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保良局馬錦明夫人章馥仙中學

Newsletter

NICER CFSers

2019-2020



造福社區的奉獻精神
Dedication to Serving
the Community

願景

幼有所育，少有所學，
壯有所為，老有所依，
貧寡孤因殘病者皆有所望

Vision

Children are nurtured,
Youngsters are educated,
Adults are supported to contribute,
Elderly are cared for,
The less fortunate are
lightened with hope.

使命

成為最傑出、最具承擔的慈善公益機構，
發揮保良精神，以善心建善業，致力保赤安良，
護老扶弱，助貧健診，培德育才，揚康樂眾，
實踐環保，承傳文化，造福社群

Mission

To be the most prominent and committed charitable
organisation. In the Kuk's Spirit to do good deeds with
benevolence. Dedicated in protecting the young and the
innocent, caring for the elderly and the underprivileged,
aiding the poor and healing the sick, educating the young
and nurturing their morality, providing recreation to the
public, caring for the environment, passing on the cultural
inheritance and bringing goodness to the community.

價值觀

秉承傳統 與時並進 以人為本
關愛感恩 優良管治 務實創新
廉潔奉公 安不忘危 善用資源
注重本益 專業團隊 愛心服務

Values

Fine traditions, Accommodate the
current needs, People-oriented, Care
and appreciation, Sound governance,
Pragmatism and innovative, Integrity,
Vigilance, Optimal use of resources,
Cost-effectiveness, Professional team,
Service with heart

Editorial Board

Contributors:
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2A Him Choi
2A Angus Lam
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5A Jacky Liu
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Ms. Kristy Cheung
Mr. Marc Trottier
Ms. Cynthia Tang
Ms. Bonnie Au

Our school is like a big family and it is our students' second home. It is a place where students can live in harmony and know that everyone cares about them.

Once a student enters our school, he or she becomes a CFSer. This CFSer identity is shared by all Cheung Fook Sien College students and is cultivated as they grow from carefully planned experiences focused on their learning and personal development. Students acquire knowledge, skills and become better people through a well-balanced curriculum that includes both formal and informal learning components. With our strong emphasis on whole-person development, opportunities are provided for students' moral, intellectual, physical, social and aesthetic development. Since this journey of learning and personal growth is done together, every CFSer becomes connected and develops a shared identity.

There is a common goal for all CFSers – to become NICER. Becoming NICER does not simply mean becoming a good person. NICER is an acronym that identifies targeted qualities that should be cultivated by every CFSer. These qualities have been identified because they are crucial to the positive and healthy personal and social development of the future leaders of our society. The NICER acronym can be adapted to fit everyone's personal goals, but here is just one example of what it can mean to become a NICER CFSer:

N – Nice: CFSers are polite and well-liked by others.

I – Inquisitive: CFSers are curious and active learners.

C – (self-)Confident: CFSers are full of confidence and have a good understanding of their personal strengths and weaknesses.

E – Excellent: CFSers excel in their persistent pursuit of achievements and improvements.

R – Resilient: CFSers are able to face adversity and overcome obstacles.

Once a CFSer has built up certain NICER qualities, he or she will then build up others. It is a process of continuous improvement.

Education is the process of bringing changes to improve human lives. It is our mission to provide a solid foundation for the nurturing of future generations while fostering a strong sense of togetherness and connectedness. CFS College must be the right option for you.

Be a CFSer and be NICER!

Law Tat Kwong
Principal



同學們在章馥仙中學融洽相處，互相關懷，宛如一個大家庭。章中，是他們的第二家園。

當每位章中同學踏入這個大家庭，便會擁有一個嶄新的身份——章中人(CFSer)。我們重視學生全人發展，為同學們提供不同學習機會，讓大家在德、智、體、群、美各方面有所發展。除了正規課堂外，我們亦提供多元化課外學習元素，讓同學們在均衡的課程中獲取知識和技能，成為更優秀的人。同學們透過我們不同組別細意策劃的學習活動，增長學識，見證個人成長。大家共同學習及經歷，建構了一份獨有的聯繫感，這正是章中人(CFSer)共同身份的由來。

