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與資優兒的親子溝通 Parent-child Communication

專題研習 Feature Article

與資優兒童作滋養情感的親子溝通

袁嘉華

Communicating with Gifted Children to
Nourish Affections

Clara Yuen



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編者的話

香港資優教育學苑第一期的學苑雜誌《資優薈萃》經已出版，以全新面貌與大家見面。我們希望透過不同的角度，為學生、家長、教師及對資優教育有興趣的人士提供豐富的資訊，加深對本苑服務及資優教育的認識。

良好的親子溝通有助資優兒的情意發展，而溝通過程可令家長與孩子更加親近，孩子願意與家長分享生活上的點滴，有助建立正面的親子關係。當孩子的聲音獲聆聽，他們會感到家長能「感同身受」，了解其內心世界，自然願意與家長在成長路上同行。所以，今期《資優薈萃》以「親子溝通」為主題，希望從專家、學生、家長及研究的角度了解親子溝通的重要性。

我們很榮幸邀請了袁嘉華女士撰寫題為「與資優兒童作滋養情感的親子溝通」的「專題研習」，探討家長如何認識資優兒的特質和需要，以及怎樣給予支持和教導。良好的親子溝通方法可讓孩子在愛與關懷中獲滋養，使他們更自信、有動力和快樂。「研究分享」介紹「SPACE」溝通技巧，讓家長能夠在親子溝通之中發掘到更多樂趣，與子女相處更融洽和睦。另外，「家長園地」則邀請了家長分享她和丈夫培育資優女兒的點滴。成長中的孩子常希望有自由的空間，想父母尊重他們的意見和選擇，「學生園地」邀請了資優學生討論「不干預的教養方式真的奏效嗎？」。在教養子女的議題上，家長們可以多了解孩子的看法。

Editor's Note

The inaugural issue of *Gifted Gateway*, the HKAGE's magazine, has come out with a brand-new look. We look forward to providing students, parents, teachers and people who are interested in gifted education with a rich source of information from different perspectives to enhance their understanding of our services and gifted education.

Effective parent-child communication facilitates the affective development of the gifted and fosters intimacy between parents and children. When children are willing to share their life experiences with parents, their relationships can get closer and better. When children's voices are listened to, they can feel their parents' empathy and understanding of their inner worlds, so they will be willing to walk with parents along the path to adulthood. Therefore, this issue revolves around "parent-child communication" in the hope of exploring its importance from the perspectives of experts, students, parents and research.

We are honoured to have invited Ms Clara Yuen to contribute an article entitled "Communicating with Gifted Children to Nourish Affections" in the "Feature Article" section, which discusses how parents can understand gifted children's traits and needs so as to give them support and guidance. Positive parent-child communication can nourish children with love and care, making them more confident, motivated and happier. The "SPACE" communication technique is introduced in the "Research Corner" section, which gives parents some tips to discover more fun in communicating with their children and to get along harmoniously with them. In addition, a mother shares with us her experiences of how she and her husband nurture their gifted daughter in "Parent Zone". Growing children always yearn for freedom; they want their parents to respect their own opinions and choices. A student member has provided some thoughts on this in the article "Non-Interventionism Really Works?" in the "Student Corner" section. Regarding parenting issues, parents may need to understand more about children's views.

與資優兒童 作滋養情感的親子溝通

作者：袁嘉華

資優兒童擁有特別的天賦才華，但仍要有動力去發展，才華才可展現。什麼能維持個人成長向前的動力呢？元素應該很多，但不能沒有一種，叫「被愛」。而子女是否感到被愛，不是只由父母的動機來決定，而是孩子的主觀感覺。若親子間，沒有彼此了解，父母善意的動機，也可破壞親子關係及感情。而你和孩子的關係對他一生的影響力，遠超過你提供給他的任何教育機會。所以如何明白孩子的需要，給他們恰當的支持和教導，才是恰到好處的愛。而良好親子溝通就是實踐愛和關懷的基礎，讓孩子在愛與關懷中被滋養。能被愛滋養的孩子，較自信、有動力和快樂。

過去十年，我有機會接觸許多資優兒童的家長，聽過許多他們的親職故事，造就了他們與我共同建構的親子溝通實務智慧。

以下五個溝通方法乃許多資優家長發現對有效管教、改善親子關係和穩定子女情緒也有顯著效用。

同理心回應

要有效溝通，就要懂得站在他的角度看事情，明白孩子的感受，並說出來。這種同理心回應有許多好處。孩子覺得你明白他，會感到安定、踏實和被接納，這會大大建立親子關係上的信任和安全感。這對資優兒童特別重要，他們過度敏感的特質，比一般人更看重別人是否明白他，更害怕不被接納，因此不易建立親子信任。

情緒是自然反應，沒有對與錯之分，也不能控制；而情緒引致的行為才是可控制和選擇的。所以，認同感受不代表你在認同他表達情感的方法。因此，無論他的感受如何，放心給他知道你會明白和接納。而你示範怎樣理解、接納和體諒他，他也會接納自己，並學懂如何對別人有同理心。同理心能建立關係的親密感，滋養情感，拉近距離，奠定良好感情基礎。

發展深層聆聽的能力

其次，我們要發展深層聆聽的能力。孩子有心事，有困難，許多時候不會用語言直接表達出來。一方面是因為敏感的孩子只會找完全接納他並可信任的人，才有勇氣傾訴心情；另一方面，抽象及複雜的事很難以語言表達；第三，人的困擾許多時是自己意識不到的，所以就無從表達。可是，人會透過行為或情緒把內心的困擾外顯出來，例如有壓力時，可能易煩躁，發脾氣。若我們只看表面，就只看到孩子壞脾氣，沒禮貌等外在行為，而忽略了他受壓的情緒。我們得理解行為背後的內在需要和渴望，例如他常與家人爭執，可能是外顯了常被忽略的委屈和失落。若我們只處理或譴責外顯行為，我們無法接觸到孩子的內心世界和感受。正如以上所說，資優兒童的敏感特質，很在意別人對自己的觀感，情感上更怕受傷而自我保護，因而不易自我揭露。

因此，溫和的探問或會幫助我們更深入了解孩子；並要耐心聆聽，不要太快判斷是非對錯，就有機會處理和關注到行為背後的需要和渴望。傾聽也是種溝通，很多時他們需要被聆聽、被明白，而不是要你的評語、意見或評價。

著重溝通裡非語言的情緒成分

溝通的情緒成分可由聲調、聲量、語氣、姿勢和面部表情等表現出來。很多人並沒覺察到他們平常是以生氣或冷淡的態度來與別人溝通。若父母以憤怒語氣說：「我知你有努力，你只是不小心，就不好介懷了。」若話中怪責的程度超過字面的關懷，孩子通常較相信語調。

有些資優兒童的家長，不自覺過度關注孩子能力發展的部分，就會因他的表現未如理想，或不願按你意願行事，而變得激烈激動，孩子因此會感到困惑。試想想，當他表現得好時，家長就興奮、讚嘆；當他表現不好或犯錯時，家長就嚴厲、怪責、憤怒和厭惡，他最後會覺得你愛他的表現而非愛他。即使在學前階段，也感受得到。事實上，沒有孩子有信心每時每刻也表現得合乎成人的期望，這些孩子會活於隨時失去愛的惶恐中，沒有安全感，因為他感受到的，只是有條件的愛。孩子內化了人的價值建基於表現和能力這信念上，就不時質疑自我價值。我們見到許多不健康完美主義傾向的資優兒童，他們害怕做沒把握的事、怕失敗，忽視自己努力的成果，只苛責自己做得不夠好，自尊心低（Elliot, 1987），就是困擾於若不完美，就不值得被愛的困結中。人需要被愛、被接納等內在渴望（Satir, 1991）（Maslow, 1954），若孩子沒有被愛的安全感，他的成長動力就被阻塞。所以，跟孩子說話，即使是教導，也要注意非語言的情緒成分，避免因過度激動的情緒，令孩子懷疑你對他的愛。

