notice her when she walked past them, she thought the cloth was magical.

She held on tight to the cloth and ran into the house, Louis? Louis is Heathers best friend that lived next door, his jaw dropped when he saw her appear out of thin air, he thought she was a witch. She quickly explained everything to him, he believed

her. She was out of breath after all that, Louis wanted to go to the cave with her the next day, Heather wasn't sure if that was possible, could he see the door? Guess they'll have to figure that out tomorrow.

The next morning Heather and Louis were woken up by the smell of pancakes, they quickly ran out to the kitchen to eat. Right after that Heather told her babysitter she was going to the library for a few hours. She rushed to her room to get her cloth and headed out the door.

Louis found a book about the Mogao Grottoes in less than ten minutes! They sat down and started reading it. Heather noticed something odd, there was a piece of cloth inside the book, she lifted it up and placed it next to the one the Buddhas gave her. It was like a puzzle, they fit together! But it seemed like there was three missing pieces to it, could they be the elements? Five pieces of cloths and five Buddhas, it must be right. They rushed to borrow the book and went back home to do more research.

Finally it was dinner time, Louis and Heather finished their food as fast as they could and told Heather's babysitter they had to go to Louis' house for a school project. They definitely weren't going for a school project, instead they ran to the tall building just a few minutes before midnight. They still had seven minutes to sneak into the cave. Heather handed the other piece of cloth to Louis and he turned invisible! She then held onto the cloth she received earlier and they both attempted to go through the door, it worked! They examined the room to find more cloths to complete the "puzzle", it wasn't long until the bell rang and they all came to life. Heather asked one of the Buddhas if they had any more of these cloths, they did! They handed the cloths to Louis and Heather, they both thought, this all happened pretty suddenly, they decided to pick a girl that didn't know anything about the Mogao Grottoes to help them escape? What if all this was a trap?

Heather was about to put the cloths into her pocket when one of the Buddhas picked the cloths to fit them all together and each piece of cloth had a shiny element and they all fit into the Buddha's chest. They started to rise up in the air when the paintings carved into the wall came to life and a bolt of light shot at each of them and they all shattered into tiny pieces of glass. Is that the end of this adventure? Louis pointed out that he heard running water, he was right, the room started to fill up with water! Heather checked to see where the water came from, it was the compartment on the ceiling! Louis lifted her up since the water had already covered the old chest she stood on last time. She picked up a really heavy piece of brick and it fit perfectly, she then closed the door of the compartment. Although the water stopped filling up the cave, the water was still there and the cloths were ruined. How would they go back home without anyone noticing? Louis dragged Heather out the door and through the guards, the guards saw them but they both decided to hide behind a tall bush, surprisingly the guards never found them. They both ran back to Heather's house, and Louis showed how they could sneak into Heather's room by climbing a window, that's how Louis went into Heather's house! Once they got in, Heather's babysitter was standing right in front of them, except it wasn't her, it was Heather's mom! Heather couldn't believe her eyes, her mom asked them what they had been up to, and Louis was about to tell a stupid story but Heather decided to tell the truth. Heather didn't expect her mom to believe her, but she did. She then held up a piece of painting, it looked like the cave they were in! Did she casually have that in her pocket? Her mom said that she experienced similar things but she was the one who trapped the Buddhas into that cave. No wonder why she kept telling Heather not to go in. Her mom, Louis and Heather then reached in for a group hug. Heather's life is definitely full of surprises. She couldn't wait for her next adventure.

# THE MYSTERY OF THE THOUSAND BUDDHA STATUES

6E WONG BELLA HUI CHING

The sun was high above the sky, spreading its heat around, as if threatening to burn the world to ashes. The whole world seemed to be collapsing under its fiery gaze. Water was scarce – not even a drip of it was found on the desert.

The traveler struggled to keep his eyes open. After walking on the desert for three days without rest, every step seemed to drain him of the little energy that was left. That was the least of his worries, though, as he had drained all the remaining droplets in his water bottle in one big gulp a few days ago.

The traveler wished he hadn't had done that. His thirst was unbearable and his throat was burning. Looking up, his vision blurring, the traveler yearned to spot sight of any source of water nearby, yet all he could see was the endless sand oasis. His knees buckled and gave way- the traveler fell face down onto the sand. At the corner of his eye, he saw someone who was wearing a robe. Feeling his last bit of consciousness slipping away, the traveler opened his mouth to cry for help.

"Help...me," The traveler mouthed weakly as his vision cut to black.

A few hours later, the traveler blinked his eyes open. He was lying in the sand- no, on a bed. He sat up and a kind face swam into view.

"Oh, are you awake?" a caring voice said. The traveler blinked. The man by his bed was wearing a robe. His head, however, was bald.

"Who are you?" the traveler croaked hoarsely. Then he realized that he might

sound rude. "Where am I?"

"You are in our temple," the man smiled, not at all offended. He watched as the traveler help himself to the carrot soup that was just brought in by the fellow monks. "My fellow Buddhists carried you in. You were out cold for hours."

"Xie xie," said the traveler, his voice stronger after drinking the soup. "May I ask what temple is this?"

The man smiled again.

"You are in one of the most famous temples in China," he said with amusement. "The oasis city of Dun Huang, as known as the Mogao Caves."

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Monks can never have much fun.

That's what Yanfei learnt from her stay at the temples.

"Where had that little girl gone?" Her mentor could be heard bellowing while Yanfei ran around exploring the Mogao Grottoes Caves.

And today, Yanfei was yet again in a place where she wasn't allowed to be in.

"Hi mother!" Yanfei cried, catching sight of her mother in the painting cave. The cave walls and ceilings were sure to take people's breaths away. It was covered by paintings devoted to the Buddha, such as people worshiping, meditating or even just talking nicely to one another. They were hand painted and shown with any color under the sun. There was no sign of any discord in the paintings. Yanfei's mother saw her and sighed.



"Dear, you should be meditating with your mentor," said Yanfei's mother, pursing her lips. Yanfei groaned.

"I did, and it was boring," she said.

Just as Yanfei's mother opened her mouth to lecture her daughter, a distant scream could be heard!

"OH MY DEAR BUDDHA!" it cried, panicked. "One of the sacred Buddha statues is gone!"

Yanfei hurried into the Thousand Buddha Caves, her heart fluttering with excitement. It was a common belief that anyone who came here would be blessed with visions. A guard was weeping by one of the statues while the priest comforted him as everyone in the temple came to look. Yanfei stared curiously.

"Yesterday there were 289 statues, but now there's only 288!" the guard exclaimed. The priest glanced around suspiciously.

"No one can go in or out in this cave until I say so!" He bellowed, and the doors were locked. Yanfei breathed heavily in the semi-darkness.

"Pssst!" Yanfei recognized the voice as her friend, XieWuju. "Let's investigate. It's looking suspicious to me." Yanfei nodded and beckoned him behind a statue. She nearly slipped on a puddle on the floor. XieWuju looked surprised.

"Why is there water on the floor?" he wondered, bending down to check. "Wait a minute...that's oil!"

"It must have been left by the thief! How did they get that?"

The friends returned to the others. Yanfei stared at the guard who had fell to his knees and cried, "**MY DEAR BUDDHA FORGIVE ME FOR MY SIN!**" and felt a bit guilty about her lack of devotion. The priest shook his head miserably. "I feel so ashamed. We've clearly neglected our duty

upon your holy bodies of art- As the priest, the blame lies with me alone." And he too sank down and bowed.

The friends exchanged glances.

"The sooner we catch the thief, the better."

"Did you see anybody near the crime scene?"

"Yes, XiaoMin and DaWen was there." The guard sniffed.

"DaWen works in the kitchens!" Yanfei recalled. XieWuju ran to the kitchens. "Did you see DaWen here in the morning?" The chef shook his head. "I know for a fact that he was out on the Silk Road. He promised to give some cows to me. Hmmm cows."

So, DaWen wouldn't have enough time to get back and steal the statues.

"Then that leaves ...XiaoMin."

"**RELEASE ME STUPID!**" XiaoMin demanded as he was held by the guards. The priest stared coldly at him. "Did you steal the Buddha statue?"

"I did." XiaoMin hissed. "It's destroyed now. Look at your faces! As if the sky has fallen down." The priest gasped unbelievably.

"Your confidence will be ruined and the temple will fall!"

Yanfei stepped up. "No! Although the statue's gone, our loyalty will stay. It's not the statue who connects us- We will not collapse!"

A beat. Then everyone in the temple started clapping. Peace was restored.

"It might have been better," said Yanfei's mentor, "If you have showed an ounce of devotion to Buddha."

# MY REUNION WITH LEO

**SB HUI TING HEI NEVILLE**

Seeking my help may be the last resort that was available for Leo. Last Saturday afternoon, I was reading my favourite novels of Sherlock Holmes as a scheduled lecture was canceled due to Professor Chan's urgent attendance to a patient. Suddenly, my phone rang loudly, and I picked it up. The voice coming from the other side of the phone was unfamiliar to me and it uttered hurriedly, "Tom, we used to play together in the dragon park, please help me!" Then the conversation was cut off.

I pondered awhile pensively, and confirmed the person in the phone should be Leo. I knew Leo when I was a Primary four student. My impression was that Leo was a bit eccentric and didn't talk to others except me. As Leo was a transfer student, and I left the school upon moving to other district, we were together as classmates for only a year. So I didn't remember when was the last time we met, and it might be many years ago at the dragon park where we separated our ways. I overheard from another classmate in a reunion that Leo had been a burglar for valuable objects, and wanted by the police. Probably due to the chase of police, he disappeared abruptly and hid himself years ago. On calming myself down, I noted the calling number was displayed in my telephone, so I tried to redial to him and see if I could offer any help, but to no avail.

Two days later, I received a letter with a map from Leo. It reads he was detained in a place called "Narnia". Leo mentioned that when he was escaping police's chase several years ago, he jumped to a secret tunnel prepared beforehand under his house, the tunnel led to a desert field. According to his plan, he would run along the tunnel and go to a junction



of routes. The routes of left hand side led to the desert field, and he didn't know where the one of the other side led to. However, Leo was shocked when he approached the junction and found the one leading to the field was blocked. He tried the other route without too much thinking and was led to a hideout called "Narnia".

It was revealed Narnia is a den of a crime syndicate. The head of Narnia is a woman called "White Witch". Upon accidentally intruding the den, Leo was detained. So far as the Witch knew that Leo was a veteran burglar, she threatened Leo to work for her or she would hurt his mother. Leo had no alternative and did several counts of burglaries for her, but the Witch ate her words and did not let go Leo. Acquainted with only a few friends, Leo took an opportunity to contact me while conducting a burglary.

Knowing Leo's critical circumstance, I immediately reported to the police, and they expeditiously organized an operation to save Leo. The operation came out successfully, and the police found Leo. A colossal crime syndicate was coincidentally dissolved with Leo's grassing. To Leo, his being arrested and convicted was a relief to him. No longer does he live again under threat and worry of his mother's safety. I am confident that several years' later, he would turn over a new leaf.

I was unexpectedly awarded the "Good Citizen Award" by the police for my rendering positive assistance in the apprehension of a most wanted criminal, the Witch.

# II YOU PICK UP THE PHONE AND YOU HEAR THE VOICE OF SOMEONE YOU MET MANY YEARS AGO... II

**SE JORDAN, KU MAN HEI**

On one peaceful Saturday, I was at home, quietly playing some video games, until the phone rang. After five seconds of hearing it ring, I just ignored it. After thirty seconds of hearing it ring, I was starting to get annoyed. After a minute, I let out a sad sigh. I got up and walked towards the phone. I thought it was just another advertisement. But this was no ordinary phone call. This was a phone call that would change my life.

One I picked up the phone, I heard the voice of a girl. I was about to press the “decline” button until the girl said “Is this Jordan Ku?” I then said “Yes, it is.” She then said “Hi Jordan! Don’t you remember me?” After that, I started to think about where I heard that voice. After a few seconds, I finally remembered. The voice I heard was from a friend I met many years ago, Lina.

Once I remembered Lina’s name, she told me why she called me. It was because the leader of a secret organization found that their equipment was stolen by a spy from an evil corporation, but even though he knew where the spy took the equipment, he still can’t take it back, because all the openings were either blocked off or too small to sneak in through, and the entrance was guarded by four big turrets, so it was too hard for adults to infiltrate. Because of that, he hired Lina to help to take the equipment back, since kids were small enough to crawl through the vents, and gave her the chance to invite a friend to accompany her, and she chose me. After Lina told her story, I asked her where to meet her. Then Lina said “Meet me at the park.”

After I packed my stuff, I ran to the park as fast as I can. Once I found Lina, she took me to a big tree. When she stepped in front of it, a keypad suddenly popped up from the ground. After Lina typed in a password, a door suddenly opened, and behind the door was a ladder. When we climbed down, I was amazed to see tons of advanced tech and the number of people working on the computers. After I finished exploring, a man in a black suit walked towards me. He said "Hello! I'm Dave, the leader of this secret organization! You must be Jordan. I know that the mission I assigned you and Lina must be very hard, so here, take something that you think will help you on your journey." After he said that, a shelf popped out of the floor. On the shelf, were tons of objects that looked useful. "Is that .... a Gravity gun?" I asked in amazement. If you didn't know, a gravity gun is a gun that shoots a beam that, if it hits something not attached to the ground, it can lift the object up, no matter how heavy it is! So, after I chose the gravity gun, I waited for Lina to choose her object, which was a working light saber. After that, we got into a taxi and traveled to the place the stolen equipment was.

Once we got off the taxi, we crept over the building where the stolen equipment was, and found a vent that led into the building. When Lina asked me how to open the vent, I just remembered that she had a light saber. When Lina was thinking of ways to break open the vent, I took the light saber from her bag, turned it on, and started to cut open the vent. After I finished, Lina was just staring at me, and said "I didn't think about that." Then we started to crawl through the vent.

Once we were inside the building, we were instantly surrounded by robot guards. But I had a plan. I zapped the nearest object, a run-down couch with my gravity gun, and started to smash the living daylights out of the robots. So there I was, smashing some robots while Lina chopped up the robots that were too big for me to smash. Finally, there it was, the stolen equipment.

It was a long journey trying to bring all the equipment back to the entrance of the secret base. I not only had to carry the stolen equipment, which I learnt were two heavy briefcases of invisibility cloaks, I also had to walk about twenty miles. But at least I got to have some ice-cream as a thank you gift from Dave.