除了CFSer 這個身份，章中人還有一個共同目標，就是要當上NICER！NICER 是一個首字母縮略詞，代表我們期望每位章中人須培養及具備的素質。我們相信這些素質有助他們建立積極進取的態度和健康正面的人生觀，為成為未來領袖作好準備。NICER 有助同學實現個人目標。以下是其中一些舉隅：

N - Nice (和藹可親) 即章中人(CFSer) 有禮，善解人意，受他人歡迎

I - Inquisitive (愛鑽研的) 即章中人(CFSer) 有好奇心，愛發問，主動學習

C - (self-)Confident (自信的) 即章中人(CFSer) 有自信，充份了解個人強弱

E - Excellent (卓越的) 即章中人(CFSer) 追求卓越，能持續進步

R - Resilient (適應力強) 即章中人(CFSer) 逆境自強，能克服困難和挑戰

每當CFSer 建立了某些NICER 特質，便會發展其他素養，持續進步，不斷自我完善。

教育提升人們的素質，為社會帶來進步。我們的使命是為未來主人翁提供穩健的培育基礎，讓我們的學生在親密無間的聯繫感和團結有愛的氛圍中，茁壯地成長。章馥仙中學必定是年青人的一個好選擇！

Be a CFSer and be NICER!

劉達光校長



E-learning

1 What is e-learning?

Creative

2C Grace Yeung

COVID-19, also known as Coronavirus, has been spreading around the world since the end of 2019. Hundreds of thousands of people have lost their lives. In order to make sure everyone is safe, schools have been closed since late January and will remain closed until further notice, which means possibly even the whole semester! We are recommended to stay at home and practise social distancing to prevent the virus from spreading. With classes suspended, we have turned to online learning to continue our studies. Here are a few of the common online learning tools we have been using:

Google Classroom

It distributes assignments to students and allows teachers to grade them. Teachers can monitor the progress of each student so it is very convenient. It also allows students to keep track of what they need to do.

Google Meet

It is the application where we “meet” our teachers and attend live lessons. Teachers can share their screens with the students, so it’s like using a blackboard or a screen in the classroom. We can also use our microphones to ask questions and simulate the interactions we would normally do in a face-to-face lesson.

Edpuzzle

With many educational videos already available on YouTube, teachers can adapt these resources to create interactive, self-paced lessons in Edpuzzle. Students will encounter either open-ended or multiple-choice questions at certain points in the videos to check their understanding.

Nearpod

Feeling bored with regular PowerPoint presentations? By using Nearpod, teachers can create presentations that contain quizzes, polls, videos, images, collaborative boards etc. for students. Students can access their teachers’ presentations through codes and interact with the media.

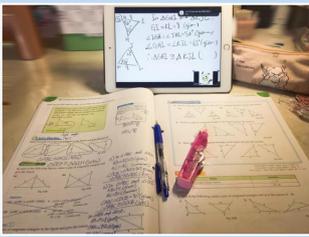
It is hard to imagine how we could have coped with this situation without the help of technology. Even though e-learning had been incorporated in our normal lessons before, we have definitely seen more creative ways of learning online since the class suspension began. Hopefully the virus will be gone soon so that no more people will suffer and we can go back to our normal lessons as soon as possible.

2 My e-learning at CFS

Responsible

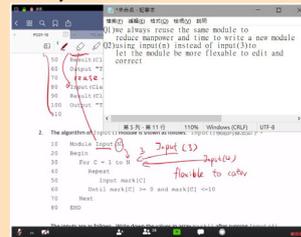
1C Serenity Cheng

While COVID-19 persists, we cannot attend lessons at school and can only rely on online applications for lessons. We primarily use Zoom and Google Meet. Although it is less convenient than face-to-face lessons and teachers cannot interact with the students as well, there are still many benefits to learning online. For example, students are less shy about answering and asking questions. Since you can’t see everyone, you can directly ask questions through the mic or even in the chat box in live lessons. For me, I always prepare my notebook in front of my iPad because I jot notes during the online lessons - just like normal days.



