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Advances in Mental Health

in School Community

Principal Mr. Au Chun Keung

Just as physical health is of paramount importance to our overall well-being, mental state also determines to a significant extent our quality of life. It is essential for us to acknowledge the value of mental health, prioritize it in our daily lives and pursue a balanced lifestyle if we are to handle effectively the challenges encountered. That has become in recent years one of the key areas that we hope our students can strive for.

Aiming to promote the mental health of students, we have been working hard to modify relevant school policies and improve amenities. For example, the former storeroom next to the Geography Room was converted into a venue for chit chat with peers or teachers to facilitate the building of camaraderie. Moreover, a 10-minute extension of the lunch time has been enforced since the school year 2022/23 so as to allow more room for relaxation from the hectic school life while interest clubs can take turn to hold small-scale activities during the break for the participation of students. The number of days with 9 lessons per cycle was also reduced from 4 to 3 starting from this school year, which may help to reduce study pressure. Furthermore, the Mental Health Day with colourful activities arranged for students during school hours has been held for 2 consecutive years, and the activities were met with ardent responses from the students.

However, the results of the stakeholder questionnaire and the APASO-III Surveys [Assessment Program for Affective and Social Outcomes (3rd Version)], self-evaluation tool for schools supplied by the EDB, reflect that there are still issues we should pay attention to. The mean of 3.93 of Q40 (The school helps students lead a healthy life) of the stakeholder questionnaire (teachers) this school year shows the need for more effort to enhance the mental wellness of students because it is lower than the reference median of 4/5 of that section. Besides, according to the APASO-III result, under the scale of 'Student: Psychological Health', the Q-scores of the subscale 'Affect (No Anxiety, Depressive Symptoms)' are 92/118 for 2023/24 and 98/116 for 2024/25 (100 being the average performance of all schools in Hong Kong).

The School would therefore work further on improving the mental well-being of students and the following measures would be implemented in the new school year in order to attain the objective:

1. most term tests for all levels would be scheduled for around 4 school days with no lessons instead of being arranged on normal school days so that the period of stress for students could be shortened while students can concentrate on tackling the assessments;
2. the covered area outside the Inno Studio on the G/F would be converted into a Mental Health Corner with different amenities so that students would have another place for relieving their stress;
3. the Pop Band Club would be set up to give students a chance to play and perform live music together in a relaxed and stress-free environment; and
4. except those bottom ones who still need to attend the remedial Chinese class, S4 students not taking Mathematics Module 1 or Module 2 would attend a non-academic class each school term so that they can unleash their potential.

Even though there may still be other sources of worry for students, the above measures to look after their well-being may induce them to find the school life more enjoyable and the study pressure more manageable, which would be conducive to the development of a positive mindset and outlook on life.



A novel lunchtime activity offered to students



Area outside the Inno Studio to be converted into a Mental Health Corner



Students having an amazing time taking photos together on the Mental Health Day



How cosy the former storeroom next to the Geography Room looks right now!



Music Exchange Programme

■ 6A Yau Pok Yan

Zestful melodies dance through the air, adorned with the vibrant culture of Taiwan. As the lively notes filled our school hall, we, the School Band, had the distinct pleasure of meeting the recorder team from New Taipei Municipal Xinzhuang Junior High School, who had just arrived in this metropolis. Antares and Into the Storm, two music pieces featuring a robust and bright atmosphere, sparked the exchange.

"How come those recorders are as colossal as us?" my flute buddies pointed at the unusual appearance of the great bass, amazed, as the guest performance followed. They presented the recorder version of Sephar I, The Lone Ar-Ranger, Spanische Lustspiel-Ouverture, Op.137, and Radetzky March. As part of the woodwind family, I had never marveled at such a vast array of new instruments, all stemming from the same branch. All I could recall about recorders were the clumsy melodies that filled the music lessons of my formative years.

Our minds synced with the vivid rhythm harmonized by different ranges; we clapped our hands when it reached the second half of the Radetzky March. At this moment, it was more than just immersing ourselves in the professional performances; it was an appreciation for music and a significant cultural exchange that overcame the language barrier.

"Your part really resonates with the vibrant theme!" my friend exclaimed in astonishment as we enjoyed the egg tart, a refreshment that introduced the street food culture to our Taiwanese counterparts. "How could you all memorize the entire 20 minutes of fingering?!" We exchanged our lives, originally separated by hundreds of kilometers, but now connected. Learning that the senior students would eventually return to continue their journey, we were captivated by the strong bonds and camaraderie among the members. I hope that we will meet them again someday!



Hong Kong's representative delicacies are brought to the exchange students: Hong Kong-style chicken pot pies and egg tarts.

新北市立新莊國中直笛合奏團演出

1. Sephar I/Pieter Campo
2. The Lone Ar-Ranger/Philip R Buttall
3. Spanische Lustspiel-Ouverture Op. 137/ Bela Keler
4. Radetzky March/Johann Strauss



The New Taipei Municipal Xinzhuang Junior High School recorder team perform excellently.

The Haunted House

4A Wong Ethan Jaren

The Haunted House, organized by the Students' Association, took place on the 30th and 31st of October, as well as on the 1st of November. The event received positive feedback from the participants, including F1 classmates who have just started their secondary school journey and F6 seniors who took a brief break from their public exam preparations.

From an organizer's perspective, the Haunted House represented the Students' Association's first large-scale project involving the entire school community. Therefore, our team spared no effort in addressing the diverse needs of our classmates. Whether it was the fundamental aspects of the event, such as designing the route, or the finer details like the decorations throughout the haunted house maze, every member dedicated themselves wholeheartedly to creating a memorable experience.

This year, the theme of the Haunted House focused on patients facing psychological challenges. The event featured three checkpoints in total. The participants began by watching a brief film that set the stage for the Haunted House experience. The film portrayed our school as a psychiatric hospital, with the participants taking on the roles of reporters trying to uncover the mysterious screams that echoed from the hospital every night.

The Haunted House route started from the girls' toilet on the 4th floor, where the participants worked together to solve a series of riddles to find the hospital's exit. They were then guided to the Geography Room, where the recruited actors and actresses from the Students' Association staged ambushes to surprise the participants. Those who successfully uncovered the clues leading to the final destination, the main hall, were then led into a meticulously constructed maze, built over the course of a week by our team members. The exit of the Haunted House awaited at the end of this expansive maze, which utilized nearly all of the school's movable boards for its construction. The darkness within the maze enhanced the eerie atmosphere, intensifying the haunting experience for all participants.

The event's success was marked by challenges and setbacks. Technical issues arose on the first day, prompting our team to review the experience's design and make necessary adjustments for improved overall satisfaction. By gathering feedback from the past participants, we made significant progress in refining the experience and ultimately enhancing it.

We were grateful for the positive feedback we received from the participants. The preparation phase for the Haunted House was challenging. From acquiring props for the event to building the extensive maze, our team faced numerous obstacles along our journey, experiencing both highs and lows. Thankfully, all problems were resolved through our collective effort. Honestly, without the support of our supervising teachers and my teammates, who stood by me through thick and thin, this entire experience would not have been possible. I would like to take this opportunity to express my gratitude to each and every one of them.



Let's explore and have an adventure in the haunted house together!

Sports Day

4E Leung Ho Pok

The Annual Sports Day of our school has always been a testament to the spirit of athletes, who get the golden opportunity to showcase their individual athletic prowess on the track and field every year. This was no different in mid-October last year.

As soon as the first event commenced, the faces of my fellow classmates were beaming with excitement. The rallying chants of the four respective houses resonated throughout the Siu Sai Wan Sports Ground. As a contestant in the 800m preliminary, while mentally preparing myself on the track before the race, I could especially feel the ecstatic echoes, and sections of different house songs could even be heard from afar. The atmosphere was captivating to experience firsthand and still lingers as a core memory to this very moment.