選擇在合適的時機說教

因此，若孩子需要被教導，我們要懂得選擇在合適的時機說教。通常人的腦在情緒激烈時處理不到語言訊息，但卻感應到情感的部分。即若孩子激動時，你也被他的情緒激化，你在激動下說的道理，孩子聽不到，卻只感應到你對他的憤怒和不接納，這種情況只傷感情而沒有教導的效果。所以宜先處理情緒，再談管教。但先處理誰的情緒呢？若大人情緒激動，並不能協助孩子平和下來，所以先處理家長自己的情緒，才協助孩子處理他的情緒，雙方平和才是有效說教的合適時機。

引導方法讓他思考

溝通的過程不要一味單向的灌輸道理，而是要培育他們成為一個客觀、具分析判斷能力的人。試試多用引導方法讓他思考問題：「如果這樣做你猜會有什麼後果？」「你願意看到這種後果嗎？」「怎樣做才可解決這個問題呢？」「還有別的方法嗎？」「好像不同人有不同的觀點和看法，你分辨到有哪幾類呢？你比較認同哪種？你有自己的立場和意見嗎？」

啟發孩子不妨多問、多聽、不批評，協助他多角度思考、設身處地、預想後果，循循善誘，一步一步，著重語氣聲調，情理兼備，避免質問怪責等語氣。有需要時，才說父母自己的見解。最重要還是你要示範有接納不同意見的胸襟。

良好溝通能滋養親子感情，父母也因彼此了解而更明白孩子的需要，尊重他的意願和步伐而作出適切的培育。但良好溝通要有很深的信任基礎，不能強迫，也不能一蹴而就。那就由今天開始吧！



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Communicating with Gifted Children to Nourish Affections

Author: Clara Yuen

Gifted children possess special innate talents, but they need an impetus for development in order to unleash their talents. So what maintains the impetus for their personal growth? There are probably many elements, but one of them is indispensable — being loved. Whether children feel loved is not solely determined by the parents' motives, but also the children's subjective feelings. Even parents' good intentions may undermine the parent-child relationship if there is no mutual understanding. The relationship between you and your children is far more influential in their lives than any educational opportunities you provide for them. Therefore, to love your children in the right way, it is important to understand their needs and give them appropriate support and guidance. Effective parent-child communication is the foundation for delivering love and care which nourish children, and a child nourished with love is likely to be more confident, driven and happy.

Over the past decade, I had a lot of opportunities to meet parents of gifted children and hear their parenting stories. We have gained practical wisdom on how to communicate with kids.

The following five communication methods are found to be highly effective by many parents for disciplining, improving parent-child relationships and stabilising children's emotions.

Empathetic Responding

To communicate effectively, you have to adopt your children's points of view, understand their feelings and reflect them. Empathetic responding has many advantages; your children will feel calm, settled and accepted if they realise you know them well. This will effectively build trust and a sense of security in your relationship with them, which is particularly important for the gifted. Due to their oversensitivity, gifted children are more concerned about whether people understand and accept them, so trust is not easy to be built.

Emotions are reflex-like reactions; they are not right or wrong, and not controllable either. What we can control and choose are the behaviours resulted from emotions. Thus, recognising how one feels does not mean agreeing with how he expresses his feeling. So no matter how your kids feel, try to assure them that you understand and accept them. When you demonstrate your understanding, acceptance and consideration, they will also accept themselves and show empathy to others. Empathy fosters intimacy, nourishes affections, draws people closer together and lays a good foundation for a relationship.

To Read Between the Lines

Secondly, we need to develop the ability to read between the lines. When kids have worries or difficulties, they do not usually put them into words. On one hand, sensitive children tend to share their feelings only with a trustworthy person who fully accepts them; on the other hand, there is a difficulty in verbalising abstract and complex things. Furthermore, people often do not realise their own troubles, so they have no way of expressing them. However, they will manifest their distress by behaviours or emotions. For example, when one is stressed, he may be irritable. Superficially, we only see children's external behaviours like bad temper and rudeness, but ignore their distress. We should understand their inner needs and desires behind the behaviours. For instance, if a kid always quarrels with his family, such behaviour may manifest his feelings of grievance and loss because of being constantly ignored. If we only tackle or blame the external behaviours, we cannot reach the children's inner worlds and understand their feelings. As mentioned above, gifted children are very much concerned about what others think about them because of their oversensitivity. They are more emotionally vulnerable and hence do not feel safe to disclose themselves.

Thus, inquiring in a gentle tone may help us better understand our children. We should listen patiently and not jump to judgment too fast, so that we can attend to the needs and desires behind the behaviours. Listening is also a way to communicate; sometimes, what they need is being listened to and understood, not our comments, opinions or evaluation.

Focus on the Nonverbal and Emotional Components in Communication

Emotional components in communication can be expressed by tone of voice, manner, body language and facial expressions. Many people do not realise that they usually communicate with people in an angry or indifferent manner. If a parent tells a kid angrily, "I know you've worked hard. Never mind if you just made careless mistakes," but the blaming tone sounds stronger than his care expressed in words, the kid is likely to take the nonverbal message.

Some parents unconsciously care too much about their gifted children's ability development. They tend to become agitated when their children do not perform well or do not conform with their instruction. As a result, the children may get confused. Let's imagine that if parents feel excited and praise their kids when they have done a good job, but become tough, critical, angry and rejecting when they underperform or do not behave properly, the kids may think their parents value their performance rather than love them unconditionally. They can feel it even in the preschool stage. In fact, no child is confident in living up to adults' expectations constantly. These children fear losing love at any time. They feel insecure because what they experience is only conditional love. When children internalise the belief that self-worth is tied to their achievements, they will develop low self-esteem and a sense of inferiority. We see a lot of gifted children with unhealthy perfectionism are afraid to do things that they are not confident in and have a fear of failure. They ignore the fruits of their hard work, insist that "good enough is not good enough" and have very low self-esteem (Elliot, 1987). In other words, they are trapped in the conception that imperfect people do not deserve to be loved. Everyone has the internal desires for being loved and being accepted (Satir, 1991; Maslow, 1954). If a child does not feel loved and secure, his life energy will be blocked. Therefore, when talking with your children, you should pay attention to the nonverbal emotional components even when giving guidance. Avoid showing intense emotions which make your children doubt your love.

Choose a Teachable Moment

We need to choose a teachable moment when children need guidance. Normally, the human brain is unable to process verbal messages when one is emotionally intense, but it is responsive to emotional components. When a child is emotionally intense, your emotions will also be intensified by his. The child will not hear your instruction when you have intense emotions, but only sense your anger and rejection. The situation will only hurt each other without achieving effective teaching. Thus, it is advisable to calm yourself before disciplining children. If adults are agitated, they cannot help children calm down. The teachable moment occurs only when both sides have cooled off.

Guide Children Towards Good Judgment

One-way teaching should be avoided in the communication process; instead, we should help children grow into objective and analytical thinkers. We can adopt some guiding methods to let them think about questions like “What do you think will happen if you do so?” “Do you want to see this outcome?” “How do you solve this problem?” “Are there any other options?” “Seems that people got different views and opinions. Which ones do you identify? Do you agree with anyone? What’s your position or opinion?”

To inspire children, try to ask and listen more. Do not criticise your kids, but help them think with multiple perspectives and put themselves in other people’s shoes. Ask them to foresee the outcomes and guide them with patience, step by step. Pay attention to your manner and tone, and persuade them in a passionate and rational manner. Avoid questioning and blaming, and express your own opinion only when it is necessary. Most importantly, you have to demonstrate your open mind to accept different ideas.

Good communication can nourish affections between parents and children. It fosters mutual understanding which enables parents to better understand their children’s needs, and to provide suitable guidance based on their wishes and pace. However, good communication requires a solid foundation of trust. It cannot be forced or reached in one step. So let us start today!