5A Jacky Liu

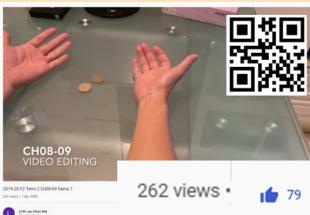
As ICT students, we use computers in almost every lesson during normal lessons. So, e-learning is in fact more convenient for us to do our classwork on the computer while listening to the teacher. Also, since we hand in homework on the Internet, the teacher can give us our assignments in Google Forms. The answers are pre-entered in the Google Forms. When we submit our answers, the system marks our work for us and we just need to wait for the “computer” to compare our answer to the teacher’s answer. It is easier and quicker for us to get our mark and know what we have gotten wrong. Lastly, it takes less effort to keep our notes tidy since the note-taking apps offer templates that are easy to use. It makes jotting notes more interesting.



Mr. Lawrence Lau

Am I a YouTuber?

Had you ever imagined that we could have online lessons for more than 3 months? I hadn’t. The coronavirus pandemic changed everything and created a new reality. We stay at home; we practise social distancing. However, it doesn’t change the CFSers’ passion for learning. The class suspension has provided us with opportunities to explore all possibilities in learning and teaching. I used to dream of being a YouTuber. I have now made over 100 videos. One of my favourites has got over 262 views and 79 likes. Please watch, and of course, comment, like and share.



Ms. Cynthia Tang

Most people focus on how teaching and learning can stay “business as usual”. For me, I believe teaching is not the only task I perform. While I can still transmit knowledge to my students in various ways thanks to technology, the thing I miss the most is my interaction with students outside of lessons. There were a few times where Mr. Lau K.Y. and I conducted chat sessions with 1C as class teachers. We showed each other our pets and simply chatted about life. Everyone suddenly became more enthusiastic about talking than they had been in our online lessons. These mini chats reminded me how important it is to connect with students and stand by them, especially at a critical time like this!



③ e-learning: A Crisis or A Turning Point in Education?

Critical thinking

5B Ann Yu

A few months ago, every morning when your alarm clock would wake you up with its deafening sound, you must have wanted to shout, "Why do I need to wake up now? Why can't I stay at home to study?" Then, unexpectedly, the coronavirus turned the whole world suddenly topsy-turvy and the unimaginable became reality. Now, teachers and students can only rely on e-learning to conduct their routine lessons.

I guess when you are having your lessons through Zoom or Google Meet, almost all of you want to roar, "I hate this world!" for a moment because of all the technical problems. Not everyone has a router with a great Internet connection and a computer of their own. Relying only on smartphones makes it quite difficult to learn effectively online. For instance, because of the tiny phone screen and recurring connection issues, the words on the slides are often unclear. If a family does own a computer, but more than one child has a lesson at the same time, siblings may squabble over the only computer available. It's a tricky situation.

Another stumbling block when engaging in e-learning is the lack of monitoring and support from peers and teachers. On the screen, everything is flat. As a teacher, you can only give support to your students verbally. As a student, you can only study alone. We can't make real connections with others when we are only relying on e-learning. As time goes by, teachers and students might feel they are isolated and don't have the motivation to keep going. Besides, most of the time teachers can't see students when they are having a lesson. Thus, it is difficult for them to get visual cues or responses from students. Similarly, students find it difficult to have discussions with peers. It's natural students cannot study as effectively as before.

You may want to ask, "There are so many problems with e-learning! Why are we still doing it?" Of course, at this critical time, we have no choice but to resort to e-learning. However, this experience of e-learning has in fact reshaped how people think about learning fundamentally. In some respects e-learning beats real time lessons. Flexibility is a major benefit. Let's talk about the flexibility of time first. Some teachers record videos of the lessons and they are posted on Google Classroom. In contrast to classroom teaching, they don't need to follow the timetable to conduct lessons. They can have their own time arrangement. For

example, students can choose the time to watch the video and the teacher can choose the time to record the video or conduct lessons.

Also, there are benefits in terms of the flexibility of space. Students and teachers don't have the limitation on space now. We can learn even if we can't go to school. It's true that we're all confined to our homes, but we don't need to be confined to our desks. We can study in our bedroom or on our living room sofa. One day, we'll be able to revise these lessons anywhere we like, whether it be on a bus or in a cafe.

