

AR數碼中華民族傳統服裝設計

結合科技、文化、設計

本校形象設計科的學生在服裝設計領域表現卓越，尤其在融入中華文化元素的創作上屢獲佳績。例如，於2024年龍煜伊同學在香港教育局與香港理工大學合辦的「賞藝縫裳」時裝設計比賽中榮獲卓越設計大獎；另有學生以「香港漁港」及「新式中國時尚」為主題的作品入圍香港知專設計學院MY-STYLE 2024 賽事。這些成就充分展現了學生們對中華民族服裝的熱愛與才華。為進一步推廣這份熱情和慶祝60周年校慶，本校於2024年開設了「AR數碼中華民族傳統服裝設計」課程，讓非形象設計科的學生也能體驗時裝設計的樂趣。

課程於2024年10月至12月期間進行，結合AR科技與中華文化，旨在通過虛擬技術設計民族服裝。初中與高中學生分別在設計科及視藝科的課堂中參與此活動。活動前期，教師們接受了專業培訓，學習如何運用CONNECT AR平台進行AR技術創作，並據此設計校本課程。在課堂上，教師逐步指導學生完成作品。學生們通過CONNECT AR平台，利用AR技術設計民族服裝，省去了傳統縫製工序，能夠更自由地發揮創意。他們嘗試不同的剪裁與設計元素，創作出風格各異的民族服裝，最終由虛擬模特兒展示成品。這項技術的應用，不僅讓沒有服裝設計經驗的學生深入理解時裝設計的概念，也為有興趣的學生提供了生涯規劃的早期探索機會。課程結束後，各班學生進行同儕學習並投票選出優秀設計，所有作品均在校園大電視上展示，供來賓及師生欣賞。這不僅激發了學生的創造力，也讓他們更深入地認識了中國華服這一非物質文化遺產，領略傳統服裝之美。

此外，為深化課程內涵，本校於12月5日的高中集會中邀請了CONNECT AR專家，分享AR科技的原理及其在中華文化藝術產業中的創新應用。科技為藝術開拓了新的發展空間，也為創作者帶來了嶄新的機遇。通過此次活動，本校希望增強學生對中華文化的興趣，培養他們對國民身份的認同感與歸屬感，並促進科技與文化的融合。中華民族服裝設計大賽正是本校將傳統文化與數碼科技結合的其中一個例子，期待能啟發年輕人對科技、傳統與藝術等多領域的探索與追求。



聖公會聖匠中學

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「藝彩匠心」學習計劃

計劃目標

為推動全人教育，培養學生忠誠勤勞的品德，本校宗教組與視藝學會攜手合作，推出「藝彩匠心」壁畫及掛畫設計學習計劃。此計劃以基督教「九個聖靈果子」的教導為核心，將價值觀教育融入藝術創作中，讓學生透過實踐體驗生活之美，同時為校園增添藝術色彩。

透過「藝彩匠心」計劃，學生不僅能提升藝術創作能力，更能深刻體會團隊合作與價值觀教育的意義，為校園留下獨特而富有教育意義的藝術作品。

本計劃旨在激發學生的藝術創作潛能，鼓勵他們表達個人想法與創意，並學習與他人合作，將不同的構思融合為一體。每位學生將負責設計一個聖靈果子，其後由專業壁畫師整合所有學生的設計靈感，最終完成一幅兼具基督教教義與價值教育的壁畫作品。



工作坊內容

第一節：創作主題構思及設計(1.5小時)

- ★ 介紹壁畫設計的基本技巧與注意事項，包括主題構思、素材運用及排版設計等。
- ★ 引導學生進行腦力激盪，構思壁畫及掛畫的主題，並撰寫初步設計方案。
- ★ 鼓勵學生結合學校歷史、文化、價值觀及宗教元素，發揮創意融入設計中。

第三、四節：壁畫製作(3小時)

- ★ 導師於牆面繪製草圖，學生在指導下進行油漆上色。
- ★ 導師全程協助，解決學生在創作過程中遇到的問題。



藝彩匠心

作品展示及分享

- ★ 邀請家長及其他學生一同在壁畫前拍照留念。
- ★ 學生分享創作心得、體會與收穫。
- ★ 進行自我評估及組員互評，檢討學習成果。
- ★ 導師根據學生作品的質量、參與度及投入程度給予評估與回饋。