In the end, although my preparation efforts before the big day seemed futile, as I did not succeed in bringing any medals home, it was still undeniably a pleasure to witness the display of unyielding willpower and sportsmanship of athletes during their events while spectating. I believe our house exemplified this in the A-grade boys 4×400 relay, with our last-lap representative surging forward at the end, making a comeback after initially falling behind the leading sprinter and earning an ovation from the crowd.

What is most commendable and respectable are not just the physical feats of the participants. Rather, it is the heart and soul each individual athlete poured into their training beforehand, along with the fact that they did not succumb to the immense pressure throughout their events to perform at their best, living up to the expectations of their own affiliated houses. The determination they embodied was immeasurable, and this highlighted the signature virtue of 'striving for the best' at our school.

At the end of the day, the Champion House trophy and House Spirit Award were bestowed upon Blue House, whose members wrapped up the Sports Day with a final chant of their house song, displaying utmost triumph and house spirit. Major congratulations to them. The memories created, the friendships forged, and the lessons learned will endure long after the last event has concluded.

UYL Programme

5C Li Wing Tung

“Define your unique O-U-T-S-T-A-N-D-I-N-G.”

You may have never heard of or considered what UYL is. It seems to be a realm filled with mysteries and challenges. After navigating through the welcoming realms, revealing the bright moments, and cherishing the unclear chapters, I find it difficult to encapsulate all my thoughts and emotions about this journey. Nonetheless, allow me to try my very best to share what I experienced in UYL. Basically, the program was divided into four parts: Social Awareness Project (SAP), Community Outlook (CO), Youth Leadership Seminar (YLS), and Camper-cum-Committee Project (CCC).

The Camper Journey began with the Social Awareness Project, which explored pressing global issues such as poverty, education, healthcare, and climate change. During the World Congress, campers took on the roles of diplomats representing countries from around the world, participating in dynamic debates and discussions. Through these activities, they gained a deeper understanding of the complexities surrounding global challenges. At the conference, we observed both the transformative potential and the significant difficulties of dialogue and negotiation in resolving conflicts and building consensus. The Social Awareness Project fostered a global perspective and a strong commitment to bridging divides and driving positive change.

In Community Outlook, we stepped beyond our comfort zones to engage with individuals from diverse backgrounds, gaining firsthand insight into the challenges faced by marginalized communities. Through visits to public housing estates, elderly care facilities, animal shelters, and other organizations, we cultivated empathy, deepened our understanding of social issues, and recognized the critical role of collective action in addressing these challenges. Additionally, we actively volunteered with various NGOs, aiming to make a meaningful impact on the lives of those in need.

The Youth Leadership Seminar represented the culmination of our Camper Journey and was designed to enhance our soft skills through a focus on self-development and personal growth. Throughout a 4-day-3-night camp, campers faced both physical and mental challenges in teams, which created unforgettable memories and lasting friendships along the way.

In Camper-cum-Committee Project, campers were tasked with organizing a summer program for non-UYL participants with the help of the committees. Unlike YLS, planning the 4-day-3-night camp at The Chinese University of Hong Kong has taught us how to effectively execute an event and what distinguishes exceptional leadership.

From July 2023 to April 2025, my role evolved from being a participant to a camper and then to a committee member. I transitioned from simply enjoying the event to reflecting on and observing the growth of others. UYL is undeniably a place that has broadened my horizons and nurtured my leadership abilities. The term “outstanding” has no fixed definition; it is defined by our own actions.



Campers are playing the role of diplomats to discuss international issues.



Community service is very rewarding.



UYL is a big family.

參觀國家安全展覽廳活動

■ 中二甲 謝錯淋

那天，陽光透過雲層，灑在國家安全展覽廳的門前，我懷着敬畏與好奇，踏入了展覽廳。那一刻，我被那莊嚴肅穆的氛圍所吸引。

一入場，我們便欣賞到約五分鐘的《歷史長河》短片。短片如時光機，帶我穿梭歷史長河，不但加深了我對中國歷史的認識和了解，更讓我感受到《香港國安法》及維護國家安全條例，對保障國家安全和保持香港特區的繁榮、穩定有重大意義，讓我明白到香港與國家安全緊密相連，感受到民族的榮辱與共。心潮澎湃間，更覺國家安全之重，可謂是：「歷史莫敢忘，吾輩當自強！」

展廳內的展品豐富，種種展品中，我的目光很快就被那面巨大的五星紅旗所吸引，它是《香港國安法》公佈實施當日，在天安門廣場飄揚的國旗。它高高懸掛，鮮豔奪目，彷彿在向每一位參觀者述說中國的輝煌與榮耀。我凝視着它，心中不禁湧起一股莫名的感動，那或是對祖國的熱愛，對民族的自豪！

再往裏面走，便是展區「國安與你 息息相關」。這裡介紹了總體國家安全觀的二十個安全領域，特別值得一提的是，我在這裏看到了許多珍貴展品。如：國家航天局借展的珍貴月球土壤、中國人民銀行首次發行的人民幣鈔票樣本等。柔和的燈光灑在每一件展品上，它們彷彿都在低語，講述那些關於國家安全的故事。這些展品不僅展示了中國在科技和經濟領域的成就，也讓我更加感受到國家安全的重要性。

這次參觀讓我更加明白，作為香港的一員，我們的命運與國家安全緊密相連。在享受「一國兩制」帶來的獨特優勢同時，我們也應時刻銘記自己作為國家一分子，應負的責任與擔當。面對外部勢力的干擾和挑戰，我們更要堅定立場，積極維護國家的安全和穩定。

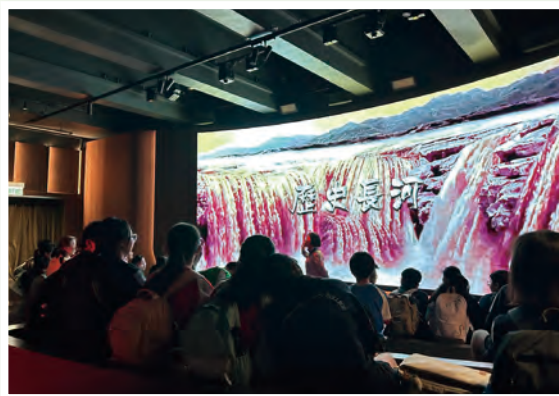
走出展覽廳，一縷暖陽照射在我身上。那些展品，那些細節，像一股暖流在我的心中流淌。我不禁感慨，現處的安全環境來之不易，作為新時代青年，我們有責任也有義務去守護這份和平與安寧。

「國家安全」，相信大部分人也聽說過，但對於它的理解，您們又知多少呢？國家安全展覽廳介紹了許多與中國和香港有關的資料，展品多不勝數。現在就讓我來分享幾處印象深刻的地方吧！

在「國安立法，長治久安」的區域裏，介紹了與香港有關的國家安全法律。那裏還展示了二零一九年，社會事件中警察使用過的裝備，例如：頭盔、盾牌和靴等等。那被撞得如廢鐵般的頭盔，可想到當時的破壞和衝擊力是多麼強大；那充滿裂痕的盾牌，彷彿在娓娓道出自己的英勇事跡。我可以想像到，那時的情況是多麼恐怖，但香港的警察奮力維持社會秩序，這使我非常敬佩。

當我再往前走數十步，就看見四周橙色的牆壁，還有些精緻小巧的小椅子，令這區域顯得充滿活力。這裏還有些互動遊戲和圖畫，既生動、又有趣。而我最喜歡的，就是那裏的三維短片。我們先戴上立體眼鏡，然後許多栩栩如生的「生物」就映入我們的眼簾，例如：那些蝴蝶，彷彿在我面前飛過，使我忍不住去捕捉牠們呢！我透過這些生動的學習方式，明白到國家安全與我們息息相關。作為一個小市民，也應該為祖國努力付出呢！

