



通識教育學生報 General Education Student Post

2013-2014  
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觸•足•祝•It's Not a Joke...  
Football's Charity to the World

你的「塑膠腦」使用手冊  
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每天學懂多一些：靈活與適應力  
Flexibility & Adaptability, a Life's lesson

數學與荷里活



不一樣的  
Extraordinary 足球狂熱  
Soccer Fever



# ISSUE 1 2013♥2014

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出版



通識教育處  
General Education Office

GE Zone 帶你鬆一鬆！GE Zone 通識教育學生報致力與讀者分享大學以至日常生活中的新知趣事，並報導浸大通識教育的最新動態。

GE Zone General Education Student Post endeavors to share new knowledge and interesting trivia in the university environment and daily life, as well as to keep readers informed of GE news and activities at HKBU.

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# 街頭足球在浸大 Street Soccer at HKBU



去年 10 月一個陽光充沛的下午，聯校運動中心上演了多場精彩的五人足球友誼賽，浸大足球代表隊及 3 個宿舍的宿生隊，分別施展渾身解數，全力迎戰代表「香港街頭足球」的星級球員，包括立法會議員「長毛」梁國雄、「超級巨聲 2」的藝員謝東閔和吳業坤，以及曾出戰無家者世界盃的香港代表隊成員。友誼第一，比賽第二。經過 4 小時的激戰，雙方球員互相問好，拍照留念，球場上的氣氛融洽歡樂。

In a sunny afternoon last October, several fascinating 5-a-side soccer friendly matches were taking place at the Joint Sports Centre. The HKBU teams, which consisted of the HKBU Man Soccer Team and 3 teams formed by student hostels, gave their very best to compete with the star players from Street Soccer Hong Kong (SSHK), including Legislative Councillor Longhair (Mr. Leung Kwok Hung), artists of "The Voice 2", Brian Tse and James Ng, as well as the HK representatives of the former Homeless World Cups. Friendship always comes first. After 4 hours of keen matches, the atmosphere turned to be harmonious and joyful when all players extended greetings to each other and took photos together for that memorable moment.

## 走出課室，進入社群

是次「街頭足球在浸大」的合辦機構「香港街頭足球」，是於 2013 年創辦的非牟利團體，他們透過舉辦足球聯賽和相關活動，幫助邊緣社群建立自尊自信，並與社會各界人士攜手推動社會共融。今次亦是通識教育處首次舉辦的學生體育活動，旨在帶領同學走出課室，在球場上舒展筋骨之餘，亦可透過球員的經驗分享，了解社會共融的理念，建立正面的生活態度，上一堂與別不同的通識課。

## Out of the Classroom; Get into the Community

The activity namely "Street Soccer at HKBU" was the first student sports activity organized by the General Education Office. The co-organizer SSHK, a non-profit organization founded in 2013, strives to help marginal groups establish self-confidence as well as joining hands with the community to promote social inclusiveness through organizing soccer matches and related activities. This activity not just aimed at bringing students out of classrooms for exercise, but also promoting the spirit of social inclusion and positive life attitude through the sharing of the players. It taught students a special GE lesson on a soccer field rather than in a normal classroom setting.



足球  
頒獎典禮  
2013年10月



請到以下網頁瀏覽更多比賽、訪問的精華片段及相片：  
For more photos and video highlights, please visit:  
<http://ge.hkbu.edu.hk/students/2013/street-soccer-at-hkbu-album/>





## 街頭足球，踢出意義

雖然比賽當日烈日當空，但近百位球員都竭盡所能，表現出精湛的球技、緊密的團隊合作和不屈不撓的體育精神。經過 11 場緊張刺激的比賽，剛出戰波蘭無家者世界盃的「2013 香港代表隊」和「Cai Hall」（蔡元培堂）力壓各隊，分別奪得冠軍和亞軍殊榮；成功進入準決賽的歷任無家者世界盃香港代表「曙光足球隊」和「浸大男子足球校隊」則獲得優異獎。

賽後接受訪問的同學表示，比賽節奏較一般七人足球賽明快，富有挑戰性。部份街頭足球隊的球員雖曾沉迷賭博或毒海，但比年紀較輕的浸大同學體力更好，樹立了良好的榜樣，證明每個人都能發揮所

長，建立自己的價值。同學又認為活動能夠幫助他們反思自己如何幫助弱勢社群，亦盼望將來可以參與更多「香港街頭足球」舉辦的活動，或義工服務等，協助邊緣人士重新融入社會。

通識教育處總監賀書孟教授表示，同學透過足球比賽，走出課室，與弱勢社群接觸，學習關心社會，體現了大學的通識課程和全人教育的理念。本身是大學校友的香港街頭足球督導委員會主席李德能先生認為，「街頭足球」的球員可以在大學校園踢足球，實在是難得的機會。他希望透過機構的簡介和賽後的分享，大學生可以更加了解香港的弱勢社群，各階層能夠多出一分力，促進社會共融。

## Playing Street Soccer with Meanings

In spite of the hot weather under a scorching sun, all players were able to demonstrate their superb soccer skills, a high degree of team spirit and sportsmanship in the matches. After 11 exciting matches, "HK Representatives of 2013 Homeless World Cup Poland" and "Y. P. Cai Hall" won the Champion and the 1<sup>st</sup> Runner-up respectively. "Dawn Homeless Football Team" formed by the HK representatives of the previous Homeless World Cups and "HKBU Man Soccer Team" which entered the semi-finals got the Merit prizes.

Interviewed after the game, students said that playing in a 5-a-side soccer match is more exciting and challenging than a 7-a-side one. Some players of SSHK, who used to be addicted to gambling or drugs, are surprisingly physically stronger than the young student players. They, as role models, prove that everyone can exploit their strengths and establish their own values. Students also thought that the activity inspires their reflection on how to help the disadvantaged. They looked forward to participating in more

activities, or voluntary services organized by SSHK to help marginal groups reintegrate into the society.

Prof. A. Reza Hoshmand, Director of General Education of HKBU, said that the activity provides students with the opportunity to step out of the classrooms and get in touch with the less-privileged in the community. When students care more about their society, it will be the best illustration of the ethos of Whole Person Education and the spirit of General Education which is highly valued by the University. Mr. Li Tak Nang, Chairman of SSHK Steering Committee and also a HKBU alumnus, thought that it is a valuable chance for players of SSHK to play the games in a university campus. He also hoped that through the introduction of the organization as well as the post-match sharing session, university students can have a better understanding of the disadvantaged groups in HK and all sectors of the society can contribute more to foster social inclusion.

足球比賽後，球員聚首一堂，參與分享會和頒獎典禮。一眾嘉賓和街頭足球員分享「香港街頭足球」的理念及由邊緣青年轉變成為香港街頭足球代表隊隊員的經歷和感受，勉勵學生即使人生遇到挫折，亦應勇敢面對。李德能更親身走到觀眾席，訪問學生的想法和感受。整個分享會充滿笑聲，足見短短的幾場比賽已經令球員和學生之間建立了珍貴的友誼。

頒獎典禮上，由無家者世界盃籌委會主席陳永栢先生及李德能頒發冠軍、亞軍和優異獎予各個隊伍。是次比賽特別加設了團隊精神獎和公平競技獎，得主分別是「Zhou Hall (周樹人堂)」及平均犯規次數最少的「街頭足球隊」，由賀書孟教授

宣佈及頒發獎項。典禮的尾聲，各個參賽隊伍及來賓一同拍照留念，並且交換紀念品，充分體現友誼第一，比賽第二的精神。

「街頭足球在浸大」圓滿舉行，同學與「香港街頭足球」的球員切磋球技之餘，亦經歷了一次以球場作為課室的特別學習體驗，擴闊了眼界。通識教育處將繼續與不同社區組織合作，舉辦更多有意義的學生活動，實踐浸大成人教育的理念。

## 友誼第一 比賽第二

Friendship  
comes first!



After the matches, all players came together for the sharing session and award presentation ceremony. Guests and street soccer players shared the ideals of SSHK as well as their experiences and feelings of how they transformed themselves from youths at risk to the team members of SSHK. They encouraged students to face difficulties in life with bravery. Mr. Li even went down from the stage to the audience and interviewed some students about their thoughts and feelings towards the game. The whole sharing session was full of laughter, showing that precious friendship between the street soccer players and students had already been established after some rounds of short matches.

At the award presentation ceremony, Mr. Alex Chan, Co-Chairman of the Hong Kong Homeless World Cup Organizing Committee, and Mr. Li presented the Champion, 1<sup>st</sup> Runner-up and Merits prizes to the winning teams. The

2 special awards of the games, the Best Team Spirit Award and the Fair Play Award were announced and presented by Prof. Hoshmand. The former one went to "S. R. Zhou Hall" while the "Street Soccer Team" received the latter one with the least average fouls among the teams. At the end of the ceremony, all guests and players took pictures together and exchanged souvenirs. It fully embodied the spirit of "friendship comes first and competition comes second".

With the support from SSHK, student hostels, HKBU Man Soccer Team and helpers, "Street Soccer at HKBU" was successfully held. Besides learning soccer skills from street soccer players, students got a special learning experience on the soccer field to help broaden their horizons. The General Education Office will continue to work with different community organizations to organize more meaningful student activities, in order to promote the ethos of Whole Person Education of HKBU. 



