



天主教母佑會蕭明中學

Daughters of Mary Help of Christians
Siu Ming Catholic Secondary School

學校 通訊

第二十八期
07/2017

校址：新界葵涌葵葉街六號 Address: No.6, Kwai Yip Street, Kwai Chung, N.T.

電話 Tel: (852) 2424 1796 傳真 Fax: (852) 2484 1434

電郵 E-mail: general@dmhcs.edu.hk 網址 Website: http://dmhcs.edu.hk

第二十八期校訊編輯委員會成員：

顧問：校長郭明英修女

總編輯：梁佩珊副校長

副編輯：霍珮賢

成員：秦穎頤、周玉英、尤惠萍、陳嘉雯、鄧穎雯、張泳敏、吳韻姿、梁淑勤、楊佩兒、李俊逸、陳康華

母佑會總會 探訪議員到訪本校

本校辦學團體「母佑會」為一國際性的女修會，由聖若望鮑思高在聖女瑪利亞瑪沙利羅的協助下創立，特別在教育事業上致力為青少年服務，在學校裡營造喜樂、關愛的家庭精神，使學生能在被愛的環境及氛圍中成長，以確立自己的尊嚴、自信心及人生方向。



母佑會總會探訪議員
Sr. Assunta Inoue Sumiko

母佑會總會有六位探訪議員，每六年一次代表總會長到世界各地的母佑會會院巡視。負責巡視母佑會中華會區（包括香港、澳門及台灣）的議員為日本籍的Sr. Maria Assunta Inoue Sumiko，她於本年三月至五月在中華會區進行法定探訪，並於本年三月三十日到訪本校，於早上會見全校學生，勸勉她們在喜樂、共融、家庭氛圍的慈幼精神中成長時，要懂得彼此珍惜和感恩。講話後，各班班長代表到台上接受 Sr. Assunta 送給全校學生的朱古力，以表示對她們的關愛。

Sr. Assunta 也藉此機會於放學後會見所有老師，代表總會長向老師表達感恩，能在學校裡營造溫暖的家庭氛圍。正如教宗方濟各所說，一所天主教學校讓學生喜歡上學，因為在那裡有她們喜愛的老師，在建立融洽的關係時，在潛移默化中讓學生學習成熟起來。老師以成年人成熟的表現成為學生學習的對象，能逐漸在預防教育法，即理智、宗教及仁愛的薰陶中學習面對生命的無常，但又能堅忍地活出及欣賞生命的美。Sr. Assunta 在結束講話時，再次感謝老師的默默耕耘，並答允在她的祈禱中記念學校裡的每一位。



Sr. Assunta向全體老師講話



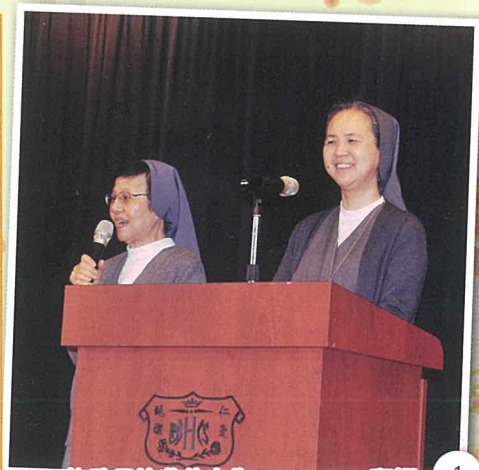
Sr. Assunta接受學校致送的紀念品及與修女們及副校長們合照



各班班長接受Sr. Assunta送給全校學生的朱古力



Sr. Assunta與全校師生合照



校監易婉燕修女為Sr. Assunta翻譯

公益金 百萬行

本年度公益金百萬行於二零一七年一月八日舉行，本校創辦人蕭明先生之子蕭志成博士為港島及九龍區百萬行聯席主席，校長獲邀為VIP隊伍代表，而本校老師、家長及舊生於當日籌組步行隊伍以響應及支持。



