



九龍工業學校

Kowloon Technical School

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中一家長迎新日 2015(14/7/2015)

五十五周年校慶師生校友足球邀請賽(30/11/2016)

校長的 話

「祝大家鼠年身體健康、學業進步！」一個遲來的農曆新年問安。在大家齊心抗疫下，全港學校終能於六月全面復課。今次全球性疫情，讓我們甚或全世界醒覺到幸福平安非必然，提醒我們要好好珍惜擁有及在學時光，更要為風險作好準備，俾能逆水也可行舟。

反思過去四個月，為確保停課不停學，老師都積極為各級同學預備了自學材料及作網上授課。最初不論同學或老師對網上教學均感覺不太適應，網上點名、網上虛擬課室管理、網上會議軟件使用、視聽教學工具等等，多少都帶來一些壓力，並且須多付心力。但在兩位副校長、學術事務組、資訊科技教育組、時間表管理組及各教學助理共同努力下，終能協助老師、同學，甚或家長克服種種困難，於四月初能夠全面開展網上課堂學習。當然更要感謝各位班主任

老師給同學的「陽光電話」，讓學校知道他們在家中的學習困難以及家庭經濟情況，好使社工及輔導老師能給予適時支援。

常說在九工讀書的同學是幸福的。在此不得不提心繫九工，情牽學弟妹的校友，他們在聽聞學弟妹遇到網上學習困難後，主動雪中送炭，慷慨捐出一百部WiFi蛋及多部二手手提電腦供有需要的學弟妹取用。在各方支援下，同學的網上課堂出席率普遍不俗，高中尤佳。期望同學能夠奮發學習，他日傳承各校友的關愛精神，造福母校，貢獻社會。

轉眼間已到了本人服務教育局的最後日子，有幸於五年前加入九工大家庭，於人生路上與大家相遇相知。猶記得初到九工時，遇到新的校園文化、新的人事及新的學生面孔，心想可能需要一段時間適應，然

新能源新世代嘉年華及中學太陽能車設計比賽(7/10/2017)

而在各同事的襄助下，很快便再上軌道，更秉承各前任校長、老師、家長及校友共同建立的優秀學與教文化，帶領九工繼續邁步向前。

九龍工業學校屹立於長沙灣道上，有著近六十年的歷史，多年來培育了不少工業技術專才和行業的翹楚，見證了香港的經濟騰飛，亦隨著香港的經濟轉型而蛻變成。如今九工校名雖然仍冠有「工業」二字，但已是一所不折不扣的文法中學，課程涵蓋文、理、社、工、商。寬廣的課程配合各式各樣的多元學習活動，滿足了不同能力和性向的同學需要。

九工同學給我的印象是，純品、活潑、知規守禮、有秉賦潛質、可塑性高，在學業、體育、藝術、領導才能等範疇各有所長，部份同學奮力求進之餘更熱心服務學校和社區，深得本人及區內街坊讚許。



校友會同樂日2018(28/11/2018)

趁此機會我感謝各老師團隊在過去五年為輔助同學成長、生涯規劃、提升成績、開闊視野、啟發潛能、實踐所學、爭取學與教資源、處理校務等所付出的一切努力，這令九龍工業學校能穩步發展。

退休在即，回顧三十二年的公職生涯，共服務過三間官立中學，在此本人就以三間官中的校訓、座右銘及辦學宗旨與各位老師及同學共勉。第一間是服務了十八年的觀塘官立中學，校訓是「勤謙自處、誠信待人」，觀中給同學的座右銘是「盡本分、盡我能」。不錯的校訓和座右銘，為我的教學生涯帶來重要提醒：機會固然會留給有準備的人，但只要盡力而為，即使沒有準備的，機會也會隨之而來。第二間是服務了九年的龍翔官立中學，龍翔的辦學宗旨是「人人有潛能，個個可成功」。一點也不錯，常說：「十隻手指有長短」，各人才能有不同。不過成功與否，還是端賴大家有沒有抓緊時間，把握時機，努力奮進。九工的校訓是「貫徹始終」，正好提醒我們做人處事，要有始有終，不能尸位素餐，更不應輕言放棄，將來回望過去，人生可無憾矣。

祝願各位同學在老師的諄諄教誨下能夠自強不息，須知天道酬勤，唯勤能使各人學有所成。執筆之時正值九工踏入六十週年，亦祝願各位老師在未來日子工作順利，協助九龍工業學校繼續發展，綻放鑽禧光芒！



愛爾蘭節—木工車床和石刻工藝製作(5/3/2018)



Apple Bobbing (30/10/2018)



北京市第五十七中學訪校(7/5/2018)



粵深港青少年科技創意與實踐交流邀請賽(21/11/2019)



校友會晚宴 (17/11/2018)



瑞典交流團訪校(26/2/2019)



五四百年風雲英語話劇匯演與五四百年青年論壇暨《少年中國說》
閱讀後感中文寫作比賽頒獎禮(7/5/2019)



畢業暨頒獎典禮(13/12/2019)

疫境下的生命教育

「宅在家，但不宅於心」

生命教育組

成長於繁華都市的我們，每天的步伐緊密，節奏急促，營營役役的過著追趕的日子。要停下來，喘喘氣的機會似乎也欠奉，更遑論留在家中，享受一刻「忙裡偷閒」，這實非輕易所得。

世事難料，豈能預測。自今個年頭開始，新冠肺炎開始肆虐，病毒不斷蔓延，全城悉力抗疫。在這一刻，沒有人會告訴你疫情會何時減弱、何時消退，甚至何時終結。心中總有點點忐忑不安，奈何一切完全不在你掌握之內。