# 世界盃來了!

## The World Cup is here!



### 第一屆世界盃由巴西主辦? 大錯特錯!

### Brazil hosted the 1<sup>st</sup> World Cup? Guess again!

第一屆男子足球世界盃在 1930 年舉行，由烏拉圭主辦，只有 18 場賽事，13 個參賽國家包括比利時、法國、美國、墨西哥等。最終烏拉圭隊以主場之利擊敗阿根廷隊，奪得史上首個世界盃冠軍。

來到 2014 年，世界盃已經是第 20 屆，於香港時間 6 月 13 日至 7 月 14 日在巴西不同的城市舉行。32 支隊伍需進行合共 64 場賽事以爭奪冠軍!

The 1<sup>st</sup> FIFA World Cup was hosted by Uruguay in 1930. There were only 18 matches among 13 teams, which included Belgium, France, USA, Mexico, etc. With home advantage, Uruguay finally defeated Argentina and became the first winner of World Cup in history.

In 2014, the 20<sup>th</sup> World Cup will be held in various cities in Brazil, from 13<sup>rd</sup> June to 14<sup>th</sup> July (HK time). The 32 teams will compete a total of 64 matches to fight for the Cup!

## 迎接世界盃的千奇百態， 以下 5 種令你想起誰?

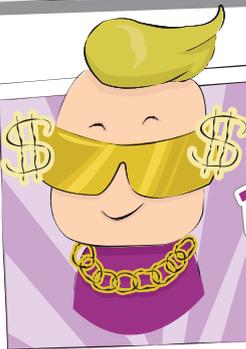
### 緊貼資訊型

- 返到屋企即刻開電視睇賽事直播/轉播
- 在Facebook、Instagram、微博不斷追Post、洗版
- 絕不錯過任何有關世界盃的報紙雜誌報導



- 晚晚睇波食零食
- 日夜顛倒，嚴重熊貓眼
- 每日都係起身→食飯→睇波→瞓覺

### 行屍走肉型



- 飛去巴西睇現場賽事
- 狂買紀念品、波衫、波鞋……
- 落酒吧睇波

### 促進經濟型



- 為左四年一度嘅世界盃，巴西大興土木，係咪好影響當地人嘅日常生活?
- 咁多唔同國家嘅球員參與賽事，會唔會有種族歧視?
- 點解香港人會咁支持第二個國家，而唔係支持中國?

### 可憐地帶型



### 國家大使型

- 世界盃主題曲琅琅上口
- 熟知 32 個參賽國的國旗、陣營
- 球員、教練真名譯名倒背如流

# 觸。足。祝

## It's Not a Joke...

### 觸得到的足球祝福

#### Football's Charity to the World

文：洪志偉（人文學二年級）

Written by: Hung Chi Wai (HUM, Yr. 2)

Translated by: Emily Shu Wing Chi (TRAN, Yr. 4)

**世**界盃令你聯想到甚麼？賽事直播？巴西、意大利、德國、阿根廷、英格蘭等不同足球列強的國旗緩緩進場？還是 C. 朗拿度、美斯、朗尼、卡卡等球星在球場上比拼？除了上述提及的，世界盃其實也與慈善、社會發展扣上關係。你又知不知道國際足協、各大球會，以至本地的球迷會和體育老師如何透過一個小小的足球幫助有需要的人？世界盃將至，在狂歡之餘，讓我們亦從中了解足球在這些方面帶來的影響，發掘鮮為人知的故事，希望令你有所啟發。

**W**hat comes to your mind when you think of "World Cup"? Live matches? National flags of football giants such as Brazil, Italy, Germany, Argentina and England matching in the field? Famous footballers such as Cristiano Ronaldo, Lionel Messi, Wayne Rooney or Kaká competing on the pitch? In fact, the World Cup is not just about them, but also charity and social development. Do you know how the FIFA, prominent football clubs, as well as local supporters' clubs and PE teachers have been using football as a tool to help the ones in need? Having the World Cup around the corner, it's time for some food for thought. Let us explore what influences football has brought to our society and the world through some little-known stories.

#### 小足球在大世界

#### ——帶來曙光

國際足球協會（國際足協）認為足球是改變世界的工具，發起了「希望足球」(Football for Hope) 計劃，支持各地的非政府社區組織，透過足球活動幫助無家者、受戰火摧殘的難民、愛滋病患者，以及其他有需要的兒童及年青人，帶給他們希望，推動社會發展。由 2005 年至今，已有過百項目獲得資助，受惠者數以萬計，遍佈全球超過 50 個國家。

#### Football in the World

#### — Light for the Youth

With the belief that football is an instrument for changing the world, Fédération Internationale de Football Association (FIFA) has launched the scheme entitled "Football for Hope" since 2005. It supports non-governmental and community-based organizations around the world to help the homeless, war-afflicted refugees, AIDS victims, as well as other children and young people in need through football programmes, which in turn contributes to social development. Today, over 100 projects have been funded, benefiting hundreds of thousands of recipients from over 50 countries all over the globe.

此外，國際足協又舉辦同一主題的國際論壇及大型活動，其中最觸目的是在世界盃或國際大型足球賽事期間舉行的「希望足球嘉年華」(Football for Hope Festival)。該活動除了讓弱勢團體的青少年有機會到訪主辦國外，也讓他們透過參加不同的工作坊和文化體驗活動互相交流，同時使當地民眾及賽事的各個參加者對全球性議題有所認識。第三屆嘉年華活動即將在巴西世界盃期間舉行，屆時 32 隊來自世界各地團體的青少年將齊集里約熱內盧，與大眾分享他們過往參與國際足協資助項目的成果。

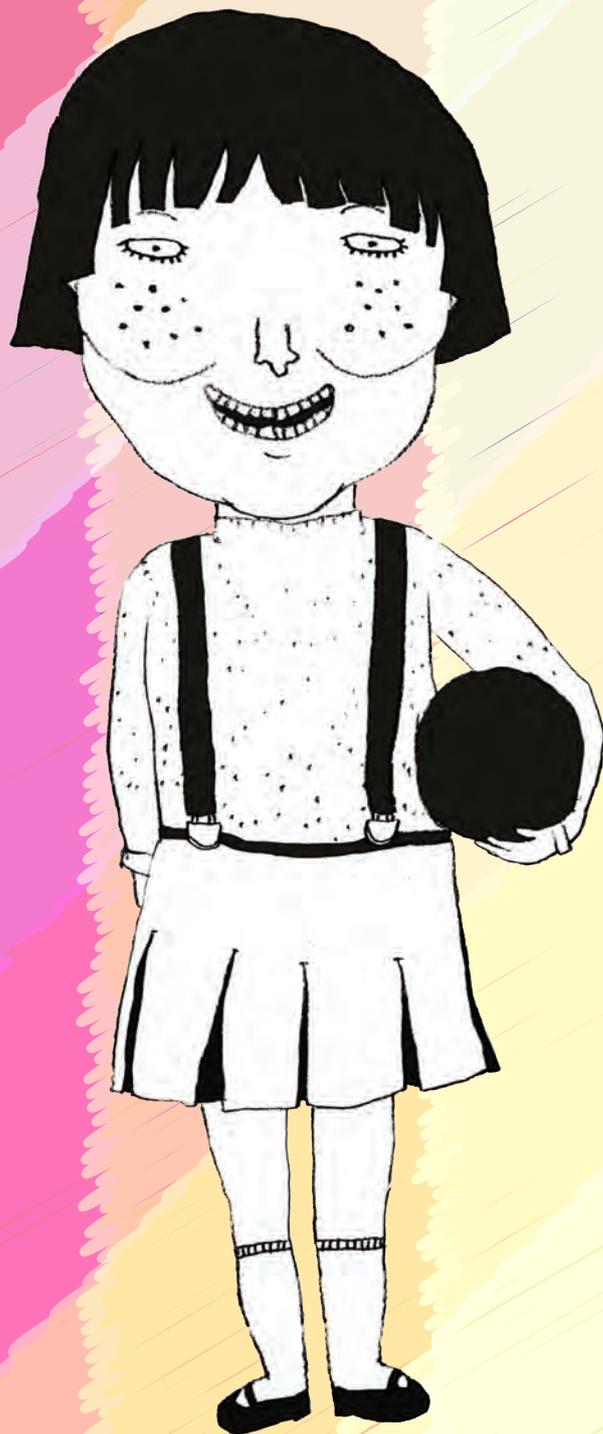
「希望足球」只是國際足協賦予足球的其中一個意義，其他理念還包括推動環保的「Football for the Planet」、宣揚世界和平及反歧視等，期望透過這項運動幫助到更多有不同需要的人。