校長與蕭明夫人蕭曾鳳群女士(左二)合照



蕭志成博士為聯席主席，校長獲邀為VIP隊伍代表，開步禮前與蕭博士(右一)及其夫人(左二)合照。



本校老師、家長及舊生籌組步行隊伍，參與籌款，以幫助有需要的人士。



「中銀香港中史優異生獎學金」

勵進教育中心與中國銀行設立「中銀香港中史優異生獎學金」，全港名額十名，旨在鼓勵中國歷史科成績卓越的學生。本校許杏玲同學於二零一六年香港中學文憑試——中國歷史科考獲5**優異成績，獲就讀院校教授推薦，獲得五萬港元獎學金以作鼓勵。



(左起)陳嘉雯老師、香港城市大學范家偉博士、香港特別行政區聯絡辦公室副主任仇鴻女士、許杏玲同學及理事陳爽先生



「中銀香港中史優異生獎學金頒獎典禮」，出席者包括中央政府駐香港特別行政區聯絡辦公室副主任仇鴻女士、中銀香港執行董事兼風險總監李久仲先生、勵進教育中心主席范徐麗泰女士、理事曾德成先生、區璟智女士、陳爽先生及十名得獎同學、得獎同學現就讀的大學院校代表、其母校的校長及其中史科老師。

校友許杏玲同學感言：

很榮幸獲頒此獎項，回想即將踏入高中要選科的一刻，幸得老師提點而選讀中史科。因文憑試的成績令我決心於大學四年繼續選讀中史科，亦有幸獲大學教授提名，成為全港十名獲獎幸運兒之一。

我在中史科能夠考獲佳績，實有賴中史老師的教導。中史科除了需要背誦能力，亦需從多角度分析、理解史事。在這三年高中生活裏，我除了強化思維能力外，亦鍛鍊了堅忍毅力，為我踏入「新世代」的社會作好準備。

祝願各位選讀中史科的師妹能於文憑試取得佳績，從歷史學習中培養更多的人文素質！



與友校師生及香港中文大學歷史系主任黎明釗教授(右三)交流、合照

中國語文科

寓學於樂 激發語文潛能

朗誦組——發展聲、情、意結合的表演藝術

第六十八屆香港學校朗誦節本校得獎同學

中四甲班 曾穎琳	中四級粵語散文獨誦	冠軍
中五丙班 羅緯瑛	中五級粵語散文獨誦	冠軍
中一乙班 梁芷晴	中一級粵語散文獨誦	亞軍
中一乙班 林穎欣	中一級粵語散文獨誦	亞軍
中二丁班 劉煒樺	中二級粵語散文獨誦	亞軍
中四甲班 馮心妍	中四級粵語散文獨誦	亞軍
中五丁班 陳杏怡	中五級粵語散文獨誦	季軍



辯論組——訓練思辯能力

第十一屆「善言巧論：全港學生口語溝通大賽」
中學文憑組小組討論項目（粵語）本校得獎同學

中六丙班 黃穎雪	卓越論手獎
中五丙班 李慧琳	小組優異獎



寫作組——提升創意思維

編輯組——學生作品結集



快樂學語文



學科展覽



拼詞遊戲

Reading is an important building block of our school life

Learning & Teaching



1st Reading Prize Giving Ceremony



New Member Training



My Reading Club by Pinky Lam



1st Book Fair



Borrow-book-to-get-lucky-saying Activity



Writer's Talk by Ms. Christine Cappio on Cultural differences



Information Literacy Training Workshop I by H.K. Public Library



Talk on e-book Introduction



Britannica Online & E-book Reading Report Competition Award Presentation



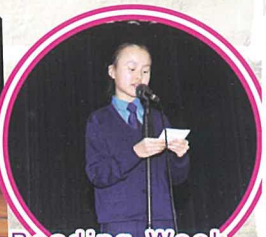
Reading Week (7-10.3.2017)



Reading Week - 2nd Book Fair



Reading Week - Chinese Language Reading Activity



Reading Week - English Language Reading Assembly



Reading Week - Mini-reading Carnival

Studying abroad - Is this the best choice for you?