第二節：壁畫前期繪製技巧(1.5小時)

- ★ 專業導師展示如何將第一節學生的設計整合為最終設計圖。
- ★ 教授壁畫繪製的實用技巧，如構圖、起草圖、色彩運用、顏料特性、上色技巧及壁畫維護等。
- ★ 講解油漆的基本知識、工具使用方法及實際應用。



北京文化探索之旅

在歷史與現代的脈搏間穿行

短短五日的北京之行，猶如一次精心編排的文化協奏曲，在傳統底蘊與現代活力的碰撞中，奏響了令人難忘的樂章。

旅程以公共安全體驗館的沉浸式學習拉开序幕，科技賦予安全意識以生動形態。隨後，清華附中志新學校的探訪，讓兩地年輕心靈在真誠對話中悄然靠近。漢字太極課則巧妙地將剛柔並濟的武術與古老文字的神韻融合，一撇一捺間彷彿流淌著中華文明的生命長河。而老舍茶館的夜晚，京韻大鼓的鏗鏘與蓋碗茶的氤氳，讓京城的煙火氣與藝術魂在燈火闌珊處交織繚繞。

次日我們猶如走進歷史的長河：天安門廣場的開闊令人肅然；人民大會堂的莊嚴與人民英雄紀念碑的巍峨無聲訴說著民族記憶。步入故宮，金瓦紅牆間六百載風雲仿佛凝固，深宮回廊是帝國興衰的沉默見證。午後轉入四合院的尋常巷陌，胡同生活的煙火氣與前門大街、王府井的繁華霓虹，拼貼出北京生活真實而鮮活的寫照。

當本校師生雙腳踏入八達嶺長城的石階，寒風中的巨龍蜿蜒入雲，那份穿越時空的堅韌精神令人血脈沸騰。明定陵的地宮則揭開塵封的神秘，引人深思生死的宏大命題。傍晚，鳥巢與水立方的現代輪廓在暮色中點亮，如同這座古都面向未來的璀璨時光。

最後一天，首鋼園工業遺跡的華麗蛻變，展現著城市更新的驚人力量；中華民族博物院則如一幅遼闊的民俗畫卷，鋪陳出中華大家庭的絢爛多姿。

五日雖短，卻如一部濃縮的史詩。從巍峨宮闈到市井煙火，從千年古道到未來地標，北京以其包羅萬象的胸懷，讓我們觸摸到歷史血脈的溫熱跳動，也感受到時代脈搏的強勁節奏。這趟旅程，不僅讓本校師生體會了祖國大地的寬廣，更在心靈深處刻下了文化認同的烙印——它是一次身體的遠足，更是一次精神的歸航，在古老與現代的永恆對話中，我們找到了屬於自己的文化座標。

學生感想

古都新體驗：我的北京文化交流之旅 1C杜祈心

這次北京交流活動讓我大開眼界！在公共安全體驗館，透過有趣的互動裝置學到了實用的自救知識，原來安全知識也能這麼好玩！走進清華附中志新學校，和北京同學們一起上課、聊天，雖然初次見面有點害羞，但大家都非常友好，感覺特別親切。漢字太極課很特別，一邊打太極一邊認字，原來漢字也能這麼有藝術美！

站在天安門廣場上，感覺自己好渺小，故宮更是大得驚人，紅牆黃瓦，宮殿一座接一座，想像皇帝住在這裡的樣子，真奇妙！最難忘的是爬八達嶺長城，雖然台階又高又陡，爬得氣喘吁吁，但登上高處眺望，蜿蜒的巨龍盤踞山間，那份雄偉壯觀讓我深深體會到古人的智慧和毅力，所有的辛苦都值得了！老舍茶館的京味兒表演和香噴噴的大碗茶，讓我體驗了地道的老北京風情。

短短五天，我看到了北京悠久的歷史，也感受到了它現代化的活力。這趟旅程不僅讓我認識了祖國的首都，學到了很多課本上沒有的知識，更交到了新朋友，留下了滿滿的美好回憶！非常感謝老師和同學們一路的陪伴與照顧！