In addition, we can't deny that there are more resources on the Internet to support students' studies. Apart from the videos and other information posted by their teachers, students are encouraged to conduct self-directed learning and explore the limitless resources available on the Internet. Through the Internet, students can find recent news, interesting articles or even online courses from famous universities. Their learning is not confined to textbooks anymore.

Despite shedding light on new modes of learning, this e-learning experience can't replace real lessons. The emotional support and atmosphere of real lessons are indispensable to a full education. But now, even if we can't assemble in the classroom, we still need to keep studying. We must adopt extraordinary measures during these extraordinary times. Thanks to technology, the limitation of space is no longer a barrier to our learning. The flaws of e-learning are nothing when compared to the fruits of continuing our studies amid this difficult time. It may not be a perfect solution during the school suspension, but e-learning is the best choice that can tick the most boxes for now.

In the blink of an eye, the pandemic suddenly made us take a giant leap and venture into the unknown world of e-learning. Seeing no end to the pandemic at this point, we should take baby steps to develop and adapt to e-learning. It must be challenging for everyone. Nevertheless, if we can help and support each other, we definitely will hurdle the obstacles we will face. To end on a positive note, when the pandemic ends, this experiment of e-learning can perhaps bring new modes of learning to light.

Memories

2A Him Choi and 2A Angus Lam

English Days were fascinating! From 4th to 5th December 2019, students in different classes made their marvelous game booths. Each class's booth had their own special characteristics and many of them were well presented and delightful. There were also busking booths set up by the S5 students and game booths by S2-4 students. The Best Busking went to class 5S in which one of the students could play piano so well that he attracted lots of votes. He was the spotlight of the day!



Students at the game booths were standing on their chairs holding cardboard signs, yelling their catchphrases, asking students around them to join their excellent games and to vote for their game booths as the best game booth.



Alumni interview - Mr. David Or

Change is the Only Constant

Change

(Class of 2015)

5B Pansy Tsang and 5D Jojo Cheng



"Distinguished guests, ladies, and gentlemen, I am greatly honored and humbled to speak on behalf of my fellow engineering graduates..."

While I was watching the video of CFS alumnus David Or's graduation speech in HKUST, I was shocked by his performance. He spoke in English fluently and confidently. He was under the spotlight. During his speech,

the audience was so quiet and everyone concentrated on his speech.

David's secondary school life may be far behind him, but it is still very relatable to us. He joined different ICT competitions since he liked logical thinking and coding. Like almost all teenage boys, he usually played basketball with his friends in his leisure time. He was outgoing and fearless, but, like many CFS students, there was one thing that David was afraid of - English. To our surprise, David couldn't speak in English as proficiently as now during his secondary school life. "At that time, I felt ashamed when speaking in English because I thought I spoke it so badly and it wasn't worth trying if I couldn't speak like a native speaker," David said. Therefore, he avoided every chance to speak in English lessons.

After graduating from PLKCFS, he realized that it was time to make some changes. First, he changed his mindset towards speaking English. In the past, David was afraid to speak in English because of a lack of confidence and he was afraid that he would say something wrong. By the time he got into university, he understood the most important thing is to simply speak confidently. "I shouldn't be afraid of speaking in English," David said to himself. Starting from that moment, he spoke to people of different nationalities actively and confidently. Moreover, he made up his mind to connect

schoolmates together. "I wanted to bring the engineering students together, to bridge the students and the school, and challenge myself to step out of my comfort zone. Therefore, I became the President of the Engineering Students Union and also an Engineering Ambassador," he said. His university life ended with a happy ending - a chance to be the student representative in the congregation - and he felt proud of it.

Now, David is a technical analyst at a European investment bank. He uses his computer science knowledge acquired from the university to handle computer problems. He also communicates with clients and understands their problems. In his team, he is the one and only Hongkonger. Therefore, he needs to communicate with his colleagues in English. Now, he is not afraid of doing so anymore. David maintains a good relationship with his colleagues. On working days, they usually go to play basketball after work, have a meal together, or have an after-work tea. Sometimes, David even brings them around the city to explore Hong Kong local culture. Recently, because of the epidemic, they can't work together, but they still share their normal lives through video calls on Zoom or Skype.

