

Feature •

Redesigning lessons to increase learning motivation

The Principal, Ms. Ng Kit Yung, shared, "A student of mine once said he would like to become a teacher for his profession, he added that he would also use the latest pedagogies to teach his students." Ms. Ng continued to say, "The growing presence of smartphones in our culture has left many adolescents with shorter attention spans. Students simply shut off the moment a teacher becomes boring. This is the reason why it is so important to design lessons that engage students and increase their motivation to learn."



Principal Ms. Ng Kit Yung

In 2018, the school incorporated the teaching of musicals in English lessons and allowed students to lead classes with active participation while teachers listened more and talked less. This change in the teaching model showed great results; not only did students take more initiative in learning, but they also developed an appreciation for musicals and an interest in such other realms as history and religion, which were new experiences to them.

"We have had a lot of discussion around what makes good teaching, but learning does not necessarily come after good teaching. And learning does not mean learning well. So in order to teach well, we need to start thinking from 'learning well' on the part of the students," said Ms. Ng.

Jesus Christ, Jesus Christ

Who are you? What have you sacrificed?

Jesus Christ Superstar

Do you think you're what they say you are?



English teachers (from left),
Ms. Lau Wing Mei, Mr. Leung Cho Ming, Ms. Fan Lai Sum



Students are learning English through musicals,
while cultivating a better interest in music and history.

In March 2018, music from the classic rock opera Jesus Christ Superstar resonated in a corner of the school. Yeung Hok Him, a Secondary four student, said, "Through this musical, our classmates who come without religious backgrounds can get a glimpse of the lives of the 12 apostles. We learnt more about religion."

"I knew something about Jesus Christ already because I studied at a religious primary school. While watching this musical, I was thinking about why this religion came about in a time like that. Did it have anything to do with people's lives back then? This stimulated my interest in the history of Jerusalem." Another Secondary 4 student Wong Suet Ching added, "I used to think that musicals came solely in the form of operas, but having studied Jesus Christ Superstar I know that musicals can also come in the form of rock, even with various interpretations, carrying over the creators' perspectives of the story."

Both students shared the same views, "What's more, we have to pay attention to the lyrics to figure out the actor's emotions and to truly grasp the underlying meaning of the songs, which made me realize the importance of understanding the meaning behind a facade. This is good practice for understanding different perspectives, and learning that there are always different views and ways of thinking amongst people in life."

Initiating active learning to encourage diversified perspectives

Yeung and Wong never expected to gain way more than improving their English from joining the Jesus Christ Superstar appreciation activity organized by the school and QSHK in 2018.

Mr. Leung Cho Ming, the teacher-in-charge for the activity, said, "This activity helped not only increase students' interest in religion but they also developed an interest in world history. It also cultivated students' artistic sensitivity as it allowed them to apply what they have learnt in music classes, such as tempo and stage lighting. "The 3-day appreciation tour of the musical allowed students to gain multifaceted learning perspectives and it fostered the fun for active learning."



Students are more motivated learning with musicals.



Wong Suet Ching and Yeung Hok Hin

Yeung pointed out, "Before watching the musical, we researched on the content of the musical and presented the information to our classmates. We learnt a lot of new information, such as the features of a musical as well as some background about biblical stories. This broadened our horizons and taught us how to sift through a myriad of information, select and reorganise what is useful, which in turn helped hone our critical thinking and integrated skills."

"What is more, we had the "Hot Seat" activity after watching the musical, where we randomly picked our roles to play from the musical, and tried our best to answer the questions about the characteristics and personality of the actors asked by our classmates. This time I played Peter the apostle. He is one of the key characters in the musical with a distinctive personality; which opens a lot of room for discussion. So I had deep discussions with my classmates, which helped polish my critical thinking skills. For example, it prompted questions like what caused Peter's behaviour? Why did Judas betray Jesus?" said Wong. The school is reintroducing classes for appreciation of musicals in 2019 given the success of Jesus Christ Superstar with the students in the hope of sustaining students' passion for learning, but this year it will be Les Miserables.



Students are actively involved in the activity "Hot Seat".

Providing a learning platform; taking into care every learning difference

The classroom is a stage, which when managed well should allow students to shine bright. This explains why the school encouraged students to take the rein in the classroom, from research, to presenting, to analyzing key points, while the teachers assumed the role of facilitators with less talk and more guidance. Enabling students to take an active role proved to enhance students' learning motivation, and equipped them with multiple skills and accommodated for their learning differences. Mr. Leung elaborated, "This learning model does not only liven up the lessons but it also helps to boost students' confidence, communication and public speaking skills. Students are given opportunities to voice their opinion and allowed to practise speaking, which takes care of learning differences." What he said was best encapsulated in the students' Display of Learning.



Different learning models allow students to learn different skills.



The new learning model gave students the opportunity to speak their minds.

In a learning module, students have to present what they have learnt. Students sit in groups, and each group is responsible for a topic. Groups take turns sitting in and listening to other groups' presentations. Through asking and answering questions from their peers, students can learn to support and encourage one another.

"We used to get a group of students in front of the class to give presentations, which meant only a few were given the chance to present at one time. Also the stress of speaking in front of the class makes students unwilling to take the initiative. Now students present to a group rather than the class, which encourages less confident students. As they present several times rather than once, all students get the chance to speak. Students commented that their English improved as they practised again and again." said Ms. Lau Wing Mei, the English teacher.

Interdisciplinary learning fosters learning motivation

"As today's students have increasingly shorter attention spans, it is critical to stimulate their minds to arouse their interest in learning." The English Panel Chairperson, Ms. Fan Lai Sum added. "For example, I keep asking questions in class and students look for answers in the articles given. I ask not only factual questions but also open-ended and personal ones to allow them some space to contemplate and discuss. Students like to express themselves in front of others, so if given the opportunity they become actively engaged in class." Ms. Fan continued, "It is a great idea to make good use of images and graphs in language classes. For instance, when I taught an article about dinosaurs, students interested in science could try and explore even if they did not understand the entire language of the article."