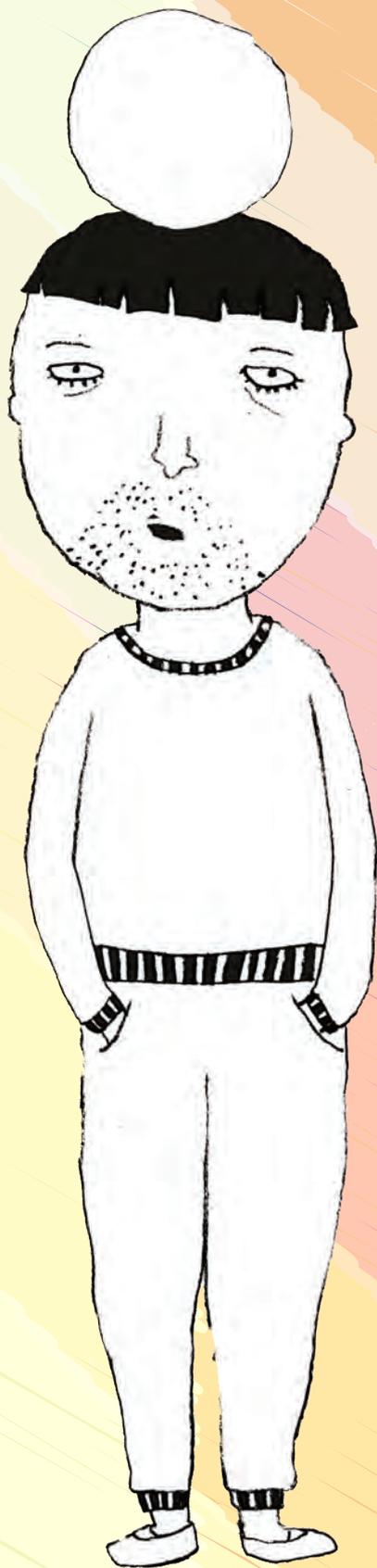
## 小足球在球會中 —— 散播愛心

熱愛足球活動的球迷們一定對曼聯、皇家馬德里、拜仁慕尼黑、AC 米蘭等球會的名字毫不陌生，對許多球星的名字和專長如數家珍，在多少個晚上為着自己愛隊亢奮高呼。可是，對於所喜愛的球隊在不同地區進行的社區或慈善工作的了解又有幾多？

事實上，許多歐洲球會都有參與和社區發展、慈善事業有關的工作，如安排球星到兒童院和醫院等地方探訪、透過講座與其他人分享成長經歷，或輔助殘疾人士隊伍共同參與足球運動，散播愛心，分享球會的信念。

香港的球會亦在這一方面不遺餘力，例如為人熟悉的「賽馬會青少年足球發展計劃--訓練計劃」，由香港足球總會主辦、香港賽馬會慈善信託基金撥款，每年暑假均為青少年提供一個足球培訓的機會，讓他們可以「寓娛樂於學習」。此外，地區球會也舉辦了學校探訪活動，如太陽飛馬（前稱天水圍飛馬）的球員便曾到位於天水圍屋邨內的中學，與基層學生分享踢足球的心得。透過這些活動，青少年不但能提升足球技巧，也能學習足球員不屈不撓的體育精神。





插畫：尹倩盈（視覺藝術三年級）  
Illustration: Sindy Wan Sin Ying (VA, Yr. 3)

In addition, FIFA organizes international forums and large-scale activities for the scheme, one of which is the “Football for Hope Festival” held during World Cup or international tournaments. It brings youngsters from disadvantaged communities to the host countries, and provides them opportunities to participate in a 2-week programme of workshops, exchanges and cultural experiences. Through this event, local people and participants of World Cup may also get to know a wide spectrum of global issues. In the 3<sup>rd</sup> “Football for Hope Festival” to be held during the FIFA World Cup Brazil, 32 teams of young leaders from grassroots organizations of different countries will gather in Rio de Janeiro to share their achievements attained in the FIFA-funded projects.

That said, “Football for Hope” is just one of the many meanings given to football. FIFA has also been promoting environmental protection via “Football for the Planet”, world peace, anti-discrimination, etc., in the hope of supporting many more people in need through the sport.

## Football in the Clubs – Spreading Love Around

Not only are passionate football fans familiar with football clubs such as Manchester United, Real Madrid, Bayern München and AC Milan, they also have all the famous players and their specialties in mind. For many nights, they have been screaming and cheering for their favorite teams. Nonetheless, to what extent do they know about their teams’ commitment to social and charity works in different regions?

In fact, many European football clubs are devoted to community services. For example, they spread love and share their belief by arranging players to visit children’s homes and hospitals, to share their stories in talks, and to teach the disabled football.

Football clubs in Hong Kong spare no efforts in serving the community, too. The “Hong Kong Jockey Club (HKJC) Youth Football Development–Training Scheme” organized by the Hong Kong Football Association with the donation from The HKJC Charities Trust is one of the well-known examples. The scheme aims at providing football training to young people during summer to let them learn through playing. Local football clubs are also keen on community services such as school visits. For example, players of Sun Pegasus FC (formerly known as Tin Shui Wai Pegasus FC) shared their expertise with grassroots students in a secondary school in one of the Tin Shui Wai estates. These activities not only enhance teenagers’ football skills, but also allow them to learn from players their resilience and sportsmanship.

## 小足球在香港裏——同心同路

除了上述的大型組織外，本地球迷會和體育老師也在透過足球進行與社會事務或慈善相關的工作。以下就是兩個香港人的故事：

### 球迷會——助人為樂

**Dave Oh** 是一個官方利物浦球迷會的主席。他和太太認為足球代表快樂，能夠將球迷拉近，形成很強的凝聚力。這股力量只需加以善用和發揮，可以為他人的生命帶來光明。

二人的大兒子患有心臟疾病，Dave 深深明白家人和朋友的支持和鼓勵是對病魔的良藥。雖然球迷會的資源有限，但他們仍然積極參與慈善活動，呼籲球迷會成員定期捐款，為社會有需要人士付出一點綿力，惠澤社群。

多年來，球迷會不時與愛心童樂營合作舉辦社區和慈善活動，希望透過足球為患有癌症的小朋友的生活增添一份色

彩，亦幫助他們暫時忘卻疾病帶來的痛楚。數年前，球迷會就在利物浦球隊到訪香港期間，與球隊悉心安排了球星與患病的小朋友見面。

Peace 是其中一名受惠者。她雖然患有重病，需要接受一連串手術，並要移除股骨，但她仍然樂觀、積極地面對生命，沒有半點放棄的念頭。Dave 知道 Peace 喜愛足球，便去信英國利物浦球迷會分享她的經歷，請求會方送她一件有球員簽名的球衣。利物浦球迷會被 Peace 背後辛酸的故事觸動，不但送出隊長謝拉特的簽名球衣，多位知名球員更

在 2007 年巴克萊亞洲錦標賽後抽空與 Peace 見面，滿足她的小小心願，使她有堅持下去的動力。

Dave 明白到這些小朋友體質上未必能應付需要大量體力的活動，所以球迷會亦會與愛心童樂營合辦聯歡會，讓身體較弱的小朋友也能共渡歡樂的時光。其中一次在香港迪士尼樂園酒店舉行的晚宴，Peace 與其他病患小朋友的精彩表演令他印象深刻，確信「施比受更有福」的道理，繼續助人為樂。



為表揚 Peace 對抗病魔的勇氣，Dave 將利物浦球迷會送出的簽名球衣頒贈給她

Dave presented the autographed shirt from Liverpool FC to Peace Chan, in recognition of her bravery

「足球凝聚力量」

## Football in Hong Kong – Different Roles, Same Goal

Apart from the above large-scale organizations, local football supporters' clubs and Physical Education (PE) teachers are also engaging the community through football. Let us look at the stories of two Hongkongers.

Dave 的合作伙伴「愛心童樂營」每年均為病患兒童舉辦不同活動

Camp Quality HK, Dave's partner organization, organizes various activities for children who are often terminally ill every year



*“Football brings people together.”*

### Supporters' Club – The Pleasure of Helping Others

#### Mr. Dave Oh,

President of the Official Liverpool FC Supporters' Club Hong Kong Expatriate Branch, and his wife believe that football brings happiness and draws supporters closer together. Such strong cohesion can be utilized to light up others' lives.

As the Ohs' eldest son has been suffering from heart disease, they are convinced that support and encouragement from families and friends are desirable cure for illness. In spite of the limited resources of the supporters' club, they never hold themselves from taking part in charitable activities and calling on members to make regular donations to help and benefit people in need.

For many years, the supporters' club has been jointly organizing

community-based and charitable activities with Camp Quality Hong Kong. It is hoped that by means of football, the lives of children with cancer will become more delightful and they can have their attention drawn from the suffering brought by their illness. A few years ago they have even arranged with Liverpool FC some well-known players to meet with the children during the football team's visit to Hong Kong.

Though Peace Chan, one of the recipients, suffers from serious illness and needs to undergo a series of operation to have her thighbone removed, she still lives her life with an optimistic attitude and never gives up. Knowing that Peace loves football, Dave wrote to Liverpool FC in the United Kingdom to request for an autographed shirt as a gift to her. The Reds, moved by the bittersweet

story of Peace, sent her a shirt with the autograph from the captain Steven Gerrard. After playing in the Barclays Asia Trophy in 2007, they also arranged a number of renowned players to meet with Peace in person. The dream that finally came true encouraged her to live on with determination.

Since the child patients are too weak for joining energy-draining activities, Dave and the supporter's club organize parties with Camp Quality HK so that physically fragile children can have fun. What impresses Dave most was the fabulous performance by Peace and other children with illness in a banquet held at the HK Disneyland hotel. Dave was thus convinced that it is their pleasure to help people in need, as described by the motto "it is more blessed to give than receive."