Everyone makes changes when they are faced with different situations. Changes may bring you an unexpected "gift"! "There is an animal that I hope CFSers can learn from - the duck. It seems that it swims effortlessly. However, it in fact moves its feet extremely hard underwater where people cannot see," David said. Learn from the duck and perhaps one day you will transform into a swan like David has. Who knows?



Excitement



Many students were queuing up for the thrilling game booths. There were students who were showing other students the instructions on how to play the games. Some of the booths were colourful and spectacular.

On 16 October 2019, there was the S5 Inter-class Storytelling Competition. Each class sent 4-5 students onto the stage. They all tried hard to do their best to present their stories. Impressive. They look so excited! While 5D got the Most Creative Story Award, 5S won the Best Story Award! Congratulations!



The S1 and S4 Choral Speaking Competitions took place on 30 October 2019. In this photo, you can see this class was imitating a monster. How creative! The judges were also paying much attention to grade the performances. 1A and 4C won the championship in their forms. Well done!

「2018年穗港澳臺青少年足球賽」

本校足球隊有幸獲邀出席由廣州地區政協香港委員聯誼會等穗港澳臺四地機構攜手合辦的「2018年穗港澳臺青少年足球賽」。是次交流活動，讓我校足球隊可以和穗港澳臺四地青年人互相觀摩、切磋砥礪。本校足球隊隊員透過運動及球賽促進球技交流，拓寬了視野。



後排（由左至右）：陳家鍵老師、伍錦樂同學、李光煒同學、鄧境樂同學、黃文栩同學、陳諾霖同學、曾學祺同學、趙俊生教練
前排（由左至右）：張樂晞同學、文柱良同學、王靖韜同學、余威霖同學、陳俊華同學、方蔭陶同學、洪浩林同學、呂志鴻同學



來自穗港澳臺四地的足球精英雲集在此，在交流前，大家來一張大合照。



隊員士氣高昂，準備和友隊切磋球藝。



我校足球隊是在次交流比賽中獲得了港區第二名的殊榮！



劉校長親身到球場為一眾隊員打打氣！



「兩雄」首次交鋒，先來一個「先禮後兵」。



一眾足球員拍照留念，記下這次難忘的經歷！



活動感言：

陳諾霖同學
在這次的足球交流團，我不單能見識了其他地區球隊的實力，我還明白了「只要不放棄就會邁向成功」的道理。記得在交流比賽，我們遇上實力比我們強的廣東隊，我和隊友商量策略，我們採取了防守為主戰術，務求拿得1分。面對強敵，我們並沒有因為他們的威勢而退縮，我們反而齊上齊落，一起防守！在比賽過程中，隊友們互相鼓勵，在沒有失誤下，沉著應戰。在不斷的跑動中，我們揮灑汗水，享受比賽的快樂。1分1秒的過去，意味着我們距離成功越來越近，我不斷地告訴自己及隊友，這是我們獲得最好的結果：和波收場。我們在這次作賽中，使我們明白到只要不放棄就會有回報，不論有多困難，憑著我們全隊的努力，便會成功！

黃文栩同學
在中五時，我們代表學校到了廣州的番禺參加「穗港澳臺青少年足球賽」，我感到十分難忘。兩日一夜的行程雖然短暫，但我們獲益良多，更有幸為校爭光，獲得了港區第二名的殊榮，使我們十分驕傲。與其他學校和地區的足球好手交流比拼後，我們才發現他們實力之強勁，亦明白到自己不足的地方，是一趟非常深刻的旅程，希望師弟日後也會有更多同類的機會！

陳家鍵老師
我和一眾足球隊隊員感謝保良局給予了我們參加了是次「穗、港、澳、臺」青少年足球賽的機會。無論對於同學、老師、教練，這次足球交流活動都是一個彌足珍貴的經驗，讓我們能跟來自不同地方，同樣熱愛足球的青少年聚首一堂，進行了一場又一場激烈的足球競技。透過深入的交流，我們親身見識到不同的球隊的獨特之處，從他們身上取長補短，力求進步。各隊員和不少技術精湛的友隊球員切磋，交流心得，我相信同學一定獲益不少，拓寬了眼界。相信這次寶貴的交流經驗定必會讓章中隊員的足球生涯增添色彩。