As students' attention spans are shrinking, teachers need to stimulate their minds to keep them interested in learning.

Ms. Lau drew another point, "We used to choose fairy tales for readers, but boys are not big fans of these as they are of cars. I remember once some Form 1 students kept asking me to read them a book about vehicles. That is why we now select more non-fiction books to cater for both groups of students."

In the age of multimedia, students learn beyond the classroom. They can learn by themselves from YouTube. As long as they have an interest, they will seek their ways to learn. That said, a teacher's role goes beyond giving lessons to initiate students' interest in learning.

"We have had a lot of discussions about what makes good teaching, but good teaching does not necessarily mean effective learning on the part of the student. For those of us devoted to the field of education, it is paramount that we focus on the "learning well on the part of the students". If we are able to plan lessons well, empower students to take up more responsibility, and allow them to engage more to develop a sense of belonging, we can yield greater success, achieving the efficacy where one plus one equals far greater than two." said Principal Ms. Ng.

Make learning extend beyond the classroom into everyday life

Taking students outside the classroom is another way to teach them English besides from musicals. This year Ms. Fan and Ms. Chu Wai Ting took a group of Secondary 1 and Secondary 2 students to an exhibition in Elements to learn English. "Online shopping is commonplace today, which gave us the idea of taking the students to the mall to see how brick-and-mortar stores compete with web-based businesses using art." Students worked in groups and were assigned different topics, like picturing how they would float in the mall if they were one-hundred dollar bills. This encouraged them to observe and inspired them to think and reflect on the process. "The art pieces in the mall became valuable teaching tools for learning about everyday life. Though the artworks were mute, they left students with infinite space to express their perceptions in English. It's just that we often hurry past, too busy to take a second look. For instance, there was a pile of black stones themed "Dragons" by the artist and we asked the students why the body of the dragon was incomplete. Some said the rest of the body was buried underneath; some said it was up

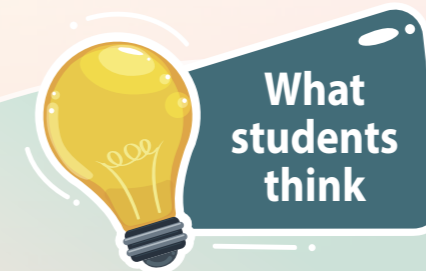


in the sky. In fact, the students can get very ingenious. The problem is they don't always go as in-depth. This is where teachers need to guide them through a deeper thinking process, which will enable them to learn more."

Language is in everyday life and knowledge is intrinsically related to daily life. If students are able to apply what they have learnt, they will appreciate the fun of learning.



Yeung Hok Hin appreciated how the musical gave him and his peers some exposure to religion.



Wong Suet Ching learnt about the many ways of interpreting musicals through Jesus Christ Superstar.

The musical Jesus Christ Superstar helped to enrich our vocabulary in religion. For example, as some of us don't come from religious backgrounds, we might not know the word disciples. Besides, our teachers analysed the lyrics with us, singling out proverbs, similes, amongst other things. There we came across the English proverb for the Chinese saying "one day apart from a dear one feels like 3 years". It also helped improve my rhetorical thinking skills.

It never crossed our minds that there could be so many ways to interpret a musical. We should work to understand not only the surface meaning when admiring the songs, but also try to understand the deeper emotions behind the songs. Besides, since we had only little time to extract key points from a vast amount of information, I learnt how to get to the point and honed my paraphrasing skills.



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Time Investment for a successful learner

“Don’t say you don’t have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, Mother Teresa, Leonardo da Vinci and Albert Einstein.” – H. Jackson Brown Jr.

Do you spend your time or invest it? When you spend time, you’re not really looking to get anything back. The word “spend” means using something up while “invest” means expending current resources to get rewards in the future. Everyone has the same amount of capital – 24 hours a day. Fair enough, right? But some students always moan and groan and complain about not having enough time to study, “I’m running out of time for studying!!!!” “I flunked my test because I just crammed for only three hours last night.” “Why does it always take me ages to remember stuff?” These scenarios must certainly strike a common chord among the fretful students studying under Hong Kong’s pressure-cooker education system.

Yet, in my opinion, albeit limited, time is never a constraint. Candidly, I did not always spend much time studying after school and I used to only flip through books maybe one to two days before my exams. Friends and teachers who know me well also know that I’m a procrastinator instead of being super assiduous. Guess what, I’m also working on this writing at 2am. Well, it’s actually not as hard as you may presume to excel in academic studies. Time investment is the key when you intend to study well.

Here are some tips on how you should invest time rather than spend time in order to sail through your exams with flying colors.

First off, what to do in class?

School lessons are absolutely important because they give you the first exposure to most of the factual knowledge, from formulas to equations, from background information to application, especially most related to exams. Every lesson is an opportunity for revision. If you waste a lesson, you have also wasted a chance to revise. Therefore, leverage your class time for better academic results.

Action 1: Practise active listening

In a class of 30 students, most of us seem to be focused, looking at the blackboard and listening. Have you ever wondered why there’s always a huge gap in memorizing and understanding among learners in 80 minutes? Some of you may attribute it to the innate ability of individuals which is undeniably one of the factors though. Yet, it should be noted that there are two types of students in class – passive listeners and active listeners. The former ones spend their time drifting off when simply just HEARING. For them, the teaching merely goes in one ear and out the other, leaving no words stuck in their heads. Do you find yourself like this?

In stark contrast to passive listeners, active listeners invest time wisely in listening to tutoring. When teachers are talking, they make a conscious effort to hang on every word and then interpret the meanings and think about how to respond at the same time. It is no wonder they are better at committing facts and figures to memory and comprehension. So, if you don’t want to waste your time and spend another unknown number of hours cramming books, just stay concentrated and listen actively in class – umm, occasional dozing off is forgivable though. I promise that it will make your life as a student much easier.