6D Belle Choy

It used to be true that Hong Kong students tend to receive local university education; however, things have taken such a sharp turn that more and more parents believe that foreign education transcends local ones. Hence they are sending their children to study overseas. In view of this, I think it's worthwhile to examine this trend thoroughly.

Prior to discussing the benefits and drawbacks of this vogue, it's important to understand the underlying reasons of such an act.

To commence with, some parents view this as a platform for their children to explore more possible career opportunities. After completing schooling in foreign countries, one will return with a new perspective on culture, language skills, a great education and a willingness to learn. It's undeniable that these attributes are very appealing to future employers. Maximizing teenagers' potential is what every parent wants so it's totally understandable that they're eager in sending the young ones abroad.

The fact that studying overseas serves as an eye-opener to sharpen one's competitive edge constitutes only part of the many factors. Training children's independence is one of the numerous goals apparently since adolescents in Hong Kong are usually reliant, lacking actual experience in dealing with adversities solely by themselves. The process of studying abroad is, for most teenagers, a valuable chance for maturing their thoughts and demeanors as they have to manage everything on their own, look after themselves and sort out personal affairs. These are demanding tasks undoubtedly but are also indispensable journeys one must face sooner or later. Parents understand this very well and given that most of them are financially capable, they opt for foreign education.

Now that we've come to understand what's behind this proliferating trend, you might be interested in knowing whether or not this is the path which you should pursue. When examining this issue, there're particularly two predominant stakeholders, namely local schools or in a broader sense, Hong Kong, and students receiving foreign education. Taking a closer look at the impacts on these two parties may tell us which side is more tenable.

First and foremost, local schools are somehow the beneficiaries since teaching can be facilitated with the same amount of resources but fewer students. University students are no longer passive learners—they're the ones who feverishly acquire a multitude of avenues to explore more on their own, which means that libraries, computer rooms and laboratories are certainly essential for each and every one of them. Thus, fewer local students suggest that schools can be a better place for self-directed learning since resources will appear to be more sufficient.

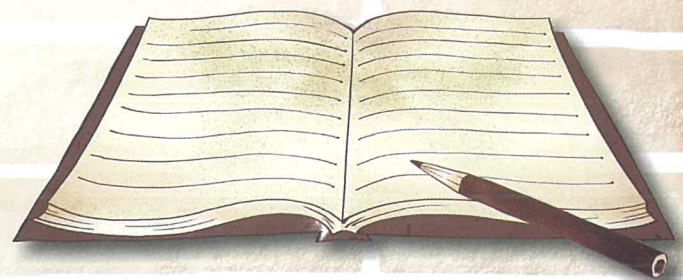
Nevertheless, if we view this from the societal perspective, it's not hard to spot out a problem. Decreasing number of local

university graduates may, in some sense, be equivalent to a flow of assets to foreign countries. Nobody can guarantee that foreign graduates must return to Hong Kong and contribute to their hometown after having completed their studies. I believe some may simply be fascinated by foreign cultures and are determined to reside there. While there're fresh graduates who are willing to work in Hong Kong, I do believe local industries lose their competitiveness to some extent.

Switching our focus to the ones studying overseas, we can easily identify innumerable advantages. Students will be able to hone their language skills, especially English, which is conducive to their communication with people having different cultural backgrounds, religious beliefs and nationalities. In the long run, they shape themselves into insightful youngsters who are receptive to ideas. Unlike local universities, foreign schools are like a big melting pot that students all over the globe learn together harmoniously. Diverging opinions regarding the same issue must be inevitable but once disputes and skirmishes are over, students will gradually understand the importance of acceptance and tolerance. Growing up in this scenario is incontrovertibly a blessing for youngsters.