## 共融足球 —— 有教無類

香港共融足球會於2013年成立，目的是透過舉辦促進傷健共融的活動，推動香港足球發展及社會和諧。足球會主席**吳頌培先生**「吳 Sir」是一名全職體育老師，也熱愛足球。在成立共融足球前，為了讓視障人士能夠感受踢足球的樂趣，他開始教授盲人足球。

起初，吳 Sir 可謂遇到重重障礙，例如與有特殊需要的學生溝通、教授足球技巧時，一些普通人輕而易舉的動作如傳球，對這群學生來說絕不容易，老師們需要提供更多清晰的指示。被問及遇到的最大挑戰，吳 Sir 直說是第一次為失明人士籌辦活動時，他與眾教練都沒有

受過專業的訓練，更缺乏需要的技能，因此遇到很大困難。為了能令學生共同享受足球的樂趣，老師們需要不斷檢討和學習。他透過書本慢慢探索，又到內地接受培訓，才逐步掌握技巧。

面對各樣難題，是什麼令吳 Sir 堅持信念呢？他憶述一次練習後，一名中度弱智的學生主動詢問他以後還有沒有類似的足球活動。這促使他決心發展共融足球，即使面對再多的挑戰和考驗，仍不放棄。

回想過往的經驗，吳 Sir 認為足球是溝通工具，也是一種溝通語言。他看見不

擅溝通的學生在球場上表現出色；又見證了足球把主流和有特殊需要的學生距離拉近，促進彼此的感情。累積了寶貴的經驗後，他體會良多，決定進一步服務更多有需要人士，於是聯同一班足球愛好者及社會人士，創立了以「有教無類」為理念的香港共融足球會。

吳 Sir 的故事充份表現了「個人」的力量。他期望大學生多關注少數社群的需要，並在行動上多多支持共融足球，例如在力有所及時參與這類型的義工活動，甚或支持共融足球的 Facebook 專頁，為他們的工作打氣。

### 「足球是溝通語言」



香港共融足球會會徽的顏色混合了藍色和白色，喻意不同社群在同一片天空下和諧融洽地生活

The emblem of Hong Kong Integrated Football Club is in a mix of blue and white, which symbolises the integration and harmony of different communities under the same sky

## Integrated Football Club – Education for All

Hong Kong Integrated Football Club, established in 2013, aims at fostering football development and social harmony in Hong Kong by organizing activities promoting social inclusion of persons with disabilities and the able-bodied. **Mr. Ng Chung Pui**, or “Ng Sir”, President of the club, is a full-time PE teacher who is particularly passionate about football. Before establishing the club, he has already been teaching the visually impaired to play football so that they could enjoy the pleasure of the sport.

In the beginning, Ng Sir was met with hardships one after another. When communicating with or teaching students with special needs football, coaches needed to give much clearer instructions. Techniques like passing the ball, which may be a piece of cake to normal people, are in fact demanding for students with visual impairment. When being asked about the thorniest challenge he ever had,

Ng Sir said it was when organizing the first activity for the visually impaired because he and other coaches lacked the professional training and techniques needed. In order to help students derive pleasure from playing football, the coaches had to keep learning and reviewing their teaching skills. For Ng Sir, he started mastering the skills by studying books bit by bit and taking courses in Mainland.

What kept Ng Sir’s faith despite all the difficulties encountered? He remembered there was once a student with moderate intellectual disability who stayed behind after a practice and asked him if there would be more football activities of the kind in the future. The student’s question made him determined to work on inclusion in football and not to give up even in the face of more challenges.

Summing up the experiences, Ng Sir believed football is not only a

communication tool, but also a language. He saw how students who were inarticulate off the pitch had performed well on the pitch. He also witnessed how football had drawn students with and without disabilities closer and strengthened the relationship between the two groups. Learning from the experiences, he decided to serve more people in need. Together with a group of like-minded football enthusiasts, he founded Hong Kong Integrated Football Club based on the vision of “education for all irrespective of backgrounds”.

Ng Sir’s story demonstrates the power of an individual. He hopes that university students can pay more attention to the needs of the minorities and take action to support the Integrated Football Club. They can either join voluntary services within their reach, or simply “Like” the Facebook page of the club to support their hard work.

每當看見特殊人士全情投入活動，樂在其中，吳 Sir 和他的團隊都覺得很鼓舞

Ng Sir and his team are so encouraged when they see the students with special needs are engaged and enjoying the activities



*“Football is a Language,,*

## 小足球在我們中

——無限可能

## Football among Us – Full of Possibilities

說到這裡，不知道足球在你腦海裡又能聯想到甚麼？不論你懂不懂踢足球，也可以像 Dave、吳 Sir 那樣賦予足球不一樣的意義，讓足球帶來無限可能，令彼此的生命都增添意義和樂趣。🌱

Having come to the end of this article, what now comes to your mind when you come across football? Whether you play football or not, you can give it a different meaning and change others' lives, just like what Dave and Ng Sir did. Football possesses such great possibilities that each of us can derive meaning and pleasure from. Send a blessing now! 🌱

在此鳴謝 Official Liverpool FC Supporters' Club Hong Kong Expatriate Branch 主席 Mr. Dave Oh 夫婦與香港共融足球會主席吳頌培先生撥冗接受訪問，為本文提供不少寶貴資料；以及李冠瑩同學（中文系三年級）作文字校對工作。

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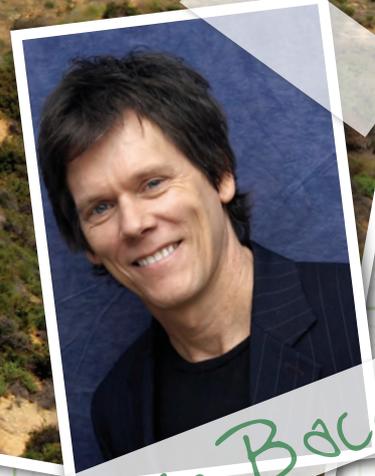
HOLLYWOOD

# 數學與荷里活

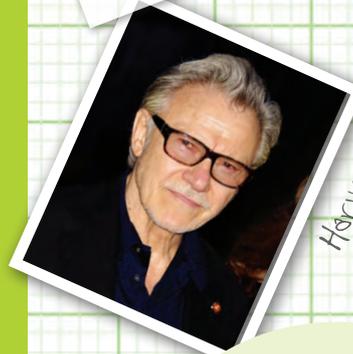
如果你並非戲迷的話，或者你不會認識 Kevin Bacon。參演過大大小小數十齣荷里活電影的他曾經打趣說他跟荷里活的所有演員都直接或間接合作過，然後所謂的 Bacon number 就應運而生：要是你跟 Bacon 本人在同一個片子合作過，你的 Bacon number 就是 1；要是你只跟某個 Bacon number 是 1 的演員合作過，你的 Bacon number 就是 2，如此類推。舉例說，參演過《蝙蝠俠——黑夜之神》的陳冠希的 Bacon number 就是 2。

受到 Bacon number 的啟發，後來大家又想尋找「荷里活中心」：方法是對應每個演員都像 Bacon number 一樣發展出一個以該演員為中心的數字。例如你可以選 Tom Hanks，看看平均而言荷里活演員們的 Hanks number 會否比 Bacon number 來得要小，要是如此，Tom Hanks 就比 Kevin Bacon 更接近荷里活的中心點了。當然，荷里活的中心點是會移動的，而現任的「荷里活中心」據說是從影 40 多年的 Harvey Keitel。

比 Bacon number 歷史更悠久的是數學界的 Erdős number：如果你曾經直接或間接地跟已故著名數學家 Paul Erdős 一起發表過學術論文，你就可以得到一個 Erdős number。有趣的是，雖然數學與荷里活看似風馬牛不相及，但原來竟然有人同時擁有 Bacon number 及 Erdős number！其中一個就是於 UCLA 數學系畢業的漂亮女演員 Danica McKellar，而她後來還寫了幾本甚為暢銷的普及數學書呢！



Kevin Bacon



Harvey Keitel



杜啟明博士  
數學系

# 你的「塑膠腦」使用手冊

呆頭呆腦？「腦凶未生理」？腦殘？腦生草？你聽過「塑膠腦」(Plastic Brain) 嗎？大部分有「腦」字的字詞不是形容人蠢鈍和膚淺得討人厭，就是說人做事亂七八糟，但「**塑膠腦**」卻是例外！

中文翻譯：舒穎芝（翻譯學四年級）

## 「可塑腦」？

那是否指我們頭蓋骨內的器官不是由柔軟的神經纖維組成，而是塑膠造的呢？「大腦可塑性」被稱之為本世紀最轟動的消息，科學家發現我們的腦部並非靜態器官，而是會在人生過程中受閱歷影響而改變。因此，對於我們這些腦子生來就比不上愛因斯坦腦子一半的人來說，希望還在。目前，科學家認為腦部會持續改變，時刻製造新細胞，即使我們年紀漸長，腦部的適應能力也會維持不變，亦即具可塑性。