My dad was happy to see me when I got home. After a relaxing shower, I heard the phone ring "I'll get it!" I said. I got the phone from the living room and took it back to my bedroom "Hello?" I said. "Hello!" said Dave. "I'm sorry for giving you such an exhausting mission," said Dave, "But I have another mission for you. Are you willing to accept it?"

I smiled. Then I said "Sure."



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# 如何把 「感恩與幸福感」 付諸行動

相信大家對新學年的年度主題都認識了吧？對了，是「感恩」(Gratefulness)。  
大家可知道它的寓意和由來嗎？或許先閱讀下文，您便可以自己尋找答案。

Emmons & McCullough (2003) 寫了一篇題為 “Counting blessings versus burdens: an experimental investigation of gratitude and subjective well-being in daily life” 的期刊文章，內文認為經常表達感恩與祝福之情的人，會為自己與他人帶來正面情緒和人際關係。

加州大學戴維斯分校 Robert A. Emmons 博士和邁阿密大學 Michael E. McCullough 博士在感恩心理學上做了一個研究，目的乃探討面對感恩與沒有面對感恩的人，他們在不同情境下會怎樣展現心理和身體健康的差別。在研究過程中，參加者被隨機分配到三個特定的群組裡（一個不斷遭遇煩擾困惑、一個在有感恩祝福和一個在一般環境下的生活境況），並需按星期（第一期）和每天（第二期）日程回報以下的表現，例如情緒變化、相應行為、健康舉動、身體反應和整體生活評估等。

測試後發現，主力匯報感恩行動的一組參加者，在三組比較當中，明顯在幸福感方面展現最為積極和正面，研究結果反映，常存感恩的人，似乎他們的健康感、快樂感、與人關係和正面幸福感等指數都相對其他人為高。是項研究證明感恩與幸福感的密切關係，教導孩子懂得感恩，他們的幸福感自然會提高。而正是這個原因，我們學校便決定用「感恩」作為 2021-2022 年度的主題訊息。

作為行動回應，我建議大家可以由生活小事做起，例如：

1. 給自己和朋友或家人定期撰寫一些感謝信，表達自己對對方的欣賞；
2. 每天或定期寫下日記，記錄一些簡單的感恩事情，例如今天的開心小故事、一頓豐富的晚餐或愉快的談話；
3. 自己與自己的內心對話，自我鼓勵，讓自己感受到開心感恩的事情；
4. 為自己制定一個感恩時間表，把要感恩的人和事情寫下來，作生活回顧；
5. 使「正念冥想」成為自己的生活習慣，專注欣賞一刻的寧靜、大自然的聲音和一些讓你感到開心的事物。

請即時採取感恩行動，向人表示關愛、欣賞與感謝。當你能常懷感恩，善待別人，別人也會如此回報於你。肯感恩，我們便會更快樂、更健康；能夠好好掌管自己生命，也能夠輕鬆面對問題，為自己解困，並以感恩之心迎接未來。



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# 課室探訪的得著： 學生乃是研究的 豐富知情者

我曾於上星期探訪了所有六年級的班級，同學們都表現得十分雀躍，對校長的親善探訪並不感到意外，反而表示歡迎和欣賞。我們的孩子是多麼的可愛啊！有關探訪，特別在疫情影響正常面授課節的期間更具意義，因為這代表了校長與學校所有老師都十分關愛孩童，對同學們的幸福成長，予以最深切的關懷和愛護。透過到課室探訪，同學們可以直接與校長對話，而校長亦可向同學們收集他們對六年學習和在學校生活成長的意見。

由於時間的關係，我不能與所有同學都有個別交談的機會，但為了要掌握所有同學的感受和心聲，我特別設計了兩份問卷，由每一位同學就他們的學習現況與對學校的觀感親自回應。雖然會面時間比較短暫，但我仍能聆聽到若干同學的重要心聲，也讓我有機會直接解答個別同學心中的疑惑。作為校長，能直接與學生對話，並且能夠近距離與學生真誠交流，這種機會實屬難能可貴，那是一個雙向的溝通平台，當中存有的是信任、關愛，氣氛和諧、溫馨。

在所有同學們仍在努力地填寫問卷的時候，我利用填答問卷的空間邀請同學就他們對學校的滿意程度和對個人在過去 6 年的學習表現評分，10 分為最高滿意度，1 分則為最低評分。有趣地發現，以一個 10 分量表去計算，大多數同學對個人的表現評分只維持在 7 分至 7.5 分之間，而最高評分也只有 8 分而已，有部分同學更給自己低至 5-6 分的評分。上述評分結果，反映了一般同學對自己的要求十分高，他們大多數歸咎於自己不夠努力，同意自己在若干範疇上仍有改善空間。看見這個現象，作為回饋，相信老師們對同學的高度自我期許，應該感到欣慰的。

至於有關他們對學校現況的評估，參不多所有同學都給予 10 分的高分，表示他們對學校現況十分滿意，至於為甚麼感到滿意和滿意些甚麼，他們卻有以下的回應和例證舉隅：

- 學校的受歡迎程度
- 學校的現有校譽
- 優良的設施如：游泳池、新翼校舍、多用途體藝大樓、圖書館、最新穎的電子科技設施等
- 友善的校長、教師、職員工友和同學等
- 優質的教學效能
- 廣闊的校園
- 溫馨的校園氛圍
- 積極的學習氣氛
- 提供學生許多發展才華的機會
- 學校聚焦於人才培育
- 學校著重學科與非學科的均衡發展
- 學校著重品德教育
- 能廣結良朋
- 學校的兩文三語語言政策英文是本校的優勢
- 學校擁有的校本特色課程如 MI、PRP 和各類大小境內外交流活動等
- 7 社的社制制度建立和每年所舉辦的社際活動
- 螢亮計劃
- 其他

雖然同學們未必可以在短時間內就學校的整體教學功能作全面評估，但他們的第一手回饋意見卻是十分珍貴，因為他們可以把自己對學校的所見所聞，直接向校長表達。作為事後反思，我認為如果我們想就學校持續改善作深入探究的話，教職員和家長以外，其實學生也是我們最重要的研究夥伴與知情者，我們必須善加利用這個寶貴的學校資源啊！



# 從2020-2021 小六同學角度評估 學校推行品格教育、 年度主題與 學校改進成效

許多老師、家長和同學或許都會同意現任校長是頗親民和友善的。履行校長職務不覺已有 5 年，校長平日在校園遇到老師和同學，習慣上都會迎上去和他們親切地交流一下。對大部分同學來說，他們每每從遠處看見校長，例必有禮貌地和校長打個招呼，熱情的同學更會大聲呼喊校長的名字兼熱烈揮手致意！亦因如此，校長也十分樂意偶爾進入課室去跟同學會面，享受與他們的真情分享。

去年，我專程走進所有六年級的課室，為的是想就同學對學校現況的認識和理解，收集他們的評估意見。當中所收集的訊息主要有下列三點：

1. 請他們選出 3 個他們認為最重要的品格素養，並說出揀選的原因；
2. 了解他們對年度主題「聯繫感」(connectedness) 的意見，認同與否和原因；
3. 請他們就學校的現況說出他們的感受或改善建議。

全部 135 位同學回應了所有的提問，統計結果簡述如下：

1. 有關同學們對品格素養的選取意見

- 在 24 個品格強項中，最多人選擇的首 3 項品格素養是：「誠實」(honesty) (64 票)、「樂觀」(optimism) (38 票) 和「仁慈」(kindness) (33 票)；
- 其他取得較多票數的品格素養選項，按其票數多寡排列，分別有：「責任感」(responsibility) (28 票)、「自律」(self-discipline) (27 票)、「尊重」(respectfulness) (26 票)、「有禮」(politeness) (24 票)、「公平」(fairness) (24 票) 和「堅毅」(perseverance) (23 票)；
- 在解釋為甚麼會揀選上述的品格素養特質時，同學們所持的理由並不一致，但總括而言，原因包括：有關品格會為我「帶來朋友」，令我感到「受歡迎」、「獲信任」、「受尊重」和贏到「肯定與欣賞」等。

## 2. 對於 2020-2021 年度主題「聯繫感」(Connectedness) 的回應

差不多所有同學都認為去年度的主題「聯繫感」訂定得十分恰當，他們表示十分珍惜能與同儕或家人聯繫的快樂感覺，特別在疫情下的香港，他們更認為學校與家庭的聯繫十分重要。

## 3. 對學校現況的觀感

所有同學對學校都有一份很濃厚的歸屬感和聯繫感，他們對學校近年大幅度改善學校設施和為同學加添若干有利學習的教學設備，感到十分欣慰；另外，他們也很感恩學校在推動品格塑造方面不遺餘力，他們最喜愛參加「螢亮計劃」、「社際制度」和「夥伴同行」等活動，令到他們感覺很溫馨，好像在家一樣，可以從多方面接觸和認識不同年級的同學，增加他們與人建立緊密的聯繫感和幸福感，讓他們在和富李小的學習生活更精彩、人生更豐富！



# 我們的孩子 都跑到哪裡去？

年輕時，我十分喜歡聆聽英語流行歌曲。當聽到那悠揚悅耳的音樂時，個人頓時感到心情舒暢，甚麼痛苦、不快、憂愁、壓力與哀傷等都統統丟到一旁。其中一首我最喜愛的民謠名為“Four Strong Winds”，原唱者是 Neil Young，作曲填詞者為 Ian Tyson。雖然那是一首情歌，描述一位男士恐怕無法維持與一位心儀女士的愛情而感到淡淡哀愁，但他在其歌詞裡卻流露了他的盼望，那就是：『十分期待在不久的將來能夠與你再度重遇和復合。』（原文是“You could meet me if I sent you down the fare”）由於歌詞寫得十分美麗，以下謹節錄該曲的首段內容：

*Four strong winds that blow lonely  
Seven seas that run high  
All those things that don't change, come what may  
But our good times are all gone  
And I'm bound for moving on  
I'll look for you if I'm ever back this way*

本年1月，由於“Omicron”來勢洶洶，學校被逼暫停面授教學改為學生在家進行網課；到2月中旬，政府再次因 COVID-19 第5波疫情大爆發的關係，再次勒令所有中、小學須於3、4月期間，提前放「暑假」，結果我們由1月至今，都無法再在校園裡看見那些天真爛漫的小孩子面孔了！

參閱後附的校園照片，請問各位老師、同學和家長，您們認為我們那偌大的校園美麗嗎？吸引嗎？您們看見那些平日熱鬧喧嘩的課室今天怎樣了？供我們平時上課、閱讀、嬉戲、活動、流連、談笑和默想等的地方如課室、走廊、禮堂、圖書館、音樂室、視藝室、







科學室、資訊科技室、操場、室內泳池、新翼大樓等等都丟空了，所有以上活動場地都看不見到孩子們的蹤影，大家覺得可惜嗎？相信大家都想回校復課吧？

根據維基百科的記載：香港是世界國家或地區當中少數採取「清零」政策的地方，原本以為將所有出入境關口封閉，防止外地輸入個案，便可以堵截源頭，達到清零效果。然而，自第 5 波疫情大爆發後，由 2 月份開始，確診個案每日以幾何倍數地上升，死亡個案數字亦屢創新高。因染疫人數過多，需留院接受醫治需求急增，直接衝擊整個香港醫療系統，甚至超越其負荷。因此，有許多醫學專家、顧問更紛紛提出指責，有人質疑清零政策的執行成效，有人建議為何不「與病毒共存」，有人更直接歸咎於市民的疫苗接種率過低，導致疫情蔓延，波及無助及沒有接種疫苗的長者和幼小，最後是造成許多人命傷亡！香港何時才能回歸常態，免於新冠狀病毒肆虐實乃眾人之所望。

究竟新冠狀病毒在港持續爆發對我們有甚麼啟示？我們是否很難有機會回校探望那美麗的校園？接種疫苗人數增加會否增加我們復課的可能？我們是否要等待政府成功執行「清零」政策，治好所有被感染的病人，我們才可獲准回校上課？有誰是您們最想聯繫的？不過，說實話，我真的很掛念大家！

正如歌詞所說 “*And if things are goin' good*”，當疫情稍緩，請快回來：  
*If I get there before the snow flies*  
*And if things are goin' good*  
*You could meet me if I sent you down the fare...*

期待見到您們，就讓我們約定於 4 月下旬在校園相見吧！

# 時間管理 與學習

劉邱婉雯副校長

美國時間管理理論研究專家史提芬・柯維 Stephen R. Covey 在他的著作《高  
效能人士的七個習慣》(The 7 Habits of Highly Effective People) 指出有效的時  
間管理可以讓人們的工作變得更有效率、思想更顯聰明智慧以及生活更加積極自  
信，這也是成功人士必備的條件。

別以為只有成年人才需要時間管理，其實對於小學生來說，時間管理與自理  
能力同樣重要，也是成長的一個重要基礎。在世上，每人每天也只有 24 小時，  
可是要做的事和想做的事實在太多了。時間不等人，總在不知不覺中溜走，轉眼  
一天又過去，教人追悔莫及！

相信很多同學都有類似的經驗：功課尚未完成，默書或單元總結仍需溫習，  
然而又不想錯過課外活動、同學聚會或是玩玩遊戲機等。時間好像充裕，卻轉瞬  
已到睡覺時間，應該完成的事情十之八九尚未完成，心裏既懊悔又焦慮.....