Action 2: Ask questions

It is not uncommon to see students mind-blown and confused by the new ideas taught in class such as the number of moles of molecules, credit creation, Calvin cycle, Krebs cycle and so on. Whenever encountering any difficulty in understanding the concepts, you should immediately ask questions regarding it. Many students may fear to bother teachers or classmates or deem asking questions silly. Or maybe they think they could handle it themselves at home. In fact, never should you accumulate any misconceptions or mistakes in learning. Otherwise, it will take so much more unnecessary time to clear all concepts. What’s more, I’m sure teachers are willing to roll up their sleeves to solve your queries and your classmates would also be happy to learn more. In no way does passive learning help you improve in this ongoing process.

Action 3: Self-study

For students who are capable enough to grasp the basic concepts and do not solely rely on the teaching, you can definitely utilize your lessons even better by self-studying. You can do assignments or past paper drilling to assess whether you have fully digested and assimilated all the knowledge taught. Besides, you can review the past chapters, write notes or even begin to take a glimpse at the coming new chapter. Of course, you also have to pay some attention to your teachers. It somehow requires multi-tasking skill.

Just bear in mind that the number of hours sitting in class is more or less the same and fixed for most students. Spend it or invest it? You make your choice.



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決戰 VS 文憑試

在三年為文憑試奮鬥的歷程中，我總結出三點希望為各位師弟妹帶來幫助的小技巧。

第一點就是善用時間，打好基礎。相信讀過《勸學》一文的同學都明白“不積跬步，無以至千里。不積小流，無以成江河。”這一道理。知識及應試技巧要循序漸進，一點一點累積出來，絕不可能一步登天。當進入試場時，那沉重的氣氛和緊張的心情，足以令你忘卻所有剛剛明明背得滾瓜爛熟的內容，遺留在腦中只餘下平日溫習得最多，背得最多的技巧及內容。在臨近考試前夕才臨急抱佛腳，把以前從未消化過的課本內容通通一下子塞進腦中，那囫圇吞棗的內容、知識和技巧極難鞏固，那自然難以在考試時運用出來。我相信在英文作文考試期間，當你想表達“美好”這個詞語時，緊張的心情令你腦海中只能閃過“good”這個簡單的詞語，卻想不起來“fabulous”，“exceptional”等生字。在中史考試時，忽然忘記郡縣制究竟是秦始皇還是漢武帝的施政也是毫不出奇的。但是很不幸，這細微的錯誤足以令你錯過摘星的機會。若非平日不斷運用，不斷操練，又豈能把所有細微之處都牢牢記在腦海中呢？與其在 **study leave** 時才作最後衝刺，倒不如趁現在每天抽兩三小時來溫習，鞏固所學，溫故知新。

第二點是組織、消化內容，從考試導向的方向溫習。在歷史科及通識科考試及寫作議論文時，你很可能會發覺即使你把課本都背得滾瓜爛熟，仍然很難組織出有效的論點，到底如何才能把背景措施例子影響等碎片黏合成一段連貫且邏輯清晰的論述呢？其實這些你絕對能在家中準備的。以通識科為例，當你在題目中看到“政治”這個詞語，你腦海中應要即時把政治分拆成法治根基、政府支持度、政策質素、施政效率等小導向，再為各導向準備不同的

Some CHILL ways to learn

If you have opted to be a wise investor in time, you will soon have saved a lot of time for other essential things as you are actually using less time on rote-learning and looking back at the heaps of books and notes. After school, you can go for some new learning materials apart from textbooks. For example, if you want to consolidate your knowledge in Biology, you can watch related videos on YouTube – CrashCourse and Osmosis are highly recommended. I love their animation and contents. For English, you can watch Ted Talks or any inspiring documentaries online. Just find something that piques your interest in the subject and something that will help you sustain your study progress. You can still bury your head in exam papers if you can stand the boredom. You know, some people love it.

Can We “HEA”?

What about holidays? Do we have to invest all our time in studying as well? Does rest mean an exhausting time? Not at all. Personally, I constantly gave myself a lot of breaks, leisure and rest. I could even spend six hours or more a day on my phone binging on social media and YouTube videos for entertainment. As long as you have utilized your previous time well, you can make good use of the saved time for diversions which are the rewards brought from your earlier work. You deserve it. Furthermore, a temporary stop in studying is an investment in health. Incessantly wading through paperwork does burden students both physically and mentally which in turn dampens ones’ spirits to continue studying. You can definitely go for a jog or play video games for hours. You don’t have to feel unduly guilty about it.

Revise your investment plans regularly

Last but not least, we should spare some time for assessment in the use of time and study methods which is seemingly overlooked by many of us. Spending all your time on work may allow you to finish a greater amount of jobs but it may not guarantee achievements in terms of your goals in the long run. For instance, your packed agenda could burn you out and even lower your efficiency at work or what you are doing every day actually may not help elevate your scores in academic studies. In that case, this is a failed time investment which does no good but all harm. Thus, allow some time for reviewing your day and plans. It could be from 10 minutes a day to 30 minutes a week. Think about whether your investment plan maximizes your effectiveness, efficiency and productivity and make some amendments which fit you most.

Once again, you should acknowledge that all of us have 24 hours a day. You can also be a high flyer who can strike a work life balance. Don’t pin the blame for failures on a lack of time.