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給資優兒多一點「空間」

「媽咪，我今日喺學校唔開心呀！趙老師（班主任）唔俾我講點解條裙係藍黑色抑或係白金色……」

母親打斷了孩子的話：「乖啦，你唔應該咁諗嘅。人生有好多嘢值得感恩呀！唔好理條裙喇！考試就快到啦。去補習班之前，我哋去食雪糕囉！」

「媽咪！你都唔聽人講嘢嘅！」孩子又憤怒又失望，把門「砰」的一聲關上了。

雖然我們大都留意到母親回應孩子的方式有點不妥，可是，我們卻經常無意地以類似的方式與小朋友相處。由於資優兒早慧和過度激動的特質，我們尤其容易忽略恰當的回應對他們是何等重要。資優兒提出的問題或想法可能超出家長的知識範疇或興趣，家長有時亦未有時間／心力應對，若果資優兒的想法和問題未有得到正視、肯定和／或探討，資優兒的反應可以是十分激烈和驚人的。

對資優兒和其家長來說，溝通可以是一件令人氣餒的事情。

與資優兒溝通需要體貼關懷的態度和用語。我們在此介紹Costa與Kallick（2000）首先提出的靜默（Silence）、給予資料（Providing data）、全然地接納（Accepting without judgement）、釐清（Clarification）、感同身受（Empathising）的技巧（縮寫為「SPACE」，中文正是「空間」之意），旨在幫助資優兒家長更有效地與子女溝通。雖然SPACE原本是用於課堂教學上的技巧，不過箇中原理亦同樣適用於親子溝通之中。

靜默

家長應該讓子女把話說完，不要急着去解決問題。有時候，小孩需要的並不是大人的建議，而是有人耐心聆聽。如果家長當時真的分身不暇，可以吩咐子女先把想法畫出來或寫下來，令他們明白父母是樂於聆聽的，但只是暫時未有時間而已。家長記緊要言出必行——讀子女所寫、看他們所畫，並且予以回應，否則只會令孩子更加失望沮喪。

相同的技巧也可以應用於父母向資優兒發問之上。儘管有時我們並沒有足夠耐性，希望問題能夠即時得到回覆，但我們必須給子女足夠時間來回答問題。Rowe (1986) 指出，老師在教學時容許學生花少許時間來回答問題，學生答覆的長度和質素（就論證與邏輯而言）均有所提升，作答時展現的信心也見增強。Muijs與Reynolds (2011) 建議，最佳的待答時間應以提問種類而定。例如，「你的推測是怎樣來的？」等比較淺易、關於事實的問題，最佳待答時間為大約3秒。至於較艱深的問題，如「你的推測與今天報章報導的心理學家所提出的理論有什麼不同？」，儘管有研究發現教師通常給學生最多7秒鐘便須要作答，但家長應給予資優兒15秒的時間來思考及回應。

給予資料

正如我們沒有前輩的提點便難有改進一樣，資優兒缺少別人的指導和回饋，要改善溝通也會感到舉步維艱。家長可以向子女提供各式各樣的資料。以本文開首所舉的情景為例，那位母親可以：

- 識別孩子的行為（如：乖孩子，你剛剛提出了一項假設呢！）
- 對表現給予回饋（如：真是觀察入微！）
- 個人意見（如：我不明白你的意思。可以換一個表達方式嗎？／我覺得你的假設很有趣，因為.....）
- 事實資料（如：我知道一位認知心理學家曾進行一系列的色知覺研究，發現.....）

或者，家長可以反過來讓孩子做主動，運用合適的提問技巧，讓小朋友提供更多資料。若果家長對於資優兒所問及的事物認識甚深，也毋須把確切的答案說出來，只須給予提示讓資優兒去跟進、探索便可以了，比方說「你有沒有想過.....？」或「我認為你可以找.....」的提示。香港資優教育學苑早前進行了一項研究，當中有些受訪家長亦表示，他們無法確切回答子女的問題時，以此方式來回應子女尤其有用。一位任職行政秘書的家長憶述，兒子曾經問及有關化學的問題，當時她沉默了幾秒鐘，然後答道：「我也不知道呢。不如我們一起用互聯網google一下，看看會找到什麼吧。」正如Peterson (2013) 所言：「成年人毫無頭緒的時候，便是小童／少年教導成年人的時機.....不要故作專家，對潛能未展的學生展露真誠的興趣，對於打開話匣子是很有效的」（第40頁）。

全然地接納

不要批評你的資優兒，接納子女原來的模樣（Marlatt、Kristeller, 1999；Segal、Williams、Teasdale, 2002）。批評他人可能會令人緊張和不安。「好／壞」、「對／錯」、「值得／不值得」等標籤並不能激勵資優兒抒發感受和意見。試圖阻止、逃避或改變資優兒的言行或想法亦無濟於事，因為這些都是責難的信號。全然地接納的最終目的，是給資優兒有一個安心的環境暢所欲言。

正視（Acknowledgement）雖然相對被動，但不失為一種表現全然地接納的方式。這種方式（言語和／或非言語）能讓資優兒知道你正在聆聽他們。正視的例子包括點頭、寫下子女所說的話，及以「嗯」或「我明白你的意思」作回應。至於改述則是較為主動的表現方式，即是使用自己的言詞來概括、詮釋或重組子女的想法。以本文開首所舉的情景為例，那位母親可以說道：「因為趙老師唔想聽你對條裙嘅睇法，所以你唔開心，我理解得啱嗎？」改述能夠令你的子女知道，你不但聽到而且理解他們所說的話。

釐清

使用釐清技巧是要進一步理解，並且令資優兒知道家長對他們的話感到興趣。提問是令溝通內容更加充實的方法，對於回應資優兒表達複雜概念或過程繁雜的現象時尤其有用，例如：

- 可否解釋一下，你所指的感官錯覺是什麼意思呢？
- 你是怎樣得出這假設的呢？可否加以說明？

可是，我們不應該把提問視為引導子女走向預設或「正確」答案的手段。要求說明、解釋的開放式問題（如：你認為你的假設比網上討論區所提出的好，為什麼？）要比封閉式問題（如：你知道感官錯覺是什麼意思嗎？）可取。

感同身受

同理心就是懂得將心比己，與人同憂同樂的情緒（Eisenberg, 1986）。Valiente、Swanson與Eisenberg（2012）在其文獻綜述中提出，一些負面情緒，尤其是憤怒和焦慮，與學業表現欠佳不無關係。透過培養同理心，家長不但能夠明白資優兒的情緒和感受，而且可設身處地來了解子女。運用同理心來接納子女的例子包括：

- 我能夠感受到你的失落。如果我在分享我的愛好時被人打斷，我也會感到沮喪的。
- 我能理解為何趙老師今天令你這樣生氣了。我們都應該讓其他人輪流發言的。

有一句關於同理心的著名引言說道：「我們認為自己在聆聽，但真正能夠全然了解、感同身受地聆聽的時間，卻是少之又少。然而以我所知，這種十分特別的聆聽方式是令改變得以成真的強大力量之一」（Rogers, 1980, 第116頁）。家長應該關注資優兒的情緒和感受，同時嘗試理解子女所面對的困難。

Ryan與Deci（2000）提出，追求自主、能力、關係是三種天生的心理需要，對於我們盡展所長和健康成長是不可或缺的。雖然資優兒在認知和情意發展方面與眾不同，但也同樣渴望與別人溝通和相處。我們希望資優兒家長透過SPACE技巧，能夠在親子溝通之中發掘到更多樂趣，與子女相處更融洽和睦。

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Your Gifted Children Need More *SPACE*

"Mum, I was upset at school today. Miss Chiu (the class teacher) stopped me from explaining my own theory of the blue-black or white-gold dress..."

"Oh dear," the mother interrupted, "you shouldn't see it that way! There are many things in life to be thankful for. Forget about the dress. Let's go for a scoop of ice-cream before your tutorial class. Exams are on their way."

"Mum! You're not listening!" The child slammed the door, with anger and disappointment.