歲月的巨輪不斷向前推進，往事卻並不如煙。於我腦海中不期然浮起十七年前一幕一幕的舊畫面。那一年，記得很清楚，是2003年，沙士的陰霾籠罩香江，人心惶恐不可終日，市面經濟深受打擊，四處冷清蕭條。全港學校也停課了，印象中也有五十多天，學生無須上課，留在家中溫習。每天最關心的就是感染數字的升降，各人衷心期望全城儘快可以恢復原貌，大家可以除下口罩過回正常的生活。雖然事過境遷，但昔日情景，仍是歷歷在目。

歷史好像重覆又重覆的，祇是「主角」轉換了。今次來襲全城的是新冠肺炎病毒，比起當年非典型肺炎病毒更富「智慧」，更難捉摸，更具殺傷力。病菌潛伏期長，患者感染後未必即時發病，卻有機會傳染他人，儼如「隱形殺手」，遍佈四方，防不勝防。病菌傳播力甚強，社區感染人數冉冉上升，每天仍有新增個案，無論年長或年輕的，都有感染的機會。學校最終也宣佈停課了，這是我教學生涯中的第二次長期停課，是一個悠長的停課歲月。跟沙士時期迥然不同的是目下這場抗疫之戰並不是短暫之戰，可說是一場持久的「戰疫」，絕對不可掉以輕心。

從這時候開始，無奈的「宅」在家了。沒有上學授課的日子，沒有正規工作時間的日子，沒有直接碰面與學生溝通的日子，沒有跟朋友聚舊攀談的日子，沒有郊遊抒壓的日子。這一切，這一切，剎那間又真的教人措手不及，不知如何是好。還好，可能是久經人生操練，立時整理思緒，調節心態，將從前應變的經驗化成現今應對的策略，盼望同心抗疫，在疫境中自強起來，助人助己度過難關。

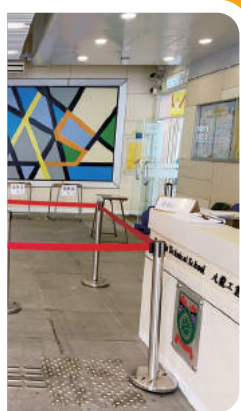
疫境當前，似乎可以為學生做的工作實在有限，在家中學習網上實時教學技巧外，心中也嘗試在學科知識外向學生傳遞點點生命教育訊息，讓學生於疫情嚴峻的環境下，要學懂生命反思，心懷同理心，抒發感受，生命也得以滋長。全球都被疫症包圍，各地都悉力抗疫，云云動人故事曾打動無數人的心扉。學生從平淡的停課



生活中，也可從教材的內容中明白「天地有愛、疫境有情」、「學會感恩、學懂珍惜」、「邁步向前、自強不息」、「疫境暖流」、「希望與幸福，您我都擁有」、「疫情下的生命光輝」、「我的生命意義」、「以生命影響生命」，他們的心就會明朗化，自然就不會被「宅」起來了。

新冠肺炎疫情持續，「宅」於家接近三個多月了，飽經歷練的我輩，多少已學懂處變的人生態度。梁啟超先生有言：「凡事不在乎客觀的事，祇在乎主觀的心。」生命中，有風有雨，但別忘記了也會有陽光。面對人生的每一個衝擊，或許可視作一番考驗；面對壓力，可視作推動力；面對艱辛，又可視為挑戰。正面的思維產生正面的能量，帶動心境的開放就不囿於空間的局促。

回首疫境，人生感悟自所難免。一場疫情，讓我們明白，親人的陪伴是最幸福的，遠方的關顧是最窩心的，健康的身體是最珍貴的，平平安安的日子才是最快樂的。近日，四方問候的訊息也多了，「盼望，春暖花開；希望，喜訊頻頻；渴望，早日疫除；祈望，幸福安康。」直直道出了無數人的心願。



中一至中三全級生活教育 (星期三)

11-3-2020 (星期三)

主題：「天地有愛，疫境有情」

各位同學細意觀賞以下生命教育網上短片：



《平凡的天使》

<https://www.youtube.com/watch?v=N-xQLINftXQ>



《stay with you (武漢加油)》

<https://www.youtube.com/watch?v=fDhqI9GwnWA>

《堅信愛會贏》

<https://www.youtube.com/watch?v=U6TosvrAoKA>



觀看影片後，同學們細想短片的內容，復課回校後可向同班同學們分享個人感受。

【齊齊思考】：

1. 中國武漢，新冠狀病毒肺炎疫情相當嚴重，不少人也受到感染。醫療人員悉力照顧病患者，奮不顧身救治病人，這種捨己為人的精神，你心中有何感受？嘗試構思一些鼓勵或支持的說話。
2. 在這群醫護人員身上，你可以學習得到甚麼品德的教育？

(承擔責任、關愛他人、珍惜擁有、感恩回報……)



疫情下的學與教

九龍工業學校 劉偉華博士

2020年初，新冠狀肺炎肆虐本港，教育局宣佈延長新年假期，繼後再宣佈停課。究竟如何做到「停課不停學」，學校和老師費盡心思、各出其謀，務求學生不斷學、不潰志。這個挑戰確實不容易應付。不過挑戰與機遇是一物的兩面，這個時候正是檢視如何達到教育局《中學教育課程指引》（2017）中提倡的利用資訊科技促進自主和互動學習的良機。相比17年前因沙士疫症而停課時的電子學習環境，今天已迥然不同。無論硬體和軟件，以至網絡傳輸速度、雲端硬碟、應用程式、電子學習平台等皆有極大的進步。