例子。例如政府沒有諮詢當地居民便貿然推行東北發展計劃，顯示政府漠視居民利益會影響其支持度及政策質素。一些常見的概念字眼例如綜合國力、生活素質、可持續發展等，請你務必在家中好好準備。即使看到一條從未見過的新題目新題型，只要準備充足，腦海能馬上建構出答題的基本框架，便能臨危不亂，舉一反三。又以歷史科為例，分拆論點同樣是在論述題中的必勝之道。若然題目問你凡爾賽條約的缺失如何導致第二次世界大戰，你可以從導致極權主義、不妥當的民族政策、國際聯盟的缺失等不同角度析論。當提到極權主義一定要舉1930年的各種侵略事件作例子，提到國際聯盟過份懦弱，則能以李頓調查團作例子。課本只能告訴你基本事實，論點整合的工作只能靠你付出時間和努力去完成。又比如議論文，堅持不懈、努力、誠實、忠誠、中庸、朋友之道等常見題目的例子亦要在家中作充分準備。整合組織絕對是一項艱辛的工作，但若非如此，又有誰能在一條完全陌生的題目中取得佳績呢？

第三點是善用資源，模仿佳作。我相信不少師弟妹也有到大型補習社向名師學習，但那些所謂“神技”不免有浮誇之嫌。補習最有價值的一定是五星星範本。在閱讀一篇五星的抒情文章時，仔細揣摩觀察他人是如何鋪排情節，埋下伏筆，為轉捩點作準備，有層次地進行感情轉換，從思想到行為的昇華。在看到令人眼前一亮的入題方法，如觸景生情、融情入景借物抒情，嘗試把它背下來，再運用於自己的文章當中。甚至乎可以背下優秀文章的取材和架構，融入自己風格，再因應題目要求對文章內容略加刪改。在閱讀綜合卷的優秀樣本時亦不妨留意別人的邏輯思維，每段段落都要包含背景、活動措施及影響，而背景必須與影響連貫相關。論述內容則要設題，圍繞主題、對象的特質展開，論述不應只是泛泛而談，應加入適當的情境創設及融入社會問題。至於英文這些考核你語文功底的科目更須要從他人的佳作中學習，背下他們的遣詞用字及佳句。

以上就是我的一點讀書心得。或許你們會認為中文英文及通識這些科目的評分標準十分難掌握，難以在家中準備，但事實並非如此，只是你要付出更多時間精力才能掌握這些科目。也許你也會認為，中史、西史這些背誦為主的科目能在短時間內獲得進步，但是我必須要告訴你，短期記憶是絕對不可靠的，唯有不斷的消化鞏固才能令你在考試中獲取佳績。

中國文化學會 —— 文化日



同學的書法畫作非常吸引



同學認真準備文化日——「花開有時」



同學爭相試飲洛神花茶

中華文化源遠流長，五千年的歷史長河，不僅促進了各民族的融合，更豐富了文化的內涵。中國文化學會透過舉辦不同活動，旨在加深同學對中國文化、歷史的了解，培育其文化涵養。中華文化與日常生活息息相關，文學、語言、飲食、服飾、音樂、舞蹈、書法、謎語、遊戲、建築等都是文化的載體，蘊含中華文化的內涵，可見中華文化的博大精深，饒富趣味。我們曾舉辦過不同比賽，如踢毬、蹴鞠、詩詞入樂等比賽；亦籌辦

過不同活動，如小食攤位、剪紙、繩結和面譜製作等，讓同學在輕鬆、有趣的氛圍下感受到「生活就是文化，文化就是生活。」去年，中國文化學會以「花開有時」為文化日主題，我們透過電腦互動遊戲、拼圖、詩詞，讓同學認識到不論騷人墨客還是平民百姓都喜歡托物言志，隱含寄意，借花卉的特性來象徵人的品格和情操。我們希望同學平日多觀察、多思考、多積累，能體悟中國文化的精神及意義。

兩位「花仙子」粉墨登場，與師生同樂。



愈辯愈明，探索求真—— 學生眼中的通識科學習活動



中五級班際辯論比賽有感

辯論與吵架不同 6B 沈璋洛

在過程中，我們需要就自身的立場，預備資料，如定義關鍵概念，以建構論點，並附以論據，充實論證，亦要預測友方的觀點及論述，知己知彼。只有一一做妥以上細節，才稱得上是「好的辯論」，才有機會獲得勝利。

辯論與吵架不同，因為只有在和平及理性的前提下，真理才能愈辯愈明。



當天辯論比賽的題目是「香港青少年以激進的手法表達訴求對香港的政治發展是利多於弊」，而沈同學一方為正方，並勝出該次比賽。

善德基金會基本法中學校際問答比賽有感

一首感懷詩 6D 陳嘉宜

紅旗撼動午時鐘，雪地冰天覓俊雄，
二五狂人筆紙語，連句淬礪箭弦弓。
爭分奪秒驅胡客，舉盾持戈奏漢風，
憲法登科三鼎甲，揚眉衣錦耀田中。

盡善盡美的執著 6C 丘芸嫻

大會及老師提供的題目共約一千二百題，涵蓋基本法及中國憲法所有內容，令我對基本法和中國憲法有更深入的认识。反復細味題目，還可進一步體會到，甚麼是盡善盡美的執著。備戰期間，我與伙伴建立了同甘共苦的戰友情誼，領略了團隊合作的力量。可惜備戰時有鬆懈，專注未能貫徹始終，否則可能不會在季軍止步呢！



6D 陳嘉宜同學(中)正進行必答環節



6C 丘芸嫻同學正進行論證環節

Young Founders School (YFS) is a weekend-long boot camp for aspiring entrepreneurs between the ages of 12-17 years old. During the weekend,

- students get the opportunity to develop their startup ideas into fully-formed business pitches,
- YFS provides each team with a leading industry professional to develop each business pitch,
- all teams present a detailed pitch deck,
- the winning team receives funding towards the development of their startup, and
- the top 3 students will get the opportunity to pitch his/her idea at a future YFS demo day.

5 students from our Secondary 4 BAFS class, 4B Leung Cheuk Kin, 4C Yeung Hok Hin, 4D Cheung Kwai Yung, 4D Fung Lok Ching and 4D Lee Lok Hei, participated in the boot camp which was held on April 27 and 28 this year. They were invited to pitch their ideas in the Entrepreneur's Day ran by HKTDC on May 16 at the Pitchathon Spot in The Hong Kong Convention and Exhibition Centre.



Students received the Certificate of Merit from Young Founder School at HKCEC.



The products of our student company were highly appreciated by JA and 4 students from S4 Economics class, 4B Chan Chun Long, 4C Yau Chung On, 4D Fung Lok Ching and 4D Yuen Ka Chun, were invited to the mass media interview.