總括而言，這次參觀國家安全展覽廳，使我獲益良多。我認為國家安全非常重要，它不僅關乎國家的穩定與發展，也直接影響到我們每一個人的日常生活，是每一位公民都應關注和重視的議題。



同學們正觀賞《歷史長河》。

中五內地交流

■ 中五丙 鄧涵俐

在兩日一夜的交流團中，第一天我們參觀了英德茶園，享受了泡茶的樂趣。在第二天的行程中，我們前往廣州附中英德實驗中學，深入體驗了豐富多彩的特色文化活動，包括扎染、擂茶和無人機操作。我們不但能親自參與其中，還能夠創造出獨一無二的作品。尤其是在扎染過程中，通過不同的綁紮方式，我們染出了色彩繽紛的布料，充分展現了每個人的創意和個性。與此同時，在老師的指導下，我們嘗試用電腦程式操控無人機，完成簡單的起降指令。在英德學生的熱心協助下，我們目睹了一架架無人機在教室上空盤旋，既享受了科技帶來的樂趣，也對祖國科技普及化的程度深感驚嘆。



寶晶宮美景一隅。

此外，我們還參觀了校園，與當地學生深入交流，了解到學校會安排跑操環節，並組織各種運動鍛鍊，讓同學們在學習之餘也能強身健體。這讓我們對英德學生的日常學習有更全面的認識，同時也對彼此生活上的不同有更深刻的體會，我們在一片歡笑聲下，渡過了愉快的時光。

隨後，我們前往英德的4A級景區——寶晶宮。在專業講解員的帶領下，我們欣賞了在數千萬年前形成的奇特溶洞景觀。洞內形態各異的鐘乳石令人驚嘆不已，其中不少更被賦予了中國神話色彩，例如有些石頭神似龍宮裏的龍王和蝦兵蟹將。這次參觀不僅讓我們領略了大自然的鬼斧神工，也讓我們認識到英德的地質歷史，同時也對古人豐富的想像力深感折服。

這一天的行程，既讓我們感受到傳統文化的魅力，也讓我們見證了現代科技的發展，更讓我們對自然人文的結合有更深體悟，可謂收穫滿滿。



英德實驗學校門前留影。

■ 中五丙 陳曼晞

近日，我有幸跟隨學校前往廣東省英德市交流。兩日的短暫時光裡，碧藍天空與青翠茶田交織成令人嘆為觀止的畫卷，更讓我心動的，是這片土地在歲月流轉中，沉澱出深厚的農耕文化。從雲霧繚繞的茶園到紅薯飄香的農田，英德市不僅擁有鮮活的鄉村景致和傳統的風貌，也融合了現代化的發展。

第一日，我踏入被譽為「中國紅茶之鄉」的英德茶園。導遊娓娓介紹田上每一種茶葉的由來，空氣中瀰漫著清冽茶香。之後是製茶體驗，傳統製茶工藝的匠心，令我驚嘆不已——從萎凋、揉捻到發酵，每一道工序都累積了世代相傳的智慧。認識到製茶繁複的工序後，我們有幸能夠體驗製作奶茶的過程。親手調配絲滑奶茶的瞬間，乳香與茶韻在空氣縈繞，再鑽入鼻腔。跟隨著導師一步一步製作，一杯奶茶終於大功告成。細細品嚐，紅茶的香濃在舌尖纏綿，伴隨著親手調配的成就感，那一刻，我彷彿觸摸到中華文明綿延千年的文化脈搏。隨後是茶禮儀式體驗。當同學們手捧茶盞，向師長敬茶時，在翻飛的衣袖與氤氳的茶霧之間，我感受到傳統文化的底蘊，在我們每個人心中靜靜地流淌。

離別的車輪輾過鄉間小道，回望這天，忽然明白了英德鄉村振興的奧秘。村民不曾將傳統拋諸身後，而是讓它在現代生活裡發光發熱。傳統與現代文化交織著，滋潤著英德這片土地。我相信那片紅茶園會一直綻放出與眾不同的光芒。



同學按步就班，成功沖泡奶茶。

姊妹學校交流



對於一起到香港迪士尼遊玩，兩校同學都興奮不已。



大家準備去玩刺激無比的過山車。

在火箭餐廳用餐其間，我還下載、註冊了「小紅書」，並得到新朋友們的聯絡方式。

最令我印象深刻的環節，莫過於和英東中學的朋友一起坐「星戰極速穿梭」過山車，我們一同提心吊膽、高舉雙手，風呼呼掠過耳畔，震耳欲聾的尖叫聲此起彼落，臉上卻掛着笑容。

我們無法阻攔無情的時間，分別的時刻很快便來臨。拍了合照後，他們的背影漸漸隱沒在茫茫人海中，我們的聯繫卻沒有隨之消失。兩週後的今天，我仍不時使用「小紅書」和他們交談。我的相簿裏多了那位繪畫同好的作品、她在晚上自習時拍下窗外的大草坪、課餘時拍的宿舍、偌大的體育館、用中文寫成的數學課本……每當我的目光落在書桌上的小鳥木雕，心中便會浮現他們燦爛而真切的笑容。一次短暫的相遇，就這樣把相隔千里的我們連繫在一起。

中四丁 曾嘉柔

我們縱使相隔兩地，就讀學校和生活方式不同，一次偶然的機會卻把我們帶到彼此的人生中。

因按捺不住而漸變迅速的步伐、此起彼落的交頭接耳聲、四下掃視的眼神，無一不在反映一群學生雀躍的心情，他們就是本校的姊妹學校——廣州市英東中學的學生。他們安坐後，兩校的校長輪流介紹並互贈紀念品，為兩校的交流拉開帷幕。

其後，英東中學的學生一邊品嚐香港的美食——蛋撻，一邊熱情地和我們交談。由校園生活、以至個人興趣、愛好，大家無不感到好奇，不禁興沖沖地談起來。我稍嫌蹩腳的普通話絲毫阻擋不了我的盛情，我和三名女同學一見如故，她們分享了寄宿生活的甜酸苦辣，包括高中的學業壓力、每天「跑操」的辛苦、和我們不同的教學語言和課程……我們不乏共通點，例如我和其中一人同是韓國流行音樂愛好者，又和另一位同樣喜歡繪畫。當然，我們的生活始終有一些差異，如她們星期一至五合共只能使用兩小時手機、違規談戀愛的學生有可能被停學等。同時，英東中學的同學贈予我們各種各樣的禮物，包括文具、畫作、書籤，甚至籃球，而我收到的是一個小鳥木雕。

之後，來訪的學生按興趣體驗了本校的課堂。當我帶領他們來到頂層的實驗室上課時，有一位學生不禁感歎樓層之高！原來他們的校舍由多棟低矮的建築構成，因此從未試過要爬這麼多層階梯上課。他們都充分理解課堂的內容，紛紛感歎自己獲益良多，為此我也感到欣喜。隨後，我們啟程前往下一站——香港迪士尼樂園。

途中，學生們時而望向車外，眼裏掠過香港艷陽下的美景；時而朝向本校同學，繼續一來一往的熱切交流。目的地看似遙遠，但我們須臾間已經到達，待拍下大合照後，一眾師生便浩浩蕩蕩地魚貫進入迪士尼。在

中四丁 戴樂妍

我很榮幸能夠與我們的姊妹學校：廣州市英東中學交流。這一天，英東中學的中二級學生來到我們學校，進行了一次既充實又愉快的交流活動。

從早晨六時起，這些學生就開始了他們的旅程，乘車三小時抵達張祝珊校園。雖然早起，但當我在禮堂見到他們時，卻感受到他們精神飽滿，活力充沛。

最初，大家雖然坐在一起，但都有些害羞。為了打破僵局，我們特意準備了香港地道的小食——蛋撻，讓他們品嚐。透過食物，我們開始了交流，發現儘管廣州也有相似的食物，但香港的味道仍然讓他們感到別有風味。