停課下，老師的學與教的方式不得不有所改變，電子學習平台亦成為學生自主學習的途徑。由二月開始，學校和老師即利用不同的電子平台發放消息和傳送各個科目的自學課程。就我的觀察，停課期間學與教方面有幾個明顯的階段性變化。停課初期，老師嘗試利用不同的電子學習平台和應用程式，將紙本的教材製作成電子學習材料。例如一般學校皆設有eClass和Google Classroom，老師將教學資源如題目、圖像、影片、簡報、文本等應用在電子平台的教學和評估工具裡，並利用自動評改功能減省老師批改的負擔，同時給予學生即時的回饋。在停課不停學的大前提下，各持分者亦提供不同的資源支援電子自主學習，例如教育局及長春社主辦的「月旦人物——中國歷史人物小故事比賽」，通過網上閱讀和簡單的問答引導學生認識中國古今的偉大人物事蹟；出版社亦開放網上資源供老師和學生應用。有老師化身為youtuber，錄製網上教學，亦有以簡報形式，配上影像、音樂、旁白，將平面的文本教材變成有影像，有聲音，有文字的立體電子教材。老師亦按各科目的特性選擇適合的電子學習平台，例如中史科利用Sutori來編輯自學課程，以講故事的方式將課程內容生動地傳送給學生。

正當老師們挖盡心思，各顯其能的時候，學生的學習態度又有什麼變化呢？一般認為現代義務教育源起於十八世紀的普魯士，開始有統一的上課時間，統一的考核標準，老師教授專門的科目。學校制度的演進，慢慢地成為孩子發展全人格教育的場所，德智體群美五育並舉，學生在學校與同學互相砥礪，德智駢進，現在脫離學校環境，生活習慣也有所變化，沒有在學校時的規律化。這時候老師們又嘗試利用一些隨身多人視訊會議電子應用程式如Zoom, Google Meet等，進行實時教學。這些應用程式雖然容易應用，但對老師來說畢竟是新鮮的事物，需要摸索和實踐，總結經驗，優化網上教學形式。例如在設定上要小心謹慎，要查核身份才容許學生進入網上課室。實時教學提供一個老師與學生繼續進行學與教的平台，再結合網上評估工具，可以保持學生基本的學習狀態。



實時教學提供一個老師與學生繼續進行學與教的平台，再結合網上評估工具，可以保持學生基本的學習狀態。

學生習慣於學校的規律化生活，上課有時，下課有序，成為潛意識的行為模式。當老師和學生初步嘗試過網上教學的情境後，學校開始編訂全面的網上實時課堂時間。學生重新適應規律化的學習生活，為復課後的學校生活作準備。實時課堂雖然有其功能，但始終不及老師在課室裡的面對面教學，學生感受不到課堂上的喧嚷熱鬧，喜怒哀樂。老師在課室裡傳道解惑，與學生相處互動，這是網絡世界所不能取代。

前事不忘，後事之師，總結這次停課對學與教的影響，對往後推動電子教學，促進自主學習皆有所啟發。其一是學生須要建立電子學習的恆常習慣。停課期間學生進行電子學習時，常見忘記登入戶口和密碼，或不知道如何尋找電子課業的位置等，這些皆因平日沒有嘗試過電子學習，或尚未養成恆常習慣。其二是學生的電子裝備未能充分配合電子學習。學生多以手機進行電子學習，但是手機五花八門，配置不一，於是在進行電子習時出現種種問題。相信將來教育局資助清貧中小學生購買流動電腦裝置計劃更為普及時，硬件的問題可應刃而解。其三是學與教的模式將會加入更多電子學習的元素，利用不同的電子評估工具如google form, Edpuzzle等應用程式，使學生在課堂內外進行持續的學習和評估。老師亦可利用自評功能，查核學生做課業的進度，以及了解學生對知識掌握的情況。

世事變幻莫測，凡事有預則立，不預則廢。疫情是否重來，誰人能知？科技的猛進，如5G高寬頻的應用，人工智能技術的突破等等，將對學校的學與教模式帶來翻天覆地的改變，這卻可預見。

謹附筆者在停課期間利用Sutori電子學習平台製作的「中國近代史知多少之抗日戰爭」自學課程以為觀摩。



《疫情下的生活》

3C 譚錦晴

二零二零年初香港出現了新冠狀肺炎的病症，並且開始蔓延。農曆新年過後我從大陸回到香港，疫情開始嚴重，教育局宣佈延長農曆新年假期，不久更宣佈全港學校停課。於是我就開始渡過一個好像沒有盡頭的假期。這段時間，我很少出外，又沒課堂上，感到十分納悶。學校為了我們停課不停學，安排了網上實時課堂，讓學生在家中也可以學習。

在一個陽光明媚的早上，我第一次上網課，那個時候我腦袋裡想像著老師會怎樣上網課，同學們又是怎樣聽課的，我滿腦子疑惑，於是打電話問同學們怎樣上網課。畢竟之前我們上課都是按照傳統的方式，同學們在教室裡坐着，老師就坐在在黑板前的電腦台那裡，然後我們就看着投影到屏幕上的教學簡報，一邊聆聽老師的講解，一邊做筆記或工作紙，但上網課就看不見老師和同學，只在電腦或手機的熒幕看老師的教材。