While most of us probably notice that there is something problematic with the way the mother responded to her child, it is not uncommon that we act in a similar way, and we often do so unwittingly. This is especially the case with gifted children because of their precocity and overexcitabilities. Gifted children may raise questions or ideas that are not within parents' expertise, interests or affordable time/energy limit. Their reactions can be dramatic and vigorous when their ideas and issues are not acknowledged, validated and/or addressed.

Communication can be frustrating to both gifted children and their parents.

Communicating with gifted children requires some thoughtful and caring gestures and language. We introduce the SPACE techniques to enhance the quality of communication. First introduced in Costa and Kallick (2000), SPACE is an acronym for silence, providing data, accepting without judgement, clarification and empathising. Although the SPACE techniques were originally proposed for classroom teaching, we believe the general principles of SPACE are applicable to parent-child communication as well.

Silence

Let your gifted children talk. Do not rush to solve the problem. Sometimes our kids may not need advice. They need someone who can be there and listen instead. In case you absolutely have no time for your gifted children at the moment, you may ask them to draw or write down their thoughts first. This is to let them know you are eager to listen, just that you temporarily do not have the time to. Make sure that you keep your promise – read what they have drawn or written down and respond, or you exacerbate their frustration.

The same applies when parents ask their gifted children questions. Although sometimes we are impatient and may look for immediate answers from our gifted children, we have to allow sufficient time for our gifted children to respond. Rowe (1986) reported that in teaching, that teachers allowed students some time to respond could enhance the length, quality (in terms of evidence and logic) of and their confidence in the responses. Muijs and Reynolds (2011) suggested that the optimal wait time depended on the type of question raised. For lower-level, factual questions, such as “How did you come up with your theory?”, the optimal wait time would be about three seconds. As to higher-level questions, like “How is your theory different from the one proposed by the psychologist on today’s newspaper?”, give your gifted children 15 seconds to think and answer, although research studies found that teachers usually gave their students up to seven seconds for response.

Providing Data

Just as we can hardly improve ourselves without advice from seniors, gifted children would find it challenging to enhance the quality of their communication without guidance and feedback. Parents can provide a variety of data. For example, the mum in the abovementioned scenario can do the following:

- Identifying children’s behaviours (e.g. You’ve just posed a hypothesis, dear.)
- Feedback on their performance (e.g. That’s an astute observation.)
- Personal comments (e.g. I don’t get what you mean. Can you rephrase it? / I find your hypothesis interesting because...)
- Factual information (e.g. I know a cognitive psychologist who has conducted a series of colour perception research. He found that...)

Alternatively, parents can invite their children to take the initiative and provide more data by using appropriate questioning techniques. Parents who are knowledgeable in the area of query need not tell gifted children the exact answers neither. All they need to do is to give the children hints to follow up and explore – “Have you ever thought of...?” or “I think you can approach...”, for example. Some parents we interviewed in a previous research study conducted by the Academy also found this particularly helpful when they did not have the exact answers to their children’s questions. One of the parents, who was an administrative secretary, recalled that her son once raised a question on chemistry. She was in dead silence for a few seconds, and then she replied, “I have no idea neither. Let’s google it and see what we can get”. As Peterson (2013) put it, “Being clueless allows the child/teen to teach the adult... taking a non-expert posture, and showing non-voyeuristic interest in the life of an underachiever, can be powerful in opening up dialogue” (p. 40).

Accepting Without Judgement

Do not evaluate your gifted child, and accept your children as they are (Marlatt & Kristeller, 1999; Segal, Williams & Teasdale, 2002). Evaluation can be stressful and anxiety-inducing. Evaluative labels, such as good/bad, correct/wrong, worthwhile/worthless would not encourage our gifted children to share. Attempts to avoid, escape or change their words, actions or minds would not help either, as these are signs of disapproval. The ultimate goal of acceptance without judgement is to provide a psychologically safe environment for our gifted children to express their thoughts freely.

A relatively passive form of acceptance without judgement is acknowledgement. Acknowledgement can be expressed verbally and nonverbally to show that voices of your gifted children are being heard. Examples of acknowledgement include nodding, jotting down what your child said and replying with “Umm” or “I see what you mean”. A more active form of acceptance without judgement is paraphrasing, in which you summarise, translate or rephrase their ideas in your own words. As in the scenario given at the beginning of this article, the mother could have said, “My understanding is that you were frustrated in class because Miss Chiu did not want to hear your theory about the dress. Am I correct?” Paraphrasing tells your children that their voices are not only heard but also understood.

Clarification

The purpose of clarification is to understand further, and to show parents’ interest in what their gifted children told them. Questioning is a thoughtful way to enrich the content of communication, particularly when gifted children present sophisticated concepts or phenomena that involve complex process. Examples of questioning are as follows:

- Can you explain what you mean by sensory illusion?
- Can you elaborate on how you derive your hypothesis?

That being said, clarification should not be seen as a way to direct our children to a pre-assumed or “correct” answer. Open-ended questions that require elaborative explanation (e.g. Why do you think your hypothesis is better than those posted on the online forum?) are preferred to closed-ended questions (e.g. Do you know what sensory illusion means?).

Empathising

Empathy is an emotion reaction to another's emotion that is highly similar to the other person's state (Eisenberg, 1986). A recent literature review by Valiente, Swanson and Eisenberg (2012) suggested that some forms of negative emotions, anger and anxiety in particular, were associated with poor academic performance. To empathise, parents not only are aware of their gifted children's emotions and feelings but also feel the same as if the incidents had happened to the parents themselves. Examples of empathic acceptance include:

- I can feel your frustration. I will be frustrated if someone interrupts me when I am sharing my passion, too.
- I can understand why you were so upset with Miss Chiu today. We all have got to take turns and listen to each other.

As a famous quote on empathy says, "We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know" (Rogers, 1980, p. 116). Parents ought to attend to their gifted children's emotions and feeling as much as they try to understand the problems their kids face.

Ryan and Deci (2000) suggested that the needs for autonomy, competence and relatedness were the three innate psychological needs essential for our optimal functioning and well-being. While gifted children are unique in their cognitive and affective development, they share the common desire to communicate and relate with others. Through the SPACE techniques, we hope that parents of the gifted can discover more joy and peace in communicating with their children.

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情感避風塘

作者：黃少珊

感謝香港資優教育學苑給予機會在家長園地中提筆！

在此很開心能與家長們分享我和丈夫的教導經歷與資優女兒的成長點滴。

我相信每個家庭都有各自獨特對子女的溝通方法，因每個孩子都不一樣。在小女出世不久，我們便看了不少育兒書籍（有幾本我們覺得值得一看的，會在文章後介紹給大家參考），經過多番討論，我倆最後定出兩個對女兒長遠教導的主要方向及期望：1) 正確的價值觀；2) 自我學習能力。

1) 正確的價值觀：針對性定家規；勇於挑戰、面對得失

1.1 針對性定家規

囡囡約兩歲時，真的開始「Naughty Two」，我們發現她出現不少頑皮行為，例如：用手打傭人姐姐、將物件四處亂拋、想要東西便亂哭等等。爸爸根據她的行為設計了十多條家規，解釋給她聽並要她背誦和遵守。當她犯錯時，我們便會問她犯了哪條規則，並要求她自己重複說出她的錯誤並改正。這些規則是以英文說給囡囡的：1) Listen to Papa and Mama；2) Be a good girl；3) Be honest, don't tell lies；4) Be strong, don't cry；5) Concentrate；6) Eye contact, be polite；7) Have love....還有十多條規則，在此未能盡錄。經過持續嚴格的執行，女兒漸漸明白我們的教導要求，知道自己怎樣做才對。女兒的自律性和情緒控制漸漸進步，令彼此間的關係更融洽。