隨著交流愈來愈深入，同學們變得愈加積極，紛紛向我們提出各種問題，這樣的互動增進了彼此的了解。在交換禮物的環節中，我們也驚喜地發現他們用心準備的禮物，從籃球、公仔到文創產品，充分展現了他們獨一無二的個性。有些同學活潑好動，有些則文靜喜愛藝術。他們還告訴我們，英東中學的校舍非常大，約是我們學校的三十倍，並且一星期有五天住在宿舍，如此迥然不同的環境使我們大開眼界。當我們一起回到教室觀摩歷史課時，他們表示我們的教學方式與他們截然不同，生動有趣的教學風格讓他們感到驚喜。

隨後，我們一起前往香港迪士尼。在排隊等候的過程中，我們聊起了各自的興趣和日常生活，發現儘管身處不同的地方，我們卻有著許多共同的童年回憶和愛好，同時亦增進了彼此友誼。在物理工作坊中，他們更是迅速回答講師的問題，展現了他們超強的學習能力。在體驗鋼鐵俠這遊樂設施時，我們都被其逼真程度所震撼，3D立體環繞聲效和黑暗的環境增添了不少刺激感，大家一起開心地尖叫著，享受著這難忘的時刻。

聽到他們對這次活動感到滿意，我們都無比高興。這次交流不僅讓我們加深了彼此的了解，也讓我們建立了深厚的友誼。希望未來能有更多這樣的機會，讓我們的交流活動持續下去。



美食是人與人之間交流的最好媒介。



除了歷史課，英東中學的同學還參與了科學課及家政課。



The Mongolia Trip

5B Wu Yue Le

Сайн уу~ (It's "hello" in Mongolian) The trip to Mongolia felt like a wonderful lucid dream to me. Time flew by, and I am amazed at how quickly 9 days passed. I still remember the day I packed my luggage, and now I'm already on the airplane returning to HK. This might explain the saying, "Happy moments always go by very fast." I can truly feel the emotions of all of us being reluctant to leave this fascinating country. None of us wanted to say goodbye to the stunning snow views, mountains, rivers, and the friendly people there.

First and foremost, I want to express my deepest gratitude to everyone involved in this trip. I felt so warm when my schoolmates helped me during our journey. I am especially thankful to the boys who assisted the girls in carrying their luggage onto the bus. I was grateful to see our schoolmates supporting each other while facing various needs and challenges. For instance, we bought a specific item together to get a discount.

Additionally, I am most thankful to our Mongolian tour guide, XiaoLi. She is knowledgeable, caring, polite, and experienced. I was impressed by her fluency in Chinese, considering she is a Mongolian who has mastered one of the world's most difficult languages. When she was interpreting and introducing the artworks and information at the museums and temples, she could clearly recall the history and details about the religious stories. She also answered our questions and was incredibly helpful, acting as a translator for us. I consider her a role model!

Moreover, this trip was eye-opening as it made me realize how vast the world is. Seeing the enormous, snow-covered mountains, I understood how different and diverse our planet can be. I discovered the true meaning of traveling and experienced a different side of life. Life is not just about studying in a small room or scrolling through social media; it is about soaring high and witnessing the world as it truly is. I also loved seeing the knowledge from my textbooks come to life. For example, I observed fold mountains and various types of rocks, such as igneous and sedimentary rocks. This was a truly inspiring experience for me before I study the module "Dynamic Earth." I believe I can feel more confident and connected to this topic by recalling the knowledge I gained in Mongolia.

Furthermore, my thoughts and perspectives have broadened after this trip. During our time there, I became familiar with the history of Mongolia, as well as the history of the world, through the museums. This was thanks to the detailed information shared by our tour guides, who taught us professionally and thoroughly. The stories and fun facts they presented left a lasting impression on me that I believe I will never forget. I can still recall the culture of nomads, including how they work, maintain their daily lives, the festivals, and their entertainment. I also learned interesting facts about the biology, creatures, and rules of the prairies and deserts. Additionally, I was deeply impressed by the religion of Mongolia. I felt respect for the religious buildings, statues, and artwork. The guide at the Erdene Zuu monastery introduced a Buddha who is believed to bless and protect people from illness. He mentioned that we could salute the Buddha and make a wish for health, so I paid my respects and wished for my family and me to stay healthy. Now, a month has passed since my visit to Mongolia, and I have not caught a cold or been sick, which I believe is a wish that has come true for me.

In conclusion, I would like to express my deepest gratitude once again to all the people involved in this trip. I feel incredibly lucky to have had the chance to visit Mongolia, and I will never forget this experience for the rest of my life. I can't wait to visit Mongolia again! Баярлалаа~ (It means "thank you" in Mongolian)



My friends and I wearing traditional Mongolian costumes



Snowman and I



The yurts on the snow

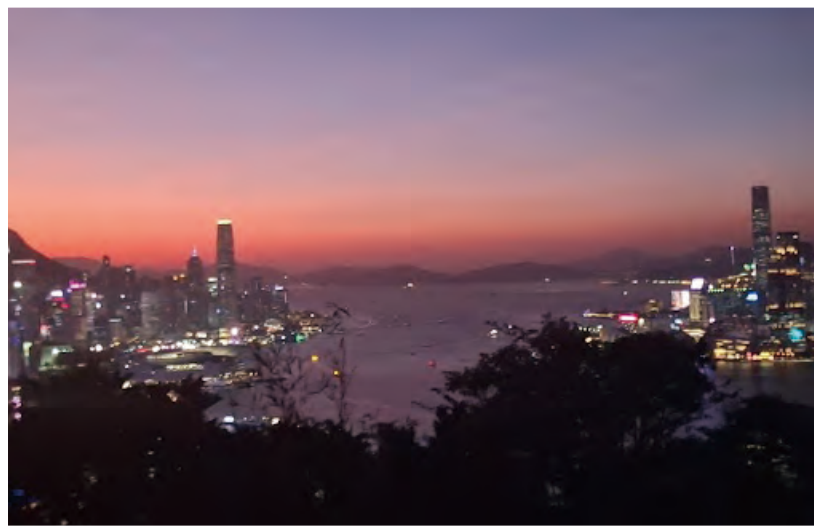
Geography Outings

2A Chan Pak Yui Desmond

Recently, I embarked on an exhilarating hiking trip to Hung Heung Lo Fung, an adventure that truly stands out in my F2 life. The experience was remarkable, filling me with a surge of curiosity and anticipation. Not only did this trip provide a break from our usual routine, but it also strengthened the bond between my friends and me.

To many people, hiking is often associated with exhaustion. However, this trip, unlike others, was quite easygoing, featuring smooth gravel paths. As this was my first time participating in such activities, I felt a blend of hesitation and sheer excitement.

Throughout the trip, we were guided by dedicated Geography teachers. Upon reaching the top of the mountain, we leisurely navigated through the hiking trails surrounded by towering trees and vibrant wildflowers, with dense shrubs scattered along the track. The sunlight filtered through the narrow gaps in the trees, casting unique patterns of light as we walked slowly. I found it quite intriguing that the plants' leaves were tall, and I kept getting poked as I made my way through tight spaces. It was a fulfilling experience, and I was overwhelmed by the pleasant ambiance and breathtaking views that surrounded us. What struck me most were the heartwarming moments I shared with my friends as we strolled along the trails—laughing and chatting while soaking in the beauty of our surroundings, which made the experience even more memorable.



The sky slowly changes color at sunset.