Happy Friday 2.0

Form 1

1B 同學Happy Friday 2.0的活動是在課室看電影。同學覺得非常開心因為這是同學第一次的Happy Friday 2.0，認為可以增進對學校的歸屬感。



Form 4

至於中四，有班別外出進行活動，例如4B班一起去唱卡拉ok，亦有班別到Party Room玩遊戲，亦有班別選擇留校和同學一起共同享用午餐，還有和其他班別一起玩閃避球，十分有益身心！

他們亦表示在Happy Friday 2.0中感到前所未有的開心，希望同學們在未來的Happy Friday 中能發揮更多得著。



Form 2

Form 2大部分班別在Happy Friday 2.0都到戶外玩耍，例如2D班到了Super Park，亦有班別到迪士尼、Party Room等玩遊戲，還有班選擇留在校內，在課室和同學一起打機，共享午餐等，很愉快。

同學在Happy Friday 2.0大部分的感受都是開心的，又能在這些活動中學到團隊精神。相信他們在今次的Happy Friday 2.0中也創造了屬於他們班的美好回憶。



Form 5

Form5的班別都Happy Friday 2.0進行了不同活動。在活動期間，同學增進了班內的團結精神，同學都很享受這次的Happy Friday 2.0活動，大家都流連忘返，他們亦很珍惜這次活動。



Form 3

3B用Happy Friday 2.0的時間在班房進行聖誕班際才藝表演的準備，他們分三組練習排舞。3B同學都十分用心和認真，團結地編排五分鐘的表演，亦非常感謝學校給同學們一起相處的時間。



Form 6

這次的Happy Friday 2.0不知不覺就成了中六同學的最後一次了。各班都進行了各式各樣有趣的活動：有些班別留在學校玩Party Games，有些班別則去了迪欣湖，有些班別更玩了水彈。相信都比埋頭苦幹地溫習來得高興，同學們都能夠暫時拋下了DSE的煩惱，放鬆一下，好好地紓緩壓力。所以很感謝學校給中六同學寶貴的時間聚在一起，揮灑青春，希望中六同學都留下了一段美好的回憶。

校園生活剪影

中一迎新營 (23/08/19-24/08/19)

校園生活多彩多姿，同學一起共同創造屬於自己的青蔥校園回憶！一個學年，校方為同學舉辦不同類型的活動，令同學好好享受校園生活、一起融入「章中大家庭」！



章中新鮮人的感言：



1A 林慧圓同學
青澀的中一章中校園生活令人難忘，教人成長。認識新同學時，大家好不靚腩，課室內瀰漫著尷尬的氣氛。但經過相處及參與章中豐富的活動後，大家越來越熟絡及團結。在章中的校園生活也給予我們更大的自由，我們可以踏出校門享受午餐，組織活動。老師，學生會及班會認真接納同學的意見，當然，我們也應該更加自律守規，處理事情也要更加成熟。

我在章中的校園生活快樂而充實。每一個「我」逐漸變成「我們」，希望我們越來越成熟和強大，成為出色的人。

1A 吳鳴謙同學
剛進入章中學習，我就發現這裏和小學迥然不同。記得在正式上學前，學校安排了兩天的迎新日營給我們中一新生，令我們可以適應環境和結識新朋友。開學後，學校有各式各樣的活動給我們參與，例如參觀、旅行、Happy Friday等，還有朋輩輔導員的聚會，有什麼困難都可以向師兄師姐求助。另外，這裏的同學、老師都非常友善的。在這年的點點滴滴，都叫我難忘、深刻！

1C 黃浩然同學
在家裏，可以感受到家庭的溫馨；在校園裏，可以享受學習的愉悅。如果說，學校是我們的第二個家，老師便是我們的第二個父母，在這半年的校園生活中，不斷地引領著我們。

每一天的早晨，學生們隨著風的懷抱步進校園，每當走進課室，映入眼簾的是同學們吵吵鬧鬧地嬉戲著。展開每天的課堂後，老師提問的每一個問題，都是讓我們進步的階梯。到了小休時間，同學們便打成一片，好好享受著放鬆的感覺。漸漸的，我開始融入了「章中人」這個大家庭。