## 我們的腦內有甚麼？

- 🧠 腦部約 75% 為水份，但千萬不要喝啊！
- 🧠 它的質地就如較結實的啫喱，摸上去海綿似的，看上去卻像椰菜花頭。啐！不過無人敢嚐嚐它的滋味。
- 🧠 它只有 3 磅重，但每天卻消耗你 20% 至 25% 的能量，非常「大食」！
- 🧠 你愈是費煞思量，腦部會耗用你血液裡愈多燃料（即氧氣），可高達 50%。因此，腦部的血管全長超過 16 萬公里。試想想，考試苦戰過後血液會怎樣給榨乾？
- 🧠 每人每日的想法估計平均達 70,000 項。腦部處理資訊的速度由每秒 0.5 米（時速約 1.8 公里）至每秒 120 米（時速 430 公里）不等，絕對比任何奧林匹克比賽合格標準還要厲害。
- 🧠 每次記起一段往事或有一個新想法，腦部便會建立一個連接點。這便是為甚麼我們會有「神經元森林」(neuron forest) ——腦內存有 1 千億個神經元，這些神經元會繼續擴大範圍，連至超過 100 兆激發點。（100 兆到底有多少個零？）
- 🧠 自 1990 年代初，科學家發現我們腦內存在一些名為「鏡像神經元」(mirror neurons) 的東西。據推測，鏡像神經元會令我們對別人產生同理心，也與自閉症息息相關。
- 🧠 我們的工作記憶可以儲存多少事項？答案是「神奇數字：7」。香港電話號碼是 8 位數字並非偶然， $7 \pm 2$  的記憶能力讓我們能短暫記住朋友的電話號碼，然後輸入到手提電話內。

# A User's Guide to Your Plastic Brain

Birdbrain? Hare brain? Scatterbrain? Featherbrain? Have you ever heard of Plastic Brain? Unfortunately, words with “brain” as the suffix are often used to describe an annoyingly stupid, shallow, and badly organized person. The only exception is **“Plastic Brain”!**

## Plastic Brain?

So does it mean that the organ contained in our skulls is made of plastic rather than soft nervous tissue? “Brain Plasticity” is said to be the greatest news of the century as it was found that our brain is not a static organ and changes throughout life shaped by experience. Hence, it means that there is still hope for those of us not born with a brain that closely resembles Einstein’s. Scientists now hold that the brain changes throughout life, generates new cells all the time, and remains adaptable—or “plastic”—as we age.



## What's in our Brain?

-  The brain is approximately 75% water but you should never drink it.
-  It has a texture like firm jelly, spongy to the touch and looks kind of like a head of cauliflower. However, no one dares to taste it. Yuck!
-  It weighs only about 3 lbs yet it consumes between 20% and 25% of your energy supplies each day. What an overeater!
-  The harder you think, the more fuel (i.e. oxygen) your brain will use from your blood—up to 50%. That’s why there are over 160,000 km of blood vessels in the brain. Imagine how our blood supplies being drained after a tough exam.
-  The average number of thoughts a person has each day is estimated to be 70,000. Your brain processes information from 0.5 meters per second (about 1.8km/h) to 120 meters per second (430km/h). That’s certainly exceeds any Olympic qualifying standards.
-  Every time you recall a memory or have a new thought, you create a connection in the brain. That’s why you have a “neuron forest”— there are 100 billion neurons in the brain, and they branch out to 100 trillion-plus trigger points. (How many zeros in 100 trillion?)
-  Since early 1990s, scientists discovered that we have something called “mirror neurons” in our brain. It is speculated that mirror neurons made us feel empathy toward other, and they play a crucial role in autism.
-  How many items can we store in our working memory? The answer is “The Magical Number Seven”. It’s no accident that telephone numbers in HK are 8 digits long. The  $7 \pm 2$  memory capacity allows us to remember a friend’s telephone number while entering it into a phone.

# 解開腦迷思

有關大腦的迷思總是特別難以拆解。它又怎能自我研究，嘗試了解自己呢？  
幸好在過去數十載，科學家已掌握不少資訊，解開許多有關腦部的疑團。

疑團 ①

## 我們只用到 10% 的腦力？

非也。我們會使用所有不同的腦區。即使在休息或發白日夢期間，我們仍需要多個腦區的運作來維持生命。當腦部處於覺醒狀態卻沒有收到任何「指令」時，「預設模式網絡」(default mode network) 便會運作起來。

疑團 ②

## 我們不是左腦型便是右腦型？

不論我們性格如何，又或經訓練而懂得運用某些技能，我們還是需要腦部的左右半球來做日常工作。嶄新腦部造影技術顯示，兩半球互相倚賴，關係複雜微妙，具相輔相成的作用，而大多數的指派任務都需要兩半球合力發揮功能。

疑團 ③

## 我們能同時處理不同事務？

智能手機製造商已給我們洗腦，使我們相信自己能有效率地同時處理多項事務。實際上我們卻猶如玩雜耍，分散了專注力，最終任務還是逐項執行。其實，我們的腦部不能逐一處理每個我們看到的細節，也不會像錄影機一樣記錄記憶中每個小節。它反而會給東一塊西一塊的記憶拍快照，再根據過往經驗自動填補片段之間的空隙和遺漏之處。看！我們**就此相信**自己能同時處理不同事務了。

## 玩遊戲能調節腦部，令我們更聰明？

這想法完全是異想天開。某些遊戲例如縱橫字謎遊戲的確有助學習生字，提升具體語言技能。然而，這些遊戲不會提升整體腦部功能。所以，不要以此作為上網玩遊戲的藉口了！

疑團 ④

## 你可以改變你的腦部！

回頭說說我們的可塑腦吧。我們可以把大腦塑造成愛因斯坦般的腦嗎？絕對可以！我們的腦部會不斷自我重塑，保持學習的能力。愛因斯坦 13 歲時，他聽到莫札特的音樂後便突然愛上小提琴。2009 年，科學家在愛因斯坦的運動皮層中發現了負責玩小提琴的球狀結構，而且外形相當明顯。這剛好與其他類似的腦部「球狀結構」的研究報告相符，指出該結構與音樂能力有密切的關聯。

腦部受刺激後，會活躍地進行塑形。刺激使腦部能夠改變，亦的確會有所改變。你也可以擁有愛因斯坦的「音樂家球狀結構」，**神經可塑性**就是答案。☺

想認識你的大腦和其他腦部更多？來修讀 **GDAR/GDSC1835 Music, Mind, and Human Experience** 吧。



# Debunking Brain Myths

Myths about the brain have been especially difficult to debunk. How can the brain study itself and try to understand itself? Luckily, over the past decades, scientists have learned quite enough to discredit a number of urban brain myths.

Myth #1

## We use only 10% of our brain

Nope. We use all and multiple areas of our brain. Even when at rest or “daydreaming”, we need multiple areas of our brain to keep us alive. A “default mode network” is at work when the brain is at a wakeful rest.

## We are either “left-brained” or “right-brained”

Myth #2

Regardless of our personality or the specific skills we are trained to operate, we need both the left and right hemisphere of the brain to perform daily tasks. New brain imaging technology has shown that the hemispheres are intricately interdependent and highly complementary. Any given task is likely to involve co-functioning of the 2 hemispheres.

## We can multitask

Myth #3

Smart phone manufacturers brainwashed us to believe that we can efficiently manage several tasks at once. Instead, we juggle among tasks, fragmenting our conscious attention and perform actions in a serial manner. Our brain cannot deal with every single detail that we are looking at; it doesn't record every piece of our memories like a video. Instead, it takes snapshots of bits and pieces and then automatically filling in gaps and misses in between based on prior experience. And Walla! We *believe* we can multitask.

## Playing games tunes our brain and makes us smarter

Myth #4

This is entirely wishful thinking. Certain games such as crossword puzzles can help with acquiring vocabulary and enhances specific language skills. However, they won't enhance overall brain function. So, don't use that excuse to play online games!

## You Can Change Your Brain!

Going back to our plastic brain. Could we shape it into somewhat like Einstein's? YES! Our brain never loses the ability to learn because it constantly rewires itself. When Einstein was 13 years old, he suddenly fell in love with the violin when he heard the music of Mozart. In 2009, scientists found a pronounced knoblike structure in Einstein's motor cortex responsible for playing the violin. This coincides with other studies reporting similar brain “knobs”, which was associated with musical ability.