JA Company Programme enables students to develop their entrepreneurial mindset and 21st century skills, including goal-setting, creative problem-solving, teamwork, communication, digital marketing and learning from mistakes. Under the guidance of volunteer business advisors, students establish and operate a company as they would in the real business world as well as participate in the JA CP Trade Fair. There are 17 S4 students joining the programme in 2018 – 2019.



S4 students enjoyed the trade fair on December 15 in 2018 and they learnt a lot from other school students who took part in the program as well.



S4 students took part in JA Company Program and had regular meeting every Saturday morning.

中一級「山景人情」計劃

對剛升上中一的同學而言，一切都是新的：

- 「新」的身份——中一生、田中人
- 「新」的人際關係——同學、老師、社區鄰里
- 「新」的學校——仁愛堂田家炳中學、創辦人田家炳先生、校訓
- 「新」的社區——山景邨

視覺藝術科特地以「新里程」作主題，貫穿三個子題，從而有機地加強中一級同學對朋輩的認識、對個人身份的認同、對學校和社區的結連與歸屬感。

是次計劃讓學生明白到藝術學習不止於藝術知識的層面 (Learning in Art)，而是可以透過藝術，表現自我，並展現對他人的關懷 (Learning through Art)。

視覺藝術科課程內容

主題：新里程			
子題	單元 (一) 田家炳新丁之 “All about Me!”	單元 (二) 深耕細作在田中	單元 (三) 山景人情
探討焦點	新的友伴—— 加深朋輩之間的認識。	新的學校—— 認識創校人田家炳先生，建立對學校的歸屬感，培養學生對創校人的感恩之心並傳承其服務精神。	新的社區—— 加強對社區的認識，培養對社區的關懷之心，傳承校訓，實踐服務精神。

此外，計劃亦嘗試有機地結合學科學習和服務 (視藝科+長者服務)，讓學生將從視藝課堂中得到的啟發，推展至實踐。比如學生就曾於課外活動組籌辦的中一級長者服務活動中，將剪紙作品送予長者，展現對區內長者的關懷與祝福。

單元 (一)

田家炳新丁之 “All about Me!”

學生以自我介紹為題進行不同聯想，如：喜好、強項、技能、夢想、信念、家人、朋友。



作品張貼於中一級樓層，同學藉著作品互相認識。



學生作品

單元 (二)

深耕細作在田中

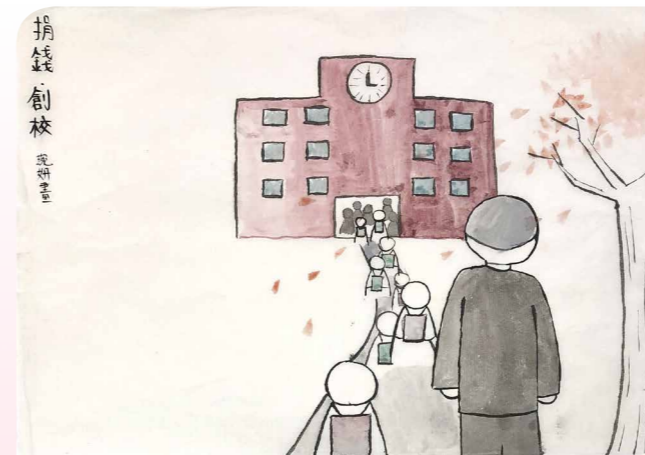
學生以水墨畫方式繪畫田家炳先生的一件事蹟，以表現其性格、形象。



配以電子教學策略，學生以遊戲方式，從「回顧展覽廊」認識學校歷史。



學生閱讀創校人田家炳先生的自傳《我的幸福人生》，認識田家炳先生的服務精神。



學生作品



學生作品

單元 (三)

山景人情——山景「耆」福

學生製作剪紙，為「山景人」送上祝福。學科與課外活動組合作，結合中一級服務學習活動，將剪紙作品送給區內長者。



社區關懷——學生進行山景「耆」觀，透過社區訪問，了解山景居民 (長者) 的需要。



將剪紙作品送給區內長者



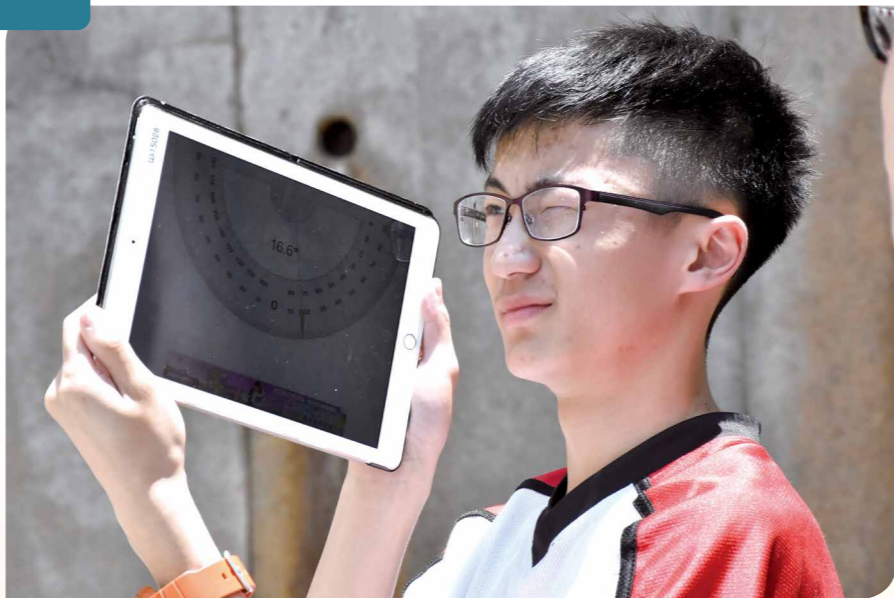
學生作品



學生作品

 數學科 Mathematics

S2 students used the iPads for measuring angles of elevation in the school playground in the teaching of the topic 'Application of Trigonometry' in Mathematics.