為了做好時間管理，我們要為自己訂立能達到的目標，然後把它的優先次序  
排列出來，再把目標化成一些具體的行動，而在規劃的過程中，必須為自己的目



標定下合理的時限。換言之，時間管理最重要的是安排「優先順序」。其實我們可以把事情按「緊急程度」、「重要性」分成四類：

### 1. 重要且緊急

例如：還沒完成但期限將近的事項。

### 2. 重要但不緊急

例如：建立個人規劃、自我提升。

### 3. 不重要但緊急

例如：答應了臨時的約會。

### 4. 不重要又不緊急

例如：觀看電視劇、閒聊、玩手機等。

當然我們要了解自己的體能狀況而量力而為，並依據自己的狀態來編排事情，把最重要的事情安排在效率最高的時段去完成。倘若同學們從小學習和掌握時間管理的能力，對學習絕對有莫大的裨益——如果同學們懂得安排和分配時間，減少拖拖拉拉的壞習慣，做功課更有效率，也就會減少了欠交或遲交功課的情況，便能騰出更多時間參與不同有益身心的活動。即使遇上較為密集的考試或評估的時候，由於平時訓練有素，時間管理行之有效，應付各種挑戰也能輕鬆自如。

# 終身學習， 與時俱進

**李駿軒主任**

世界每天在變，新科技新思維每天湧現。唯有不斷學習，才能與時並進。

記得自己還是學生時，老師經常說：「凡事不要斤斤計較。如果你付出了就必定有所得著，更可從中自我增值及成長。」在他的諄諄教誨中，我發現無論是學習或工作，只要用心投入，莫計得失，往往收獲更豐，亦能接觸更多不同的事物。

學校是學習的主場景，然而學校以外，我們亦可以發掘自己有興趣的範疇，報讀不同的工作坊或興趣班，幫助自己接收不同的新資訊。你亦可以與其他朋友或同學成立學習社群，互相交流分享及學習。

早年就讀電子商貿課程時，課堂中分享了《紅皇后》(The Red Queen, 2010) 的故事，使我印象深刻——「你想要進步，只靠學習是不足夠的，那是要學習的速度比社會的進步更快，才是真正的進步。」紅皇后如是對愛麗絲說。課程中我深受啟發，亦學習到很多不同的知識，使我獲益甚豐。今年，我更嘗試在其他地方分享經驗，過程不僅可以結識更多志同道合的同工，互相學習交流，更讓我在學習社群中不斷成長，實踐「終身學習，與時俱進」。



The Red Queen (2010)

<https://www.scotthyoung.com/blog/2010/05/31/running-to-stand-still/>

# 「疫」境自強

余映姿老師

因應疫情，政府實施一系列措施保障市民健康，包括保持社交距離、規定在公眾地方須佩戴口罩、關閉運動場所等等；有關防疫措施令大部分體育活動難以進行，我們除了享受不到運動的樂趣，還對身心靈健康造成一定影響。

有見及此，我推薦以下三個方法，讓大家能在日常生活中增加運動量，把握鍛鍊身體的機會：

## 一）以爬樓梯代替乘搭升降機或電梯

上樓梯有助強化下肢肌肉，令心跳加速，促進血液循環。此外，減少乘搭升降機或電梯可以節省電力，減少碳排放，為環保出一分力。

## 二）嘗試手洗衣服

對大部分都市人而言，手洗衣服可謂異常陌生，因為我們都有洗衣機代勞。小朋友可在家長陪同下，嘗試動手清潔衣服或家居布料，藉此增加前臂肌肉的訓練，同時了解更多衣物的材質、清潔劑的種類、污水處理的方法等等，累積生活知識。

## 三）加強清潔家居

疫情之下，人人都格外注重家居衛生。日常家務如掃地、抹桌椅和門窗由一連串動作組成，我們需要企高、蹲下、轉動身體等；活動幅度愈大，愈有助強化全身肌肉，尤其是軀幹核心的肌肉群組。

以上三個簡單方法可以有效增加每天的運動量，不但協助我們維持身體健康，而且為環保、學習及抗疫帶來正面影響，一舉多得。透過發掘機會，我鼓勵各位在現時限制多多的生活中，積極實踐出無限可能，以健康的體魄和樂觀的心態應付挑戰。

## 數學歷史？

林梓賢老師

十多年前的某一天，有一個小學生問了他的數學老師一個問題：「為甚麼 2 月特別少日子？」（因為其他月份有 30 或 31 日）。數學老師笑了一笑，只是說了一句：「難道你有聽過 2 月 30 日？」話畢，其他同學哄堂大笑。

他們笑，可能是因為老師的回應，也可能是因為這位小學生的天真無知。然而，這位學生並沒有因為被取笑而放棄，雖然這個疑問直到他小學畢業仍沒得到解答，但他把這件事一直記在心中。

後來這位小朋友長大了，他有幸成為一位數學老師。他在教《每月的日數》一課時，想起了這件發生在他小學生涯的事。他再次提出了這道問題，但這一次是以老師身份問他的學生：「為甚麼 2 月只有 28 或 29 日？」

有賴現今資訊發達，時隔一晚學生們已經知道這問題的答案。第二天上數學課時，他們樂此不疲地分享自己的「調查成果」，爭相告訴老師 2 月天數較少的原因。這節課最後，這位老師又再問了一個問題：「這個知識與數學有甚麼關係？為甚麼要學這知識？」

有關「數學歷史」的這類知識一直乏人留意或討論，甚至有人說：「與其學數史，還不如好好地練習運算。」的確，運算在數學是很重要的一環，考試大多都在考學生對運算的掌握，但數史就是數學的「根」——讓學生了解數學知識的來源，不再「死記硬背」；就像調味料般為枯燥的運算增添色彩，提高學生對數學的興趣。再者，查找資料的過程中也可培養學生自主學習的能力。

有關數學歷史的故事又豈止一個？不如就乘着這次機會，請各位讀者及同學一同去搜集不同的數學歷史故事，再和你的數學老師和家長分享吧！

（對了，各位讀者，你知道為甚麼 2 月特別少日子嗎？）

# 追夢之路

胡嘉汶老師

晚飯過後，打開電視，一位 16 歲少女在評判面前唱了一首動人的歌，另一位少女跟着音樂熱烈跳舞，施展渾身解數.....幾位參賽者在聽到評判的讚賞後激動得哭了出來。原來新一屆「全民造星」又開始了。

相信香港大部份人都聽過「Mirror」這隊男子組合。無論在電視、街道或公共交通工具上，他們的樣子都頻頻出現。每逢 Mirror 出席公開活動，他們的歌迷瘋狂的狀態使我想起韓國的男團，我心想：為什麼香港突然冒起這股熱潮呢？那一刻，腦海裏湧現了「夢想」兩個字。

這兩年香港市民在疫情的影響下，心情比較焦慮和鬱悶，能看到一群充滿熱誠、有夢想、有目標的年輕人表演，帶給觀眾的不只是娛樂，還有希望。記得之前看過一個訪問，一位已為媽媽的支持者說：「Mirror 喚起了她年輕時尋夢的回憶，他們的成功好像代替她完成夢想一樣。」

時下的年輕人經常說：「我要追夢」，這句話好像虛無飄渺又不切實際，但認真想想，若能為生活增添夢想，每天上學上班會否少一點埋怨，多一點快樂呢？

身為音樂老師的我，由中學開始就有一個音樂夢。因為參加歌唱比賽而愛上舞台，不斷嘗試作不同類型的演出，因此現在會經常鼓勵學生把握機會在人前表演，儘管會面對不同的評論，但表演前的努力準備、站在舞台全身發抖的緊張、台下觀眾報以的掌聲.....這一切都會成為難忘而無法取代的回憶。

希臘哲學家蘇格拉底說過：「世界上最快樂的事，莫過於為理想而奮鬥。」同學們，儘管想想你的夢想與目標，大小無妨，積極地向着夢想進發。雖然夢想會隨時間有所改變，但這樣的人生豈不是活得更精彩嗎？不過，請不要忘記，不管是追夢還是追星，都要與學業取得平衡。

# 「孩子不是等待 被填滿的瓶子， 而是盼望化作 燃燒的火焰」

（2013年香港中學文憑試中文作文題目）

范照坤老師

這個題目，莘莘學子早在公開考試中討論過，但到了今天，現實與理想的距離有多遙遠？大家又如何應對？

今時今日的教育理論經常強調「以學生為本」、「學生自主」等等。「孩子不是等待被填滿的瓶子，而是盼望化作燃燒的火焰」這個命題，討論空間相對較少；然而，理想與現實總存在差距，到底距離有多大？距離從何而起？距離又可否縮短、甚至消去？

究竟空瓶與火焰的距離有多遙遠？還是火焰早已被空瓶耗盡，失去了光芒？作為一名前線教育工作者，我發現火焰正逐漸消逝，相信家長亦切身體會得到。舉例來說，以往補習風氣只盛行於高中，但時至今日，小學生亦要鋪天蓋地補習，一課、兩課、三課……即使有烈火的意志，亦會被空瓶所窒息，繼而殆盡。

為什麼會有這樣的距離？其實答案顯而易見：現實就是現實。但這不免在一定程度上推翻教育的本意。我深信凡事沒有必然，我們對待孩子，無論如同等待被填滿的空瓶，還是如同等待燃燒的火焰，重點都不在於所謂的「現實」，而是我們如何看待「教育」。教育是否就等於把知識塞滿腦袋，考取卓越的成績？在我眼中，教育的重要之處在於學生能否主動探索知識，有否把握機會於日常生活中應用所學。這才是燃燒火焰的根本！

燃燒需要氧氣、溫度和燃料，套用於教育，正正就是家長、學生及學校。氧氣可謂決定性因素，因為太強的風會把火苗吹熄，太弱的風又不足以助燃；每個人都是獨特的，是否所有人都可以承受「強風」？同時，溫度亦十分重要——學生對學習的興趣，主導事情「功半」還是「功倍」；以數學為例，我們有讓小孩嘗試找出家裡的足球、籃球的體積嗎？還是我們覺得，只要孩子能完成計算題目，就代表他們愛上數學？至於燃料，數量亦不是無限；「授人以魚不如授人以漁」，老師極其量都只能成為學生人生中一小部分的燃料，所以我們應該教導孩子自己收集燃料，才能使他們的火焰永不熄滅。

理想與現實的確存在距離，但這並不代表差距不能收窄。要火焰不斷燃燒，就要騰出探索的空間。從等待被填滿的空瓶蛻變成等待燃燒的火焰，氧氣、溫度及燃料必須互相協調，久而久之，距離「星星之火，可以燎原」就不遠了。

# 專業

## 陳巧儀老師

大家對「專業」一詞有何想法？一般而言，「專業」是指從事該項工作的人能為社會帶來貢獻，獲得社會尊重，亦必須受過高等教育，並在某一特殊知識領域受過訓練；律師、醫生、會計師等等都是人們常常掛在嘴邊的「專業人士」。

教師獲社會認同為專業人士。我們受過相當的教學訓練，專業技能經過考試加以認證，同時有職業操守及可量化的專業標準。現今世代，許多教師除了擁有基本的教育文憑，也有著「十八般武藝」：博士 / 碩士名銜、特殊教育、電子學習、溝通管理、多媒體課程、STEAM 證書……

然而，一個教師擁有這麼多證書和技能，是否就等於「專業」？如果他 / 她有著如此亮麗的履歷，但卻不會克盡己任，用心做好每項工作，又怎能為孩子樹立榜樣？這就失去「教育」的意義了。

與其說「專業人士」受過特殊訓練，獲得不同認證，倒不如說「專業」是一種態度。一個稱得上是「專業」的教師，不但應具備相關資歷，而且需要抱持「真」的態度。我們必須認真看待每件事情，做好自己本份，真心為學生的成長發展而努力；我們更要懂得反思自己，檢討過去，持續進步。倘若每位教師都「專業」，我們的下一代定能成就更多。

因此，我認為從事任何職業的人都可以是「專業人士」。就讓我們憑著「專業」的態度，一起為未來打拼！



# 「融合」你我他

焦桂英老師

為甚麼他上課時總是心不在焉、無精打采？一定是睡眠不足！

為甚麼他的功課總是塗塗改改，亂七八糟？一定是做功課不認真、馬馬虎虎！

為甚麼她連基本的抄寫都寫錯，甚至p和b總是分不清，經常調轉？當然是太粗心大意！

為甚麼她總是獨來獨往，沒有甚麼朋友？肯定是她性格太內向！

不論你現在的身份是老師、家長或是學生，你都可能在身邊見過或聽說過上面的某個他或她的表現？你是否也認為原因如上所說呢？事實上，有這樣的想法很正常，也很普遍。不過，也許事實並非如此。

隨着教育的發展和進步，「以人為本」的教育理念和關注每個學生的個體差異越來越被認同。其中，關注有特殊學習需要的學生群體也越來越被學校所重視。讀寫障礙、聽覺障礙、言語障礙、自閉症等等，再也不是令人聞之色變的字眼。有特殊教育需要的學生跟我們患近視需要戴眼鏡，肢體殘障需要坐輪椅或使用拐杖，在本質上沒有甚麼不同，只是教育的不同需要而已。當我們不再戴着有色眼鏡去看待這些有特殊學習需要的學生時，也許就會對他們有多一分理解：他上課時精力不集中，可能因為他專注力不足，需要服藥；他功課經常塗改及抄錯，因為他需要特殊的認讀和記憶方法來應對讀寫障礙；她很想交朋友，可是因為患有自閉症，她需要學習在普通人看來非常容易的溝通技巧；他平時上課總看上去很認真，好像甚麼都聽懂的樣子，但成績卻不理想，可能是他有聽力障礙卻不想被人知道他聽不清楚別人講話……

學校是社會的縮影，通過推行融合教育，及早識別和支援有特殊學習需要的學生，不但為他們的成長提供了適切的保障，其他學生更能夠學習尊重和接納不同的學習夥伴，學習如何溝通和幫助他人，這對每一個學生的全人發展都大有裨益。

令人非常欣慰的是，學校從多方面創造和諧的融合教育環境，如推行「正向教育」、「品格塑造」，鼓勵教職員進修相關課程，開設家長講座等，使每一個獨一無二的學生個體都能各展所長，各取所需。這正具體體現學校「為了一切學生，為了學生的一切，一切為了學生」的教育理念。在孩子成長的道路上，讓我們攜起手來，讓「融合教育」「融合」你我他，在校園裏開花！

# 《擺脫刻板印象》

黃穎盈老師

很多時候我們對某些族群會抱有既定的印象，這些刻板印象影響我們跟他們相處時的態度和行為。因此，旅行「走萬里路」的可貴之處在於我們允許自己在某個時間置身於截然不同的空間，和一群互不相干的人短暫共處，嘗試擺脫刻板印象。

七年前的暑假，我拖著一個行李箱，開始了 160 小時由香港至莫斯科的火車之旅。河北的奇山峻嶺、內蒙古廣闊的草原與稀落的蒙古包、外蒙古邊境寸草不生的無人之境、進入俄羅斯後高聳的白樺樹和起伏的山嶺、一望無際的貝加爾湖、風吹草低見牛羊的西西伯利亞平原、金環城市附近古舊的東正教教堂……

我享受這七天六夜的車程。

甫上車我和旅伴就認識了車卡乘務員叔叔老金，他在西伯利亞鐵路 K3 列車上工作已十多年。身形龐大的老金看上去不太容易親近，但咧嘴一笑時卻透出一點點傻氣，瞬間打破隔膜。一路上他都非常照顧我們，會特意提醒我們不要錯過某些景點，親切得很。言談間旅伴透露會在火車上過生日，老金便笑說到時會為我們弄碗長壽麵——結果那天他真的端來兩碗番茄蛋麵！配上幾顆生蒜，雖不是極致美味，但我們的肚子都溫暖了許久。車程最後兩天我們在捱泡麵時，他更送來厚厚的麻醬蛋餅，那可是餐卡裏吃不到的家常味！老金的名言是「吃飽了不想家」，時常值班往來俄、中兩地的他，這句話大概是對自己說的吧。