上網課時老師會先把實時課堂的時間表傳到同學的郵箱裡，然後把上網連結放在時間表上，並且規定同學準時上課。老師都是用Zoom這個電子平台來進行實時網上課堂。老師將教學材料電子化，或將一些教材放到電子學習平台。同學每天都要按照時間表來上課，完成老師指定的網上功課。網上功課的分數和出席率會作為下學期考試的部分分數，學校會參考這些分數和出席率來決定同學升班還是留班。

第一次上網課時老師跟同學都有互動，可是我總是感覺著一種孤獨感，總覺得少了點什麼，沒有真實課堂的熱鬧氣氛。雖然上網課可以放輕鬆一點，可以一邊上課一邊吃東西，不過我感覺好像脫離了群體，平時在課堂上可以跟旁邊的同學說說悄悄話，可是上網課就沒辦法了，因為沒有同學在我旁邊！

什麼時候可以回學校上課要待教育局宣佈，我天天在想著什麼時候可以像往常一樣回到熟悉的課室，但是疫情尚未過去，復課也有傳染的危險，我唯有望天打卦。一開始上網課時我的確有點好奇，又有點興奮，但上得久了，漸漸覺得還是回到學校上課比較好，所以我天天盼望著恢復上學，可是我又不想考試，不想有壓力，心裡有點糾結。好幾次教育局預計復課的日期，可是每一次都要推遲。這一次說五月底可以恢復正常上課，我有點懷疑能否成事。作為學生，在疫情之下我的心理很矛盾，很複雜，上課的時候總是盼望着放假，可是真的放假了又盼望着上課，你說是不是很難解釋呢？

希望這次疫情可以快點結束，那樣人們就不用每天都過著提心吊膽的生活，不用每天都戴上口罩，我也可以高高興興地回學校與同學們一起上鬧哄哄的真實課堂了。



Sustaining the learning of English over school closure



In a world hit by a global pandemic, over 15 weeks between February and May 2020, KTS became one of the many proactive online learning schools. The English Department, along with every other subject group, was tasked with sustaining and promoting online learning during that time. It was both a challenge and an opportunity.

The English Department embraced and adapted to this opportunity, this 'new normal' that was suddenly thrust upon them. It held regular daily lessons, through Zoom or Google hangout, as well as reading and writing lessons using other learning apps like Google docs, Google classroom or Quizlet. Aware that not all KTS students are "digital natives", the English teachers not only encouraged and sustained the academic side of students' lives, but also the social side of their day to day existence. A sensitivity to the needs and demands of SEN students was seen as a vital part of learning, and emotional needs were also considered when planning lessons. Even though students were not together physically, encouraging them to get organized in preparing and completing their work, through a very challenging time, was another very important element of each lesson.

All lessons focused on the students' needs and transdisciplinary texts and projects were identified as most important. Every

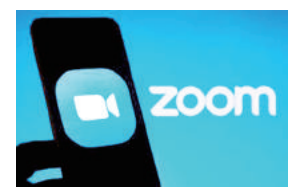
By Mr. Peter Russell

KTS NET Teacher

student learns in a different way and breaking things down was an essential part of the online lessons. Without being able to model and scaffold in a regular classroom, using whiteboards and breakout rooms became the optimal method of instruction online. Preparation was key and troubleshooting for future lessons was an important part of predicting, nurturing and focusing on the needs of the students. Breaking down walls became extremely important to get students to open up online. Humour appeals to KTS students and they enjoyed having their English teachers in a more private and relaxed setting.

Ultimately, teaching is about transferring knowledge and the English Department was faced with unique challenges in how to best approach this, especially in relation to those students preparing for their DSE exams. While other forms were given leeway to decide how best to use resources to complete assignments, DSE students were obliged to stick to the demands and prerequisites necessary to sit their papers successfully. This posed challenging conceptually to those teaching S.6 but high praise must be extended to all who contributed in helping final year students get ready for their state exams.

In what proved a challenging time for everyone at KTS, the English Department built and capitalized on the opportunities offered during a very unique time in world history. We look forward to getting back to more 'normal' times.



When Zoom meets Debating

By Mr. Christopher Lee
KTS English Debating Team



Debating is deemed fit for only students who excel in language, but at KTS we see potential in all, we see debating as a vessel carrying our students to explore the uncharted territory of language. The team has always put effort in gathering together students who have a passion in English and avail them with opportunities that are conducive to transferrable cognitive and presentation skills. Through taking part in debating tournaments, as well as friendly debates, students can polish their language skills; such skills can be deployed in other contexts such as public speaking, public examinations or even personal development.

'I can't wait for things to get back to normal. I want debate matches,' said Mr. Lee, with a wistful tone in his voice, in one of his audio messages. It's a commonly heard refrain in our team Whatsapp group.

Covid-19 undoubtedly puts debating tournaments on hold, but technology has improved, enabling the sort of intellectual encounter previously thought to require in-person meetings. The streaming

digital era breaks all physical barriers and makes the online debating tournament possible despite the social distancing restrictions imposed. Together with 4 other participating schools, namely South Tuen Mun Government Secondary School, Yuen Long Public Secondary School, NTHYK Tai Po District Secondary School and Lung Cheung Government Secondary School, KTS Debating Team explored the possibility of organizing the first ever online joint government school debating competition. Thanks to the dedicated teachers, teaching assistants, our principal, Mr. Wong Kwok Fai Francis, and Assistant Principal, Ms Tang Wai Man Wilma who showed generous support at the Debating Symposium on 22 May 2020 late afternoon via Zoom.