Teachers and students are having a great time savoring the splendor of the natural landscape.

As we reached the mountain's summit, I couldn't take my eyes off the stunning sunset. As night fell, the sky transformed from bright yellow and orange to deep purple and pink, giving me a sense of calm and relaxation. We captured countless photos of the panoramic view over Tolo Harbour and the surrounding hills, where the harmonious sky mirrored the ocean and the striking skyscrapers. As the sun dipped lower, a gentle breeze swept over us, bringing a sense of peace, while the laughter of my friends filled the air—such a joyful moment to cherish.

Finally, on the way back, as our path was swallowed by darkness, we had to use the flashlight on our phones to light the way. The night air was much cooler and refreshing, a significant contrast to the warmth of the day. This experience of hiking in the darkness added a twist to our journey, navigating through the unknown with a sense of caution and excitement.

After the trip, I am glad that I made many priceless and lasting memories with my friends. The shared laughter and challenges we faced together have created a stronger connection among us. I look forward to more adventures that will deepen our bond.



Geographers Cheers!

5C Ng Chun Ho

From January 21st to 22nd, I participated in a geography field camp organized by Mr. Lui and the Ho Koon Nature Education cum Astronomical Centre. The purpose of this event was to provide Form 5 students studying geography with a valuable opportunity to conduct fieldwork related to coastal studies and industrial locations, aiming to equip us with the necessary knowledge to address relevant questions in the upcoming DSE examination. In the following sections, I would like to share the wonderful moments I experienced during the coastal fieldwork, which I found to be the most intriguing and enjoyable throughout the two-day journey!

After we arrived at Ho Koon on the first day, my fellow Geographers and I attended a briefing hosted by the tutor from the center. She taught us numerous essential aspects of fieldwork studies and explained the tasks we were going to undertake in detail. When she informed us that we would be heading to Lido Beach for our fieldwork, I couldn't help but imagine the merriment and excitement that awaited us.

Despite the freezing cold weather that day, we were energized by the warmth of the sun and our shared enthusiasm as we arrived at the beach to begin our fieldwork in groups. The tasks were relatively simple and straightforward: measuring the coastal gradient, recording wind speed and direction, and observing the swash and backwash. At first, we struggled a bit because we were unfamiliar with the equipment. For instance, we had to use ranging poles with level meters attached and a tool called the Abney level to measure the coastal gradient. It was amusing how many mistakes we made in those initial minutes—like placing the ranging poles in the wrong spots and forgetting to flip the level meter open—which led to us wasting time gathering incorrect data! However, as we continued working on the tasks, we became more skilled and accurate. By the end, each group successfully completed the data collection for every task within the time limit.

Although there were several hiccups during the coastal fieldwork, we successfully overcame these obstacles through our effort and teamwork. Overall, the techniques we learned and the memories we created that morning were truly unforgettable.

We took a short lunch break and then returned to Ho Koon to work on the data analysis and tackle the follow-up questions. While summarizing the data we collected at the beach by creating tables and graphs, we conducted a brief experiment to distinguish the load sizes. We used sieves to sort the dried sand particles, with larger particles remaining on the top layer and smaller ones falling to the bottom. Although this activity may seem unremarkable, it made me burst into laughter as I watched my friends shake the sieve in incredibly funny ways, shaking it so vigorously that they lost control of their facial expressions! Lastly, we shared our collected data with each other and concluded the first day with joy and valuable insights.

During the two-day camp, every Geographer and I broadened our horizons and learned various skills related to fieldwork studies. I want to take this opportunity to thank Mr. Lui and the tutors from Ho Koon for organizing this meaningful event. I will always cherish the memorable experiences I shared with my dear friends and teachers. The fruitful takeaways will definitely serve as a reliable resource for the DSE. If you are an adventurous person or have a strong passion for field trips, be sure to keep an eye out for future events organized by the Geography panel!



As qualified Geographers, we always pay attention in class!



Shake—shake—shake



We are adjusting the position of the level meter.



Four 'professors' are diligently measuring the coastal gradient.



We are recording the data conscientiously.

Visit to Geopark with Incoming Exchange Students from Itoigawa

6B Chow Chun Ki Ambrose

I've always been fond of the culture of Japan, but this time, my schoolmates and I got a valuable chance to share our unique culture and geographic scenery with the students from Itoigawa, Japan.

Knowing a bit of Japanese, I could communicate with the Japanese students well. They were fascinated by the stunning geographic scenery of the Hong Kong Geopark and asked thought-provoking questions concerning the formation of such unique landscapes. I believe that both Hong Kong and Japanese students have learned a lot through the boat trip — not only about geography but also about the history of Hong Kong, such as Tin Hau Temple and the past lives in Kat O.

Throughout the trip, we also did our best to communicate with our Japanese friends and engage them in playing games with us. They were all very kind and talkative, teaching us Japanese slangs and sharing their hobbies, favorite K-pop stars, and anime.

However, our journey didn't only end after the two days of field trips. Knowing that they would go to Victoria Peak, we followed them to the Peak to give them a surprise. Seeing such a spectacular night view of Hong Kong is something even Hongkongers seldom do. Although it was just a short journey, all of us found it enjoyable.

4C Chu Tsz Ming

It was an unforgettable experience participating in the student exchange program with students from Itoigawa. Having the chance to interact with and learn from the peers of a different cultural background was truly enriching. Beyond just exchanging information, we also had the opportunity to explore the outlying islands of Hong Kong. This allowed us to not only learn about the fascinating geological features of the islands but also gain a deeper appreciation for the historical and cultural heritage of Hong Kong. Observing the landscape and the environment, as well as the local way of life, was eye-opening.

Most importantly, through this program, our group was able to form strong bonds and connections with one another. We learned so much, not just about the cultures and traditions, but also effective communication, collaboration, and empathy, which are essential skills for the future.

I am incredibly grateful to have been selected for this exchange program, and I hope to have the chance to participate in similar activities again soon because I enjoy meeting and sharing experiences with people from different countries. The chance to step outside of my comfort zone and challenge myself has been an invaluable experience that I will carry with me long after this program.



Games can bridge people from any place in the world together as Hong Kong and Japanese students enjoy playing card games on their boat ride.



Our students sharing traditional local snacks with their Japanese peers during an engaging cultural exchange session



Hong Kong and Japanese students embarking on a memorable boat trip in front of Port Island, where dinosaur fossils were first discovered in Hong Kong



Gorgeous scenery at the Ngong Ping plateau



Let's take a group photo under the beautiful starry sky.

peaceful moment spent immersing myself in nature can brighten my day.

Additionally, the Herpetologists' night trip to Tai Tam Reservoir Road was also remarkable. We checked every weep hole to see if there were spiders or toads, acting like "real" herpetologists. We managed to see some native species, like the Hong Kong newt. Living in hectic and crowded urban areas, we seldom notice their presence. After the trip, I realized that there is a wide variety of animals inhabiting Hong Kong. If we take some time and look carefully, we can observe their unique lifestyles. Just next to the fast-paced community where humans live, there is also a community of wildlife.

It's fortunate that I was given many opportunities to partake in lots of engaging field trips organized by different clubs. In November 2024, I participated in the stargazing trip to Tai Tau Chau at Shek O organized by the Astronomy Club. The sky was clear, and a myriad of twinkling stars were visible; it was a breathtaking sight that still stays in my memory. In front of such great nature, humankind feels small and insignificant. Besides looking at the stars, Mr. LP Tong and Mr. D Lee shared the origins of constellations based on Chinese and Western myths, and I was astonished by their rich knowledge. Thanks to them, I was inspired to be curious and enthusiastic about my interests and to explore them further.