列車來到蒙古烏蘭巴托後，基本上已經沒甚麼人了。第一天因電話卡而結緣的美國老奶奶臨下車時，很浪漫地走過來問我們一句：「Can you hear the music from the train？」我們不明所以，她就開始幽幽地唱起來：「咻嗒……咻嗒……咻

嗒……」這就是七十多歲人獨自去蒙古騎馬的浪漫！在她的輕聲細語中，幾天沒能洗頭的煩躁感頓時不見影蹤，我也開始學會聽著這「音樂」度過在火車上的獨處時光。願我到了她這個年齡，也能有這樣的魄力！

旅程中最深刻的，要數隔壁包廂的兩個武漢大學生，其中一個還是唸俄語專業的呢！因為年齡有點差距，一開始我們並不熟絡，甚至對他們有點愛理不理；但兩位主動和我們交換糧食，還邀請我們一起看他們帶來的俄國電影，大家才漸漸混熟。下火車後，我們一起到莫斯科和塞吉耶夫鎮遊玩三天，彷彿找回了讀書時期的感覺！我們隨興地在莫斯科大學坐上看似不太穩當的索道，下山尋找地鐵站；在全俄展覽中心踏四人單車；在某遊樂園即興玩了一圈不知何時建成的鐵皮懸空摩天輪，嚇個半死；每天走成鐵腿，把莫斯科玩個透……可惜，後來我們的行程配合不上，只好分道揚鑣。離別之際還真有點傷感，這樣的緣分，是百世修來吧！

出發前很多人告訴我，坐火車旅遊是自討苦吃，而且俄羅斯很可怕，自由行很危險，因為俄羅斯人不友善，俄羅斯的東西不好吃，旅遊景點到處都是小偷……然而，我看到的俄羅斯很平常。小吃店的俄羅斯老闆娘雖然不會英語，但會熱心地為我們指路；俄羅斯人乘搭地鐵時都很守規矩，先落後上，排隊上扶手電梯，靠右排好；我很喜歡喝俄羅斯的牛奶和羅宋湯，蜜糖蛋糕更是美味；俄羅斯的教堂充滿夢幻感，像到了童話世界……最重要的是，這趟旅程讓我遇到不同的人。

公平一點說，獐頭鼠目、冷漠高傲的人到處都有，同樣地，友善熱心的人也不少，就不要再拿民族說事了吧。

# 砌模型與學習——堅持才是勝利

萬浚明老師

你們喜歡模型嗎？我很喜歡模型，特別是高達模型。為了能砌好模型，我常常請教我的兩位好老師：「互聯網」及「YouTube」。過程當中越是鑽研，越發現要砌好模型，堅持和耐性是不二法門。

砌模型的第一步，就是從模型框架中將零件逐一取出。所謂「工欲善其事 必先利其器」，要把零件完好的取出，必須使用製作模型專用的剪鉗、筆刀和砂紙——首先小心翼翼地用剪鉗將零件從框架剪下，繼而細心用筆刀把框架和零件連接的「水口」去除，再慢慢用砂紙研磨，令零件的表面光滑。這個工序看似簡單，但其實最花時間亦最重要，因為零件的質素會直接影響之後的工序和成品的品質，絕不能掉以輕心。

零件完好取下後，接下來是噴塗——目的是提升模型的金屬感，增加它的完成度。我會按不同模型的外型，為骨架部分的零件進行噴塗，亦會為裝甲上的凹凸位置上墨線。噴塗除了需要準備專用的顏料噴罐外，還需要用模型夾子把精細的零件夾起仔細噴塗，而且這一切也不能安在家中進行！因為噴塗的油漆氣味刺鼻，為了家人健康著想，我只能帶著工具和模型到後樓梯進行噴塗，當個「後樓梯戰士」了。

噴漆乾透後，終於都可以組裝了。然而組裝過後，尚有一道十分重要的工序緊隨其後——那便是具有畫龍點睛之效的貼上「水貼」！操作「水貼」步驟繁複而且精細，要小心用水把貼紙軟化成移印，再以專用膠水把它們固定，最後才可以噴上保護漆。整個製作過程既需時又費神，但一手一腳全神貫注組裝自己喜歡的模型，滿足感非筆墨可以形容。

人生大部份的事情，只要投入時間、心思及堅持，總能獲得相應的回報。砌模型如是，學習亦如是。希望各位同學明白用心栽種的樹苗，才會結出豐碩的果實，只要同學們能堅持努力不懈地學習，必定能得到滿意的成績！



# 「攀登者」—— 黎志偉

鄧美寶老師

黎志偉，曾是職業攀石運動員，拿過四屆亞洲冠軍，世界排名曾登至第八名，但不幸的是他在 2011 年遇上交通意外，以致下半身癱瘓。很多人認為遇到這樣的意外，運動員的生涯便要畫上句號，但他卻身殘志不殘，沒有放棄當運動員的夢想，憑着堅定的意志，創造了不少「奇蹟」。

意外發生了五年之後，在 2016 年 12 月，他成功登上獅子山。相信大家也想像不到，一位需要靠輪椅行動的人，怎樣爬上一座山呢？這次他是靠雙手連同輪椅游繩攀爬，令人不得不佩服他有堅定的意志。雖然他要坐輪椅，但並沒有阻礙他為夢想而奮鬥，征服所有「不可能」的事情。



今年一月，他再嘗試另一項挑戰——攀登荃灣如心廣場，這次他除了完成自己的心願外，亦是為脊髓損傷患者，以及行動不便的病人籌款，希望更多人可以像他一樣，借助義肢能夠再次「站起來」。當天雖然受環境影響，他未能成功攀爬至大廈頂，但他已成為世界首位輪椅人士攀登大廈。



黎志偉曾被醫生診斷為不能再站起來，不過他以無比的毅力完成艱苦的訓練，克服意外所帶來種種的痛楚和後遺症，並完成別人眼中認為不可能的任務。所以當我們遇上困難，感到氣餒，甚至想放棄的時候，想想黎志偉如何以堅毅不屈的精神，排除萬難，不怕艱辛，認清自己的目標，為夢想奮鬥，努力不懈，勇往直前！

資料來源：

<https://www.hk01.com/%E7%86%B1%E7%88%86%E8%A9%B1%E9%A1%8C/59359/%E4%B8%8D%E6%94%BE%E6%A3%84-%E8%BB%8A%E7%A6%8D%E8%87%B4%E5%8D%8A%E7%99%B1-%E5%8C%85%E5%B1%B1%E7%8E%8B-%E9%BB%8E%E5%BF%97%E5%81%895%E5%B9%B4%E5%BE%8C%E6%88%90%E5%8A%9F%E6%94%80%E4%B8%8A%E7%8D%85%E5%AD%90%E5%B1%B1>  
[https://hk.on.cc/hk/bkn/cnt/news/20210313/bkn-20210313120012361-0313\\_00822\\_001.html](https://hk.on.cc/hk/bkn/cnt/news/20210313/bkn-20210313120012361-0313_00822_001.html)  
<https://www.facebook.com/photo/?fbid=10154840149617863&set=pcb.10154840165622863>

# 疫情下的體育課

鄭嘉儀老師

2020年9月3日是2020-2021年度首個正式上課日，每位老師「如常」前往各個課室上課，可是裡面空無一人，寂靜無聲。以往總有同學離開座位，從大門伸出頭來窺探我，亦會有小朋友走到我面前「自首」，主動報告忘記帶上課用品.....

開學當天，他們都被困在 Zoom 的等候室了。當我一按「加入」，全部學生浩浩蕩蕩地進入「課室」！他們就像小精靈般出現在我眼前，一張張活潑可愛的笑臉，精神抖擻地跟我打招呼，七嘴八舌。課室終於又再熱鬧起來。

這是我第一次以 Zoom 形式上體育課。為免手忙腳亂，我事前已請家人幫忙排練，熟習操控各項功能；然而，正式上課時仍有些「蝦碌」.....學生被我「全體靜音」了，我卻傻頭傻腦地問：「為何你們不回應我？你們可否給我反應？」當課堂進行得「如火如荼」之際，我才忽然發現沒有共享教材畫面！幸好我現在熟能生巧，不再發生這些事情了。

無論是面授課或網課，疫情都為體育老師帶來前所未有的限制。面授課時我們須遵守防疫規例，同學須戴口罩上課，於是只能進行輕量、沒有身體接觸的個人活動。網課期間我們只能教授理論，但亦因而發掘出學生較少接觸的新題材，再配合影片和互動遊戲，成功提高小朋友的學習動機。我們甚至化身成 YouTuber，拍片教導學生及家長在家做運動，保持身心健康。

期望疫情盡快離我們而去，讓同學能展現笑臉，無拘無束地在操場上奔跑，自由自在地於學校泳池暢泳！



# 數學與生活

謝穎怡老師

從前的我很害怕數學、也很討厭數學。但有趣的是長大的我竟當上了數學老師。我反覆思考，以前作為小學生的我為何這麼害怕數學呢？是課程太深、課堂沉悶還是老師教授的方法難以理解？

數學包含了抽象的概念、邏輯思維及文字上的理解，對小朋友而言並不簡單。從前傳統老師的教學法，著重方程式的講解及練習，對理解能力高及勤奮的學生較為有效，然而包括我在內的大多數學生也感到難以理解及缺乏興趣，而且不停地做數學題也是沉悶至極，每天只希望數學課可以快點完結。

其實數學和我們的生活息息相關，而且十分有趣，可以活學活用。我很慶幸自己最終找到了數學有趣的地方，所以我很重視自己教學的方法，希望以簡單及輕鬆有趣的方式引導學生將數學和日常生活連結起來。數學故事、數學典故或與數學有關的日常事件，都能引起學生的學習興趣。

教學方法必須隨著時代調整，以往的盲目「操數」已不合時宜。除了將數學與生活連結起來引起學生的學習興趣，還要讓孩子明白「成功來自累積，累積會創造奇蹟。」——「操數」不必多，只需要明白理解，每天多計算一、兩題數學，日積月累之下，成績定會有明顯進步。

學習數學必須按部就班，亦可培養耐心、推演能力，是基本解難能力的訓練。希望各位學生也能明白學習數學的必要性及得著，定能終身獲益。

## 小事情，大道理

韓靜文老師

大家好！我是韓老師，很開心今年可以加入李宗德小學這個大家庭。

疫情之下，今年還是要斷斷續續地停課，但老師和同學大多已經習慣網上學習的模式，並且不斷追求卓越，這正好體現學校上學年的關注重點——終身學習。

初到這裏，最吸引我的除了是同學純真的笑容、齊心互助的教學團隊，還有學校的品格塑造 (CB) 課程。校長多次在早會提及：究竟我們想把學生培育成怎樣的人？這個問題的延伸就是：我們可以怎樣把學生培育成有品格的人？

要塑造一個人的品格，應從生活小事做起。根據我的恩師陳蒞校長的「陳校長『8不』家教觀」，學生應在生活處事中緊記三個「誠」：

### 1. 誠於事：自發認真 做事盡全力

我們做每一件事都要認真、盡力。「大」至學習、遊戲，同學應全力以赴，做到最好；我常常跟同學們打趣地說：「如果你們對待課業的態度，能像玩遊戲打 BOSS 般盡力就好了！」此外，「小」至生活瑣事如吃飯、摺衣服等，我們也要以專注的態度完成。

### 2. 誠於人：信用比個人利益得失重要

社會上許多人凡事先看重分數。同學，你們也會很緊張自己的分數，對嗎？撫心自問，大家曾否因為溫習不足，突然忘記某一題的答案，而萌生作弊的念頭？記得網課期間，我們中文科安排同學於 ZOOM 課堂進行默寫，起初不少同事都覺得有點可笑：學生沒有任何監管，真的可以如實做到默寫的要求嗎？默寫後我們還讓學生自行批改、評分及改正——可喜的是，收回來的功課足可證明同學都是誠實、認真的好學生！相信這也是學校的 CB 課程及家長悉心教導的成果。

### 3. 誠於己：追尋理想抱負 緊守氣節

最近鬧得熱烘烘的娛樂新聞，莫過於某個樂壇頒獎禮上，一位只有 21 歲的新晉男歌手「誇下海口」：「我哋呢班後生仔或者香港歌手，一定會再次變成亞洲第一！」有人指他少年氣盛，但更多人稱讚他有抱負，有目標，有堅持，因為這正正是現時香港樂壇（甚至整個香港社會）所缺乏的。同學，你們作為社會未來的主人翁，又有甚麼個人理想呢？如果還未訂立目標的話，現在就開始想一想，然後努力向著標竿直跑吧！

各位，就讓我們一起從生活小事做起，建構屬於自己的美好將來！



# 應有的樣子

羅詠宜老師

有次躺着看着大樹，樹木總是長成它「應有的樣子」，各有性格無一不美，在我著迷於各式各樣的美之際，我想：為何人們卻不能好好欣賞彼此呢？

記得有一次朋友問我：「你有沒有想過為甚麼女生看到鏡子的時候都一定要照一下？」後來我們得出一個結論：女生看到鏡子的時候都要照一下，是為了盡可能去整理自己，確認自己的外表狀態良好。因為只有藉由照鏡子，我們才能看見別人眼中的自己。我們用嚴格的標準審查自己的外表，內心設定了一個「完美的」模組，最後再以自己無法達到心中那樣的美麗模樣而感到心情低落。有幾次我惆悵地問媽媽：「為甚麼我這麼醜？」即便她已經嘗試用最簡單、最直接的方式告訴我：「你不醜！」我還是會困在自己的憂鬱漩渦裏，整個人沒精打采。而與身邊的女性聊天後，才發現原來自己不是唯一一個有這樣經驗的人。

「沒有哪個女生會覺得自己夠漂亮了。」不確定聽過幾個女生這樣說過，也不知道有多少女生這樣想過。在這條設法追求更美的路上，我們似乎無法停下來：我們花了好多的時間、金錢、心力，想辦法讓自己看起來更美麗，也許是為了滿足自己小小的虛榮心，又也許只是為了讓自己能「看起來」更好，其中也乘載了大眾審美標準下的壓力，亦多虧社交媒體捕捉到人性的弱點，將人捲進競爭和比較的漩渦——我們常常不自覺地把大眾審美的那把尺放在自己身上，任由普世的審美觀在自己身上游移，再間接造成對自我身體的不認同。然而人世其實從來沒有一個美的標準，我們只是習慣用別人的眼睛來看自己。