Yet, not all cases are successful. We're not unfamiliar with news involving students who have gone astray due to a lack of parental supervision and countless temptations. Humans are naturally inquisitive and so are adolescents. Living in foreign countries inevitably appears more carefree, which implies that students' routines can be more flexible but some may take advantage of this to engage themselves in some unhealthy activities like loitering outside, taking drugs and drinking alcohol. They do know that these aren't what they should do but temptations are too overwhelming and irresistible. Having no guardians even exacerbates the situation.

In essence, it's manifest that students choosing to study overseas can both be the beneficiaries and the victims, and the same applies to local schools together with the entire society. Personally, it all depends on the needs and characters of students. That is to say, those who are disciplined and self-reliant should have no problem studying abroad whereas others who tend to be rather impulsive and impressionable may find local education a more desirable option. You understand yourself best so I think the key is to look for a way which truly suits your personalities and fulfills your aspiration.



Intercultural Exchange Experience

Kerry Cheng (5D) and Kathy Kong (4C) who had joined a 10-month overseas exchange programme unanimously claimed the experience makes their lives a difference. Apart from enhancing their problem-solving skills, both of them become more independent and proactive in making new friends.

Inspired by her mother (a returnee of AFS), Kerry decided to take a gap year to learn the language and culture of Austria.



Kerry was lucky enough to be allocated to a good high school and a host family in which both host parents could speak English well. All Siumingians will surely envy her half-day school and leisurely family life. In summer, she could read story books in their garden with a swimming pool.

Compared with Kerry, Kathy encountered more ups and downs in her exchange year. Originally, she planned to follow the footsteps of an AFS returnee to explore Russia. Owing to political instability, she was forced to change her mind. In Belgium, she had changed host family three times and was involved in a traffic accident. What's more, she was affected by two bomb blasts in Brussels and a bomb threat in her district. In retrospect, Kathy admitted that they were good chances for her to achieve independence.

When asked about their unforgettable experience, Kerry got happy and miserable memories. She recalled her terrific class picnic in a skiing resort in Salzburg excitedly while she bitterly regretted not joining the farewell camp. She felt so depressed that she had been crying for two hours on her way to the airport. In fact, she will not forget being scolded by host dad for a half-day.

Kathy had a mixed feeling with her first host family as she spent seven months getting along with them. Being vegans, the host parents did not prepare any meat and snacks for Kathy. Lucky enough, her last host family was superb. She took pleasure in joining all the AFS camps especially the Orientation camp in which she made many new foreign friends. She also seized an opportunity to try skating and snowboarding.

The major difference they could spot between teenagers in Austria or Belgium and local teens is their learning attitude and style of living. Generally speaking, teenagers in Austria and Belgium take less initiative in learning and are rather casual in their clothing. Kerry was shocked to find that some of her friends were wearing the same clothes for the whole week. It is interesting to note that Austrians treat lunch as an important meal while they finish the leftovers for dinner.

All in all, the one-year exchange program opens Kerry and Kathy's mind to a new way to view the world. They also create friendship across cultures that will last a lifetime and bring back skills acquired that can be used for a lifetime.

Interview with Evelyn Pietras

Evelyn Pietras has left her family in Denmark and come to Hong Kong to seek intercultural learning opportunities. Britney Chu (3C) who is also Evelyn's buddy, interviewed her about her experience in Siu Ming as well as in Hong Kong.

Britney Chu (B) : Why did you join the exchange programme?

Evelyn Pietras (E) : As early as when I was in 8th grade year, I heard of such appealing exchange program. Then I spent the next 2 years trying to convince my parents to let me study abroad.

Living a fairly easy life can sometimes leave people with fewer opportunities to grow. Hence, I think it's time for me to take on a challenge and get away from the familiar life. I intend to put myself in situations that I have never experienced before.

B : Is there anything that you would like to achieve when joining this programme?

E : Well, I hope traveling to another country without my family would help me grow up, at least to get a clearer idea of what I really want to do and also am capable of doing in the future.

B : Any challenges?

E : Learning Cantonese is a challenge because I still haven't learned any Cantonese yet. Yet, I did learn a bit Chinglish! HaHa!!! In fact, I am feeling great that I have had fair share of challenges, that means self realisation and learning for me. I am grateful that there are some amazing friends who have been especially lovely during my difficult times.