 初中個人、社會及人文教育
Junior Form Personal, Social & Humanities Education

Secondary 1 students joined the Hong Kong Jockey Club Community Project Grant: Mei Ho House Hong Kong Spirit Learning Project School Guided Tour.



The Mei Ho House school guided tour can arouse S1 students' interest of Hong Kong by introduction of the historical, architectural, cultural and social significance of the first and only remaining Mark I H-shaped resettlement block-Mei Ho House.



S1 students learned about the history of Hong Kong's public housing development, the way of life and interesting stories of early resettlement block residents that extended their learning outside classroom.

Secondary 2 students joined the Guided tours of the Legislative Council complex to enhance the understanding of the work of the Legislature among students.



Students observed the proceedings of Council meetings in the Education Galleries.



S2 students participated in a role-playing activity to provide them the basic knowledge about the work of the Legislature and the law-making process or motion debate in the multi-purpose Education Activities Room of LegCo.





地理科 Geography



Students investigated how agricultural activities affecting the water quality in geography field trip. They were testing the properties of pH value, salinity, dissolved oxygen and phosphate concentration in the river water around the farmland.



After conducting the geography field studies, students analyzed and processed the primary data in the laboratory of Sik Sik Yuen Ho Koon Natural Education cum Astronomical Centre.



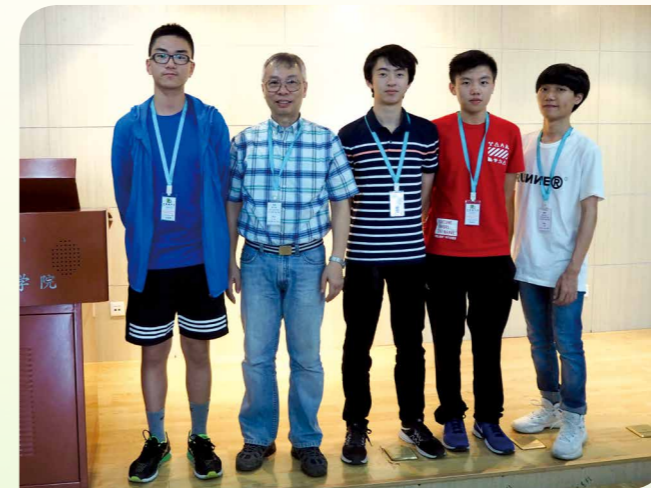
Students collected the water sample from different courses of river to analyze the impact of nearby farming activities and rural land uses on water quality.



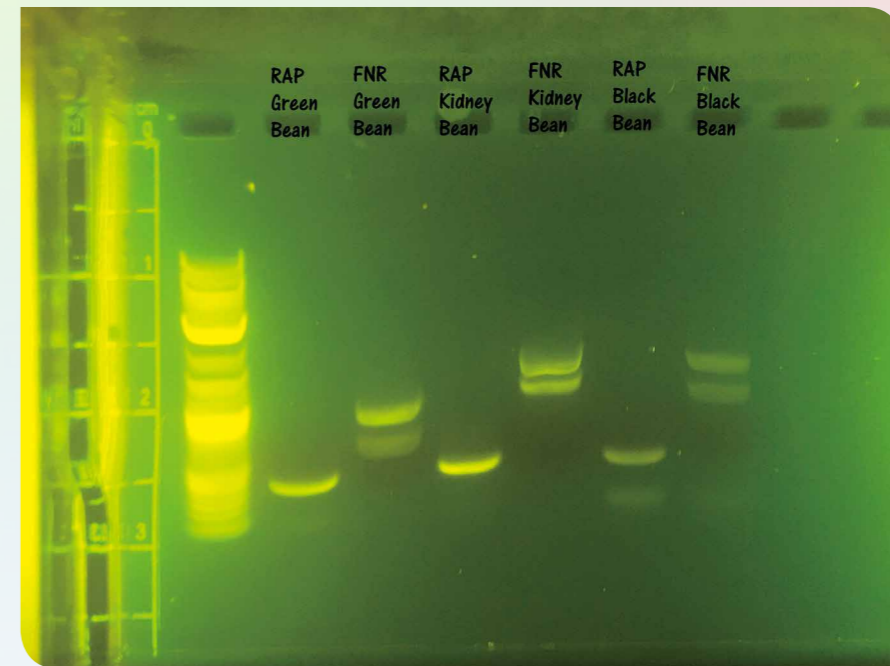
科學及科技教育 Science and Technology Education



55 students joined the iGEM competition in Boston, USA and won the bronze award in November 2018.



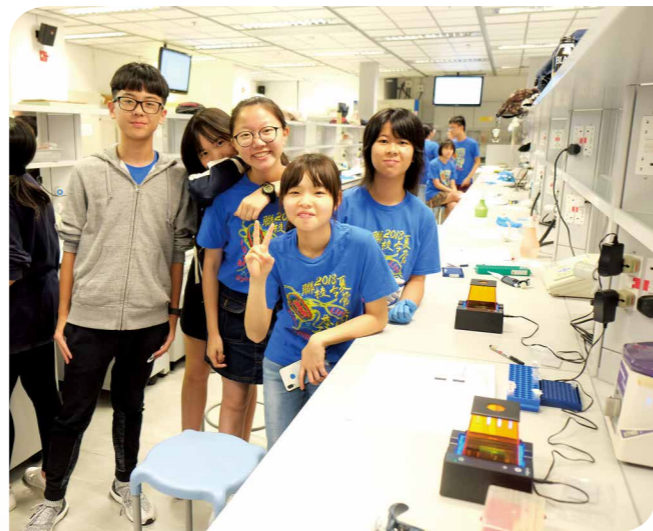
55 students visited Gansu province in China to carry out field study on agricultures with Professor Lam Hon Ming from CUHK.



Biology students developed the genetic marker for the STEAM@ Soybean Project organized by CUHK. The markers will be used as teaching kits for other schools in HK.



Every year, Biology students join the HKUST Synthetic Biology training camp co-organized by the school, HKUST and CUHK.



We are collaborating with life science departments of HKUST and CUHK. The universities shared their research labs with our students for them to do their research projects.