These field trips have shaped my new values and have been crucial for my personal growth. Grasslands, wildlife, and stars are part of the beautiful natural world, and I feel grateful to be a part of it. I am glad that I could join these amazing outings with passionate teachers and schoolmates who love field trips just as much as I do. I look forward to more wonderful journeys in the future.

4E Wong Ming Yue Emma

I have actively participated in school field trips since I joined this school because I enjoy exploring new places in Hong Kong with my friends. These field trips allowed me to discover and learn outside of the classroom.

The geography field trip to Ma On Shan Ngong Ping Plateau was one of the highlights. During the trip, I took off my shoes and laid down on the fresh green grass under the warm rays of sunlight with my friends once we reached our destination. While chatting with my friends and listening to music, I felt relaxed, and the word "freedom" kept coming to my mind. Previously, I always thought that the only way to gain happiness was by doing exciting things. However, this trip taught me that even a short,



Looking for animals in the dark is an amazing experience

STEAM Workshop

4C Kou Tsz Hin



Our team is giving the final presentation on our proposal.

“At our school, we are dedicated to fostering STEM education,” wrote the 55th Anniversary School Magazine. Thanks to the unprecedented emphasis on STEM education, we are increasingly exposed to a myriad of opportunities to participate in competitions that enable us to showcase our skills, ranging from design thinking and innovation to technological applications. I was fortunate to represent our school in the “Engineering Opportunities for Wan Chai - Youth Community Facilities Enhancement Programme,” a project organized by the Electrical and Mechanical Services Department and the Wan Chai District Office this year.

As the name of the programme suggests, our team was tasked with identifying issues related to existing community facilities and proposing solutions. I still remember the moments when our team was brainstorming to develop ideas worth pursuing. From the limited diversity of land and space usage in the community to the poor ventilation in the railway station, we identified a variety of problems with the aid of knowledge from our science classes, such as observations and experiments, as well as skills obtained from design thinking workshops to actualize our ideas. Ultimately, we focused our investigation on the high temperatures in the Wan Chai railway station associated with inadequate ventilation. We conducted investigations by taking temperature measurements in different areas of the station and examining the ventilation systems, subsequently suggesting probable causes of the situation along with several solutions.

Nevertheless, it is not just the idea itself that captures people’s attention, but also an eye-catching presentation. Throughout the programme, we were required to pitch our ideas so that the potential of our proposal could be recognized by the adjudicators, including government officials and professional engineers. Thus, learning to consider the interests of various stakeholders and demonstrating the benefits of our plan became crucial. Despite the challenges of adopting different perspectives, we successfully developed plans and presentations that highlighted the advantages and feasibility of our proposal as we continued our investigations.

Another aspect of the competition involved producing a physical model to demonstrate our proposed plans. This incorporates the latest concept of “STEAM,” which adds the element of art to the original framework of STEM. Building a model simultaneously requires both craftsmanship and digital design skills. For instance, we were guided to assemble cardboard and plastic sheets to construct the model, as well as to utilize computer software for producing printed images that simulate the environment of a railway station. To be frank, I am not particularly skilled in handicrafts. Yet, through hands-on model building and learning from my teammates and teacher supervisors, who offered their assistance, I was able to enhance my skills through practical experience and observation. Moreover, it is incredibly rewarding and satisfying to watch the model transform from separate pieces of cardboard into finished, colorful structures.

A side benefit of the programme was the opportunity to participate in a one-day study tour to the Greater Bay Area. The participants visited several innovation and technology (I&T) facilities in Dongguan, Guangdong. Witnessing the latest developments in the high-tech industry and the country’s initiatives to nurture innovative talents empowered us to appreciate the efforts of the scientists and engineers who devote their lives to improving the quality of life for citizens through breakthroughs in technology.

Finally, the big day arrived. Everything went smoothly—so smoothly that I don’t have much to elaborate on here. One notable moment was our conversation with Ms. Fanny Cheung, JP, the Wan Chai District Officer, after the presentation. She acknowledged that the issues we raised were indeed worth addressing and that our proposed solutions would be discussed by the government and MTR. Hearing this was undoubtedly a significant recognition of our efforts and findings.

At last, we ended up winning the merit prize, which I believe is well-deserved. However, the most valuable outcome of the competition is not the award itself, but the lessons and experiences we gained. If you’ve read this far, you might have noticed that I mostly emphasized the knowledge, skills, and insights acquired throughout the programme, as these are what we truly treasure (along with the memorable moments spent with teammates “struggling” with ideas and building the model).

To conclude, I would like to thank the school once again for the opportunity to participate in such a meaningful STEM competition. Not only is the programme a great occasion to apply the knowledge and techniques learned in our regular classes, but it also provides an extra avenue to acquire additional skills that are not covered in our textbooks. We are also grateful for the help and guidance from our teacher supervisors, Mr. WS Lam and Mr. TY Chan, who supported us with advice on our proposed plans and hands-on assistance in building the model. Without your support throughout the project, this experience would not have been as rewarding for us to participate in, learn from, and grow.



The model demonstrating our proposals is displayed in the competition site.

突破傳統：張記的STEM活動

中二丁 林柏亨

張祝珊予外界的印象，往往是比較傳統的「讀書型」學校。可是，事實又是否如此呢？其實隨著資訊科技日趨發達，本校的學習模式已經逐漸改變。而為了提升學生的數碼技能及創新思維，還有營造學習資訊科技的氛圍，學校更舉辦了一系列有關STEM的活動。而我今天想分享一個名為「AR & VR 與智慧出行應用工作坊」的活動。

活動中，我們獲得一個很珍貴的機會，到訪位於西營盤和西灣河的電車廠。我們首先到西營盤電車廠，內裏有個小型課室。之後，導師向我們每人派發一件小玩具，並教我們如何使用手機進行3D掃描。雖然最終的成品不是太精細，但我們也從當中學會了3D掃描的技巧和原理。所謂「3D掃描」技術，是指通過捕捉物體表面的形狀和細節，從而去生成一個虛擬3D模型，過程中還會使用到激光、攝影或其他感測技術。

午飯時間後，我們在西灣河電車廠集合，開始繪畫「張記」電車。在繪畫的過程中，我們各自遇到不少問題，有些人貼的定位膠紙在未完成繪畫前已經脫落，有些人調的顏料和稿子上的不一樣，亦有些人把顏料塗得太厚。但經過大家通力合作，我們最終都把這些困難——擊破，為電車車身漆上了屬於「張記」的獨特圖案，並透過3D掃描把這輛電車拍攝下來。

經過這個工作坊後，我不但學會了有關 STEM 的知識，而且還明白了合作的重要性，可說是一次寓學習於活動的難忘體驗。



參加者聚精會神地觀看繪圖及著色示範。



從另一角度觀賞電車，別有風味。



完成後眾人來個大合照。



兩位「車身圖案設計師」在電車前留影。



「野生捕獲」張記電車。

精神健康日

■ 中四甲 何焯穎



製作史萊姆的攤檔很受同學歡迎。

當天，禮堂裏熙來攘往，擺滿形形色色的攤位活動。遊戲方面，有虛擬遊戲體驗及看影片答問題，而手作方面，則有摺紙和製作史萊姆、聖誕閃粉球與巧克力飲品，還有讓學生表達感受的寫心意卡環節。傳來的歡聲笑語連綿不絕，同學們皆享受着悠閒的舒展時間，有的戴着虛擬眼鏡擺弄着離奇八怪的身姿，有的專心致志地聆聽着導師的指示，有的和氣地跟朋友和老師談笑風生，氣氛熱鬧無比。