棒球隊勇奪香港青苗五人棒球賽季軍

我校在創立60周年之際成立首支棒球隊，並在香港青苗五人棒球賽中取得優秀成績！

比賽在2025年5月10日及17日舉行，隊員們憑藉頑強拼搏的精神，最終榮獲季軍佳績。

烈日下的奮戰

比賽當日，隊員們從上午十時持續奮戰至下午五時。儘管天氣炎熱，場地露天，但大家毫無怨言，越戰越勇。每隊需完成5場賽事，午飯時間僅有半小時，許多隊員甚至來不及吃完飯盒便重返賽場。在如此艱苦的條件下，隊員們不僅超越自我，更展現出極強的團隊凝聚力，最終奪得季軍，為校爭光。

成員名單

陳俊熹、鄭雅榕、黃東柏、鄧量愷、魏昇俊、朱建豪、鄧英傑、仇梓聰。

老師感言

黃嘉茵老師激動地表示：「這是我校60年來第一支棒球隊！隊員們在短時間內從零基礎起步，通過刻苦訓練和團結協作，取得了令人驕傲的成績。他們的表現充分體現了體育精神！」

隊長分享

2B 陳俊熹：「這次比賽我們發揮出色！雖然技術尚未純熟，但大家建立了默契，全力以赴接住每一球。感謝老師和教練的指導，讓我們從零開始卻能取得勝利。」

2B 鄭雅榕：「特別感謝黃老師為我們爭取成立球隊的機會，也感謝Bonnie、David教練及兩位實習教練的悉心指導。訓練中我不僅找到了樂趣，更學會了團隊配合，為取得佳績奠定了基礎。」

這支年輕的棒球隊用汗水與拼搏書寫了校史新篇章，他們的表現值得全校師生驕傲！



跳繩學會

校外學生獲獎喜訊

本校跳繩隊在近期兩項比賽中表現出色，斬獲佳績，以下是詳細獲獎情況：

1. 獅子會盃全港跳繩挑戰賽2025 (港島及九龍區)
比賽日期：2025年4月13日
舉辦機構：獅子會

2. 第十五屆教師體育節2025跳繩比賽
比賽日期：2025年5月4日
舉辦機構：香港教育工作者聯會
取得成績：個人前繩亞軍——屈頌安



取得成績：

個人項目成績：

個人前繩：亞軍——屈頌安
殿軍——余浩弘、羅瑪嘉、黃子期
優異獎——楊振琪、黃駿華、鄧量愷、許柏銘
個人二重跳：優異成績——鄧量愷、屈頌安

團體項目：

1分鐘大繩8字速度賽：
優異成績——黃駿華、楊振琪、鄧量愷、羅瑪嘉、余浩弘、黃子期、屈頌安、王傲宜

獲獎學生感言

4C 屈頌安

「非常榮幸能在『第十五屆教師體育節跳繩比賽』和『獅子會盃全港跳繩挑戰賽』中獲得個人前繩亞軍及優異獎。這份榮譽不僅是對我的肯定，更是對團隊努力的回報。俗話說『台上一分鐘，台下十年功』，感謝學校、老師和教練的悉心指導，讓我能夠踏上這片舞台。在跳繩隊的點滴時光，不僅讓我學會堅持與合作，更為我的青春留下了珍貴的回憶。未來，我將繼續努力，與隊友們一起再創佳績！」

A Student-Run Haven of Warmth

Grand Opening Brings Holiday Cheer!

The school was abuzz with excitement as Carpenter Corner, our very own student-run café, officially opened its doors! Beautifully decorated with festive Christmas ornaments, the café radiated joy and holiday cheer. Gentle music played in the background, creating a cozy and welcoming atmosphere.

A team of enthusiastic student baristas, trained by the Native English Teacher, took charge with confidence. They mastered the pronunciation of popular drink names like Caramel Macchiato and greeted guests with warm smiles. Their professionalism was on full display as they efficiently took orders and served drinks.