另外，我們是有宗教信仰的，所以從囡囡一歲多開始，我們每晚都與她讀兒童聖經金句，囡囡兩歲已懂讀不少經文，我們相信這對她價值觀培養有幫助。

1.2 勇於挑戰、面對得失

囡囡四歲開始喜歡音樂，也喜歡接受挑戰及勇於嘗試。兩年前她考完二級鋼琴試，老師建議她參加二級比賽，但她自己要參加四級比賽。我和她有如下對話：

媽媽：「囡囡，今次比賽為什麼選四級的比賽？」

女兒：「我喜歡挑戰，二級歌太悶了，四級歌好聽得多呢。」

媽媽：「老師說二級比賽會較易獲獎啊。既然這樣，讓妳自己決定吧。盡力便可，妳當比賽是表演就可以了，妳在台上表演比在家中練習好，已經超越自己了。媽媽會給妳買一份小禮物，來鼓勵妳付出的努力和認真的練習，得獎與否不是最重要，最要緊是懂得學習別人的長處和增加出場的經驗。如果僥倖得獎，不要自滿，要謙虛和更努力啊！知道嗎？」

女兒：「明白，知道了。謝謝媽咪！」

僥倖地，那次比賽她首次獲得冠軍；今年參加不同樂器比賽，她只獲二、三名，我問她心情如何。她說：「有點兒不開心.....不過，學音樂是一條很長很大的路。It's Ok。」我欣然感覺到女兒對得失的價值觀培養出來了。

因此，我們覺得與女兒深入的溝通很重要。日常很多事情，女兒都有自己的想法，緊密的溝通就能夠了解她的想法，與她共同面對一切。



2) 自我學習能力：合適的學習環境；黃金溝通時間

2.1 合適的學習環境

因我和丈夫都要上班，培養囡囡的自律性學習尤其重要。自兩歲開始，我們培養囡囡閱讀的興趣和習慣，令她喜愛書籍如同玩具，買了很多不同類型的書籍，建立合適的學習環境；每晚與她有閱讀的時間；我們極少看電視，除了看學習和益智的影碟外，囡囡沒有養成看電視的習慣。我們亦小心購買玩具，所有玩具都是互動益智的，例如：砌字遊戲、數字遊戲、Rummikub和LEGO等，我們沒有買單向性和電子玩具給她。我們著重她的學習態度，學校則著重她的閱讀習慣，閱讀能力有多高，學校會分配不同程度的書本給她看。五歲時她已可閱讀兒童小說如Roald Dahl的*Fantastic Mr Fox*。現在她開始看科幻小說了。

另外，她每天都會做網上功課，學校功課以專題習作為主，譬如：「什麼是健康英雄？」，她自己會設計創意的玩意和流程圖。我們會善用時間表，按女兒不同情況而作出變更，並教導她善用時間的重要性。

想說一個重點：女兒學習的每一樣知識，包括學術性的書籍、語言、樂器及運動，我們都盡量由她自己去選擇，她不喜歡的，不會勉強她。例如在四歲時，我喜愛豎琴，希望她學，但她鍾情大提琴，她不想令我失望，沒有直接告訴我。她著爸爸轉述給我聽，我當然讓她選擇，但要她負責任，要享受並盡力做好。

2.2 黃金溝通時間

每天晚上，我們都會指導囡囡並回答她當天各樣問題。這樣便可知道女兒學業的進度；當天的問題，當天解決，增加她學習的動力。全家人一起溝通的時間很珍貴，這是維繫感情的重要一環。我最喜歡和女兒談心事，做她的聆聽者，了解她的情意發展和人際關係，讓她有正面的人生觀。每晚我下班回家，入門口第一句都會問女兒：「妳今天開心嗎？」女兒通常會答：「很開心。」

在吃晚飯時，我們都會提及她在校有什麼好玩的，有什麼老師特別教導她的。到了晚上睡覺時，我會陪著她並和她聊心事，這是每天的黃金時間！我會和她聊當天的開心事和不開心事。

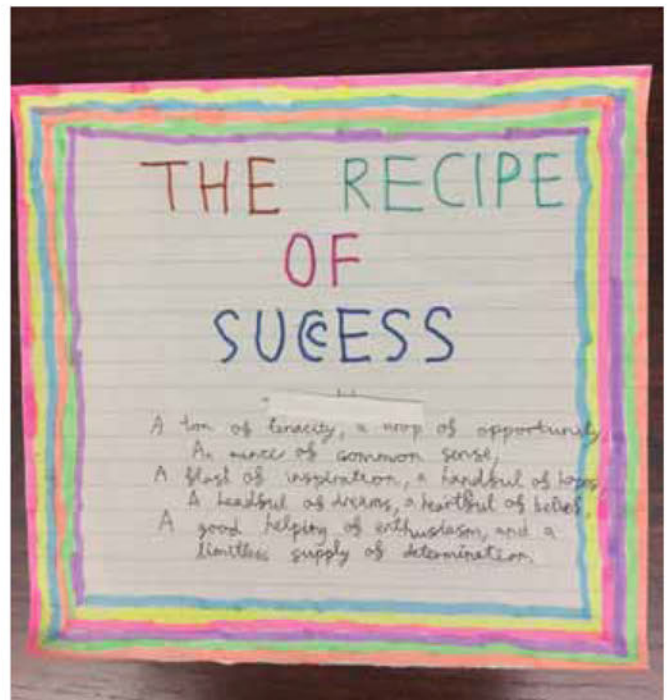
女兒：「今天開心的是有另一位老師教我們世界各地的文化……另外，我認識了一位好朋友……」

媽媽：「好的。那麼要用心學習。媽媽有機會會約妳的新朋友和她媽咪一起玩的。那妳有什麼不開心的事呢？」

女兒：「今天馬航又發生空難了，有小朋友死了嗎？為什麼他們這麼小年紀就往天堂去了？嗚嗚……」

媽媽安慰說：「這是意外，所以我們要珍惜現在啊！」

女兒第二天早上一覺醒來，還沒刷牙洗臉就坐在餐椅上，認真並肯定地說：「媽咪，您知不知道呢，若果人以光速飛行，是不會死的，不用上天堂去啊！」



媽媽：「啊！真的嗎？您會發明機器令我們以光速飛行也不會死了嗎？」

爸爸補充說：「以原理來說，有可能吧。」

面對今天看似沒可能的事，十多二十年後可能會發生呢。

在她五歲時，我問她將來想做什麼工作，女兒說：「媽咪，為什麼我不能夠在同一時間做科學家、音樂家、醫生和太空人呢？！我可以在太空船內演奏樂器，用腳踏固定在船上，所有地球上的人都可以聽到太空音樂。」

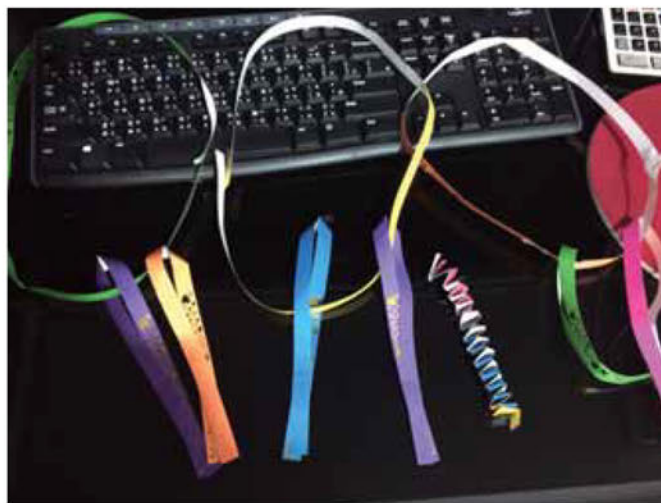
媽媽：「不是沒可能的。有醫生是科學家，又上太空做實驗，平時又是在交響樂團演奏呢。噢！妳要發明儀器可以固定樂器並將音樂傳送到全地球嗎？」

女兒：「好的，讓我想想。」

囡囡六歲時，我又問她將來想做什麼工作，她說：「我會開一間『開心樂園醫院Merryland Hospital』，逢星期一、三、五到醫院用機械人做骨骼手術，並研究製造器官，幫助要換器官的病人；星期二、四、六去做音樂家。」對於女兒的無限創意及奇想，我們都會以正面和鼓勵的態度去回應，讓她儘量發揮無窮想像力。

由於小女情意發展成熟及非常敏感，在小學階段，我還可以與她親密地抱抱、吻吻臉蛋兒、悄悄的說話；將來在青少年的階段，相信要學會放手了。

最後，我們期望一生能作為女兒的情感避風塘，無論她有什麼開心或傷心失落的時候，第一時間去到避風塘，便能夠得到好好的慰藉和鼓勵。



今年結婚紀念日，囡囡做了三條頸環，一入門口就送給我，圈子穿了兩條代表「sign of love」的紙條，又用三色紙條做了彈簧，說三種顏色代表我們一家三口stick together。

推介書目：

Gray, J. (1999). *Children are from heaven: Positive parenting skills for raising cooperative, confident, and compassionate children*. New York: HarperCollins.