當中製作史萊姆的活動最令我印象深刻，我率先拿起一個杯子，並於杯內加入膠水與閃粉，之後便是竭盡全力的反覆攪拌，我們皆露出咬牙切齒的樣子，專注在這一分一秒，忘記學業的煩惱，接着我們在杯內加入定型水，使粉紅色的史萊姆漸漸成形，閃亮的造型令我們發出連聲驚嘆。後來我們把它放在手上，經過不斷的揉搓與伸展，它終於變得光滑及柔軟。這彷彿我們「日理萬機」的生活，被繁重的工作擠壓得失去平衡，身體和精神往往變得虛弱，只有適時的放空，舒展身心，才能拾回動力，提升工作效率，做事更得心應手、靈活自如。

如今，電視的新聞節目時常報道都市人的壓力指數日益增長，患上疾病的機率隨之提升，如胃癌、抑鬱症等，嚴重者甚至了結生命，加上精神病患者刺傷途人的個案增多，喚醒了大眾對精神健康重要性的關注。短暫的休息，使你奔波勞碌的大腦得以放鬆，絕不是浪費時間，而是為你提供一個遠離繁囂、思考目標的契機，以致日後在人生路上朝着正確的方向取得成功。假日時邀家人或朋友參與室外活動，到郊外野餐和做運動，細聽淙淙的流水聲、呼呼的風聲與沙沙的落葉聲，個人方面，亦可在家里製作手工藝品，如砌拼圖和繪畫，放慢急促的生活節奏。仔細想想，比起寶貴的生命，活出健康人生，難道有其他事更為重要嗎？



除了製作史萊姆，調配飲品和摺紙，也是舒緩壓力的良方。



課室設有頌鉢體驗，讓師生享受寧靜時光。



同學們透過寫心意卡自勉。

■ 中五乙 吳粵樂

家一定會好奇張祝珊的樂隊——「快活510」是怎麼出現的呢？提起這個話題，當中的確有許多有趣與巧合的緣由。我們的樂隊是因地理科而緣起的，而「快活510」正是以地理室編號命名的。其實身為樂隊成員的我，也對「快活510」的組成感到不可思議。在二零二四年的三月，我們的地理科老師萌生了組織樂隊的念頭。於是地理班裏幾位會玩樂器的同學，在一個偶然的下午，我們聚在一起進行了第一次排練。回想那個時候，我們抱著什麼都試一試的心態，在物資和時間的限制下，我們都在每一次的挑戰中成長：缺乏專業的音響設備，我們便去校外的band房裏綵排；不論缺多少個音箱，成員們總有辦法在外借得到；缺少人手的話，總能找到熱心而優秀的校友們來幫忙。和一般的樂隊一樣，我們有主唱、吉他手、貝斯手、鼓手、鍵盤手。不同的是，我們是一隊由老師與學生共同組成的樂隊。就在一次次的忙裡偷閒中互相磨合，我們之間的默契也在不斷提升。

其實一開始，我們都沒想過會走到今天，會得到那麼熱烈的迴響，可以在那麼多大大小小的活動中，在舞台上為大家演奏我們的音樂。

而在這次精神健康日的舞台上，我們多了幾位低年級的新成員加入，幾位出色的校友也來幫忙，共同演出。這次，我們希望用音樂為面對學業壓力的同學們送上鼓勵，以旋律與歌詞帶給觀眾們正能量。慶幸而驚喜的是，當天禮堂座無虛席，比我們想像中多很多觀眾。站在台上，我看到大家在台下隨著音樂擺動自己的雙手，一起合唱，沈醉而快樂地投入我們的表演。台下的觀眾高舉開著閃光燈的手機，仿似一片星海。仿佛那一刻，我們就像一支已出道的樂隊，擁有一群狂熱的粉絲，為我們歡呼。這是台上與台下相互連結所帶來的成功與滿足感。其實每一位台下觀眾的表情和支持，對上的表演者都是極大的鼓勵。如果說我們的音樂能為大家帶來慰藉與鼓勵，那麼台下的尖叫與歡呼絕對也是我們最大的動力。音樂的意義或許也是如此——是相互治癒的。

相信我們每位都會有一首屬於自己、百聽不厭的歌，音樂總能觸動我們內心深處，或能為陷入情緒低迷的我們止痛。總有一些歌詞能與我們當下的情感緊靠，而我們「快活510」亦正想以音樂去鼓勵不斷為學業而奮鬥的同學們。即使考試失利了，沒關係，聽一首喜歡的歌，放鬆一下心情，再一步步找到錯誤，努力去改正，明天總會到來。

「劃破了風衣，丟了救生衣，未曾想過會倖免，若生於某個，總擠不進我地點，註定遠征一遍。」學習路上，我們的確要面對許多看似無法完成的挑戰，但我們不能認輸，亦不會認輸。



我們就是「快活510」！



午膳時間，禮堂坐滿了支持「快活510」的同學。

一人一花

■ 中四乙 許鈞惠

我總是非常期待「一人一花」計劃，每年都急不及待地把幼苗帶回家，而今年的花苗是矮牽牛，又稱碧冬茄。第一次看見它們的時候，鮮艷的花瓣吸引著我的眼球，讓我目不轉睛。後來才知道，矮牽牛最獨特的標誌，就是它粉紅色、紫色的花瓣。

矮牽牛花十分適合新手種植，它喜愛陽光，再配合充足的養分、水分就能開花。可是，養花也是一門學問，除了要有耐性，還要有細膩的觀察力，我們可以根據葉子的生長狀況，判斷它們健康的程度，例如葉子變黃，那就可能是澆水過多，或者缺乏肥料，這時就更要悉心照顧它們。常言道養花可以陶冶性情，經過四年的經驗後，我十分認同這句話。看着花花草草茁壯地成長，一顆顆花蕾含苞欲放，一陣滿足感隨之而來，令人沉醉其中。在家中感到疲倦時，我總會走到陽台，看看花兒，放鬆身心，暫時把學習的壓力拋諸腦後。看着它們從幼苗慢慢地長高，然後長出花蕾，最後開成一朵朵燦爛的花，過程雖然漫長，但當姍姍紅映入眼簾，我便知道沒有功虧一簣。每朵花的花期都不同，令我不禁感嘆人與花毫無二致，在人生道路上，每人的步伐都截然不同，為何我們總要與別人比較？儘管花期相異，但無阻花朵盛放，盛放時依舊美麗，若然我們能參透這種精神，便能明白到，每個人都有屬於他們的花期。



種植了三個月後的矮牽牛。

「蛇餅健康枕，蛇年行大運」

記二零二五年乙巳年

中五乙 劉子慧



葉老師與家人特意來支持同學們。

今年是張記在維園舉辦年宵的第十五個年頭，一眾同學也格外興奮，準備化身為策劃者兼投資者，上一課獨特而難忘的企會財課堂。回望過去數個月裏大大小小的點滴，實在有太多寶貴、深刻的回憶。

年宵的雛形源於一份功課，當中要求我們構思有關「蛇」的產品和做相關市場分析。那時候已經迎來第一個難題——蛇可以創作出什麼產品，是既正面又實用的呢？一直以來，蛇予人的觀感往往不討好，牠沒有「龍」的威武和霸氣，也沒有「豬」的可愛和親切感。但在多番討論和修改後，主打產品「蛇餅」終於誕生，象徵著身體健康和經濟起飛，與新年的憧憬也極為吻合。在同學們鼎力相助之下，蛇餅由原來只有單調的線條和顏色，演變為色彩鮮明的可愛圖案，成為年宵第一塊重要的基石。

我們不但要親自設計貨品，還要親力親為參與許多程序，不得不提的是參與攤位投標。在老師帶領下，數位同學可親臨現場體驗。初次出席這種正式場合，同學既雀躍又緊張，一方面希望投得心頭