Board Games and Bingo: A Memorable Second Event

The café's second event was even more exciting, featuring fun board games and lively rounds of bingo. Students enjoyed the games so much that they eagerly played two rounds, making the event even more engaging. Thanks to the hardworking student team, drinks and snacks were served effortlessly, ensuring the event ran smoothly and everyone had a fantastic time.

Building Skills for the Future

Through their involvement in the café, students gained real-world skills, including:

Teamwork: Collaborating seamlessly to provide excellent service.

Customer Service: Greeting guests warmly and handling orders professionally.

Communication: Practicing clear and effective interaction with peers and teachers alike.

These experiences boosted their confidence and gave them a sense of pride in their contributions.

A Vibrant Hub of Connection

Carpenter Corner quickly became the go-to place for students and teachers alike. Its unique charm and student-led atmosphere drew people in, creating a vibrant hub for socializing and strengthening the sense of community within our school.

A Shining Example of Student Leadership

The success of Carpenter Corner showcases the incredible potential of student-led initiatives. It proves that, when given the opportunity, students can make meaningful and lasting contributions to their school community.

Thank you to everyone who has supported Carpenter Corner! Your encouragement has made this initiative a success, and we can't wait to see you at our future events.



Empowering Students through the English Ambassador Programme

By English Department

To empower students with a strong foundation in English and boost their confidence in using the language, the English Ambassador Programme has entered its second year, with 70 students enrolled for the 2024-2025 academic year. The ambassadors played a vital role in assisting the Native English Teacher by organizing and leading engaging English activities.

Key highlights of the programme include English Assemblies, English Booth Games, English Day, English Weeks, and Carpenter Corner - Café-to-Go, as well as participation in activities outside the school, such as the drama competition "Speak Up, Act Out" and the Cultural Forum. English Assemblies are designed to create a lively and inspiring environment where students embrace learning English. Every Friday transforms into English Friday, where students explore words and phrases tied to a specific theme. Participation points are tracked and contribute to exciting prizes during the English Awarding Day. Meanwhile, English Booth Games, held on the last Friday of each month, aim to reduce stress and anxiety while enhancing English acquisition in a fun and interactive way.

In September, we celebrated English Week with the theme "Love and Respect Family: Mid-Autumn Festival." The activities aimed to gradually build students' confidence in using English through engaging events like video appreciation, a Kahoot! quiz, and a tongue twister competition. Enthusiastic participation from students of all grades was also seen in in-class activities such as coloring Mid-Autumn Festival-themed pages, a lantern-shaped maze competition, and a word search challenge.

Similarly, the English Week in May, themed "Commitment," included a variety of engaging activities such as an inter-class Kahoot! quiz on self-appreciation and self-reflection, short clips, riddles, tongue twisters, writing commitment notes, and film appreciation. These activities not only boosted students' confidence in public speaking but also helped them develop communication and collaboration skills while improving their speaking and listening abilities, such as clarity, speed, and accent comprehension. The week also provided opportunities to make new friends, explore new vocabulary, and enjoy a meaningful and educational experience.

Another highlight of the programme was the Cultural Forum, which offered a rare opportunity for students to participate in an English exchange program with peers from other schools. This event helped students identify their weaknesses in English and provided a platform for improvement. It also broadened their horizons, as they interacted with university students from the US and other countries. Participants described the experience as being similar to those at international schools, noting that it boosted their confidence in English, helped them make new friends, and allowed them to discuss thought-provoking topics such as film and fashion. Most importantly, the forum helped students overcome their fear of talking to strangers, making it a truly rewarding experience.

Additionally, the drama competition "Speak Up, Act Out" provided students with the chance to develop important life skills. It taught participants the significance of teamwork and effective communication as they collaborated to deliver a powerful performance. Students gained confidence performing on stage, learned to express emotions convincingly through body language and tone, and improved their public speaking skills. The competition also nurtured creativity and critical thinking as students interpreted scripts and delivered meaningful messages. Overall, it was a challenging yet fulfilling experience that enhanced both personal growth and language proficiency.

All in all, being a member of the English Ambassador Programme has been an incredibly enriching journey. It has helped students build confidence, especially on stage, while improving their communication and collaboration skills through meaningful interpersonal interactions. The programme has enhanced their speaking and listening abilities, particularly in terms of speed and accent comprehension, while encouraging them to adopt a proactive mindset and take charge in various situations. Furthermore, it has expanded their vocabulary, strengthened their drama skills, and ignited a passion for English through the diverse and dynamic activities offered. This journey has been a perfect blend of enjoyment, education, and personal growth for all involved.