Stimulation actively shapes the brain and the brain can, and does, change. You can have Einstein's “musician's knob” too; **Neuroplasticity** is the answer. 🌱

Learn more about your brain and other brains in **GDAR/GDSC1835 Music, Mind, and Human Experience.**

# 每天學懂多一些

## Flexibility



剛上大學的時候我和你們一樣，都是滿懷希冀和抱負，然而，我卻經歷了一番波折才開展我的大學之道。最初，我是計劃要入讀醫學院的，想要和畢生致力救助病人的父親一樣行醫。可是，這個夢想破滅了，因當時的國家政府要我修讀軍事科學，後來幾經我父親和他一些在政府工作的朋友斡旋下，我才得以從軍事學院退學。到整件事情告一段落後，大學第一個學期已經過了一個月，那時大學教務處說唯一能取錄我的就只有農業科學院，加上我遲了一個月入學，恐怕難以追上進度。在別無他選的情況下，我必須接受這個安排，但這對於當時年僅 18 歲的我而言可算是人生中的一大挫折。拿一個農業學士學位，我能有何作為？我會不會就此成為農夫，勞碌一生？這些問題在我腦海繚繞不去。儘管獲取農業學位對我不甚吸引，但從小家裏就教導我：無論命運替你安排怎樣的際遇，你都要準備好接受它，並在那個境遇中傾盡全力。本着這個信念，我報讀了農業學院。這種靈活性和適應力使我畢生受用。在大學就讀兩年後，我獲得獎學金負笈美國。那是一個難能可貴的機會，因當時只有小撮人可以到美國接受高等教育。

抵達夏威夷大學後，校方說我在農業科學方面的學業表現優秀，不過卻沒有上過任何通識科目，不符合大學的畢業要求。那時候我腦海中產生了一個疑問：通識科目與我所學習的農業學有關係呢？後來我就知道答案了。通識教育塑造了今天的我，它培育了我對藝術、歷史、語言和文化的鑑賞能力。自此我變得熱衷於閱讀其它學科的書籍。這是個值得鼓勵的做法，

Just like you, I began my university education with a great deal of hope and aspiration. However, mine began with a shaky start. I had planned on going to medical school, just like my father, who had devoted his entire life to helping people and healing them. That dream was shattered when I was told by the government of my country at the time, that I must study military science. With the help of my father, and some of his friends in the government, I managed to dis-enroll myself from the Military Academy. By the time I finished this process, a whole month of the first semester of university had gone by. I was told by the Registrar of the University that the only faculty that could take me was the Faculty of Agricultural Sciences and that I might not be able to catch up for the lost time. Being the only choice, I had to accept, even though at 18, this seemed like a major setback in life. Questions like what am I going to do with a degree in Agriculture? Will I become a farmer, a life that was considered full of hardship? The thought of getting a degree in Agriculture was not that appealing to me. However, a lesson I had learned from my family was that no matter what life offers you, you have to be prepared to accept and do your best under the circumstances. I accepted my faith and enrolled in the Faculty of Agriculture. That flexibility and adaptability has served me well throughout my life. Two years into my university studies, I was given a scholarship to go to America. This was an incredible opportunity, as there were only a handful of people, at the time, who could go to America for higher studies.

When I arrived at the University of Hawaii, I was told that I had done well in my studies of Agricultural Sciences, but did not have any General Education courses to complete my degree at the University. This was a requirement of the university. The question that crossed my mind was what do courses in General Education



# Adaptability

## — a life's lesson

### 適應環境 靈活應對

中文翻譯：  
何淑貞（翻譯學四年級）

你不妨一試，很快你會有驚喜的發現，原來涉獵不同範疇的書籍會讓我們發現更多身邊的美好事物。那時候，我還堅持每個月讀一本書呢！另外在夏威夷大學，學生購買話劇和音樂劇門票可享折扣優惠，我自是不會浪費任何機會。在香港生活是幸福的，因你擁有選擇的權利，可是在世界其他地方這並非必然；而且你還可以在這國際大都會參與各種各樣的文化活動，豐富生活。我

校的通識教育處不時會贊助同學參與此類活動，希望你會善用這些機會。

拿一個農業學士學位，  
我能有何作為？

*What am I going to do with a degree in Agriculture?*

靈活性和適應力引領我善用大學學習機會，為我打開通往世界的大門。儘管我沒有如願取得醫學學位，可是憑着開放的思維和高度的適應力，我獲取了經濟學博士學位。過去的經歷使我走過一趟又一趟充滿意義的冒險旅程，現在我會視自己為世界公民。我遊歷過全球超過 49 個國家，每次都會欣然投入每個所到之處的生活和文化。此際處身香港為同學和大學服務，對我而言是一美妙的機會和榮幸。我始終貫徹着靈活應變和適應環境的信念。

將來同學畢業和選擇職業時，會面對不同的新機遇，願你們也能持着開放的態度和懷着熱誠去接受挑戰，靈活應對，適應不同的境遇。

have to do with my studies in Agriculture? As it turned out it had a lot to do with who I am as an individual today. My appreciation for the arts, history, languages, and cultures were nurtured by these courses. I became an avid reader of books on subjects outside of my discipline. I encourage you to do the same. You will be happily surprised, how such readings of varied nature open the door to the beauty of life that surrounds us. I made a point of reading a book each month and at the University of Hawaii, we got discount tickets to plays, and musicals. I took advantage of them whenever I could. You are lucky to live in HK where you have choices in life that are not available to others around the world. Furthermore, this cosmopolitan city has so many cultural events that can enrich your life. Our office, from time to time, supports such activities and I encourage you to take advantage of them.

Again, flexibility and adaptability led me to take full advantage of my university education that opened the door to the world for me. Yes, I did not get a degree in medicine, but having an open mind and being adaptable, I finished a Ph.D. in Economics. Such experiences have led me to ventures that have been very meaningful to me, and now I consider myself a citizen of the world. I have travelled to more than 49 countries around the world, and have embraced each encounter with a great deal of pleasure. Coming to HK and serving you and our university is a great opportunity and privilege. So the lesson for me has been to be flexible and adaptable.

By the time some of you graduate from our university there will be new possibilities for your careers. Have an open mind and accept challenges with enthusiasm. Be flexible and adaptable.

General Education



賀書孟教授  
Prof. A. Reza Hoshmand  
通識教育處總監  
Director of GE



# 「點止 Lecture 咁簡單」

大學課堂不是講師授課，就是小組討論？學習的知識理論再多，總缺乏「實戰」的機會，而且難以了解職場實況？NO, NO, NO！「服務領袖教育課」將會顛覆你的想法！

服務領袖教育課是通識教育課程的最新系列，學習與實踐並重，希望透過課堂內、外多元化的體驗活動，協同學長發揮個人潛在的領導能力，並建立正確的價值觀。

University classes are all about lecturing and group discussions? Students seldom have chances to practice and apply what they have learnt to the real life situation, or to know the actual condition of workplaces? NO, NO, NO! Service Leadership Education (SLE) courses will definitely overturn your perception!

SLE courses, a new series of courses in the GE Programme, value both learning and hands-on experience. Through a great variety of experiential learning activities, students will be able to bring their potential leadership into full play, and develop proper values.

GDAR/GDSS1865

## Service Leadership and Emotional Intelligence



Interactive teaching and learning activities, e.g. stimulation exercises, EI tests, etc.

Aims

- \* Equip students with essential knowledge, attitudes and skills in the areas of leadership and Emotional Intelligence (EI);
- \* Develop students' emotional abilities relating to self and social awareness and management.



Students' works (Treasure Box)

by Department of Social Work & Office of Student Affairs

GDBU/GDSC1846

## Leadership in Sustainability

Aims

- \* Develop responsible business graduates who can decipher the importance of leadership practiced by sustainability leaders in the corporate world;
- \* Facilitate self-transformation in students, develop right values for ethical and responsible management and prepare them to become change agents.



Corporate partnership for company visits and data gathering



One-day outdoor challenge for leadership skills building

by Department of Management

# It's more than Chalk and Talk!

GDSC/GDSS1857

## Service Leadership in Action (Health Services)

### What's the course about?

Service Leadership and management is about creating new personal service propositions and consistently providing high quality caring service to everyone you meet. The objectives of the course are to introduce the concept of Service Leadership and how it can be applied and manifested in the health services.



Visits to Chinese and western clinics

### What's so special about the course?

#### \* Guest Lectures

In addition to lectures introducing basic ethical concepts related to health services, in last semester, we had speakers from the Hospital Authority, private medical practitioners, Chinese medicine alumni and entrepreneur, the herbal granules manufacturer PuraPharm (培力集團), and Christian Action (基督教勵行會), not to mention Mr. Chung Po-yang, the co-founder of DHL International Ltd., also came to share with us the importance of personal brand in the service age. Students would have an idea how to deliver services with competence, responsibilities and care in the future.

#### \* Visits

To have a first-hand experience as to how to run a business with such qualities and credentials, students visited a Chinese medicine and a western medicine clinic, both well-equipped with state-of-art facilities.

#### \* Be the "entrepreneur"

After having a lecture on "developing a Service Leadership plan as a health service provider", students worked in groups, and applied what they have learned to develop a health service business plan.

### Exciting news!

To further nurture the concept of Service Leadership, and the notion "the Server is the Service and the Quality of the Server is the Quality of the Service", we will start another SLE course—"Paths to Service Leadership in Health Services", focusing this time on the character-building of the "Server", and to provide more opportunities for the students to have hands-on experiences in serving the needy of the community.

**Watch out for these 2 courses and get yourself ready to face the challenges!**

by the School of Chinese Medicine & Department of Social Work

Introduced by:



余堅文博士  
Dr. Kevin Yue

中醫藥學院教學部

Teaching Division, School of  
Chinese Medicine

More information available at: <http://ge.hkbu.edu.hk/ge-programme/sle/>



# GENERAL EDUCATION OUTSTANDING STUDENTS AWARD



5 Students Per Year



\$5000 Scholarship with a certificate

## WHO CAN APPLY?

Full-time undergraduate  
of 4-year curriculum



Average grade B in 30 units of  
any GE courses completed

## WHO WILL BE GIVEN PREFERENCE?



Actively participated  
in GE activities



Have track records in  
community service



Attended Service Leadership  
Education courses



For details, please visit:



<http://ge.hkbu.edu.hk/students/award/>



Let's go beyond the classroom  
to explore the fun of learning!

跟我們衝出校園，  
探索社會!