好，選取人流較多的攤位，另一方面又希望盡量降低成本。最終，租金昂貴但接近入口的192號鋪成了七日年宵的基地。

除了攤位投標外，選購和包裝貨品也是不可或缺的一環。為了讓同學親身體驗「做生意」，同學須親自到廣州挑選貨品、議價，並將貨品帶回學校。貨物數量繁多，但同學都願意盡用自己的行李箱來裝貨。上學期考試結束後，同學便馬不停蹄地開始拍攝宣傳照、包裝、檢查貨品、裝飾攤位和展示架、定價、製造價錢牌和箱子，各司其職，為年宵作最後衝刺。那些「被紙皮包圍」的日子，相信也是同學們難忘的回憶之一。

終於，在二零二五年一月二十三日，年宵正式揭開序幕，這不單是要展現過去數月努力的成果，更真正考驗我們能否把書本所學融入到商業世界當中。我們的攤檔由早上九時營業至凌晨一時，同學除了負責推銷和接待客人外，有的會負責在貨倉執拾，又或是後勤工作，如收銀、包裝、為水晶燈充電等。起初我們都面臨各種挑戰，例如推銷的同學苦思怎樣可以吸引客人的注意；當客人議價時要如何回應；快速判斷客人的需要和喜好，從而向他們推銷最合適的產品。此外，由於地方有限，不能存放所有貨物，我們每天也要回學校補給，而在貨倉的同學也需不斷重新熟習貨品的位置；負責整理攤檔的也要善用空間，把商品排列得井井有條。

面對日曬雨淋和怪風吹襲，每天開鋪前也要清理積水、掃走地上濕透的紙皮，以及把沙包放在展示架上。年宵的工作雖然辛苦，甚至有人因為喊口號而聲音沙啞了，但同學仍會堅持下去。大家輪流休息，又會分享小食互相打氣。之後幾天，同學的銷售手法已經變得熟練及充滿個人風格。每一次推銷成功，每一次看到營業額增長，每一次收到途人鼓勵，也是對同學的肯定和支持，推動大家越做越好。

年宵看似過得很快，短短七天便完結，但其實過程中我們做了很多即時決定，這反映靈活變通的重要性。如何視乎營商環境隨機應變、果敢地下判斷，是成功的關鍵。有了首日經驗，我們便可按照目標客群、人流等準則，制定出相應的貨品清單，例如早上小朋友較多，我們會推銷風車、解壓玩具和公仔；晚上因為整體人流較多，會主力推銷蛇餅、水晶燈和鑰匙扣。除此之外，為提升營業額，我們套用有關營銷理論，會按照貨物的銷量和供應調整定價。

年宵另一深刻之處便是接受訪問，感謝各路媒體給我們許多受訪機會，這不但是宣傳渠道，更是讓同學被大眾看見的平台。記者的提問涵蓋了很多範疇，從經營年宵攤檔的原因經過，到主打產品的設計意念、宣傳手法、遇到的困難等，讓大眾從各方面了解我們的攤檔，增加曝光率和知名度。能在新聞報道上露面實屬難得，相信各位同學也十分珍惜是次經歷。令我們意外的是，有些客人竟然在看到報道後遠道而來，實在讓人感到窩心。

年宵如此成功，承蒙各方踴躍支持。不論是在校學生、老師、家長、舊生、廣大市民還是政府官員，您們說的每一句「加油」、購買的每一件產品，也像燃料一樣為我們帶來力量。「多謝師兄師姐！」張祝珊精神更是溫暖人心，即使是素未謀面的師兄師姐，也全力支持我們，甚至專程為我們送上小食和熱飲，實在感謝您們。

「蛇餅健康枕，蛇年行大運，鋪頭打蛇餅，生意又破頂！」在年宵最後一天，全場氣氛高漲，人流絡繹不絕。「發財黃金蛇餅！」「68蚊！」同學拿著大聲公吸引注意，叫喊聲此起彼落，希望售出所剩無幾的蛇餅。雖然店鋪之間互有競爭，但在凌晨時分，不論是商家還是市民，也齊聲倒數，把全場氣氛炒熱至最高點。那瞬間，大家洋溢歡喜的笑容，彷彿把所有利益競爭統統拋諸腦後，盡情享受著濃厚的新年氣氛。最後一件蛇餅賣出後，大家不禁一起拍掌，唱起校歌來。「Eternally, our friendship would last. We're children of Cheung Chuk Shan College. We vow to strive for the best!」曲終人散，年宵正式在一月二十九日落幕。

凌晨時分，同學齊心協力地把枱檯搬回學校。看著原本被紅白藍膠袋擠滿的地下，現在卻空空如也，腦海裏禁不住回憶起年宵的點滴，那些歡聲笑語、互相鼓勵、熱鬧的氛圍……頓時在心中泛起絲絲漣漪。即使夜已深，大家也在學校不願離去。回到年宵市場，看著空無一物的192號鋪，不得不接受年宵的帷幕已經落下，但那些回憶必定長存心中。在此祝願張記年宵能延續更多個十五年！



感謝各位全力支持，祝大家蛇年行大運！



同學們在攤檔前展示商品。



同學示範如何製作漆扇。



別具一格的書法作品。



能夠試穿中日韓傳統服飾，大家都樂在其中。



中華文化周

中文學會主席 中五丁 陳詩敏

一年一度的中華文化周再次展開，並以「中華文化的傳播」為主題，各學會通過攤位遊戲，讓師生在午休時段感受中華文化的魅力，並探索它對日本、韓國等鄰國文化的深遠影響。是次為期三日的活動，是知識傳遞的盛宴，也是一場跨越地域與歷史的文明對話。

林林總總的攤位前圍著三兩成群的身影，最「吸睛」的是中日韓傳統服飾試穿區。漢服的廣袖、韓服的彩緞、和服的紋樣，讓同學散發出獨特的氣質，連舉止也有別於平時——披上漢服的瞬間，有人不自覺挺直了脊樑；穿上韓服高腰襦裙，同學們便不由自主拎著裙襬轉圈；當和服的振袖裹住臂膀，連最活潑的同學都放輕了腳步。細細看著這些大同小異的服飾，才發現其實它們各有千秋：三種服飾雖同樣採用交領右衽，卻在花紋、版型等細節上有所不同，恰似一朵文化根脈上開出的三色花。

來到茶香繚繞的茶道體驗區，各種茶包羅列在長桌上，既有中國的普洱、鐵觀音，也不乏日本的煎茶、抹茶。幾盞茶杯分別裝載著不同色澤的茶水，有的淡綠，有的淺黃。同學們俯身觀察，淺嘗茶水、輕嗅茶香，努力分辨中日茶種——唐宋茶藝東渡後，日本茶道開始發展，在承襲的同時發展出自身特色。

另一邊廂，家政學會同學巧手備置的攤位同樣大受歡迎，這裡有中日韓三地不同做法的飯糰和冷麵，香氣四溢。同學們可以憑印章換領這些小食，在品嚐佳餚同時，對比三地美食在原料、醬料與口感上的異同，例如：韓式冷麵的辛辣味，源自辣椒引入韓國後，由當地人改造；而日本飯糰的清淡口感則反映出島國飲食對原味的追求。同學們能吃出的不僅是滋味，更有文化傳播過程中因地制宜的智慧。

除了體驗文化異同，禮堂內還有許多源於中國的活動，讓大家沉浸式體驗傳統中華文化。熱愛藝術的同學可以執筆享受書法、漆扇製作和臉譜繪畫，喜歡動腦筋的同學可以嘗試棋藝、九連環和華容道，喜愛運動的同學可以體驗投壺、捶丸和轉碟……總之，大家能先把瑣事拋諸腦後，全心感受這別致的文化交流。

三日活動轉眼就落幕了，但我相信當中傳遞的知識和樂趣會留在大家心間。在這裡，我衷心感謝參與文化周的各位老師和同學們，活動圓滿結束有賴大家的支持。希望大家攜手努力，繼續傳承中華文化，讓它傳播開去，發揚光大。

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