4 S5 students did a project on creating a microbial fuel cell utilizing cellulosic waste and joined the Hong Kong Student Science Project Competition.



5 students from ICT class received the certificates from the Canadian Computing Competition (HK).



Our school's astronomy club rented the mini dome theatre for the students to learn about astronomy.



S2 students visited the CLP Power Plant on understanding the generation of electricity in Hong Kong.



S1 students enjoyed the activities in the school tour show of the Croucher Science Week 2019.



ICT students received the Bronze award in the Hong Kong ICT Awards 2018.

2019-2020 學生活動成績簡報

截至：2019年11月

舉辦機構或團體	活動名稱	參加者或組別	成績
iGEM Foundation	International Genetically Engineered Machine Competition	5A 劉炫亨 譚泳翠 郭紫燕 5B 龔錦芊 余安怡 林恩如	High School Gold Medal
教育局	「化學家在線」自學獎勵計劃2019	5A 林靖琦 5B 黃雪晴 唐琛	Diamond Award

2018-2019 學生活動成績簡報

舉辦機構或團體	活動名稱	參加者或組別	成績		
iGEM Foundation	International Genetically Engineered Machine Competition	5C 黃寶兒 羅傑謙 5D 陳海澄 方羨寧	High School Bronze Medal		
香港理工大學	PolyU Secondary School Mathematics and Science Competition	5D 李泓俊 黃緯俊	Medal		
香港教育局課程發展處資優教育組 香港教育工作者聯會 香港數理教育學會	第十屆香港中學數學創意解題比賽	1A 許志美 林俊彥 2A 周洧瑩 陳卓熙	銅獎		
香港真光中學	香港真光中學女子數學邀請賽2018	4A 龔錦芊	Merit		
		4A 霍靜文	Distinction		
		5D 陳思哲	High Distinction		
		4A 吳約瀚 5D 陳浚銘 莫啟諾 謝梓健	Distinction		
保良局香港數理教育學會	香港青少年數學精英選拔賽	3A 陳天濠 3D 譚卓言	三等獎		
國際數學奧林匹克香港委員會 泛亞教育交流中心	香港初中數學奧林匹克青少年數學論壇選拔賽	1C 張棋晉 2A 張志明	三等獎		
香港理工大學電子計算學系及 香港電腦教育學會	電腦應用程式比賽2018	4A 張卓男 梁倬健 梁浩義 吳約瀚 4C 陳建丰 4D 黃凱妍 5B 何嘉銳 5D 黃緯俊 何俊輝 6D 沈弘熙 蕭恩溢 程達恒	學校總冠軍		
		4C 陳建丰 5B 何嘉銳 5D 黃緯俊 何俊輝	隊際亞軍		
		4A 張卓男 6D 沈弘熙 蕭恩溢 程達恒	隊際優異獎		
		5D 何俊輝	個人亞軍		
		5D 黃緯俊	個人優異獎		
		香港大學	加拿大中學電腦大賽(香港)2018	4A 吳約瀚	一等獎
				4A 張卓男	二等獎
5D 何俊輝	二等獎				
4A 王柏根	三等獎				
香港電腦教育學會	學習如此多紛2019學界程式設計研習比賽	4A 王柏根 陳建丰 梁皓程 陳莉安	最佳演繹獎		
香港培正中學 喇沙書院	培正喇沙編程挑戰賽	5B 何嘉銳 5D 黃緯俊 何俊輝	銅獎		
香港電腦教育學會及香港教育局主辦 香港中文大學協辦	香港電腦奧林匹克競賽	5D 黃緯俊	初級組銀獎		
		4A 吳約瀚	初級組銅獎		
中國計算機學會主辦	全國青少年信息學奧林匹克聯賽2018(香港區)	5D 黃緯俊	提高組 二等獎		
教育局	中學數學閱讀報告比賽	3A 呂希瑤	二等獎		

舉辦機構或團體	活動名稱	參加者或組別	成績		
香港學校音樂及朗誦協會	第70屆香港學校朗誦節	英語集誦	1A	優良獎狀	
		英語演講	3A 池星瑩 許蘊盈 甄柏瑜 古朗熙 黃天樂 4A 梁銘昊 5C 黎天朗 5D 李芷庭	優良獎狀	
	英語獨誦	1A 陳梓樂 陳仕傑	良好獎狀		
		1A 許志美 1B 王子朗 2A 鍾可盈 孔蔚藍 黃諾軒 3B 曹承祐	優良獎狀		
		3A 羅昭宜 馬友怡	優良獎狀		
	二人戲劇朗誦	1D 陳子悠	季軍		
	中文獨誦(普通話)	1A 許志美 1B 李天盈 1D 岳成瀚 3B 陳倩晴 鄧欣怡	優良獎狀		
	中文獨誦(粵語)	1D 陳子悠	優良獎狀		
香港學界舞蹈協會	第54屆學校舞蹈節	街舞及爵士舞《New Face》 2A 簡子喬 2C 吳靖嵐 李昭緯 2D 黃弘朗 3B 王煦堯 王敏婷 3D 李蕙沁 4C 王樂瑤 4D 張桂蓉 5A 區羨 李驊軒 5B 吳懿琦 5D 鍾興洲 6A 戴心盈 6B 葉佩鑫 文凱琳 巫綽琳 6D 陳瑞滢	優等獎 及 編舞獎		
		中國三人舞《錦雞炫美》 3D 林頌欣 5C 林婉萍 6A 陳嘉雯	優等獎		
		現代雙人舞《Set me Free》 6D 羅家欣 陳瑞滢	乙等獎		
香港浸會大學全人教育教學中心、 香港戲劇教師會合辦	2019香港創意戲劇節	2B 陳受谷 3A 黃天樂 4A 鄭嘉瑤 4B 陳樂桐	中學組 傑出獎		
		4B 鄧浩榮 4C 莫芷晴 蘇樂瑤 4D 李文立	中學組 優異獎		
香港學界體育聯會	校際游泳比賽	男子乙組	1D 黎浩灝 2D 彭濤堅 3B 曾俊軒 3D 彭祖希 鄧峻琛 4D 袁嘉俊 4A 陳彥臻 梁浩義 周愷睿 楊翹維	團體季軍	
		4A 梁浩義	200米蛙泳 100米蛙泳	冠軍 亞軍	
		4A 陳彥臻	50米蛙泳 100米蛙泳	亞軍 季軍	
		3B 曾俊軒 4A 梁浩義 陳彥臻 周愷睿	4x50米四式接力	殿軍	
		男子甲組	6C 沈煥剛	200米個人四式	殿軍
		女子甲組	6B 張婉筠	200米個人四式	殿軍
		女子丙組	1C 鍾曦瞳	50米蝶泳 100米自由泳	殿軍 殿軍
			1C 黃詩驊	200米自由泳	殿軍
		校際田徑比賽	女子甲組	4C 王樂瑤 4D 禱穎琳 5A 劉凱旋 黎學儀 鄭佩盈 陳欣怡 5B 麥綽寧 吳懿琦 5C 梁紫柔 6A 黃紫晴 6B 吳詩琦	團體優異
				4C 王樂瑤 5A 劉凱旋 黎學儀 6A 黃紫晴	4x100米接力
	5A 劉凱旋			100米	亞軍
	5A 劉凱旋		200米	亞軍	
	女子乙組	2B 蘇詠詩 3A 何曉琳 3B 梁苑晴 王敏婷 3C 盧詠雯 4D 葉齡蔚 張桂蓉 4B 韓嘉穎 曾穎妍	團體優異		
	3B 梁苑晴	鉛球	亞軍		
3A 何曉琳	標槍	殿軍			