The matches will be conducted in late July at the Zoom platform, with Team KTS playing against NTHYK Tai Po District Secondary School and South Tuen Mun Government Secondary School against Yuen Long Public Secondary School. This is literally a breakthrough at KTS and inter-school debating competition history. Without the enthusiasm of our debaters, dedication of our staff and teacher coaches, Ms. Ng Yin Ting Irene, Mr. Christopher Lee and Mr. Yuen Wing Kin, and generous support from the principal, Mr. Wong Kwok Fai Francis, all these would not be possible. We hope all will enjoy this new venture.

How COVID 19 affects our life and how KTS students still live, learn and smile under the mask



In recent months, the disease known as COVID 19 has seen major increases in the amount of people it has infected. So much so that it was later classified as a global pandemic by the World Health Organization (WHO). As it has now become apparent that the malaise has spread out from its initial place of origin and has moved across the entire globe, it goes without saying that it has had profound impacts on the daily lives of most people on Earth. That unfortunately includes you and me.

One of the first and most noticeable changes in our daily lives is that it is now an unspoken rule of thumb that you should, if not must, wear a face mask whenever you go out. This applies to everything, even mundane errands such as going to the convenience store to pick up some foodstuff or making a small trip to the barber to get your messy hair done. However, I think it goes without saying that most people probably don't enjoy wearing a face mask wherever they go. It gets in the way of your breathing and makes you uncomfortable. You'll be perpetually smelling your own breath as it circulates around the small enclosed space of the face mask over and over, not to mention your lips start sweating after a while.

In addition, the pandemic has changed our lives with the norm of today's social-distancing. As a result of this change, many businesses such as bars, karaokes and nightclubs, places known for intimate socialization, have been forced to temporarily close their doors. However, some businesses have found some clever ways to incorporate the concept of social-distancing into the way they operate. For example, restaurants intentionally use empty tables to act as buffer zones as a means to separate tables of customers further away from one another, and using vertical shields propped up on the table to shield the customer from any potential pathogens lingering in the air. This of course changes the everyday dining experience of you and me, and for some people it may not be very pleasant to have such a huge obstacle stand in front of you whilst you eat. And of course, because of social-distancing, school has been suspended. This for students would usually sound great, but as the pandemic lingers on, it also deters them from spending their newly found free time with their friends.

S.6C Anthony Ip

With all that being said, it becomes apparent that we aren't exactly living in great times. So what can KTS students do to live learn and smile under the mask?

To live under the mask, you should also keep in mind that other than wearing a face mask, there is much more else to be done. Such as washing your hands properly for thirty seconds with soap. In addition, one should also practise social-distancing. I know that this may be hard for some of those who rely on their social lives for entertainment, but this may also be a great chance to put the extra leisure time to use, such as learning a new language, finding a new hobby, or just doing what you love, as long as it remains mostly indoors.

Apart from the effect on students' social life, they have also changed their "conventional way of learning", i.e., they have to attend virtual classes even though they want to resume their normal school life. Therefore, whether the lessons are virtual or not, you should always pay attention to the teacher. If you have any questions, you could feel free to contact the teacher online and ask them to explain something you don't understand. If you require extra resources for learning, you could try learning online through educational videos on Youtube and courses offered by various websites, some are free even!

Finally, the most important element to combat this disease is to stay positive all the time. How to smile under the mask? Exercise is the key. As many have stated before, exercise improves mental well-being, so exercise is key to maintain a healthy and happy lifestyle. This may at first seem like it contradicts the golden rule of social-distancing, but you will soon realize that there are many ways to exercise without even leaving your home. There are plenty of indoor exercise tutorials on Youtube that you may perform without ever leaving your home.

With all the suggestions above, stay positive, keep your head up, and be careful, and this whole pandemic should blow over like a soft breeze!



*“When the world is running down,
You make the best of what’s still around.”*

S.5C Designed by Ferrence Leung



In February, more than 200 passengers on the huge cruise ship, Diamond Princess were infected with the new coronavirus. The cruise ship was quarantined in the Japan port of Yokohama and thousands of passengers were trapped on the ship over COVID-19 virus fears. One of our S4 students wrote a letter of advice to one of the stranded passengers, Christopher, and tried to ease his mind and worry.

S.4D Reagan Lai

Dear Christopher,

After reading your diary posted on the South China Morning Post last week, I was quite worried about your situation right now. You have been quarantined on a cruise ship off the coast of Japan. I know you must feel stressed about yourself because many passengers on the Diamond Princess have been quarantined too. Unfortunately, you are staying in your room alone, it seems that you are living in jail. I hope I can give you some advice in order to ease your worries.

First of all, you mentioned that you were afraid of getting infected because of the lack of protection measures on the cruise. In this case, I have two pieces of advice for you. First, it is better to stay in your room, don't go outside. I think it is the best protection for you. If you want to go outside, you must wear a face mask. The face mask can protect you. Moreover, you should wash your hands frequently, especially after touching your mouth, nose or eyes; after coughing and sneezing. It is also important to wash your hands before eating and after using the toilet. Please also remember to wash your hands after touching the handrails or door knobs. If you keep my advice in mind, it can protect you from getting COVID-19.

The more worrying problem that you mentioned is about your mental and psychological health. I was sad to hear about that. I heard you have been staying in your room for a long time. I think the internet can be a good platform for you to vent your emotions. For example, you can use social media to contact your friends on Facebook, Twitter and Instagram. When you post some photos about your life on the ship, I think everyone will be interested in your photos and they will want to talk to you. You can use these platforms to contact your friends or family. Therefore, you can make full use of social media to stay in touch with your friends and family.