著名詩人、畫家紀伯倫的著作《先知》寫到：「你們說的並不是美，而是你們自身未得到滿足的需求，美並不是一種需求，而是心靈的喜悅。她不是乾渴的嘴唇，也不是伸出的空手，而是一顆狂熱的心，一個陶醉的靈魂。」

在這個外在形象越來越受重視的時代，我們都選擇了忽略存在於自己內心的那種美。不妨坦然問問自己，這些年你是否都忽略了自己的「優點」而無限放大了「缺點」，討厭自己的這裏那裏？其實，只有嘗試接受自己內外在一起的樣子，嘗試喜歡自己，才能脫下早已被大眾審美染色的眼鏡。接納自己和他人，就如接受樹木即使擁有不同的模樣，卻同樣美麗。

從現在起，照你喜歡的樣子去生活吧。而當我們由衷接受自己的那一刻，真正的美，便會隨之而來。

# 到海洋公園

1A 黃匡兒

去年聖誕節，我和泳瞳參加了海洋公園舉辦的樂趣探索行動。

活動節目十分豐富，我看見海獅在石上享受日光浴；我看見海牛在水中自由地暢泳；我看見水獺在吃東西，樣子十分有趣。

親近海洋動物的經歷十分難得，我和朋友們都從中學習到保護自然，人和動物要和平共處的道理。

# 到超級市場去

1B 黎逸晴

昨天，家裏的食材不足夠，所以我們一家人到超級市場去買食材。

超級市場有很多商品，爸爸買了一袋米，媽媽買了三塊豬扒，哥哥買了一包大白菜，我買了四杯冰淇淋。

這次購物的經驗真有趣啊！我期待下次再到超級市場買香甜多汁的大西瓜。

# 到學生健康服務中心去

1C 黃梓謙

今天，媽媽帶我到屯門學生健康服務中心打第二針疫苗。

到達中心後，我聽到有小朋友的哭聲，但是我不害怕。我很勇敢地走進房間，聽從護士的安排坐好。護士熟練地幫我消毒、打針。打完針，護士誇我真勇敢。我說：「謝謝姐姐。」然後，我和媽媽高高興興地回家去了。

希望我們快點打敗病菌，可以不戴口罩開開心心地上學去，那我就能看到老師和同學們的笑臉了。

# 我的生日

1D 梁珥茹

當我看見去年生日會的相片時，我便回想起生日會上的歡樂情境，令我感到很興奮。

去年四月二十日是我的六歲生日。我和爸爸、媽媽到婆婆家和大夥兒一起慶祝。媽媽一早就和姨媽預備生日會的食物，有果凍、壽司、泡芙、巧克力和冰淇淋等。表姐、姐姐和我在生日會上玩得不亦樂乎。到了切蛋糕的時候，我收到很多夢寐以求的禮物，令我欣喜若狂！

我過了一個既難忘又愉快的生日！心裏默默地感謝大家對我的愛護。

# 疫情下的運動

1E 黃芊語

特別假期期間，我和姐姐已經很久沒有外出活動了。我們懇求爸媽說：「不如我們去騎自行車，好嗎？」爸媽看到我們滿心期待的樣子後便答應了。

經過商量後，大家決定到將軍澳單車公園騎自行車，因為那兒的風景特別優美。途中，我們排成一字前行。媽媽騎在前面，負責帶路；我和姐姐騎在中間跟着；爸爸則在最後，負責觀察我和姐姐的情況，以防我們一不小心發生意外。

我們一路騎着自行車，一路欣賞沿途的風光，很快便到達了海濱公園。由於當天風和日麗，遊人比我們想像中還多。媽媽說：「現在太多人聚集了，待疫情稍稍緩和，我們再來觀光和拍照吧！」於是我們休息了一會兒便離開了。

騎自行車真好玩，不但可以強身健體，還可以欣賞大自然美麗的風光，讓我們在疫情下放鬆心情。我們度過了愉快的一天！

# 長頸鹿的自述

2A 區皓堯

我是長頸鹿，人們又稱我為麒麟鹿，我是世界上最高的哺乳類動物。

我的脖子長長的，頭上有五隻角，很特別吧！我還有四條又長又直的腿，它們令我跑得很快。由於我很高，所以每當我要喝水的時候，都要趴下來，十分辛苦。

你知道我有專屬的武器嗎？那就是我的腳。當我遇到危險的時候，就會用我的腳去攻擊牠們。

我是草食性動物，下一次當你看見我時，不妨也餵我吃葉子吧！

# 我的運動小故事

2B 莊澤昇

上星期天下午，爸爸、媽媽和我約了姑姑和表弟們一起去會所打保齡球。

剛開始時，爸爸媽媽帶領我們一起做熱身運動，然後示範打保齡球的正確姿勢。爸爸更挑選了適合兒童使用的保齡球給我們練習。過了一會，我和表弟才漸漸掌握了技巧。後來當我們玩得興高采烈時，突然傳來一聲叫聲，原來有一位小朋友因亂擲保齡球，不慎被保齡球砸傷了腳掌。

此時，我心裏想：幸好我學習了正確的打保齡姿勢和使用適合的保齡球，否則我也可能會受傷。我明白了做任何運動前應做充足的熱身運動、學習正確姿勢；運動時應使用適合的器材，以免身體受傷。

# 貓頭鷹的自述

2C 林嬉晴

大家好！我的名字叫貓頭鷹。其實，我不是貓。我只是頭部與貓十分相似，而我屬於鳥類，所以叫做貓頭鷹。

我長着一張像貓的臉，全身長着厚厚的羽毛，嘴巴短小，瞳孔很大。在黑夜裏，我的視力很好。所以，我喜歡在晚上捉老鼠。在白天，我的視力很差，所以我在白天睡覺。

我是人類的好朋友，因為我能消滅老鼠，保護莊稼。如果你們下次看見我，記得跟我打招呼呀！

# 我愛我家

2D 楊愷熠

家是甚麼？

家是溫暖的港灣，寧靜又安全。

我是港灣裏的一艘小船，在大海的懷抱中無憂無慮地玩耍；爸爸是船舵，指引我乘風破浪前進的方向；媽媽就是牽引我的纜繩，讓我永不迷失。無論外面風浪多大，爸爸總能帶我回家，在溫暖的港灣裏躲避風雨；無論我做了甚麼錯事，媽媽總能拉住我不鬆手。我擔驚受怕了，港灣那溫柔的海波能撫慰我的心靈，仿佛在告訴我不要怕，要勇敢。

家是甚麼？

家是客廳中央牆上那口大鐘，敦實又可靠。

爸爸是時針，扎實而穩重地邁着每一步；媽媽是分針，忙碌地維持着整個家庭的秩序；我是那細細的秒針，歡快地在時針與分針邊蹦躑着。

我愛我家！

# 我最喜歡的食物

2E 黃懿安

綿綿細雨，一棵棵桃樹貪婪地吸吮着春天的甘露，茁壯地成長。

在微寒的秋雨中，挺拔的桃樹上長出了一個個粉紅色的果子。田埂邊，菜園旁，這一叢，那一樹，果子們在雨霧中歡笑着。

桃子的外形非常可愛，圓圓胖胖的，加上一身粉粉白白的顏色，真的好像一個小寶寶的臉蛋呢！

我很喜歡吃桃子，桃子香香的，甜甜的，真美味！我最喜歡把桃子放進冰箱裏冰凍後再吃。一口吃下去時，肉汁四濺，甜美的桃汁飛快地灑滿我的臉，好像下雨一樣！桃子實在太好吃了，我忙把嘴邊的肉汁也舔得一乾二淨呢！

# 我最喜愛的植物

3A 林詩蓉

我最喜愛的植物是百合花。百合花的花莖又細又長，葉子綠油油的，花朵呈雪白色，遠遠看上去就像天空中的朵朵白雲。

那天，我跟家人到公園賞花，在花圃旁邊看着看着，我忽然覺得自己就是一朵百合花，穿着一身雪白的裙子在隨風搖曳。翩翩起舞的我散發出淡淡的清香，葉子的味道聞上去就像媽媽那清幽淡雅的香水味。在旁邊依偎着我的是長得比我還要細小的百合花妹妹，她們現在還是花骨朵，看上去圓圓的，非常可愛。百合妹妹潔白的花瓣上看不到任何的斑點，一朵朵花骨朵羞羞答答地低頭凝視着泥土上的小昆蟲。

過了一會兒，太陽出來了，陽光照射下來，我就變成了一支「喇叭」。不光是我，全部的「喇叭」都彷彿在陽光下吹奏着歌曲，歌頌着大自然的神奇。春風吹着我那嬌柔的白花瓣，我就宛如一位亭亭玉立的仙女般再次翩翩起舞。

一陣細雨伴隨着微風打在我身上，我才記起我不是百合花，我是在看百合花。



# 一份特別的禮物

3B 羅熙賢

小美興高采烈地接過我送給她的生日蛋糕，感動得熱淚盈眶。

上星期一，我在學校收到小美的邀請卡，她邀請我去參加她的生日會，我心想：就用親手做的蛋糕作為禮物吧！小美收到後一定會很感動的！

當天回家後，我就請媽媽教我做蛋糕。我們首先到超級市場買材料，如雞蛋、牛奶、麪粉等。買完材料後，我請媽媽教我做蛋糕的方法。媽媽首先把蛋糕材料混合，接着把它們攪拌均勻，然後倒入蛋糕模具，最後放進烤箱裏。過了一會兒，香噴噴的蛋糕終於出爐了！在製作的過程中，我目不轉睛地看着，然後就不斷地練習。

經過幾天的練習，我終於做好了一個美味的蛋糕，我非常高興，小心翼翼地把它放進一個精美的盒子裏。

到了生日會那天，我把親手做的蛋糕送給小美，我說：「這個蛋糕是送給你的。」我的話令她感動得熱淚盈眶。小美一邊拭眼淚，一邊說：「謝謝你！我很感動！」

快樂就是這麼簡單，不一定是驚天動地的事情，有時一件微不足道的小事也能帶給人快樂。

# 疫情下的暑假

3C 葉晉承

今年暑假，我和朋友去了愉景灣遠足。

下了巴士後，我們便按照地圖上的路線往登山路徑走。過了一會兒，媽媽不禁驚嘆：「哇！」原來我們已經站得比愉景灣的樓房高！那時，我有點累了，其他人都體諒我，所以便在附近的涼亭休息了片刻。

我們在涼亭裏吃小吃，補充好體力以後便繼續行程。我朋友的爸媽經常外出遠足，他們提醒大家要戴上安全手套，因為接下來的路段會比較崎嶇。我非常感謝他們的提醒，如果我們沒有任何保護就徒手攀爬的話，可能我的手已經傷痕累累了！我們終於到山頂了！回頭一看，這裏的風景實在是太優美啦！有茂密的森林，蔚藍的天空，無邊無際的大海，還有小朋友最喜愛的迪士尼樂園。大家經歷的種種難關都是值得的。下山後，爸媽為了獎勵我們，決定去麥當勞吃午餐，還可以吃雪糕呢！

轉眼間，我們已經踏上歸家的路途。雖然今天遇到了很多難走的山路，但我最後還是堅持下來了。我看着我的朋友，眼裏堅定的眼神好像在說：「下次我們一起再去遠足吧！就這麼定了！」

# 第一次寫毛筆字的經歷

3D 譚東

陽光灑在透明的玻璃窗上，這是一個秋日的午後，爸爸在書房裏教我寫毛筆字。

第一次寫毛筆字，我的心裏既好奇，又緊張。爸爸先教我握筆的姿勢，再拿起蘸滿墨汁的毛筆寫了一個「一」字。我心想：這有甚麼困難呢？像張飛吃豆芽——小菜一碟。於是我提起毛筆寫，誰知每一筆都像毛毛蟲一樣歪歪扭扭的。更可怕的是，我的手、胳膊全都是墨汁。爸爸笑着對我說：「萬事開頭難，只要你有恆心、有耐心，堅持練習，就一定會寫好毛筆字的。」

第一次寫毛筆字的經歷，讓我明白了一個道理：做任何事情，都要持之以恆。

# 收到試卷的那一刻

3E 羅進謙

叮叮叮……上課的鈴聲響了，該是上中文課的時候。當孫老師一踏入教室，就說今天要派發試卷。我的心頓時怦怦地亂跳，緊張不已，害怕成績不理想。

不一會兒，孫老師把試卷逐一發到同學們的桌子上。當孫老師走得越近，我的心就跳得越快。他終於把試卷放到了我的桌上，我都不敢立刻翻開，彷彿它有毒似的。然後我告訴自己要勇敢面對，在心裏數了三聲後，就把試卷翻開。當我看到分數的那一刻，不但立即鬆了一口氣，而且感到十分高興，因為我拿到九十九分。

這一刻，終於明白了甚麼叫「一分耕耘，一分收穫」。要不是我努力溫習，怎會拿到這麼好的成績呢？不過我也明白「滿招損，謙受益」的道理，絕對不會自滿，反而要保持一顆謙虛的心去繼續學習。

# 課室裏的聲音

4A 陳博朗

課室裏每天都奏着百聽不厭的交響樂。

第一首的樂章，就由悅耳的上課鐘聲開始。本來在喋喋不休的同學們聽到鐘聲後頓時變得鴉雀無聲。我們屏息靜氣、嚴陣以待、安靜地等候老師的到來。

第二首的樂章，就是老師講課的聲音。同學們都安靜地聆聽老師講課，除了有些同學在抄筆記時發出的沙沙聲和偶爾同學們的竊竊私語之外，不會有任何的噪音。

第三首的樂章，就是同學們聊天的聲音。一到了小息，同學們又會開始聊天，他們高談闊論、滔滔不絕的，有如江河決堤，令我仿佛置身菜市場聽到小販叫賣的聲音，煞是有趣。

最後的一首樂章，就是放學時大家製造的聲音。放學鐘聲一響，隨之而來的就是同學們的一陣歡呼聲，大家砰砰彭彭地把書包收拾好，然後爭先恐後，夾着如雷貫耳的腳步聲走出課室。隨着課室空無一人，回復平靜，這首樂曲也即將終結。