B : What are the main similarities and differences about being a student in Denmark and in Hong Kong?

E : The first thing comes to my mind is the use of computers in Danish school. In Denmark, we can bring our computers to school every day for homework, note taking and e-book learning. Actually, the amount of pen and paper used in Hong Kong brings my memory back to my elementary school when we did not use computers or mobile phones.

The next thing is school uniform. In Denmark, we don't have any school uniform. There are basically no restrictions on clothes, hair, nails, accessories, makeup and whatnot! However, I am glad that I don't need to makeup and choose an outfit in the morning. More sleeping time!!

B : How about school life?

E : Like all of you, we stay in the same classroom for lessons and sit for examinations. However, in Denmark, a large part of the social life in school revolves around partying and drinking. It's nice to have classmates whose life don't just revolve around alcohol!

B : How's your life in Siu Ming?

E : As far as I know, there seems no girls' school in Denmark. It's surely a fun experience for me to study here. You know, I have fewer subjects and lighter workload than you guys. I can enjoy my student life better.

B : How about living in Hong Kong? Any likes and dislikes?

E : It's weird to think about I

dislike Hong Kong. Living

in Hong Kong is certainly a

brilliant experience. There

are a lot of things I like

about Hong Kong, such as

the brilliant food and the

convenient MTR system. I

am going to miss living in

a wonderful city which is

easy to go to somewhere cool and have fun. I will miss how

cheap it is to eat out here! Back in Denmark, I am only able

to eat out with my friends on special occasions.

B : It seems our city is superb. Really?

E : Perhaps teenagers of Hong Kong are not as well respected

as those in Denmark, where teenagers are very independent

and are trusted with responsibility, almost being equal to the

adults. Some viewpoints of Hong Kong people are rather

conservative.

B : If you are asked to conclude your exchange experience in

one word/phrase/sentence, what would you say?

E : "Exchange isn't a year in your life, it's a life in a year."





本校校長及老師與五十八位日本星美學園的師生合照

日本星美學園到訪

今年三月十六日，近六十位來自日本星美學園的師生到訪本校，與同學進行了一整天的互動及交流。同為母佑會學校，兩校同學見面倍感親切，而且透過交換電郵聯絡，成為朋友。

此外，本校四月舉行了一次五天日本東京遊學團，除了到訪不同大學，了解海外升學的資料外，更會到日本星美學園交流，同學亦有機會寄宿及體驗在日本家庭生活。



與2C班同學一起進行詩歌朗誦



協助整日活動的老師們



同學對自己的作品都感到相當滿意



課堂體驗：合力設計時裝



整天活動過後，大家都感到依依不捨。



日本學生送給Buddy的小禮物



享受聊天的時間



同學一起分享午餐，十分歡樂



終於找到以電郵聯絡的Buddy了



專心聆聽日本同學準備的簡報

課外活動與領袖訓練

課外活動組為配合學校發展目標——培養學生領導能力及提升自信心，繼續以「學生主導」為主題，希望各學生組織能夠舉辦更多有創意、有素質、有內涵的活動，服務學校的同學。

（一）領袖訓練

學校於下學期為全體中三同學安排一次領袖訓練，目的是透過活動、討論和實踐，讓初中同學認識到她們將會是未來的領袖，讓她們裝備好自己，迎接高中的挑戰。



獲勝隊伍表現優秀，展示出出色的團隊合作精神和領導能力



同學手牽手組成魚網，圍捕場中的「小魚」



每一組同學都要想辦法用身體的一部分去組一個圓形

（二）學會活動

今年，每個學會都要舉辦一個由同學親自設計、有別於以往的活動。不同的學會都各出其謀，務求創辦更新更好的活動給會員參與。其中，課外活動精英小組為所有領袖安排了一次訓練，科學學會和數學學會就聯合舉辦了數學及科學探究活動。