我的校園生活真是變化多端，每一刻發生的事都令我更融入這個大家庭。我當了半年的「章中人」，想必以後的校園生活肯定會讓我變得不平凡，令人熱切期盼！



1C 鄭悅朗同學
如果說，家是一個給我們溫暖的地方，那麼章中校園就是我的第二個家。在這短短的幾個月來，時間雖短，我卻感受無限的溫暖。

每天的早晨，我伴隨著小鳥悅耳的歌聲和輕柔的風走進校園裡。步入課室，先入耳的是同學們的歡聲笑語，能讓我充滿活力的聲音。鈴聲響起，便開啟了一天之中的學習。在課堂裡，我們會熱烈地討論問題，會抓緊時間抄寫筆記，會爭先恐後的發言。

在下課後，同學們紛紛走出課室，跑到操場上，有的揮起了球拍，有的踢起了足球，有的打起了籃球，也有些同學會站在課室外的欄杆邊，與朋友聊天，感受著微風輕撫，陽光灑落在臉上，放鬆上課時疲倦的心情，為下一節課作準備，讓自己在上課時也能精神抖擻的。

我的校園生活是我的平凡的一天中的點綴，使我的每一天都充滿了欣喜和充實。

中四紀律訓練 (17/10/19-19/10/19)



4D 簡浩仁同學
令我最難忘的，
是第二天下午的竹筏
活動。當天，我們看
完教練的示範後，便
開始製作自己班的
竹筏，然後搬到水
中，分組划向遠處的

浮標後折返。我們班每一位同學都要花力氣划動竹筏，努力向前。我們在比賽過程中拼命地向前划去，站在岸上的同學也聲嘶力竭地為作賽的同學打氣，我深深感受到團結的力量。看見大家在這個下午的拼勁和堅持到底的精神，我們都把一切成敗拋諸腦後，心中充滿喜悅。

在這次三日兩夜的訓練營中，我學會了團隊合作的精神。我們通過合作取長補短，力量原來會比自己一個人做事更大，從而得到意想不到的結果。第三天早上的義工體驗活動，令我印象深刻，有人擅長計劃活動內容，有人擅長炒熱現場氣氛，也有人擅長照顧他人需要。通過我們全班的合作，每人發揮所長，在短時間內能完成任務，大家一起共享快樂！



4D 葉斯晴同學
「章中之星是我們，4D精神無得頂，志聰志聰我愛你！」
這句話不斷在腦海中掠過，往事如縷縷炊煙般裊裊升起，訓練營
的種種回憶湧上心頭。

出發前，感到忐忑不安，害怕會與傳聞一樣「吃泥吃草」，
「昆蟲多不勝數」等。但經歷過後，心裏卻是慶幸，亦獲益良
多。其中最為深刻之一便是划木筏！

當天，明媚的太陽下，我們要製作木筏，大家同心協力，
不一會兒便完成。這不是重點，重頭戲是接着下來的
比賽。每人穿着助浮衣，握著船槳，準備划木筏。
我是第一輪划的同學，抱著緊張又期待的心情。
「一二三，一二三……」每人一邊大喊，一邊用盡全
力地划。不斷划，不斷划，手臂不時感到酸痛無力。
當時，我曾有一絲想放棄的念頭，但見到旁邊的同學
使勁地划，岸上的同學一直呼喊著「加油！」，令我不敢鬆
懈，咬緊牙關，用力地划。如果是我自己一人划，我想我早就放
棄了！但是，當和我的同學一起時，好像有魔力般推動我。這就
是所謂的「團隊精神」吧！雖然在三輪
的計時賽我們班失利，但是我覺得沒有人輸了。因為我們都用盡全力，為自己
班奮鬥。

這次的訓練營不但獲益良多，也是
我中學生涯其中一個難忘的成長印記！



全校秋季旅行 (18/10/19)



秋高氣爽，全校一起出
遊。班主任和同學一起
燒烤，享受美食。



沙灘上，同學揮灑汗水，
留下美好的回憶。



聖誕班際才藝表演 (20/12/19)

年度的壓軸活動——
班際才藝表演，各班同學
各出奇謀，傾盡心思，盡
力爭取最佳的表現！



中文版編委會

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