GE  
Off Campus

GE Off Campus 是通識教育處在  
2013-14 學年推出的全新計劃，希望透過提  
供贊助，鼓勵同學參與含通識教育元素、  
有趣又具啟發性的課外活動，如話劇欣  
賞、藝術表演、體驗學習等。

現正在浸大就讀，並獲大學教育資助委員  
會資助的全日制學士學位學生可獲全數或  
部份贊助參加活動！

GE Off Campus is a brand new project  
launched by the General Education Office in AY2013-14.  
Through providing sponsorship, it aims at encouraging  
students to participate in more interesting and  
thought-provoking extra-curricular activities with GE  
elements, such as drama, arts performances and  
experiential learning.

All current full-time UGC-funded HKBU undergraduates  
are eligible to have full or partial sponsorship for  
the activities!

計劃詳情及活動：  
Details & activities:

<http://ge.hkbu.edu.hk/students/geoffcampus/>





## 大學生必看 —— 話劇《教授》

「教育就是一場最大的革命。」香港話劇團的矚目作品《教授》由兩位香港中文大學畢業生編劇，以中大辦學 50 年所面臨的挑戰為本，探討大學教育的理念。觀賞該劇後，浸大同學大多對這齣話劇有深刻感受，認為話劇內容容易引起共鳴，與他們的日常生活息息相關，演員之間的對白生動而有意思，發人深省。

## Must-watch drama for U-students —“The Professor”

“Education is the largest revolution.” Presented by Hong Kong Repertory Theatre, “The Professor” was created by 2 outstanding graduates of The Chinese University of Hong Kong. It examined the philosophy of university education based on real-life challenges faced by the University in the past 50 years. Most of the HKBU students found the drama very impressive as the story was closely related to their daily lives. The vivid dialogues between actors were meaningful and thought-provoking.



# 大學教育。社會公義。革命

文：陳嘉豪（中國語言文學二年級）

《教授》是我近年看過一齣歎為觀止的戲劇。故事以社會公義及教育本質為題，題材不算新鮮，尤其是女主角 Lucretia 一類大學生，奉 GPA 為至上，以進入商學院為榮，誓言要賺大錢，批評文字早已散見於不同報章欄目，主張重建學生的人文精神云云。但話劇對主題的發揮不限於此，更深一層的是突顯教育與社會運動之間的衝突和矛盾。劇中 Lucretia 的教授說：「教育就是一場最大的革命。」隨即道出現實中香港教育的荒唐：政府強調教育須以啟發學生為重，培養其批判思維，繼而履踐公民責任，完善社會制度。然而，當學生發動社會運動，申訴不滿，無數成人馬上紛紛嚴防，尤其是政府，很快不問原由地敵視學生，遏止運動，示威遊行輒成滋事擾民，每每捕學生以快。反對，竟成為了敵人的同義詞。學生受啟蒙後，難道只能順從社會的一套固有價值觀？誠如教授所言，社會承受不了學生運動帶來的成本和代價。後果，斷然是學生漸漸疏遠學運，抱存的只會是對政治的絕望，於是學生統統成為商業機器，干祿成人生意義。而社會公義，焉能紙上談兵得之？

另外，我認為話劇將人物性格塑造得非常立體，例如男主角大學生 Jeremy，故事不只揄揚他投身社運的勇氣，更將他置於母親和現實面前，要看初生之犢是否不畏虎。戰友，孝子，畏縮，前進，世事絕不輕易抉擇，這正是每個人一生要探索的課題。

又話劇之所以深富哲理色彩，對白應記一功。此劇的對白設計得相當出色，不會流於說教訓勉式的贅言，或長篇大論的內心獨白。基本上每位演員的發言次數平均，對答如流，迅捷萬分，往往針對前一位演員所言加以批評質疑，對白衝突之頻，妙語連珠，尤其是教授、Jeremy 和他母親三人在辦公室中激辯的場面，使觀眾須時刻投入，不得鬆懈。

觀戲容易踐理難，到底，現今的香港教育還剩下多少意義？





Photo by: Ke-ro-ro-T-W (<https://www.flickr.com/photos/h760127/>)

## University life = GPA or More?

Written by: Man Ming Yan (SOSC, Yr. 1)

**W**hat do you care the most in your university life? Is it getting the highest GPA? Or joining different societies' activities to have fun? If you have yet to get any answers, "The Professor" may inspire you.

The performance section that impressed me the most was the conversation between the Professor and Lucretia after her last philosophy lecture. Since Lucretia was one of the last year A-Level candidates, she didn't get very good results and failed to get admittance to her most wanted BBA programme. She got into the Philosophy Department and cared nothing but GPA. In the first philosophy lecture, Lucretia criticized whether she could earn a living after graduating from the Department of Philosophy and she just wanted to transfer to the Department of Business.

After having Lucretia's last philosophy lecture, she stayed behind and apologized to the Professor because she finally transferred to the Business Department. Unexpectedly, the Professor didn't feel angry at all. He just said, "It is not important that in which subject or major you are studying, the most important is who you are and how you do in the society." Lucretia thus realized that education could really change the society by inspiring students through the teaching of knowledge.

This drama includes different elements which are closely related to university students. Just like Lucretia, many university students may only care about the method of getting higher GPA. Yet, university is a place full of knowledge and inspiration. Unlike secondary school, university provides opportunities for students to learn and develop their independent thinking. If we only focus on getting high GPA, we will miss a lot of opportunities to develop our own ways of thinking and judging. This inspires me the direction of learning and attitude I should have in my university life.

Moreover, I have learnt that different people carry different opinions that are hard to be judged. In the drama, Jeremy was a student who actively participated in student movements. He was arrested during one of the movements. When he was taken to the police station, he started to be afraid and regretted having participated in the student movements. It is hard to judge whether attending student movements is right or wrong. Nevertheless, we have to be responsible for our decisions. When we are making decisions, we should consider whether it is worth instead of right or wrong. What's more, we should think about the consequences of the decision made by ourselves.

Lastly, I am thankful for having the chance to enjoy this inspiring drama that is tightly related to my university life.



## 體驗式學習 —— 「黑暗中對話」

進入伸手不見五指的漆黑世界中，一行 38 位浸大同學在「黑暗中對話」體驗館踏上前所未見的精彩旅程。活動由視障人士作導賞員，帶領同學在完全漆黑的環境中經歷 75 分鐘的超感觀旅程。他們共同探索 5 個模擬現實的場景，並善用視力以外的感官細心感受每處獨特的質感、聲音、氣味甚至味道。在分享環節中，同學均表示在活動中得到很多啟發，明白到失明並不代表失去一切，只要抱着樂觀的精神和堅強的意志，終可跨過一道又一道的難關。



## Experiential Learning —“Dialogue in the Dark”

Walked into a totally darkened world, a group of 38 HKBU students had an extraordinary journey at the Experiential Exhibition of “Dialogue in the Dark”. During the 75-min tour in the dark, they followed the visually impaired tour guides to explore the unique texture, sound, smell and even taste in 5 simulation settings with senses other than their sight. In the sharing session, students said they were greatly inspired. They understood that being blind does not mean losing everything. Strong wills and optimistic spirit will eventually get us through the storms.



# 看不到的挑戰

文：洪志偉（人文學二年級）

拿着手杖，憑着觸覺和聽覺來探知路途；望不到前路，眼睛裡只有一片漆黑，就這樣便開始了「黑暗中對話」。在公園中，我們踏上了草地，雖然看不到綠油油的草坡，卻能嗅得到青蔥的味道；四周有不少植物圍繞着我們，柔柔輕摸，便會感到葉子的尖銳刺得引人發痛；四周有水聲淙淙地流動。

接着走到起居室，筆者在起居室裡觸摸到睡床、書桌等家居物品。在「導賞員」的提議下，筆者嘗試在黑暗中摺疊被鋪，但花了不少力氣和時間，都沒有辦法把被鋪摺疊得整整齊齊。平日看起來微不足道的小事，在黑暗中竟變得異常地困難。

不久，我們走到了鬧市。平日我們能看到在馬路兩邊都有盲人輔助徑幫助視障人士走過「紅綠燈口」。可是，我們都忽略了踏出馬路時那一刻的感覺--那微小的斜面，告訴着視障人士走出了馬路上，這是我們日常無法感覺得到的。

在鬧市中，我們也走進了雜貨店，那裡正售賣不同蔬果、糧食和家居物品。在黑暗中，摸一摸物品的形狀，聞一聞物件的味道，同樣對於平日「用眼睛看世界」的我們來說，實是困難無比。

走到電影院，平日巨大的電影投射幕無法看見，我們只可單靠耳朵細聽片段中的聲響。雖然眼睛看不到，但腦海裡浮想聯翩，建構出一個個「看得到」的畫面。

行程的最後，我們到達了小食店。筆者買下了一包檸檬茶，在黑暗中細味着這包普通的檸檬茶，感覺頓然不一樣，拋開其餘感官的干擾，只是專心一意地憑着舌頭上的味蕾品嚐着它的甜味，仿似這檸檬茶比平日喝到的甜了許多。但在活動結束之時，看到手上的檸檬茶還是平時買到的那個品牌，檸檬茶的甜度沒有改變，或許，改變的只有品嚐的方式和筆者的心態。

# Be Bright in Complete Darkness

Written by: Yiu Ka Ying (ENG, Yr. 2)

Living in such a colourful world, I have a great fear of darkness. I feel so insecure and uncomfortable whenever I am in a dark environment as I cannot see what is ahead or who is beside me. I hate "darkness". Every creature has its colour initially. Lamentably, they all become black in the darkness. "When there is light, there is hope." Personally, darkness also represents hopelessness like how the proverb goes. Like most of us, I experience "darkness" by closing my eyes or simply by entering a lightless room. However, I do not think that I have ever experienced a real "darkness" since I can always see a world which is full of different colors when there is a light. Unlike the blind people, they see everything as black even there is a light. I could never experience the real darkness as the blind people do.