Indeed, I think you don't need to feel worried and depressed, remember to keep social distance with the other passengers, wear a face mask when go out of your room and always keep your hands clean, it is the best protection for you. If you feel lonely, please go on social media and contact your friends and family. It will make you feel better than before. Take it easy, and hope the pandemic will be over soon. Let's combat the virus and stay healthy together.

Regards,
Reagan Lai
from KTS



Greater control, greater harm

S.50 SUN CHUFEI

Recently, there has been heated discussion on whether there should be greater control over the sites students are able to access on the internet. Some people hold the view that monitoring the sites is conducive to students' academic performance and their mental health. However, I think their opinions are flawed, because greater control means greater harm.

To commence with, imposing tighter control on the sites that students visit is jeopardising their personal freedom. Students ought to be endowed with the right to visit a website without others taking a close watch on them. If this basic right is not guaranteed, students will be very concerned about what they are doing in the online world, and surfing the internet will no longer be a weekend leisure activity but an experience inundated with distress and worry. To add insult to injury, we already have numerous systems that censor the internet in modern society, with certain information likely to be deleted or filtered by authorities. Once we build another high wall in front of students, it is not hard to believe that their lives will only be filled with what adults think is good, and their opinions will be moulded into a sameness; their freedom of access to different information strictly limited.

Second, it is impractical to enforce measures that control the websites students visit. Our generation has been raised in a world with rapid development in technology. Thousands of new websites emerge every day and the number of netizens, among which adolescents are the majority, is growing at unprecedented speed. Therefore, students are capable of visiting a large number of websites, which means that it is unrealistic to impose greater control on every site they visit. What's more, it remains unclear whether the person visiting the website is an adult or a student, since plenty of netizens are anonymous and it is difficult to distinguish their true identity. According to a report from the Hong Kong Police, tracking someone online is not only a laborious task but also of high cost because extra technology talents need to be recruited. Given this, the measures are not easy to enact due to technical and financial impracticality.

Third, useful information could be filtered and may have an adverse impact on students' studies. It is true that imposing control on sites that students visit can prevent them from being misled by false information. Nonetheless, it is worth remembering that machines are not human, they are likely to filter out valuable content and thus become an obstacle for online learners. For instance, there are books that involve topics like racial prejudice or historical massacres, which filters basically think are inappropriate for students since they are related to violence or injustice. However, as a matter of fact, these authors often simply want to prompt students to question racial discrimination and arouse a sense of humanity. Pitifully, these ideas cannot be transmitted because of internet filters. In view of this, beneficial information may vanish if greater control is utilised.

Nevertheless, critics argue that imposing greater control can eliminate vast amounts of harmful content, like pornography and gambling, encouraging students to focus more on their studies. Indeed, some students do click on websites containing misleading information, and are easily distracted by it. However, putting filters on internet access is not reasonable. We already have many methods to control what students visit and see on the internet. For example, parents can set parental-control mode on their children's phones, thus stopping them from visiting harmful sites. Internet companies like Google can also set a default safe-search mode to stop sites displaying any insecure or explicit results to students. Therefore, imposing greater control is unnecessary and a waste of resources.

To conclude, having greater control on the sites that students visit is neither practical nor desirable. It will pose more harm than good and lead to a lack of inquiry, curiosity and creativity.



「歷史不會忘記我們，我們也不應忘記歷史。」

「牢記歷史、珍愛和平」國史學習系列活動

官立中學中史學習圈

中國歷史源遠流長，蘊藏五千多年文化知識。歷史的巨輪不斷向前邁進，「盛、衰、興、替」四個階段，不斷又不斷在每個朝代出現。一段一段的歷史似是重覆又重覆，循環又循環；升幕落幕，開國亡國，周而復始，活在後世各人的眼窩內，深深烙印在後世各人的腦海中。

去年12月是南京大屠殺82周年紀念，因此「官立中學中史學習圈」去年度首個中港協作的歷史活動就是「感恩戴德，牢記歷史，珍愛和平」——致湯馬斯·拉貝先生的感恩卡設計比賽。中港兩地同學以英文感恩卡形式，將感恩的說話寫給現居住在德國的湯馬斯拉貝教授(Professor Thomas Rabe & Mrs Rabe)。1937年日軍入侵南京，湯馬斯拉貝教授的祖父約翰拉貝先生(Mr. John Rabe)以人道主義拯救了數以萬計的南京人。藉著這項協作活動，同學們便可以表達對歷史的反思和珍愛和平的感受。「官立中學中史學習圈」的中港協作學校也踴躍參與，分別有九龍工業學校、皇仁書院、觀塘官立中學、觀塘功樂官立中學、龍翔官立中學及北京市第五十七中學。學生親手製作感恩卡，內容以英文形式書寫感謝的話語，各校作品加以評審後，優異的感恩卡會收集寄往德國湯馬斯拉貝教授，彰顯

中國人民珍愛和平、知恩圖報的博愛之情，也可以向其祖父約翰拉貝先生深表謝意。

1941年12月25日聖誕節，日軍佔領香港。在淪陷期間，東江縱隊港九大隊為抗擊日本侵略者而成立。今年1月8日「官立中學中史學習圈」舉辦「向香港抗日歷史致敬——訪談東江縱隊女戰士」聯校歷史活動。先邀請原東江縱隊港九獨立大隊、老游擊戰士聯誼會會長林珍女士蒞臨九龍工業學校講述昔日香港抗日事蹟，並見證東江縱隊在烏蛟騰與日軍對抗的悲壯歷史，讓學生先瞭解當年抗日片段，更能感受抗日英烈無私的犧牲精神。