蘇緋雲 (2010)。《教養兒女的秘訣》。上海：上海三聯書店。

Webb, J. (2007). *A parent's guide to gifted children*. Scottsdale, Ariz.: Great Potential Press.

The Affective Shelter

Author: Sanny Wong

I would like to thank The Hong Kong Academy for Gifted Education for giving me an opportunity to write a column for parents!

I am so happy to share with parents the parenting experience of my husband and I, and the growing-up stories of our daughter. I believe every family has its unique way in parent-child communication because every child is different. Soon after our daughter was born, we read a lot of parenting books (we would recommend some good books at the end of the article). After much discussion, we have set two main directions and expectations for parenting our daughter in the long term: 1) the right values; 2) self-learning ability.

1) The Right Values: Setting Targeted Family Rules; The Courage to Challenge and the Attitude for Gains and Losses

1.1 Setting Targeted Family Rules

When my daughter was about two years old, she started to be naughty. We often found her misbehaving. For example, she would hit the maid, throw things around, cry for what she wanted and so on. My husband set more than a dozen rules for her behaviours. He explained the rules to her and asked her to recite and obey them. When she broke a rule, we would ask her which rule she had broken, and would ask her to tell us again her mistake and correct it. We told our daughter the rules in English: 1) Listen to papa and mama; 2) Be a good girl; 3) Be honest, do not tell lies; 4) Be strong, do not cry; 5) Concentrate; 6) Eye contact, be polite; 7) Have love.... There were more than ten other rules which I am not going to mention here. After the continued rigorous implementation, our daughter came to understand our standards of discipline and knew the right thing to do. She was making progress in self-discipline and emotional control, bringing us a more harmonious relationship.

Besides, as we are religious, we have read the Bible verses for children with her every night since she was more than one year old. By the age of two, she already knew quite a lot of scriptures. We believe this helps nurture her values.

1.2 The Courage to Challenge and the Attitude for Gains and Losses

My daughter has been a music lover since the age of four. She also liked to take challenges and try new things. After she finished the Grade 2 piano examination two years ago, her teacher suggested that she participate in a Grade 2 piano competition, but she wanted to compete at Grade 4. We had the following conversation:

I asked, "My little girl, why do you want to join the Grade 4 competition?"

She answered, "I like challenges. Grade 2 songs are too boring. Grade 4 songs are much nicer."

I said, "Your teacher said it's easier to win the Grade 2 competition. If so, it's for you to decide. Just do your best and treat it as a show. You've surpassed yourself if you perform better on stage than at home. I will buy you a small gift to encourage you to work and practise hard. Winning is not most important, what's most important is knowing how to learn from others' strengths and enrich your onstage experience. If you are lucky enough to win, don't be proud. Be humble and work harder. Do you understand?"

She said, "Yes, I do. Thank you mummy!"

Fortunately, she won first place for the first time in the competition. This year, she competed at different music competitions where she only finished second and third. I asked her how she felt. "A bit unhappy," she said. "But learning music is a long and great journey. It's okay." I was pleased to see that my daughter had developed the values for gains and losses.

Therefore, I think deep communication with my daughter is very important. She often has her own ideas about things in everyday life. Keeping close communication enables us to understand her thoughts and face different situations together.

2) Self-learning Ability: Positive Learning Environment; Time Management and Setting a Good Example

2.1 Positive Learning Environment

Since my husband and I have to work, nurturing our daughter's self-learning ability is particularly important. Since she was two years old, we have cultivated her reading interest and habit, so that she would love books as toys. We have bought many different kinds of books and created a positive learning environment. We have a reading time with her every night. We very seldom watch television except educational DVDs, so our daughter has not developed the habit of watching television. We are also careful when buying toys. All toys for our daughter are interactive and educational, for example, crossword puzzles, mathematical games, Rummikub and LEGO, etc. We did not buy her non-interactive or electronic toys. While we focus on her learning attitude, the school focuses on her reading habit. Her school assigns her books at different reading levels for her reading skills. At the age of five, she was able to read children's novels like Roald Dahl's *Fantastic Mr Fox*. Now she has begun to read adult science fiction.

In addition, she does online homework every day. Her school usually assigns thematic projects like "What is a healthy hero?" She would design creative things and a flow chart. We make good use of the timetable and adjust it according to her situations. We also teach her the importance of time management.

I want to emphasise a point: we always try to let our daughter choose what she learns, including academic books, languages, musical instruments and sports. We do not force her to learn what she does not like. For instance, I liked her to learn to play the harp when she was four years old, but she loved the cello. Instead of telling me directly, as she did not want to let me down, she asked her father to let me know. Of course I let her make the choice. But she would be held accountable for her choice, and had to enjoy it and do her best.

2.2 Golden Time for Communication

Every night, we give guidance to our daughter and answer her questions, so we can understand her academic progress. We resolve the problems on the very day, so that she will be more motivated to study. A time for the whole family to communicate to each other is very precious, which is important for maintaining a close relationship. I very much love to talk with my daughter about her feelings. I want to be her listener and understand her affective development and interpersonal relationships, so that she will develop a positive attitude towards life. Every evening once I come home from work, I always ask her, "Are you happy today?" "Yes, very happy," she often answers.

At dinner, we usually talk about what's fun in her school and what's special about the lessons. Before bedtime, I stay with her and have a heart-to-heart talk together. It is the "golden time" for us every day! I would chat with her about what made her happy or unhappy on the day.

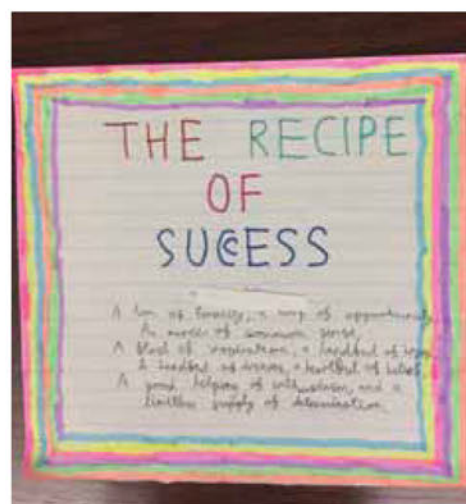
My daughter said, "I'm happy today because another teacher taught us the cultures of the world.... And I made a good friend...."

I said, "Good! So learn more about it. Mama will get a chance to meet your new friend and her mum. We can hang out with them together. So did anything make you unhappy?"

She said, "Another Malaysia Airlines plane crashed today. Did any children die? Why did they go to heaven so early? Boo hoo...."

I comforted her, "It was an accident. So we should learn to cherish every moment."

The next morning, my daughter got up and sat on a dining chair without having a wash, telling me seriously and assertively, "Mummy, do you know? If a person travels at the speed of light, he will not die. He will not go to heaven."



I said, "Oh really? Will you invent a machine to make us survive the speed of light?"

Her dad added, "In principle, it can be possible."