The visit to "Dialogue in the Dark" gave me an opportunity to experience the life of a blind person that I was curious about. Frankly speaking, I always wonder how blind people perceive the world. Do they know that sky is blue, cloud is white and tree is green? They just see the world through others' eyes but can never see it in reality. Also, how can they walk or eat when they cannot see the road and the food? I found the answers in "Dialogue in the Dark". Blind people can have a normal life as we do, simply by using other sense organs except eyes. By immersing into complete darkness, I realize that each environment has its own unique texture, sound, smell and even taste. My senses were heightened when I was exploring those strange yet familiar places or scenes without the help of my eyes. I was so surprised by the fact that the guide told us that he could not see us! I once thought that he was wearing a pair of infrared glasses so he could see us in that dark environment. In fact, he is blind and he used his ears to locate us.

After the reflection and sharing session, I realize that although some cannot see brightness in the real life, they experience brightness in mind. In spite of their disabilities, they do not abandon themselves to despair. In fact, they hold a positive attitude and feel the world by heart which is highly appreciated. We should learn from them and cherish all we have.

Photo by: livepine (<https://www.flickr.com/photos/livepine>)



## 活着 vs. 死亡：《相約星期二》

「當你明瞭死亡，你就學懂活着。」30名浸大學生欣賞由著名舞台劇演員鍾景輝及陳國邦主演的話劇《相約星期二》。改編自暢銷著作《最後 14 堂星期二的課》，此劇為中英劇團第 11 度公演的劇目，內容講述明哲在大學畢業的 16 年後，從電視上得知大學時代的教授慕理身患絕症，不久於人世，於是決定每個星期二前來探望，聆聽老師彌留前的教誨。這 14 次會面讓明哲和同學重新理解死亡和活着的意義：活在當下，珍惜所有。

## Life vs. Death: Tuesdays with Morrie

"When you understand death, you know how to live." Thirty HKBU students watched the theatre "Tuesdays with Morrie", which was starred by famous theatre actors, Mr. Chung King Fai and Mr. Chan Kwok Pong. Adapted from the famous memoir of the same name, it was the 11<sup>th</sup> run drama of Chung Ying Theatre Company. In the story, after 16 years since college graduation, Mitch saw his professor Morrie on TV announcing that he was dying from disease. Mitch was prompted to visit him on Tuesdays. These 14 meetings turned out to be one inspiring and universal lesson for Mitch and all students: the meaning of life and death—to live in the moment and cherish what we have.



# 學懂活着，明瞭死亡

文：何朗沂（應用物理學二年級）

《相約星期二》改編自同名小說，內容主要圍繞教授慕理臨終前每個星期二跟明哲上的「課堂」。台上有一個箱子，它可以是汽車座椅，亦是一張小椅子，亦可以是演員獨白的台階。舞台劇的有趣之處在於：無論是什麼物件，經演員發揮之後，都可以隨演員的心而改變。在這個舞台劇中，演員演技精湛，演員之間的對話和動作，充份表現出幽默感和悲涼。的而且確，整場笑聲不斷，但當談到嚴肅的話題，全場靜得連自己的呼吸聲也可聽到。

有一節課我印象非常深刻：遲到的明哲到達慕理家時，一口氣說出他路上的不幸經歷，但慕理只叫他背向窗並問他窗外有何景物，明哲卻說不出來。又有一節課，明哲問慕理：「如果有一日你可以健健康康，不用坐輪椅，你會做什麼？」而慕理的答案是早上和家人吃早餐，然後見一位好友，有時間便看看窗外的樹、夕陽，然後吃晚餐，最後睡覺。為何他要以睡覺作結？為何他好好的一日要這樣用掉？慕理講過：「當你明瞭死亡，你就學懂活着」、「明瞭死亡，重點在於明瞭。」到底，什麼叫作「明瞭」呢？我反覆思考這個問題。慕理因為接近死亡，所以他更明白他想要怎樣的生活。跟我們不同，我們有很多東西想維持，正如明哲不想將工作交給同事一樣，怕對方搶走自己的地位。在忙碌當中，我們很容易迷失自我，沒有時間去感受這個世界，亦沒有空看看門前的花草樹林，甚至連朋友家人也不想見了。這戲劇給我一個好好的機會，反思一下人生。

整場話劇，感動位亦有很多，令我感受較深的還有這句台詞：「若你像我一樣走到這個境況的話，就不會計較誰對誰錯。不要等，原諒所有人，所有事。」當慕理說出這句話的時候，我的眼淚差點掉下來。要原諒一個人真的不易，慕理在臨死前有這種豁達的態度，活着的我們是學不來的。我也想像慕理一樣，不論對錯，原諒所有人和向所有人道歉，但現在的我還年少氣盛，暫時還沒有這種勇氣。



# Accept, Forgive & Love

Written by: Wong Yan Lam Ophelia (ANALY TEST SCI, Yr. 2)

“So many people walk around with a meaningless life. They seem half-asleep, even when they’re busy doing things they think are important. This is because they’re chasing the wrong things. The way you get meaning into your life is to devote yourself to loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose and meaning.”

—Mitch Albom, *Tuesdays with Morrie*

The most impressive and memorable scene in the whole play was that Morrie asked Mitch whether he was doing fine and feeling at ease at this moment. Mitch became speechless immediately and wasn't able to answer. I was amazed that Mitch couldn't answer such a simple question even though he seemed to have a prosperous life with fame, wealth and marriage. For this question, I would rate my life 8 out of 10 scores at this moment. However, I'm not sure whether I could proudly rate my life with that high score when I'm at Mitch's age. I might give in pursuing my goals because of uncertainties and setbacks and each of my dreams might be defeated by the reality constantly.

Mitch was a lucky student as Morrie appeared as his coach when he was in a maze of life. Morrie tutored him in the most important subject of life & love. Through the love between Morrie and Mitch, I believe that a person can influence another person and one's life can influence others' life. In everyone's life, there must be or has been at least one "Morrie", who inspires and encourages him or her with words, action and love. I also believe that each of us can be a "Morrie" in others' life.

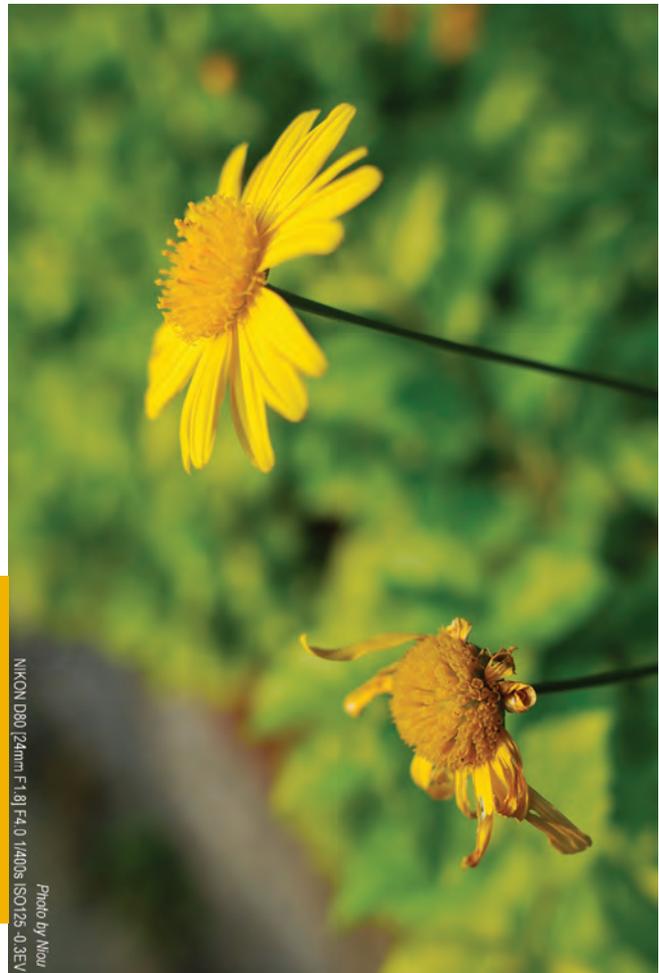


Photo by: Niou, Chi-Ping ([www.flickr.com/photos/niou/](http://www.flickr.com/photos/niou/))

“Death only causes grief and sadness, but it only matters when you are living unhappily,” well said by Morrie. Living unhappily is really such a big deal that it's worse than dying. It is worthless of you still working and retaining a relationship, if you earn money from a job you hate much and stay with the friends and family with whom you don't get along. So, it is important for us to be honest to ourselves all the time, like always asking ourselves what we like the most, what our dreams are and what others expect us to do but we actually dislike.

“To accept who you are and you were, you should have forgiven others and yourself before” is such a soul-searching quote in the play. We can't live a positive life with a negative mind. To have a positive mind, we should know not only how to love and dream, but also how to forgive! Don't hold on too long but let go always, no matter what.