後九龍工業學校及賽馬會官立中學同學聯袂前往大埔烏蛟騰抗日英烈紀念碑。林珍女士對同學詳盡講解碑文及憶述當年香港戰士英勇抗日情景，讓學生親身感受當年香港英烈抗敵無畏奮勇的忠義精神。透過默哀及獻花儀式，師生向烈士們均致以最崇高的敬意。

民族大義，國家尊嚴，身為中國人的我輩，永遠都不應該遺忘。我們不僅要牢記自己身分，更要發揮民族精神，一代一代承傳下去，讓我們對歷史仍充滿熱誠，讓更多人更明白歷史，更能反思歷史的真諦。

「向香港抗日歷史致敬——訪談東江縱隊女戰士」聯校歷史活動

原東江縱隊港九獨立大隊、老游擊戰士聯誼會會長林珍女士到校講述昔日香港抗日事蹟，並見證東江縱隊在烏蛟騰與日軍對抗的悲壯歷史。



老游擊戰士聯誼會會長林珍女士憶述當年抗日經歷。



官立中學中史學習圈內九龍工業學校與賽馬會官立中學合辦歷史活動。



林珍女士作為導賞，闡述昔日香港東江縱隊抗日事蹟。



林珍女士與九龍工業學校校長、副校長及中五中史組師生在抗日英烈紀念碑前合照。



高中中史組同學在抗日英烈紀念碑前獻花。



林珍女士與兩校師生向當年保衛香港抗日英烈鞠躬致敬。



林珍女士與九龍工業學校及賽馬會官立中學師生於烏蛟騰烈士紀念園大合照。

【國史學習系列活動同學感懷】

「感恩戴德，牢記歷史，珍愛和平」——致湯馬斯·拉貝先生的感恩卡設計比賽

50 梁芷茵

「滴水之恩，當湧泉相報。」這是我們中華民族千百年來時刻銘記在心的傳統美德。更何況是約翰·拉貝先生對我們民族的救命之恩，我們更應該永遠銘記，知恩圖報。

曾經，日本軍國主義肆虐，全面侵略中國，大量屠殺了三十多萬南京軍民，這慘絕人寰的血案，令人髮指。在那個危急時刻，有一位名叫約翰·拉貝的德國人，他不顧一切，利用自己納粹黨員的特殊身份，為二十多萬中國人提供棲身之所。他冒著巨大的風險，拼盡所能，保護當地的民眾，避過浩劫。他記錄了日本侵略者的殘暴罪行，期望揭露，並且供諸於世。

這次「感恩戴德，牢記歷史，珍愛和平」——致湯馬斯·拉貝先生的感恩卡設計比賽，給了我一種回到歷史的現場感。在設計的過程中，不禁代入其中，約翰·拉貝先生的勇敢和無私精神令我敬佩不已。儘管現在的我們身處和平時代，但亦當勿忘國恥，勿忘感恩之心。歷史不應該成為過去，而是要牢記在心，對於約翰·拉貝先生和在戰爭中給予我們民族援手的人，他們的人道精神和無畏義舉，中國人民永遠都不會忘記。和平來之不易，珍惜眼前，銘記歷史，是我們在所不辭的責任。

「向香港抗日歷史致敬——訪談東江縱隊女戰士」聯校歷史活動

50 陸珈勵

透過「向香港抗日歷史致敬——訪談東江縱隊女戰士」聯校歷史活動，我思考了許多，深刻地明白到身為後人的我們最應該做的事情就是「銘記歷史，勿忘國恥」。

歷史是一個過去的事實，活在「現今」的我們 要深入了解歷史談何容易，但林珍女士講述她自身在昔日香港抗日事蹟，就令我感到歷史是活生生的！我一邊聆聽林女士在憶述她身為東江縱隊港九獨立大隊一名“小鬼通信員”的事蹟，一邊腦海就開始想像林女士所描述的场景，雖然她只是通信員，但是危險性不低於任何一名士兵，再加上林女士當時才8歲，一名小孩竟有這樣的覺醒和勇氣，實在令人敬佩不已。

林珍女士在烏蛟騰抗日英烈紀念碑前的一番話，令我印象深刻。林女士講述烏蛟騰村被日軍包圍，要求村民交出武器及港九大隊的游擊隊員，但村長李世藩不肯，就被日軍綁在馬車，一直拖著他走了很多圈，即使對他使用怎樣的酷刑，村長也沒有屈服，最終死於酷刑下。我十分佩服村長寧死不屈的行為，同時對日軍所作所為感到憤怒，我們沒有資格替前人去饒恕他們，因此身為後人的我們要牢記日軍在我國的暴行，珍惜今日的和平，這是我們唯一為烈士們可做的事情。

「感恩戴德，牢記歷史，珍愛和平」——致湯馬斯·拉貝先生的感恩卡設計比賽



北京市第五十七中學勇奪冠軍。



觀塘官立中學榮獲亞軍。



九龍工業學校獲取季軍。

德育及國民教育組

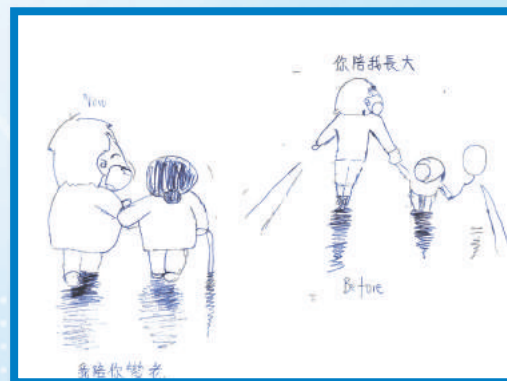
孝道繪畫活動——文具袋設計比賽

本學年家長教師會、德育及國民教育組合辦親子活動，名為「孝道繪畫活動——文具袋設計比賽」，這為了推廣孝道，讓青少年接受孝道教育以後，於日常生活中實踐。文具袋上印有初中組冠軍作品的彩色燙畫，這和其他作品會在校園展示。