Introduction to Our Singapore Tour

This April, our school organized an exciting tour to Singapore, focusing on its vibrant economy and rich cultural heritage. Students explored major attractions like Merlion Park, Gardens by the Bay, and Chinatown, gaining firsthand insights into Singaporean life.

To enhance their language skills, the students were divided into four groups—two conducting interviews in English and two in Mandarin on the street. This allowed them to engage directly with locals and tourists, fostering meaningful conversations about cultural differences and local customs. At the end, each group was asked to create a video that combined their interviews and footage from the tour to share with their peers.

This program not only showcased their creativity but also deepened their appreciation for cultural exchange. Overall, the tour was a valuable experience that broadened students' horizons and inspired a greater understanding of the world around them.



Students' Reflections

Q1: In terms of culture, what is the biggest difference between Hong Kong and Singapore? What can we do to improve the competitiveness of Hong Kong and the Greater Bay Area?

Sammy (5C): Hong Kong has a more diverse cultural blend, while Singapore focuses on cultural integration. I think Hong Kong and the GBA can enhance their competitiveness through cultural innovation and cooperation.
Haylee (4C): The difference is that Hong Kong has a unique mix of Chinese and Western cultures, while Singapore blends many different cultures. In Hong Kong, we can promote cultural exchanges, develop cultural industries, and cultivate more talent.

Q2: In this study tour, what was your biggest gain in terms of economic and cultural insights?

Kitty (4C): Economically, I learned about Singapore's efficient trade and high-tech industry models. As for its culture, experiencing its multi-ethnic harmony broadened my perspective. I think this tour will surely inspire my future studies.
Jimmy (4A): I learned that Singapore is a city with a really diverse culture and a welcoming atmosphere. Plus, the education system is excellent, and the quality of life is great. It's definitely a place where you can enjoy life to the fullest. I love it!
Alan (5C): During this study tour, I learned a lot. For example, Singapore has an effective housing policy that benefits its residents. Additionally, they successfully integrate different cultures to create a harmonious society.



《家長教育課程架構（中學）》

範疇一：認識青少年發展 陪伴孩子走過成長關鍵期

青少年期是指個人從兒童期發展到成年期的階段。青少年期約始於10歲，並於24歲完成發育時結束。根據青少年的發展情況，青少年期大致可分為三個階段：

- 一) 青少年期初段 (11至13歲，約香港中一至中二級)；
- 二) 青少年期中段 (14至16歲，約香港中三至中四級)；
- 三) 青少年期後段 (17歲或以上，約香港中五至中六級及以後)。

青少年期是孩子從兒童邁向成年的重要階段，充滿快速的身心變化與挑戰。作為家長，了解這些發展特徵，能幫助您更有效地支持子女健康成長。以下從生理、認知、心理、群性、情緒及品德六大範疇，為您解析青少年的發展特點與應對策略。

家長教育 Parent Education		範疇一 (Strand I) 認識青少年發展 Understanding of adolescent development	
範疇 Aspects	青少年期的十個發展任務 Ten Developmental Tasks of Adolescence		
生理 Biological	1. 適應性成熟時的身體變化和相關感受	1. Adjust to sexually maturing bodies and the feelings associated with the changing bodies	
認知 Cognitive	2. 發展和運用抽象思維技巧 3. 滿足對漸趨成熟的身份和責任所帶來的要求	2. Develop and apply abstract thinking skills 3. Meet the demands of increasingly mature roles and responsibilities	
心理 Psychological	4. 建立自我身份認同的關鍵範疇	4. Establish key aspects of identity	
群性 Social	5. 發展和運用更高階的換位思考能力 6. 建立親密、互相支持的友誼 7. 跟父母/擔當父母角色的成人調整關係	5. Develop and apply a more complex level of perspective-taking 6. Form friendships that are mutually close and supportive 7. Renegotiate relationships with adults in parenting roles	
情緒 Emotional	8. 理解及表達更複雜的情緒經驗 9. 發展和運用新的應對技巧	8. Understand and express more complex emotional experiences 9. Develop and apply new coping skills	
品德 Moral	10. 辨識有意義的道德標準、價值觀及信念體系	10. Identify meaningful moral standards, values and belief systems	