這首交響樂樂曲，聽似雜亂無章，卻又環環相扣，而且快慢有序。我愛這課室，我愛每天都聽着這獨一無二的美妙樂曲。

# 遊濕地公園

4B 曾靖茵

濕地公園是我神往已久的地方。上個星期六，父母終於帶我去濕地公園了。

一走進濕地公園的大門，在不遠處就有一個迷宮。它由一米高的小樹林圍成，裏面的路蜿蜒曲折。我們在迷宮裏兜兜轉轉，已分不清東南西北，仿佛像一隻無頭的蒼蠅處處碰壁。

走出迷宮來到大廳，我們便迫不及待地進入了室內遊樂場。它分為兩區，分別是幼童區和兒童區。其中兒童區有兩棵大樹，中間有一條長長的橋連着。小朋友猶如一隻隻頑皮的小猴子在樹林中嬉戲玩耍。

離開了遊樂園，沿着林蔭小道繼續前行，經過小橋，就來到了觀鳥屋。它是一座三層的閣樓，每一層都設有望遠鏡，坐在閣樓裏望向窗外是一大片水天一色、如詩如畫的景致。藍天下，一隻隻白鷺張開碩大輕巧的翅膀，在空中自由自在地飛翔，忽而又旋回，飛向水塘中駐足休息。

夕陽西下，我們依依不捨地離開了。這次遊玩不僅令我感受到了大自然的美，還讓我們懂得要更加珍惜和愛護大自然！

# 有裂縫的水罐

4C 梁師瑜

從前，山上住了一個獨居的男子，他每天早上都會到位於高山上的小溪旁打水，好不辛苦！

由於其中一個水罐的表面有一道裂縫，所以每次男子千辛萬苦地把水罐抬回家後，有裂縫的水罐總是只剩下半罐水，讓汗流浹背的他得不到應有的一罐水。

因為裂縫過大，男子無論怎樣嘗試修補它，也徒勞無功。久而久之，有裂縫的水罐感到慚愧萬分，決定主動向男子道歉：「對不起！因為我自身的缺陷，讓你得不到應有的一罐水……」出乎意料的是，男人不但沒有生氣，反而叫它明天回程時細心瞧瞧路邊的花兒。

原來，有裂縫的水罐在男子走過的小路上不停漏水，意外灌溉了路邊的花兒們，令小路變得野花遍地、花繁葉茂，還散發着淡淡清甜的花香，讓路過的人無不感到心曠神怡。從此，有裂縫的水罐再也沒有看不起自己，反而學懂了用另一個角度去欣賞自己的缺點，變得越來越有自信了。

正因為水罐自身的缺陷，意外為路邊的花兒提供了水分，令牠們開得燦爛萬分，令這條小路變得多姿多彩，令世界變得更美麗。

## 我心目中的偉人

4D 何尚融

吳清源是中國出生的日本棋聖，極多棋手都認為他是當代最偉大的棋手。他真的有這麼厲害嗎？既然你這樣問了，那麼我就再說清楚一點吧！

吳清源被日本棋院公認為「昭和棋聖」，在他的少年時代已經有「天才兒童」之稱。他在當時的十番棋中堪稱無敵，擊敗日本所有超一流棋手，雄霸日本棋壇足足二十年。

要達到這個水平其實是不易的。吳清源從小天天打名人的棋譜，用手托着棋書，後來他的手指更因此變形了。雖然他七歲才開始學圍棋，但他十二歲時已具備職業棋手的實力。那時候他在比賽中戰勝了日本來訪的職業六段，兩年後他更兩度擊敗當時職業四段的橋本宇太郎，證明他實力非凡呢！

年僅十四歲的他孤身一人漂泊到日本挑戰當地第一的秀哉名人。正值二次世界大戰日本攻打中國的時候，吳清源竟然獨個兒前往敵國挑戰日本棋手，這種無畏無懼的精神真令人佩服！日本圍棋向來有很多傳統限制，但他破舊立新，沒有理會禁忌，下出精妙的棋局，可謂勇於嘗試，大膽創新。

可惜有一次，吳清源在參加大賽途中被車撞傷了，結果入院兩個月。這次意外令他腦部嚴重受損，再也不能像以前一樣精準地計算了。他離世時也有不少人為他送行。

就算吳清源已經逝世了，他的名字還在歷史中迴盪。他是圍棋棋壇裏的偉人啊！我也是因為他才學圍棋的呢！



# 一件意想不到的事

4E 郭霈枝

每當我看到牀上的布偶時，就會想起上星期六那件意想不到的事。

上星期，我、哥哥、爸爸和媽媽來到了長洲島度假。到了酒店後，我一打開書包，發現我新買的小熊布偶竟然不見了！那可是媽媽送給我的生日禮物呀！我立刻在房間內尋找布偶，找了好久，還是一無所獲。可是，我明明記得自己帶了布偶來呀，難道是有幽靈把我心愛的小布偶偷走了嗎？此時的我心中悶悶不樂。

第二天早上，我和爸媽一起坐在餐廳吃早餐，媽媽看到垂頭喪氣的我，問道：「怎麼了寶貝？你為甚麼看起來不高興呀？」我把事情的經過一五一十地告訴媽媽，媽媽聽後若有所思的樣子，然後叫來了剛剛起牀的哥哥。我看到睡眼惺忪的哥哥頂着一頭亂糟糟的頭髮走出來，懷裏正抱着我心愛的小熊呢！

原來，昨天我和哥哥在家收拾書包的時候，哥哥不小心把我的布偶裝進了他的包裹，他還以為是媽媽送給他的禮物呢！

啊！真是虛驚一場！晚上，我抱着失而復得的小熊布偶，進入了甜美的夢鄉……

# 香港大棠楓香林

5A 張玉淇

秋天正是楓葉轉為紅色的時候，也是楓葉最美麗的時候。上星期天，我和家人一起到大棠楓香林觀賞楓葉。

我們懷着興奮的心情從起點開始走，過了沒多久，我們便在半路上看見楓樹了。我們站在山路上，遠遠望去，就看見那些火紅的楓葉像一團團的火在熊熊燃燒，又像一羣亭亭玉立的少女，穿着紅色的裙子在翩翩起舞，楚楚動人。那些飄落下來的葉子，猶如一隻隻紅色的蝴蝶在空中自由飛舞。風一吹，那翩翩起舞的「紅色蝴蝶」更加曼妙多姿，慢慢地從天空中飄下來。這些美麗的楓樹，真是如詩如畫啊！媽媽看見後，不禁感歎道：「哇！世上竟然有這麼美麗的風景！」

我們走到楓樹林中，我跟妹妹在地上撿起了一片從楓樹上飄下來的「紅色蝴蝶」。我看到，那粗粗的葉柄像小松鼠的尾巴，乳白色的葉脈從葉柄中伸展出去，葉子又像鳳尾魚的尾巴，紅中透出綠意呢！

火紅的楓葉正昭示着生命的偉大，經過春的萌芽，夏的儲藏，秋的醞釀，冬的爆發，在這金風送爽的秋天，散發出濃烈的激情。我不由得想起杜牧的那句詩「停車坐愛楓林晚，霜葉紅於二月花。」一片片紅紅的楓葉，用熱情抒寫着生命的詩篇。我最喜歡楓葉，因它在我心中，比春天的花更美。

# 一份難忘的禮物

5B 黃蕊彤

我有一塊粉白色的長方形橡皮擦，它在軟硬兼備的「戰衣」上印着「合格」二字。它與一般的橡皮擦大同小異，不過在我心目中，它不但是獨一無二的，還是我的心靈雞湯。

記得三年級的時候，中文科的書換了出版社，字詞變得深奧。每次默書時，我也只能留空格，硬着頭皮地被老師畫了個大叉叉。當然，我還是逃不過「肥佬」的命運。須臾，老師看我一臉苦惱、垂頭喪氣，便送我一份禮物——「合格」橡皮擦。

自此之後，每當我收到默書範圍，我就挑燈夜讀。假如我發現錯別字，我便會拿起那份難忘的禮物，一一修正。桌上的橡皮擦屑，仿如老師的點點心意，驅使我堅持下去。

現今，老師派發默書成績時，我都會胸有成竹地翻開，果然我取得一百分。我看着那塊日漸消瘦的橡皮擦，不由自主地流下兩行眼淚。老師的愛如太陽般溫暖，如清風般和煦，如清泉般甘甜。我決定把這份難忘的禮物「封印」在寶箱裏。

# 我最喜歡的老師

5C 劉家寶

我最喜歡的老師是任教數學科的陳老師。他既是我的數學老師，又是我的班主任。

他身材中等，有一頭烏黑的頭髮，一雙炯炯有神的眼睛，戴着一副黑色方形眼鏡，臉上常常掛着親切的笑容。

陳老師是一個很有耐性的老師，他常常會用自己的休息時間去解答同學對功課的疑問。記得有一次，我有一道不會做的題目，他很有耐性地解釋了一遍又一遍，直到我明白為止。所以，同學們都說他是個有耐性的好老師。

陳老師上課時語言活潑生動，幽默詼諧。有一次，他再三提醒我們計算三角形面積時要除以二，他突然說：「如果你們忘記了除以二，那就太沒『乘』意了！」逗得我們都捧着肚子，哈哈大笑起來。從那天起，就再沒有同學忘記要除以二了。他真是一個可以令課堂氣氛輕鬆活躍的老師。

陳老師還是一個環保勇士。在我四年級還在上網課的時候，他向我們介紹了如何將回收物分類，爸爸媽媽笑說道：「你被陳老師感染了，也成了個環保小勇士呢！」

每當學校有一些活動時，陳老師都會把他拍的照片傳給媽媽，讓她更了解我的校園生活，他真是個有熱誠的老師！

我最敬愛的陳老師，您就像一艘小船，載着我穿過知識的海洋；您就像一輛飛機，載着我飛過無邊無際的世界；您就像路燈，照亮着崎嶇不平的路。陳老師，謝謝您！

# 我的外婆

5D 施憲澄

今天在書櫃整理時，我看見一本殘舊的相簿。充滿好奇心的我不禁拿起相簿，一頁一頁地翻着。當我翻到最後一頁時，有一張泛黃的照片掉了出來——原來是我小時候和外婆的合照，這不禁勾起我和外婆相處的回憶。

在我印象中，外婆的個子不高，身材胖胖的，灰白的頭髮燙得非常時髦，加上整齊而亮白的假牙，已經七十歲的她看起來像一個四十歲的壯年婦女，精神奕奕。

外婆是一位很愛家庭的人，特別是非常疼愛我，因為我是他一手帶大的，因此她也會答應我的任何要求。記得有一次，我還在讀幼兒園，那時外婆的腳常常會疼，但她還是堅持接我放學回家。放學的路上，我嫌外婆走得很慢，便說：「您可以走快一點嗎？我要趕回家看我最心愛的卡通片！」外婆笑咪咪地說：「好吧！我盡量走快一點。」但外婆還是走得很慢，我不禁劈頭蓋臉地罵她太慢了，然後氣沖沖地向前跑。外婆害怕我會迷路，便跟着我，一拐一拐地跑，弄得自己滿頭大汗。倘若當時我知道外婆生病了，我便不會向她發脾氣，現在真的很後悔。

還記得有一次，婆婆知道我喜歡某一家店的糖果，於是在我放學前專門乘坐一小時的車程到那家店裏買糖果給我吃。放學後，外婆把糖果給我，我滿心歡喜地大口大口吃起糖果，吃得有滋有味。外婆看見我吃得津津有味，她憔悴的臉上，出現了一道甜蜜的笑容。當時，我不知道外婆已經很累了，我撒嬌要求她抱着我回家，她雖然很累卻很樂意地抱着我走呢！這次是我最一次看見外婆了.....

後來媽媽告訴我，外婆的腳疼痛得不能走動，再也不能接我放學。過了一段時間，媽媽告訴我外婆得了癌症，要到醫院接受治療。外婆入住醫院後再也沒有回家了。

當我看見外婆時，她在艱難地呼吸着，努力地與病魔搏鬥，但可惜她最終不敵病魔.....爸爸告訴我，外婆臨終前最後一句話：「要好好照顧憲澄啊！」

外婆是一位會對家人無私奉獻的人。我很感謝她總以包容和愛來答應我這個「麻煩鬼」的要求，也不會埋怨和責罵我。外婆，我愛您！

## 豐富之夜

SE 李珀喬

對青年人來說，旅行是教育的一部分；對老年人來說，旅行是閱歷的一部分。

——培根

旅行的火車轉呀轉，我的心情也跟着轉呀轉！還記得小時候到台灣旅行時，我在酒店裏覺得甚是沉悶，便對爸媽提議去熱鬧的夜市逛逛，爸媽紛紛點頭，我立刻大喜過望，興奮於又可以開始探險之旅了。

不一會兒，我們來到夜市的入口，映入眼簾的是七彩繽紛的招牌，遠遠望去，像一條星河，我就像一隻渴望的小船，在河面不停地來回航行。當時大大小小的車子來來往往，又加上人山人海，馬路兩旁的攤檔一個接一個，真的很像兩條龐大的巨龍。這兩條巨龍上有玩的、有用的、有吃的，真是琳琅滿目啊！害得我只能走馬看花。當時的我真像是在巨龍身上騎行的小勇士呢！

我小心翼翼地穿過人群，終於難得地走到一個人煙稀少的地方。這時一陣香氣撲鼻而來，我的靈魂仿佛已被勾走了，忙向四周探望，竟然是在燒我最喜愛的串燒，香得我垂涎三尺，眼睛直楞。正當我想求媽媽買時，又聞到一股奶香，「二十元一杯珍珠奶茶」老闆大喊。一時之間被這麼多香氣四溢的美食包圍，我的小宇宙已經快要爆炸了，真難作出決定呀！爸爸看到我猶豫不決的表情，就決定兩樣都買下來給我。對於我而言，那時的旅行，親情就是陪伴。

我們左逛逛，右逛逛，最後玩了一些攤位遊戲，就準備要帶着依依不捨的心情回酒店。如今，許多人都在尋找着旅行的意義：有人想換換心情，有人想旅行而所以旅行，有人想開開眼界，有人想要找回自我.....如果你真想給它一個實際的定義，我覺得，旅行是在探險的過程中，學會珍惜身邊的人，因為身邊的人的不同，便有了不同的意義。這次的「豐富之夜」因為家人們的存在，也就劃上了圓滿的句號。