What seems to be impossible today can be achieved after one or two decades.

When my daughter was five years old, I asked her what she wanted to do in the future. "Mummy, why can't I be a scientist, musician, doctor and astronaut at the same time?" she asked. "I can play musical instruments in a spacecraft with a pedal fixed in it, so all people on earth can hear the music from space."

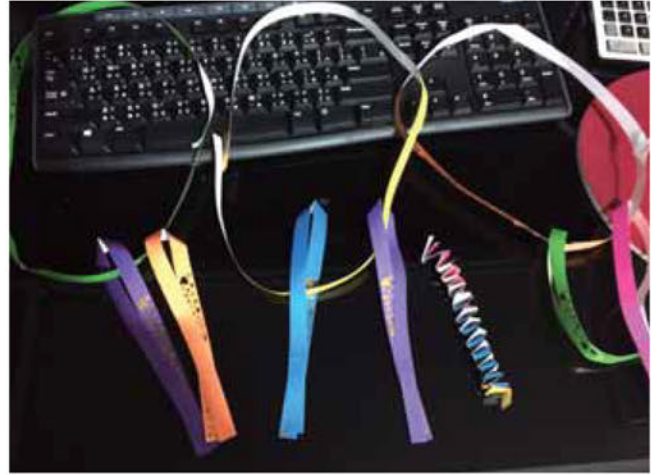
"It's not impossible." I said. "A doctor can be a scientist and does experiments in space as well as performing in a symphony orchestra at other times. Oh! Are you going to invent a device to stop musical instruments from floating and transfer music to the whole world?"

She said, "Alright, let me think."

When she was six years old, I asked her again what she wanted to do in the future. "I want to found a 'Merryland Hospital,'" she said. "I will do bone operations with robots every Monday, Wednesday and Friday, and do research on making human organs to help patients in need. I will be a musician on Tuesdays, Thursdays and Saturdays." We would respond to her unlimited creativity and fantasy with a positive and encouraging attitude, so she can give full rein to her imagination.

As my daughter has developed mature affections and she is very sensitive, I can hug her intimately, kiss her on the cheek and whisper to her during her years at primary school. But in the future when she has entered her teenage years, I think I should learn to let go.

Lastly, we expect ourselves to be our daughter's affective shelter in our whole lives. Whenever she is happy or upset, she will have comfort and encouragement right away as long as she goes to this shelter.



On my wedding anniversary this year, my daughter gave me three self-made neck straps right after coming back home. Each of them was attached by two strips as a sign of love. She also made a coil spring with paper strips in three colours, meaning that all three members of our family stick together.

Recommended readings:

- Gray, J. (1999). *Children are from heaven: Positive parenting skills for raising cooperative, confident, and compassionate children*. New York: HarperCollins.
- Su, F. (2010). *Biblical secrets in good parenting*. Shanghai: Shanghai Joint Publishing Company.
- Webb, J. (2007). *A parent's guide to gifted children*. Scottsdale, Ariz.: Great Potential Press.



不干預的教養方式 真的奏效嗎？

作者：王鑑汶

香港資優教育學苑人文學科及領導才能範疇學員



相信大部分資優兒的家長都聽過一些用來形容某類型父母的潮語，其中最受熱議的大抵是「虎媽」和「怪獸家長」。這些父母嚴格控制子女的興趣；在學業上施加無窮壓力；為孩子定下不切實際的目標；甚至為求達到更高目標，剝削他們「寶貴的玩樂時間」……孩子們大都抗拒這些管教方式；無數兒童心理學家亦否定這種教養方法，因為嚴苛的規條會造成不良影響，例如：子女會難以得到滿足感，歸屬感很低；他們也無法表達自己的意願。我會形容這種環境下成長的孩子跟「木偶」無異，他們根本是被父母完全操控著。

部分家長或者有這些想法：「如果這些苛刻的要求會影響資優子女的成長，那就索性不干涉他們，任由他們去做喜歡的事情好了！」或者「相反的方法可能對孩子的成長最好。」但我卻認為不干預的方式只會把資優兒拉到另一個極端。就像拔河比賽一樣，兩個極端家長都絕不應採納。那麼，家長可能會有另一個問題：「這對資優兒來說怎會是另一個極端呢？不干涉可以讓孩子得到最大的自主權啊！」

簡單來說，過嚴的規條固然不受歡迎，但要子女循著正軌成長，得宜的要求是必要的。值得注意的是，成長階段中的孩子很多都欠缺堅持目標的毅力。如果他們沒有得到適當的指導，便可能沒法朝著正確的方向成長，變得軟弱無力、消極被動。因此，家長必須適度地指導，讓子女能發揮優勢，實現理想人生。

要知道，由於資優兒在一些特定範疇的表現較出眾，例如數理、人文學科和領導才能等，所以他們一般都有較高的自我評價和自我期望，希望成為出類拔萃的頂尖兒。他們追求卓越的表現，要事情做到盡善盡美才感滿足。不過，誰能永遠站在高峰而不走下坡呢？資優兒一般難以接受失敗，他們往往因自信受挫而對自己灰心失望，久久未能釋懷。長此下去，就像走進死胡同一樣，最終令其自我形象和勝任感受到損害。在此情況下，家長的鼓勵和安慰十分重要，可令子女重拾信心。我認為所有資優兒家長都應努力與子女保持雙向溝通，了解孩子的軟弱和苦惱，從而糾正他們錯誤的價值觀。

要注意的是，家長應擔當導師的角色，幫助子女探索興趣。資優兒對探究和求知的熱衷程度與一般人的分別尤其明顯。他們很多都對周遭事物有深刻的感受，對環境有敏銳的反應，對人和事亦會顯出同情心。因此，他們常能培養出各種不同的興趣，但興趣過多的話，對資優兒可能並不適合，因為他們不能「以有限的時間兼顧無限的興趣」。若能多給予建議和情緒支援，他們便可找到更好的方向，從較集中的興趣範圍中得到全面發展。

從上述的資優兒特質可見，不干預的教養方式完全不能奏效。我認為無論是嚴苛或過寬的要求，家長都不應採納。簡單來說，就是取得平衡！但如何做到？這個說法意思含糊，而且只是假設。因此，我強烈建議用「ICE」策略來解釋這個概念化的說法。

首先，「I」代表激勵（Inspire）。多恩（W.C. Doane）曾說：「人生道路不平坦；在崇高理想的振奮氛圍中，正因為路途崎嶇，反而激勵攀登者更堅定前進，越過陡坡峭路至星際，直到實現傳奇。」是的，在探索階段中會有無數的障礙和難關等待資優兒去克服，但要達致成功並不容易。因此，家長應以不同的方法激勵子女。舉個例子，我曾對天文學很感興趣，但因為天文學的資料複雜難懂，令我難以深入研究。當時我的父母嘗試激勵我，他們給我看不同的影片和訪問，藉此增進我的學習興趣，讓我可更有效地研究這門科學。

第二，「C」代表鞏固（Consolidate）。毫無疑問，資優兒通常有較廣的興趣範圍或能力。溫特（C.W. Wendte）說過：「人生的成功，不該僅以才華或機會來斷定，而是一個人的專注力與毅力。」但如上文提過，由於成長階段中的資優兒很多都忍耐力不足，因而欠缺毅力。除非他們能圓滿達成目標，否則便難以長時間堅持下去。因此，要他們持守目標，加以鞏固極其重要。孩子最好能靠著實際上和精神上的支持，增進知識並得到鼓勵。以我自己為例，我的父母經常建議我報讀香港資優教育學苑或其他機構的課程，藉此鞏固知識。我亦因此能加強自己的領導才能，領會更多領袖特質。

第三，「E」代表發展（Evolve）。生活在不斷轉變的世界，除非你能追上社會的步伐，否則沒有人會等待你。因此，在身心兩方面均得到發展是非常重要的，而父母的角色當然是強化發展。透過灌輸正確的價值觀和態度，資優兒將可提升心理耐力。此外，靈活運用「I」和「C」元素，可助他們高瞻遠矚，取得實質發展。

在此衷心希望「ICE」策略能幫助各位家長與資優子女建立更好的聯繫，從而維持雙贏關係！



Non-interventionism Really Works?