同學們都十分投入，努力完成任務，嘗試在混亂的情況與他人溝通。



活動完結後大家都對這次活動進行反思，了解這個活動所帶出的訊息以及如何將所得運用在工作上。

課外活動精英小組：

5C 李慧琳

二零一七年二月十三日課外活動精英小組為了提高學生領袖的領導技巧、溝通和合作能力，特別設計了一個遊戲，讓同學了解在現實中如何運用技巧處理團隊合作中的困難。

這次的遊戲需要同學戴上眼罩，大家只能用手去猜測各自手中的筆的種類和數量。而終極任務就是要在遊戲結束時，報上全組不同種類的筆的總數量。

這次遊戲旨在訓練學生領袖幾個技巧。首先是溝通的方法，遊戲剛開始時，每位同學都十分著急，爭相發表意見，令大家不能清楚聆聽其他同學的說話內容。正如平時我們組織活動，如果每人都各執己見，只顧發表自己的意見而不願聆聽他人的話，行事效率會大大降低。幸好，各組都很快找到一位「領導者」，帶領同學逐一說明他們的想法。

其次，是分工合作的能力。這個遊戲需要極高的團體合作精神，每人都要配合組別的進展，但同時亦要清楚自己應該要記住哪一個文具種類的數量。在現實生活中我們難免要與不同的人合作，因此若沒有分工合作的精神，很容易會拖慢工作的進度。

最後，我們希望讓同學認清領導者的重要性。在一片混亂的場面中，如何能帶領組員一同完成任務，這是一個具挑戰性的考驗。若沒有領導者，組員容易會失去方向，嚴重減低處事效率，浪費不必要的時間。因此，在一個團隊中，必定會有領導者引領他人，給予指示，以令工作變得順暢，提高工作效率。

這次活動亦令我們課外活動精英小組的同學掌握到應如何有效地舉行大型活動，分配人手到不同的崗位工作，處理一些突發事情，例如活動超時或提早了完成應如何處理、物資出現不足的情況下應如何解決、每組的人數與預計不同應如何管理、如何能在有限的時間中讓各位同學都做到反思活動等等。

科學學會、數學學會：

5C 楊嘉雯、5C 林婉婷



科學學會和數學學會一同舉辦這次活動，同學們能夠借此機會參與到跨學科的活動。

今次的活動由科學學會和數學學會合作舉辦。是次活動由數學探究開始，參加者在全校不同的地方找出並回答隱藏的數學問題，到達集合地點後，再分組進行科學實驗。同學都十分投入，積極參與。

籌備活動的過程中，我們遇到很多困難。由於舉辦活動經驗不足，導致在準備物料、場地、時間上與預定的情況出現了很大的落差，場面也相對地混亂，參加者一開始都顯得有點手足無措。幸好，經過我們更詳細的解釋後，活動能夠正常地進行。除此之外，這次活動是課後活動，但由於宣傳不足，因此參與人數比我們預期少。

這次活動後，我們獲得很寶貴的經驗，亦見到了自身的不足。我們察覺到人手分配的重要性；在籌備活動時，必須要有後備方案，以便發生突發事情時也有相應的對策；要有應變能力和表達能力，當發生意料之外的狀況時，作為領導階層必須在短時間內作出抉擇，然後清晰地表達新的安排。

這次活動令我們在領導能力方面有很大提升，例如如何與同學溝通、合作將活動舉辦好；按照不同同學的能力分配相應的工作，提升效率；處變不驚，冷靜分析情況，做出正確的判斷。



參加者們十分專注，聆聽活動指引和注意事項，以成為第一個完成任務的優勝者。



同學對這個科學探究實驗有濃厚的興趣，大家一起合作，尋找形成泡沫的原因，從中分析實驗的科學原理。



同學走遍全校，仔細尋找任務紙條。他們須在不同地方找出數學題目，想到解決方法後，返回集合地回答該題答案才算是完成任務。

(三) 學生領袖焦點小組

為了解各學生領袖的需要和她們在舉辦活動時的困難，課外活動組老師邀請了來自不同學會的主席或副主席在本年的二月及三月參加學生領袖焦點小組。同學們就著學校的課外活動氛圍、學會舉辦活動的困難、領袖訓練的內容等不同範疇給予了很多極具意義的意見，讓老師們更了解領袖生們的需要，從而可以提供更合適的幫助。