# 謙虛與驕傲

6A 黃曉晴

「驕兵必敗」，意思是驕傲的人注定會失敗。那麼，你會選擇處事謙虛，或是為人驕傲呢？

同住於十九世紀末的一對兄妹羅斯和莎拉，分別是著名的科學家和藝術家，對世人有很多的貢獻。而他們童年的故事，給人不少的啟示，叫人畢生難忘。

他們出生於貧窮家庭，父親經常要離家公幹，以賺取更多金錢。兩兄妹對學術和藝術充滿熱誠，羅斯卻比較傲慢，而莎拉則處事謙虛，從不炫耀。

村長是個慈祥的老人，家境富貴，見村民們都辛苦地耕作，卻負擔不起孩子的學費，決定舉辦一場學術比試，最快完成答題的尖子將獲得幾塊金幣。

這兩兄妹得知獲格伊亞老師選中後，羅斯一個抬頭，嘲諷莎拉說：「看來你要獲勝，也是天方夜譚呢！」接下來的日子，他就目空一切，既不練習，又不準備。相反，莎拉整天埋頭苦幹，希望為自己付出一點。

比試那天，兩人摩肩擦掌，雙手冒汗，比賽時間就這樣一分一秒地流逝。初時，羅斯仍然專心一致，但見自己尚是名列前茅，開始洋洋自得，心想：笨蛋莎拉必定還落後得多！

他並沒有意識到莎拉的 effort。

莎拉瞄了他一眼，握着筆，她加快思考，她的學術雖然不遜色，但她明白輕視別人是失敗的做法。「不必再目中無人，自高自大了」她臉上掛着一絲微笑。旁觀的村民，都紛紛擁過來，讚嘆的聲音從四周傳來，紙上寫着滿滿的文字，莎拉的付出勝過了羅斯的驕傲。村長拍手道：「你是個謙虛的孩子。」

羅斯氣得目瞪口呆，七竅生煙，把手上的東西重重地扔在地上。他不明白當中出了甚麼問題。他的臉上明顯露出了他心中的不滿和不快。然而，當格伊亞老師向他解釋當中的來龍去脈後，他終於明白了問題的根本。

「羅斯，你學業的確十分優越，卻敗於你的心態上，驕傲的人只懂得輕視別人。你看莎拉，她做任何事都謙虛認真，她就勝於這裏。」

的確，自滿、自高自大和輕信，是人生的暗礁。北宋小說家老舍曾說：「驕傲自滿是我們的一座可怕的陷阱；而且這個陷阱是我們自己親手挖掘的。」沒錯，失敗的人大多都掉進了這個「陷阱」裏，令他們看不起別人，令他們不自量力，到頭來，只會一事無成，必定失敗。然而，只要我們能好好裝備自己，對付驕傲自滿這個缺點，接納別人，改善自己，我們就能夠成為成功的強者。



# 校園的綠

6B 羅安霖

我們的學校有着許多迷人的地方，而我最喜歡的就是校園裏的綠色了。

在青綠色教學樓的襯映下，整個校園都萌動着一片朝氣蓬勃。花圃中那毛茸茸綠油油的嫩葉調皮地擺動着，仿佛無數只小手在向你招手致意。

走到校園的正中間，就會看見一個寬闊的操場，好像是紅色的花邊里鑲着一塊碧綠的寶石。在操場前後各矗立着一個高高的籃球架，就像兩位穿着一套綠裝的威武戰士在守護着我們綠色的校園，十分雄偉。

我們的校園一年四季都是綠的。然而，最動人的綠卻在教室裏。因為那一株株樹苗正在吸允着知識的泉水，承受着「園丁」的撫愛，學習知識，健康成長。

因為有了這些小苗，校園才四季常綠，生機蓬勃；正因為有了這些小苗，校園才處處瀰漫着綠的芬芳。

啊！校園的綠，好一個迷人又壯觀的世界。

# 一件令我後悔的事

6C 魏子睿

去年暑假，由於爸爸和媽媽要到內地公幹，所以我便在外婆家暫住一天。

我在外婆家中看了一會兒電視，便打算到公園玩耍。外婆看了看外面陰暗的天色，皺着眉說：「孫子啊，你看看外面的天色多暗，看來快要下雨了，你還是不要去吧！不然淋雨會生病的……」我覺得她太囉嗦，感到十分厭煩，便不聽她的勸告，跑出大門，到公園去。

我興高采烈地玩了一會兒後，天空果然下起了傾盆大雨。我連忙跑回外婆家，焦急地按着門鈴。外婆看見我狼狽的樣子，說：「哎呀！你沒事吧？快進來！」我進去後坐在沙發上，她看到我很不精神，於是摸摸我的額頭。這一摸可把她嚇壞了，真是燙得嚇人。她焦急地說：「你發燒了！快到床上躺着。」我連忙跑進房間，躺在床上，感到十分難受。

外婆又餵我吃藥，又用溫度計替我量度體溫，忙得不可開交。我看着她憂心忡忡的樣子，感到非常後悔，心想：我真不該不聽外婆的話。我在她替我量度完體溫後，向她說：「對不起，我不聽你的話，令你擔心。」外婆聽了後笑了笑，說：「不要緊，你沒事就已經是我最大的願望了。」我聽完後，感到既內疚又感動，流下淚來。外婆說：「傻孩子，不用哭，不用哭……」

我令外婆擔憂，感到十分後悔，同時也很感激她不辭勞苦、無微不至地照顧我。我從這次經歷中明白到，長輩的囉嗦，其實只是出於他們的關心。外婆對我的關懷與疼愛，令我終身難忘。

# 一場刺激的長跑比賽

60 李在晴

我還記得三天前運動會中的一場長跑比賽。

那時，裁判一聲令下，同學們就奮力向終點衝去。

大家都知道小文的跑步速度非常快，像風一般超越了一個又一個的同學。幾位同學在一旁拼命地為他加油，大聲呼喊：「加油呀！加油呀！」樹上的小鳥也被同學們的吶喊嚇得飛走了。眼看他勝券在握，金牌在望，突然間一位在他後面的選手踩了他一腳，小文馬上摔倒了！

幸好小文沒有受到嚴重的傷害，只是膝蓋擦破了，跑起步來一拐一拐的。每位同學都認為他不能完成比賽了，但是他用盡最後的力量，以不屈不撓，永不放棄的精神，終於忍着痛，再次超過了一位位參賽者，以第三名的佳績衝過了終點。

雖然小文最後不能如願拿到冠軍，但大家都很敬佩他那堅毅的精神，在場邊為他歡呼！他這種不屈不撓，永不放棄的精神真值得我們學習。

# 道別

6E 文悅晴

所謂「天下無不散之筵席」，人人也會經歷和親友分別的一天。而今天，我就要和快要移民的好朋友海美道別。

這是一個灰濛濛的星期五，我雙手捧着手製的禮物，懷着沉甸甸的心情回到學校。我跟海美由一年級時便認識。有一次放學時下起大雨來，但我卻沒帶雨傘，海美就用她的傘為我遮擋雨水。從此以後，我們就成為了好朋友。

到達課室了，同學們也圍着海美拍照。我迫不及待地放下書包，和大夥兒一起跟她拍照留念。

這時，班主任走了進來，並邀請海美跟同學們道別和分享感受。「首先，我想感謝老師和同學們多年的照顧和關心，我真的捨不得學校和你們，特別是我的好朋友——悅晴。」

這一刻，我鼻子一酸，眼淚像一顆顆珍珠般情不自禁地從臉頰流了下來。海美緩緩地向我走過來，我們相擁哭泣。

之後，我從抽屜掏出了我親手準備的禮物——一枝粉色的羽毛筆。我哽咽地說：「無論我們的距離有多遠，也要保持聯繫，這枝筆送給你，你可以用它寫信給我呢！」

放學時，又下起大雨。今天我又沒帶雨傘，海美再次為我遮擋雨水。我們繼續有說有笑地走着，但今天卻懷着不一樣的心情，走完最後一次一起回家的路。

## 元朗區公民教育徵文比賽 優異獎作品

# 親切的目光

6E 黃曉晴

社區中心旁有個小池塘，池塘表面水平如鏡，清澈見底，彷彿映照出人們不朽的心靈。我們圍在一起拍照，池塘倒影着我們親切的笑臉和目光，在陽光的映襯下顯得格外燦爛。「一，二，三，笑！」相機「咔嚓」一聲，把我們這溫馨的一瞬間記了下來。

去年暑假，我和家人參加了社區中心的義工活動。社區中心經常為老人家們舉辦活動，例如畫畫班和歌唱班等，而我們今次的對象是區內以老護老的家庭。常識書裏面也提到，本港人口老化的問題日益嚴重，年青的一代不是上班就是照顧自己的家庭，加上社區上門服務不足，很多上了年紀的公公和婆婆要親自照顧伴侶，甚至上一代，生活多忙啊！還有，他們自己本來已有健康毛病，對患了重

病、失智，甚至行動不便的被照顧者可謂不離不棄，無微不至。活動當日，社區中心邀請了十個家庭一起「週末鬆一鬆」。

早上十時正，我們兵分三路上門接送老人家到中心。因為那時烈日當空，對着行動不便的長者，我們準備了「專車」接送——輪椅。我推着一位八十多歲的老公公，心裏有一種得意洋洋的感覺。後來，儘管老公公骨瘦嶙峋，沿路一直是無障礙斜路，我推着輪椅有一種沉甸甸的感覺，在七月的太陽下弄得汗流浹背，彷彿一個溶化了的冰淇淋！他太太在旁邊不好意思地連連道謝，還不時流露出親切的目光，和我頭頂上的太陽一樣耀眼。她的笑容彷彿是我的燃料，我們不知不覺已到達了社區中心的門口。想像到老太太每天推着老公公買菜，我不得不佩服她。

接下來，我和長者一起畫畫、唱歌、跳舞.....長者們平時互相照顧，今天難得被照顧，真的很有意義。離別時，我們在小池塘邊拍照。長者們親切的笑容，在夕陽的映襯下，為這一天畫上了完美的句號。

# 「念親恩」——第三屆粵港澳大灣區 生命教育徵文比賽高小組三等獎作品

## 愛的教育

5B 廖恩庭

「媽媽在！」一直是母親的口頭禪。

聽爸爸說，媽媽在分娩時出現了緊急狀況，我的心跳減慢至一分鐘不足五十下，所以醫護人員要替媽媽進行緊急手術。當時，媽媽一邊忍受着陣痛，一邊溫柔地撫摸着肚子輕聲說：「媽媽在，你一定會健康出生的！」有了她的鼓勵和陪伴，我終於順利來到這個世界！

媽媽不僅賦予我生命，也為我的生命增添了溫暖。二年級時，我因背不了默書而苦惱和自責，媽媽走過來安慰我：「慢慢來，先冷靜一下再背誦，媽媽坐在旁邊陪你。」我因此重拾了對學習的熱情。



媽媽除了給了我一個溫暖的家，還以身作則教會我怎樣愛人。每次我和弟弟吵架時，她總會說：「媽媽在，不要吵架。每個家都會有不和睦的時候，你們可以生氣，但千萬不能有『隔夜仇』。試想想，每次你們惹我生氣時，第二天我可曾記恨過你們呢？」

媽媽的愛也能安慰我悲傷的心靈。我還記得外婆去世那一夜，我哭得死去活來，是媽媽在床上摟着我，喃喃地說着「媽媽在」，直到我入眠。那是一個漫長的晚上，如果沒有她，我的心實在不知何處安放啊！

「媽媽在！」這句話給了我強大的力量去面對生活中每個喜與悲。「恩庭」，既是媽媽給我取的名字，也是我的座右銘——只有心中常存感恩，惦念家庭，人生的路才會走得更闊、更遠。

# 鄧俊文的羽毛球夢 永不放棄的精神

何晉熹 陳鈺皓 張昕嵐



你有夢想嗎？夢想是成功的第一步，秉持着永不放棄的精神是成功之道！

我們很榮幸於 2022 年 2 月 24 日訪問了成功尋夢的香港頂級羽毛球運動員鄧俊文先生。我們在訪問前做了很多準備，包括搜集網上的資料，觀看他比賽的影片等。導師通過遊戲的方式，引導我們設計針對性和具體的問題。

我們更學會訪問的態度和追問的技巧……哇！回想起來還真多呢！

我們的問題包含夢的起源和意義，發展團隊默契，成功之路，心態和價值觀，成功之道，肩負與承擔使命等六個範疇。當中我們精選了以下六道問題，並利用問答形式聚焦說明鄧俊文不同的心態和價值觀。

1. 請問你最初為甚麼選擇成為羽毛球手作為你的夢想？
2. 作為專業羽毛球手，遇到困難時需要以甚麼精神來面對呢？
3. 在比賽前你和拍檔會如何對付緊張的壓力，令大家如常發揮，甚至超乎水準呢？
4. 你會如何形容職業羽毛球手所需要的品格？
5. 在比賽場上，你和拍檔如何透過說話和身體語言互相溝通？
6. 你退役之後，有甚麼下一步的人生目標？

## 堅持——永不放棄：

### 甚麼是堅持？

在我們眼中堅持是一個良好的品格，要達到堅持永不放棄的精神看起來十分簡單，但是做起來卻十分困難，例如在輸掉比賽時不要氣餒，反而要繼續努力準備下一次的比賽，鄧俊文就是一個好例子。



### 同學向鄧俊文問的問題和回答。

**問題：**作為一位專業羽毛球手，當你遇到困難時需要以甚麼精神來面對呢？

**回答：**作為一位專業羽毛球手，我要有不可放棄的精神。

**問題：**回顧你追尋羽毛球夢的途中，你曾經想過放棄嗎？是什麼讓你堅持下來的呢？

**回答：**我曾經想過放棄，因為我訓練得很辛苦，並且在比賽中又沒有拿到好成績，幸好有教練在旁支持，所以我認為做事情有目標，不可能輕言放棄。

**問題：**我們留意到混雙的比賽節奏相當快，例如你跟謝影雪曾經在丹麥公開賽決賽危急關頭反敗為勝，在如此快的比賽中，尤其處於劣勢時，你們會如何改變原來的策略？同時你們如何在現場互相推動大家發揮鬥志，即時執行反敗為勝的策略？

**回答：**我們靠着不可放棄的精神，放鬆一點，每一分努力做好那麼就不會有無謂的錯，這樣最後就不會失那麼多分，可以反敗為勝。

透過這次的訪問讓我們明白在事業的道路上，每個人都必須有堅毅（永不放棄）的精神，不然的話就會半途而廢，前功盡棄，導致一事無成。在堅持的同時，我們也會需要別人的鼓勵，例如鄧俊文想放棄時，教練和拍檔就會鼓勵他不能輕言放棄。