舉辦機構或團體	活動名稱	參加者或組別	成績	
香港學界體育聯會	校際田徑比賽	男子乙組 3A 李顯揚 3B 馬嘉聰 3D 彭嘉傑 李諾泓 4A 陳建丰 江卓諭 4B 林兆聰 4C 劉楚熙 劉文軒 謝錦豪 吳浚驊 4D 袁嘉俊 羅翔宇	團體優異	
		4A 陳建丰	鉛球 亞軍	
		4A 陳建丰	標槍 殿軍	
		男子丙組	2A 馬裕翔	鉛球 季軍
	校際排球比賽	男子U19	4A 陳建丰 4B 楊子樂 4C 吳浚驊 劉文軒 5B 黃隽榮 李子健 5D 鍾興洲 余誠智	亞軍
		女子U19	3A 何曉琳 4C 王樂瑤 莫芷晴 4D 張桂蓉 5A 符念慈 黎學儀 樊泳詩 5C 梁紫柔 6A 黃紫晴	優異
		男子U15	2A 李衍臻 陳曉朗 鍾博韜 2B 陳旻谷 2C 李昭緯 2D 林永津 廖祖言 3A 梁哲維 3B 馬嘉聰 3D 譚卓言	優異
		女子U15	2B 蘇詠詩 何麗君 2D 李麗淇 李佩欣 3A 劉綺晴 3B 江穎曦 3C 陳日彤 3D 黃樂彤	優異
	校際羽毛球比賽	男子丙組	1A 黃遠俊 1B 梁幸濤 1D 江銘澤 盧亦延 黃海洋 施吳揚 2A 馬裕翔 2D 冼駿	亞軍
		女子乙組	3A 陳映汶 3B 陳倩晴 余思淇 3D 陳彥姿 林頌欣 4A 林靖琦	季軍
		女子丙組	1A 陳詠恩 羅綺君 2A 陳巧藍 張慧盈 梁希晴 2C 馮祈恩 2D 王述雅	季軍
	校際乒乓球比賽	男子乙組	2C 孔繁匡 2D 馮澤榮 3A 黃天樂 3B 林世桓 3C 何慶煒	優異
		男子丙組	2A 雷世民 黃諾軒 2B 伍子軒	優異
		女子丙組	1A 郭銘詩 2C 葉凱翹 戴詩韻 馮祈恩	殿軍
中學校際 室內賽艇錦標賽	男子丙組	2A 馬裕翔 1000米個人組賽 2A 李衍臻 500米個人組賽	季軍 優異	
香港跆拳道總會	香港學界跆拳道比賽	1A 郭銘詩 47-51kg 2D 林永津 重量級	亞軍	
		1B 卓苑汶 33-37kg 1C 梁家嫻 47-51kg	季軍	
仁愛堂	仁愛堂跆拳道大賽2018	1B 卓苑汶	亞軍	
捷擊跆拳道館	聯校跆拳道錦標賽	64-66kg	5A 吳迪帆 冠軍	
		54-57kg	2C 鄭希渝 亞軍	
		54-57kg	2B 符念欣 季軍	
		50-53kg	1A 郭銘詩 季軍	
		38-40kg	2A 林卓妍 季軍	
香港足毬總會有限公司	2019香港青少年足毬分齡賽 男子 (U17)	雙人賽: 4A 張卓男 4C 劉文軒	亞軍	
	2019香港足毬 邀請賽	女子高級組	雙人賽: 5B 麥綽寧 5C 黃寶兒	冠軍
		男子高級組	雙人賽: 4A 張卓男 4C 劉文軒	季軍
			雙人賽: 5D 黃嘉御 陳澧峰	季軍
		男子高級組	5D 李泓俊 陳澧峰 黃嘉御	團體賽優異獎
		男女混合平推賽	4C 劉文軒 5A 吳迪帆 5C 黃寶兒 5D 陳澧峰	優異獎
運動員	5D 李泓俊	最具潛質獎		
香港草地滾球總會	青少年草地滾球	新秀賽	2A 周洧鑒 冠軍	
	全港學界草地滾球 公開賽	中學組	3A 關峻軒 4A 譚泳翠 冠軍	
			2A 周洧鑒 3C 李泓浚 亞軍	
製服動力	「你想」校服大改造 2019夏季校服設計比賽	4B 陳樂桐	中學組 冠軍	