奉獻自己 服務社區

葵青區青少年社區服務計劃暨比賽 2016-2017

活動簡介：

此活動由葵青區青年活動委員會主辦，荃灣、葵涌及青衣區中學校長會及香港聖公會麥理浩夫人中心協辦。本年度大會繼續以「關懷幼弱社群 同創共融社區」為主題，鼓勵區內中學生籌辦一些關懷社會上弱勢社群的活動，促進社區和諧。

本校今年由九位中四同學，分成兩隊，以「讓學生成為學習經歷設計者」（Student LED）的模式，透過「計劃、實行、反思」（P.I.E.）的活動策劃過程，籌辦了一系列活動，分別服務區內的隔代教養家庭和低收入家庭。

校風及學生支援



活動前簡介



小孩子充滿好奇探索的精神，你依然對萬物感到好奇嗎？

「菁悠五月」計劃內容和學生感言：



找到了屬於你的興趣嗎？

4B 廖毅權、4C 陳可柔、4D 陳曉慧、林穎彤

今年我們設計了一系列的社區服務活動，旨在透過活動推動社會和諧。我們的計劃為「組·父母」，意為使各家庭團結，讓隔代教養家庭能融洽共處。活動內容多元，涵蓋郊遊、興趣班及考察活動等不同內容，從多方面教育著手，宣揚不同年齡融洽共處、積極溝通的訊息。

在整個計劃中，令我們最深刻的是評判說的一句話：『誰沒有在過程中遇到困難？』對，有誰沒遇到過困難呢？又有誰遇到的困難是容易解決的呢？現代人，大多都功利地只重視結果而非過程，所以往往一面對困難，便會容易放棄。義工服務的結果是無法量度的，因為活動的成效可能要很多年之後才會展現出來。「一千個人眼裡有一千個哈姆雷特」，而對我們來說，活動的價值源於我們的熱誠和努力。活動的成果和影響沒人知道，但我們深信我們的努力會在各人心中發芽成長。

面對落敗，得之坦然，失之淡然。旅途上，有黑暗寂靜和陽光和煦的時刻；發掘到社區深處的人情味，也讓我們反思與家人的關係。也許我們走得匆匆，身邊有太多事情都被我們遺忘了。有時候停一停，收穫到的可能更多。「落其實者思其樹，飲其流者懷其源。」作為初生牛犢的我們，很珍惜這次的機會，感激社工的幫助和學校的支持，還有義工同學和參加者令人動容的鼓勵和積極的參與，是您們讓我們風雨無阻地前進和成長。

縱然我們各人皆有長處、短處，但集合起來，我們能互補不足。我們五人希望能把有如五月初夏的活潑帶給我們所服務的人，意志堅定而不懈怠，在悠長的人生中鍛煉自己成為社會中的菁英，繼續關懷社會上不同的群體。

菁悠五月，是對服務對象的一份承諾，亦是我們對自己的一份期望。



多溝通，可以令家人相處得更融洽

「瞬間看香港」計劃內容和學生感言：

4C 蔡沛珊、曾楚棋、4D 李淮筠、蘇曉晴、邱悅童

我們的計劃名稱是「瞬間看香港」，計劃內容包括派發聖誕禮物及定向遊戲，服務對象是葵青區內一些低收入家庭的小朋友。

我們與社工於聖誕前夕在基督教香港信義會葵盛信義學校外的公園向五十位小朋友派發暖包、零食、文具、冬季保暖小貼士及玩具等聖誕小禮物。每位收到禮物的小朋友，都需要寫一張心意卡，為區內的長者送上祝福。我們將收集到的心意卡掛在自製的手工聖誕樹上，放在社區中心內展出。