## 團隊精神：

### 甚麼是團隊精神？

簡單來說，團隊精神就是為實現共同目標而互相協作的集體主義精神。也就是一群有能力，有信念的人為了一個共同的目標相互支持合作奮鬥的過程。如果團隊精神是出於自覺自願時，它必定將會產生一股強大而且持久的力量。



### 團隊精神的意義：

團隊精神可以增加團體成員對團體中其他人的歸屬感。團隊精神的培養，也會使每個成員都齊心協力，擰成一股繩，朝着一個目標努力，對單個成員來說，團隊要達到的目標即是自己所努力的方向，團隊整體的目標順勢分解成各個小目標，在每個成員身上得到落實。

### 同學向鄧俊文問的問題和回答。

**問題：**請問你和謝影雪由相識到並肩作戰，是如何磨合和培養出好默契的呢？合作過程中，你們經歷過甚麼難關以及如何渡過？

**回答：**其實是由日常訓練及日常溝通令我們培養出好默契的。當然，也會有一些困難和挫折，不過教練的提點總能讓我們渡過難關。

**問題：**請問到了比賽場所，你和拍檔會如何透過說話、身體語言等互相溝通？

**回答：**我們會互相鼓勵，分擔壓力，每贏一球，我們都會一起歡呼。

## 勤勞：

### 甚麼是勤勞？

對我們來說，勤勞就是努力和放棄結合起來的詞語，當你很努力去做一件事，你一定會很勤勞，不放棄去完成。

### 同學向鄧俊文問的問題和回答。

**問題：**你是如何由一位初學者鍛煉成一個世界頂尖的混雙運動員？

**回答：**有付出才会有回報，要勤勞做事，練習，才會成為世界頂尖的混雙運動員。

**問題：**面對訓練時的挑戰，你的教練是怎樣鼓勵你努力練習和發揮你的鬥志？

**回答：**現在不努力，退休和比賽時就會後悔。

我們從訪問鄧俊文的經歷中，知道他從小就立志要成為世界頂尖運動員。他現在已經拿到很多獎牌，這都是他勤勞的回報。他是一個非常勤勞的人，一星期最少練習五天，每天都會做跑步和體能訓練。直到現在他依然沒有放棄。我們可以從中學習。我們要努力，才能成功，不會放棄，才会有回報。

## 反思：

每個人在人生中都可以有夢想，我們應該學習鄧俊文的良好品德，這包括堅持、勤勞及團隊精神，這些良好品德正是實現夢想的支柱。我們在實現夢想時，就算遇到甚麼困難都一定要堅持下去，不然我們的夢想一定不能實現！當我們追夢時，我們要懷著勤勞和永不放棄的精神，才會圓夢。再者，在追夢時需要有團隊精神，你和拍檔為着一個共同的夢想而奮鬥及努力，彼此扶持，就能達到心願。



# 「平凡人的不平凡」 人物專訪報告—— 鄧俊文先生

黃曉晴 殷紫瑩 錢柏謙 朱柏年 曾芷晴



記住鄧俊文成功的四大重點，你也可以成為下一個他！

諸葛亮說：「匹夫有立志，志當存高遠，志不窮而堅毅。」這句話正好套用於胸懷大志的鄧俊文身上。

2020 東京奧運會的熱潮凝聚了全港市民的目光，其中「鄧謝配」這對羽毛球混雙拍檔的表現更是鼓舞人心。我們透過「才俊飛昇新一代計劃之名人專訪」，有幸訪問了鄧俊文先生。

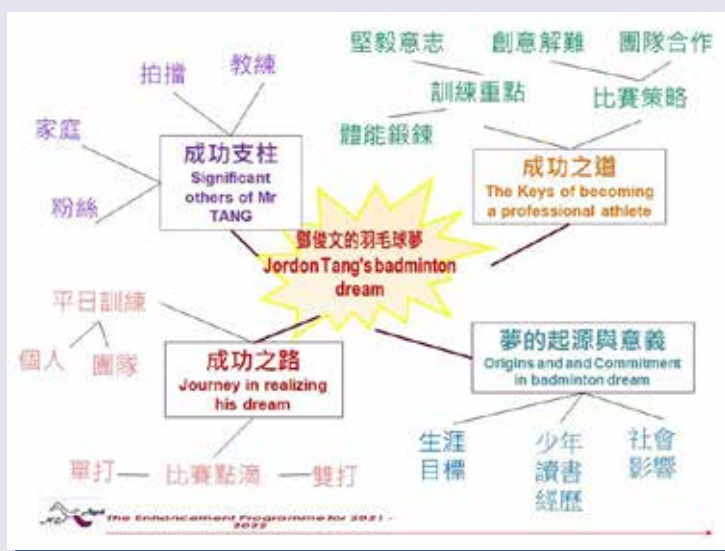
他在訪問裏說了「要趁年輕一早訓練體能，不然將來就會後悔。」這句話不同人有不同的理解。作為一位世界級的職業運動員，它蘊含着「自己年輕時的『取和捨』」。當中的「取」便是選擇了去做體能及訓練，而「捨」就是放棄了玩耍和休息的時間，甚至讀書和做功課的時間也被當成「體能時間」。

俊文的羽毛球夢不是一帆風順，他經歷過不少的挫折，也產生過放棄的念頭，但他朝

着自己的目標，靠着教練、隊友及家人支持，堅毅不屈地一步步完夢。

鄧俊文以前都是一個平凡人，但是經過練習、訓練等等，他亦由平凡人變為不平凡，成為香港的名人，也成為了香港人的驕傲。

訪問前，才俊飛昇導師何師兄和李師姐引導我們搜集資料，並讓我們觀看他比賽的精華片段及賽後訪問以提升興趣。我們由腦力激盪到利用腦圖（見附件一），一起學習設計問題的技巧、分辨資料的真實性、訂立問題的方向及針對性。導師用實際的例子引導我們去思考和創作，最後採用了以下的主要問題作訪問主線：



## 訪問問題

- 請問你最初為甚麼選擇成為羽毛球手作為你的夢想？
- 作為一位專業羽毛球手，當你遇到困難時，需要以甚麼精神來面對呢？
- 你是如何由一位初學者鍛煉成為世界頂尖的混雙運動員？
- 你們在國際性羽毛球比賽中在領先和落後時會分別怎樣面對和調節心情，繼續比賽？你希望你的家人和朋友怎樣支持你？為甚麼？



## 夢的起源和意義

### 勤勞

俊文從小四已接觸羽毛球，在香港體育學院 18 年的生涯裏都十分勤奮地練習。他曾提出「每天除了吃飯及睡覺，其他的時間便是訓練。」，相信付出越多，收穫便會越多。他秉持着這份勤勞精神，向着成功邁進。



### 成功支柱

#### 堅毅不屈

教練是他成功的重要支柱，在教練的鼓勵下，他堅持自己的夢想。在 2017 年丹麥公開賽中，俊文和阿雪曾一度處於劣勢，在教練的指導及安慰下，他們一分一分追上來，堅持不放棄，最後更獲得冠軍。在比賽和日常訓練中的模擬比賽打輸了、或覺得自己打得不好的時候。教練就扮演了一個非常重要的角色了。有教練的鼓勵，才能讓他堅持下去。還有一個讓他堅持下去的要素就是目標明確，夢想促使他在挫敗中得到改善或進步。

### 責任感

隊友阿雪也是俊文的成功支柱，他特別提到：「雙打項目是大家在場上作戰，落敗也是大家的責任。」，一定要同甘共苦，一起輸，一起贏，也一起反思。他認為大家要互相扶持，不能責怪隊友，也對自己的行為和言語負責，尊重對方。在比賽領先時，他們會提醒對方不要鬆懈；在落後時，他們也會向對方說聲「加油」或給一個拇指，他們靠着這責任感並肩作戰，跨過一個又一個難關。

## 成功之道

### 團隊精神

團隊精神是打混雙羽毛球的成功之道，這包括合作、溝通及不推卸責任等。在俊文眼中的團隊精神包含得更深更廣，他表示「不論是在比賽、訓練，甚或休息的時候，都需要團隊精神去堅持。」休息的時候也要？團隊精神真是比你想像中抽象得多了！

### 關愛

在每次的比賽中，俊文和阿雪經常展現互相關愛的精神，比賽前，鄧俊文有時會非常緊張，阿雪會安慰他，分享一下自己的心情；同樣地，他也會關心阿雪的情緒。

關愛是一些關懷、對對方的重視，或是照顧。在 2018 年的亞洲運動會，阿雪受傷了，俊文不時會鼓勵及關心她。

關愛也是傾訴和安慰，在 2020 東京奧運會中，「鄧謝配」在銅牌戰中落敗了，阿雪非常傷心，俊文不時都會聽她傾訴和安慰她。

### 尊重和默契

當然，團隊精神不只是關愛，還有非常重要的尊重和默契！那麼，鄧謝究竟是如何從認識不深，到山鳴谷應呢？從場裡的隊友，到場外的朋友，他們都在培養尊重和默契，可以說是除了日常的體力練習，就是做「默契的訓練」。

他們在練習時都有良好的溝通來建立默契和了解隊友的狀態，如果隊友的狀態不佳，就會為對方加油打氣，這就是最好的尊重。清楚瞭解對方也不是一時三刻能培養的，

正所謂時間磨合一切，所以每次的訓練也會提升他們彼此的尊重和默契。在進行特別的逆境練習中，他們會模擬落後的情景，靠着彼此的尊重和默契一分一分地追上來，反敗為勝。在比賽領先時，他們會提醒對方不要鬆懈，一定要堅持到最後。

「鄧謝配」這對混雙團隊相比我們已往認識的平凡分組合作或活動有着很大的分別，例如：他們是一個固定的團隊，不像我們平常在學校的隨意分組，所以要維持着溝通以及默契訓練。還有，他們要對對方非常了解，從而更容易獲勝！

## 成功之路

### 感恩

懂得感恩是俊文踏上成功之路的要素！在 2016 年，俊文就和阿雪被安排下成為了拍檔，當時的他沒想太多，只感恩能與這位師姐成為拍檔。當他們贏了比賽，會一起分享喜樂，會彼此感謝對方的努力，也為隊友感到驕傲。由此可見，他們十分尊重和感謝對方的付出，並很樂意去分享大家的喜與悲，懷有感恩的心。在 2020 年的奧運會，他們更取得佳績，成為了許多香港市民對自己城市的自豪！

### 訂立目標

俊文和阿雪又獨特而且有效，訂立目標的方法。他們在 2020 年東京奧運會先訂立了一個較小的目標，要先進入四強，避免給自己太大的壓力，影響場上比賽表現。達到目標後再提升難度，由小到大的目標，一步一步地提升目標難度，並且分階段地完成。這樣除了能夠確保目標的可達到性，更讓我們慢慢地掌握制定目標的技巧，也能減少壓力，減少放棄的念頭。這可以說是他們成功的元素之一。

## 結語

在這次訪問俊文中，他跟我們分享了一些成功的方法以及成功的重要因素。以前，我們都會比較少去瞭解身邊的人的一些感受。在訪問完俊文後，我們也開始多關愛身邊的人。例如，每天問候老師，在同學心情不好時，多安慰他們，並且盡全力幫助他們等。又如是永不放棄，堅持不退縮等等的價值觀。我們能參考到鄧俊文對待阿雪的態度，以及在這內外不同的價值觀。

通過這個訪問，我們也對成功的因素有了新的瞭解。勤勞，是我們成為一個不平凡人的一個重中之重的因素。就如俊文一樣，如果他不勤勞的話，每天非常懶惰，他就不會成為現在這個不平凡的鄧俊文。並且，他曾提出「每天除了吃飯及睡覺，其他的時間便是訓練。」，相信付出越多，收穫便會越多。他秉持着這份勤勞精神，向着成功邁進。而且堅毅不屈也是一個不可或缺的因素。就如俊文，他曾說在成功的路上，一定不會事事如意。如果他在其中一次的失敗中就放棄了，那他就不會是我們所見的俊文了。他從小到大一直都有堅持這個夢想，雖然在途中會遇到重重困難，但經過教練的鼓勵，才能讓他堅持下去。還有一個讓他堅持下去的要素就是目標明確，夢想促使他在挫敗中得到改善或進步。由此可見，在我們成功的道路上，勤勞、堅毅不屈和責任感是打開成功的大門的鑰匙。

正如俊文所說，要堅持到底，向着目標進發，我們認為要做到專心一致，永不退縮，先要制定適合自己的目標。我們不妨嘗試學習俊文訂立目標的方法，將目標一次又一次的調高。例如我們希望在一次學期測驗中取得滿分，這相比起我們的實力，可以說是難以實行的。

其中我們認為俊文最值得我們學習的素質和價值觀就是有責任心。我們平日可能認為一次兩次的失信沒太大的問題。例如是答應過父母要準時回家，卻沒遵守約定。的確，父母並不會重罰你，但這樣豈不是辜負了他們的信任，同時沒對自己的言行負責嗎？俊文從不責怪阿雪，而且不惜犧牲自己的休息時間來和我們做訪問。經過這次的訪問，我們從而明白了責任心跟不少價值觀有重大相連，它能有助我們培養良好的默契，是一種尊重的表現。因此，我們出口答應過的事情就必須實行，犯錯更不可以推卸責任。當在課室裏打翻了水瓶，要承擔這個責任，應該立即道歉，並告訴教師、協助清潔等。一定不能嘗試把責任推卸給無關係的同學，說他碰到你，才導致意外發生。這樣，我們便能成為一個像俊文那樣富責任感的人。

其實俊文原本和我們一樣，都是平凡人。但他找到夢想後，並透過努力和堅毅不放棄的精神，少數運動員擁有的關愛和尊重，過人的團隊精神，謙虛有禮，最終邁向成功，成為頂尖羽毛球運動員，成為不平凡的人。所以，我們無需羨慕俊文，只要我們學習他，努力改進自己，發揮我們的長處，就能成為不平凡的人。

同時，我對「團隊勝利夢」這個專訪主題有些新的概念。例如做事要有目標或夢想，在遇到挫折時就不會感到辛苦，學到我們辛苦的時候，只要想到我們立的目標，就會有動力繼續做。我們應該向鄧俊文學習，這都是我們日常重要的核心價值。而且我們多聆聽，多思考。雖然我們在成功的路上一定會遇到很多困難，但只要我們堅毅不拔、永不放棄和不斷努力向上，總有一天會成功的。





和富慈善基金李宗德小學

W F Joseph Lee Primary School

Address: 9 Tin Fai Rd, Tin Shui Wai

Tel: (852) 3401 4995 Fax: (852) 3401 4689

Website: <http://www.wfjpls.edu.hk>