從這個冠軍作品，可以看到一個孝字，並且看到不同的孩子向父母表達孝心，包括向父母請早晚安、替父母做家務、努力讀書報答父母、為父母按摩和洗腳。在教育的過程，孩子需要了解並且感受到父母的恩情，父母和孩子的心便連結起來，大家同行作伴，內心安靜。



3D 區鈺婷（家長：李双智）



4D 張健濃（家長：張姬蘭）



2B 李思瑩（家長：林 靜）

感恩珍惜・積極樂觀

1E 黎穎思

感恩即是感謝父母帶給我們的物資和生命。珍惜即是珍惜眼前人，珍惜世界上的一草一木。積極即是積極面對生活，哪怕再艱難都好，都不要放棄。樂觀即是微笑面對生活，因為愛笑的人運氣都不會差。

當媽媽早晨辛苦地為我們煮美味早餐時，我們都應該給媽媽送上一聲「謝謝」，因為媽媽也不是理所當然為你服務。

2E 陳欣婷

我感恩父母給予我生命及上學的機會，我感恩老師和學校教會我人情事理，讓我擁有了知識，讓我懂得了如何與同學交流及溝通，我珍惜在學校學習的機會，珍惜在學校與同學們共同完成每一件事，珍惜與父母在一起每一個時刻，這些時刻都會令我感到珍惜。

家長教師會

感恩珍惜・積極樂觀

4D 馬燦堃

感恩及珍惜現在所擁有的一切，以積極樂觀的心態去面對所遇到的困難，這是每個人都應該擁有的態度。記得每次我遇到挫折，媽媽都會鼓勵我樂觀面對，還表示我在下次會做得更好。上年暑假我去學跳舞，結果學了一個月，我的動作還是不順暢，然後媽媽給予我鼓勵，讓我有勇氣繼續學下去。三個月後，我參加舞蹈比賽還獲獎了。這令我明白了親情的偉大以及堅持的結果，明白只要感恩及珍惜親情，積極樂觀地面對挫折，屬於我的快樂的日子終究會到來！

4D 賴兆霆

「感恩珍惜・積極樂觀」這個題目使我感觸良多和感同身受，因為自己在不同的經歷中，都領悟到這四個詞語的意思。小時候，外婆會牽著我的手，去不同地方遊玩，例如放學後，外婆會帶我去買我喜愛的麵包吃。假期時，外婆會帶我乘坐渡海小輪，從尖沙咀到中環，途中欣賞兩旁維多利亞港的景色。可是當我的年齡不斷增加，外婆亦邁向年老，頭髮由烏黑油亮變得白髮如銀，自己的學業、功課、默書等不斷增加，陪伴外婆的時間不斷減少，但我沒有因學業忙碌，而冷落外婆，而是在假期，會抽一些時間陪伴她，牽著外婆的手乘坐渡海小輪欣賞維多利亞港的景色，回味小時候的記憶。我亦珍惜與外婆相處的每一分每一秒，感恩外婆對我的愛。現在的自己應考取好成績，學業有成，長大成人後，能事業有成，那便好好報外婆對我的恩情。

5C 陳彩絲

做人應該懂得感恩，感恩父母的養育之恩，感恩師長的教育之恩，感恩農民為我們帶來食物。我也會珍惜上天給我的一切，珍惜生命，珍惜時間，珍惜食物，珍惜現在快樂的學習時間，並且積極樂觀地面對人生。

澳洲升學講座及 親子中醫按摩訓練班 (6/12/2019)



學生成就

第二屆全港非華語學生中文硬筆書法比賽

高中組亞軍

4D 簡哈妮

「建國七十周年」學生數碼短片創作比賽（中學組）

嘉許狀

6B 鄭展峰 6B 張泳釗 6B 鄧民龍(2018/19)

智愛中文閱讀平台白金獎

1E 洪志楠 1E 林先耕

智愛中文閱讀平台金獎

1E 梁聰裕 2E 周凱茵

智愛中文閱讀平台優秀學員獎

2E 陳欣婷 2E 鄭海涵 3C 楊玉梅 3E 譚春曉

智愛文言文閱讀平台金獎

4D 馬燦堃

智愛文言文閱讀平台優秀學員獎

4C 黃雪梅 4D 陸麗如 4D 賴志賢

賽馬會「三代·家添愛」計劃「分享愛·情繫三代」全港原子筆中文書法比賽嘉許狀

1E 黎穎思 1E 徐雪瑜 5D 陳堽瑩

《香港品質保證局理想家園：第十三屆徵文、攝影、微電影、繪畫及海報設計創作比賽》

高級組（中四至中六）優異

5D 梁芷茵

高級組（中四至中六）入圍

5D 陳桂鑒

屈臣氏集團香港學生運動員獎 2019-2020

5A 陸文杰



全港學界機械人相撲賽2020

殿軍 3A 郭皓銘 3E 林懋麟



第71屆香港學校朗誦節比賽——「散文集誦（粵語）中學一、二年級男子或女子或男女合誦」良好獎



第二屆全港非華語學生中文硬筆書法比賽

Education Scholarships Fund Ting Siu-sang Scholarship

5D 曾獻晉 4D 洪若嫣

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