另外，我們在葵盛東進行定向遊戲。小朋友透過提示，去指定位置進行有關香港文化、政治及環境的遊戲，遊戲完成後便可獲得提示，找尋下一個目的地。

活動感言及反思

由九月到十二月，經過無數次的會議以及討論，我們最終能夠成功進行由自己所構思及策劃的活動，我們都感到十分滿足。小至採購聖誕禮物、包裝聖誕禮物、製作定向遊戲的道具，大至帶領小朋友穿梭葵盛社區玩不同的遊戲，我們都親力親為。最初在設計活動的時候，我們需要想一些既適合小朋友玩而又可以令他們從中學到知識及有所得著的遊戲，因為要從很多方面去考慮遊戲的可行性，例如安全、趣味等，感到非常困惑和煩惱。但小朋友在活動中的投入，以及雀躍和興奮的表情，都給予我們很好的回饋，讓我們都感到滿足和開心。

另外，我們亦透過策劃是次活動提升籌備活動的能力，訓練我們從多個角度考慮活動的可行性，例如參加者的感受以及遊戲的趣味性等，務求令整個活動更完善及進行得更順利。是次計劃也能加強我們的團體合作精神。從構思活動到真正實踐，都是靠大家互相幫助及扶持，計劃最後才能順利進行。我們也非常感激能遇到彼此，願意一起承受挫折，一起捱過難關，一起慶祝成功。活動亦能提升我們的應變能力。雖然計劃有社工在旁幫助我們，但有很多地方我們仍然要自己嘗試去做，自己去處理。

本區內的兒童大多是出身於低收入家庭，他們的父母需日夜工作以賺取金錢來維持日常生活的開支。派發聖誕禮物讓我們能拉近我們與區內小朋友的距離，更加了解到他們的需要。我們透過一份簡單的聖誕禮物，關懷他們，令到他們展現笑容。兒童大多獨自在區內的公園玩耍，透過定向活動，我們將小朋友分成小組，令他們互相認識以結交朋友。從另一角度看，此活動令社區漸漸充滿樂也融融的氣氛，帶領社區變得和諧融洽。

最後，希望將來更多人能夠留意到自己區內一班幼弱社群的需要，主動關懷他們，令他們能夠更加愉快地生活，而且讓這些幼弱社群融入社區，創造一個樂也融融的社區，每個人都能夠擁有快樂的生活。



活動讓獨自在區內公園玩耍的小朋友互相認識，成為朋友。

Tsuen Kwai Ching Joint-School Student Exchange Program (2016-2017)

1st to 3rd March, 2017

Participating Schools

- CCC Chuen Yuen College
- Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
- Ho Fung College (Sponsored by Sik Sik Yuen)
- SKH Lam Woo Memorial Secondary School
- Tsuen Wan Public Ho Chuen Yiu Memorial College
- Tung Wah Group of Hospitals Chen Zao Men College



At the end of the exchange programme, the Principal, Sister Anita and the Vice Principals, conducted a friendly sharing session with the exchange students.



Our Inter School Exchange students were gathered before the Statute of Sacred Heart of Jesus, for a precious moment before their departure.



The Principal, Sr. Anita Kwok, the Vice Principals, Mrs. Liao and Mr. Chan were pleased to take a photo with the nine exchange students.

Exchange Students receiving their Attendance Certificate and souvenirs



Chan Chung Yan (CCC Chuen Yuen College)



Natalie Chang (SKH Lam Woo Memorial Secondary School)



Cheung Wing Yan (Ho Fung College, Sponsored by Sik Sik Yuen)



Leung Yuk Yiu (Ho Fung College, Sponsored by Sik Sik Yuen)



Lau Shun Ying (CCC Chuen Yuen College)



Leung Yan Long (TWGHs Chen Zao Men College)



Hui Cheuk Ki (CCC Chuen Yuen College)



Ho Suet Nam (Tsuen Wan Public Ho Chuen Yiu Memorial College)



Yu Yee Yeung (SKH Lam Woo Memorial Secondary School)