一、生理發展：身體與大腦的劇變

- 身高體重快速增長，性徵發育 (如女性月經、男性變聲)。
- 青少年可能因外貌變化產生焦慮，需引導接納多元審美觀，避免與社交媒體的「理想標準」比較。
- 追求新奇刺激，但前額葉皮層 (控制衝動) 未成熟，易低估風險。
- 因生理時鐘延後，青少年傾向晚睡晚起，但睡眠不足會影響情緒與學習。

家長行動建議 (接納與引導)

- ☑ 主動談論身體變化，提供正確健康知識 (如衛生習慣、均衡飲食)；
- ☑ 避免批評外貌，強調「健康比外形更重要」；
- ☑ 約定電子產品使用時間，確保每日8-10小時睡眠。
- ☑ 提醒風險行為 (如熬夜、極端節食) 的後果，但避免說教。

二、認知發展：抽象思維與執行功能

- 能推理假設性問題 (如「如果...會怎樣?」)，但情緒激動時仍易衝動。
- 更精準表達想法，適合透過討論 (而非指令) 引導決策。
- 懂計劃，專注力改善，但壓力下自我調節能力較弱。

家長行動建議 (用對話代替命令)

- ☑ 例如：「你覺得這樣做的後果是什麼？」幫助孩子練習批判性思考。
- ☑ 共同制定學習與休閒計劃，逐步放手讓孩子自主安排。
- ☑ 若孩子一時失控 (如拖延作業)，溫和提醒而非指責。

三、心理社交發展：自我認同與人際關係

- 青少年會問「我是誰？」，透過興趣、交友、價值觀試驗來定位自己。
- 可能表現為叛逆 (如挑戰家長觀點)，實則是獨立性的發展。
- 朋友成為情感支持來源，但也可能帶來負面壓力 (如冒險行為)。
- 親子衝突可能增多，但研究顯示，多數家庭在青少年後期關係會回穩。

家長行動建議 (支持自我探索)

- ☑ 提供嘗試新事物的機會 (如社團、志工活動)，並尊重孩子的興趣選擇。
- ☑ 若親子價值觀衝突，先聆聽再分享經驗，避免強制灌輸。
- ☑ 定期安排家庭活動 (如共進晚餐、散步)，保持開放對話。
- ☑ 用幽默感化解緊張，例如自嘲「媽媽也有不懂的時候」。

四、群性發展：社交網絡與歸屬感

- 女生傾向透過深度談話建立連結，男生則多透過共同活動。
- 關注自己在同儕中的「受歡迎程度」與「影響力」，可能因此改變行為。
- 開始對異性/同性產生好感，嘗試建立親密關係。

家長行動建議 (尊重交友選擇)

- ☑ 避免直接否定孩子的朋友，可透過提問引導思考。
- ☑ 教導健康社交技巧
- ☑ 提供安全性教育 (如身體界線、避孕知識)，強調「互相尊重」是關係的核心。

五、情緒發展：敏感與波動

- 因大腦邊緣系統 (情緒中樞) 活躍，易怒或低落反應可能更明顯。
- 調查顯示，青少年常用「打遊戲、睡覺」逃避壓力，需學習更積極的方法。

家長行動建議 (成為情緒教練)

- ☑ 接納孩子的情緒，而非否定。
- ☑ 示範健康紓壓方式 (如運動、藝術創作)。
- ☑ 例如將大問題拆解為小步驟，減少無力感。

六、品德發展：價值觀的內化

- 從「遵守規則」逐漸發展至思考「公平、正義」等抽象原則。
- 孩子會觀察家長如何對待他人與處理衝突。

家長行動建議 (透過情境討論培養思辨)

- ☑ 例如討論新聞事件：「你覺得當事人為什麼這樣做？有沒有更好的方法？」
- ☑ 在日常生活實踐明確家庭價值觀 (如承認錯誤、分擔家務)