Author: Vanessa Wong

Student Member of Humanities and Leadership Domains, The HKAGE



I definitely believe that most of the gifted children's parents have already heard of some brand-new key terms describing certain types of parents. "Tiger Mom" and "Helicopter Parents" may be most controversial among the rest. Strictly controlling children's field of interests, posing unbearable pressures over children academically, setting up unrealistic goals for children and even depriving their "precious playtime" in achieving higher aims... These parenting styles are mostly resisted by children and blamed by trillions of child psychologists because of the detrimental impacts brought by such demanding rules. For example, it will be difficult for children to gain satisfaction and they will have a low sense of affiliation. Moreover, they will not be able to express their wills. I would say that the children in such situation are "puppets" who are under the full control of their parents.

Some of the parents may now think in this way: "If these ambitious rules would affect my gifted children's development, I'd better adopt the non-interventionism and accredit my children to do anything they want!", "Acting oppositely may be best for children's growth." However, I believe non-interventionism is just pulling the gifted children to another extreme. Just like playing tug-of-war, either of the extremes should absolutely not be adopted by parents. So now, parents may raise another question: "Why is it another extreme to gifted children? Non-interventionism could assure children in gaining the highest autonomy!"

To put it simply, over-harsh rules would not be welcomed but optimal rules are essential for children's development on the right track. It is noted that many children at the developmental stage lack insistence and perseverance to accomplish their goals or targets. If children are not under proper guidance, they may not be able to mature towards the right direction. Instead, they would find powerlessness with inadequate motivation. Therefore, it is definitely fundamental for parents to lead their children to a certain extent to fulfil an advantageous life.

Never neglect that gifted children usually have a relatively high self-rating and self-expectation because they are comparably superior in specific fields, such as Mathematics, Science, Humanities and Leadership. For this reason, they always do hope to be on the tip of the pyramid. They strive for the best performance, and could only be satisfied with perfection. However, who could stand on the mountain top without falling forever? Gifted children are found to have difficulty in accepting failure, and their disappointment to themselves would usually last longer due to collapse of confidence. In the long term, they are like getting into a blind alley, which is ultimately disastrous to their self-esteem and sense of competence. On this occasion, the encouragement and consolation of parents become crucial to children's recovery. I believe all of the gifted children's parents should be keen on keeping a two-way communication with their children in order to understand children's weaknesses and painfulness. Consequently, parents can accurately modify children's mistaken values.

Notably, parents should act as advisors for children's exploration of interests. Gifted children are particularly different in the degree of exploration and curiosity. Many of them are affectionate towards surroundings. They are sensitive, responsive and sympathetic to the environment. Because of this, they tend to develop an array of interests. Nonetheless, over-dispersed interests may not be suitable for gifted children because they could not "use their limited time to attain unlimited interests". By giving advice and emotional support to gifted children, they could have a better orientation which owes an all-rounded development with a comparatively concentrated sphere of interests.

From the above mentioned characteristics of gifted children, it is concluded that non-interventionism totally doesn't work. In my point of view, it is paramount for parents to get rid of either demanding or passive rules. In short, strike a balance! But how? This term is so confusing and hypothetical. I deeply suggest using "ICE" strategy to tackle such conceptual term.

First, "I" stands for Inspire. W.C. Doane once said "Life has no smooth road for any of us; and in the bracing atmosphere of a high aim the very roughness stimulates the climber to steadier steps, till the legend, over steep ways to the stars, fulfils itself." Yes, during the stage of exploration, there will be countless obstacles and difficulties waiting for every gifted child to overcome. Nevertheless, the way to success would not be easy. Therefore, parents should help inspiring their children through various means. For instance, I have once been fond of Astronomy. However, I found it difficult to explore more of astronomy because the information is complicated and difficult for me. Since then, my parents tried to inspire me by providing different videos and interviews so as to nourish me to research more effectively.

Second, "C" stands for Consolidate. Undoubtedly, gifted children usually have a wider scope of interests or abilities. C.W. Wendte quoted that "Success in life is a matter not so much of talent or opportunity as of concentration and perseverance." But as mentioned above, many gifted children at development stage lack perseverance because of poor endurance. They could not keep a target for long unless their targets are perfectly achieved. Then, consolidation is extremely important to safeguard gifted children's goals. It would be better if children could undergo enrichment of knowledge and encouragement from both physical and mental support. For me, my parents would always recommend me to consolidate my knowledge by enrolling courses in The Hong Kong Academy for Gifted Education or other organisations. From this, I am able to consolidate my abilities as a leader and sponge up more characteristics of leadership.

Third, "E" stands for Evolve. Living in the constantly changing world, no one would wait for you unless you are catching the moving pace. Therefore, it is vital for gifted children to undergo both physical and mental evolvement. Of course, parents' role would be reinforcing the evolvement. Through the infusion of accurate beliefs and attitudes, the mental sustainability of gifted children could be enhanced. Furthermore, by the flexible use of "I" and "C" components, they could show great foresight and gain physical evolvement.

To all the gifted children's parents, I sincerely hope the "ICE" strategy could help you to establish a better link with your children, so as to maintain a win-win relationship!





English Title: *How to Talk So Kids Can Learn*

中文書名：《如何跟孩子有效的溝通》

出版社：世茂出版社

ISBN: 9789865779696

在云云的親子教育書籍中，此書一直備受推薦。在2015年，出版社更特別為此書推出了「20週年紀念版」。《如何跟孩子有效的溝通》由國際知名的親子溝通專家安戴爾·法柏（Adele Faber）、艾蓮·馬滋利許（Elaine Mazlish）融合其授課經驗及二十年來蒐集自許多教師的素材，與兩位教育學博士麗莎·奈伯格（Lisa Nyberg）、羅莎琳·坦布雷頓（Rosalyn Templeton）四位專家合著。結集了她們二十多年的親子教師經驗精華，以一些常見的具體實例，配合有趣生動的漫畫，講解如何與孩子有效地溝通。書中提及的都是使老師家長頭痛非常的問題，例如怎樣協助孩子處理功課和學習問題；營造開放的環境和培養放鬆的情緒以使孩子感到安心；促進孩子自信心、負責任及自律的方法等等。

此書以漢姆·吉諾特（Haim Ginott）的傾聽、接納、尊重、同理心等輔導技巧為架構。他說：「父母和老師的話，傳達他們對孩子的看法；他們的語氣和措辭，影響孩子的自尊與自我價值的判斷，甚至決定孩子的一生。」透過漫畫對白、正誤對比方式及淺顯易懂的事例，闡述正確的溝通態度和建議，讓讀者讀來輕鬆而覺得十分實用。

本書分為八個重要章節，包括：一、處理干擾的情緒；二、七種讓孩子合作的技巧；三、激發自律代替懲罰；四、和孩子一起解決問題的六個步驟；五、具體的讚美與批評；六、幫助孩子擺脫被定型的角色；七、家長與老師的關係；八、夢的守護神。當中利用這多個章節深入淺出地講解作者們的教育理念及實行方法，以下將簡單解釋：

作者認為處理干擾學習的情緒是非常重要的，由於孩子的情緒直接影響行為，如家長或教師採用不當的方式處理，相信會直接或間接使孩子不能完成手頭上的任務。所以，作者建議要先接納孩子的情緒，不要否定或批評，更不要說教。以「同理心」的方式去體會孩子的感受。

書中也提出了一些使孩子合作的技巧，例如多提供選擇、分享父母或老師的感受、減少斥責等等。此外還建議讀者採取較間接的方法協助孩子，例如提供不同可行的方法，並說出對孩子的期望，最後在提供選擇後讓孩子自己承擔行為的後果。和孩子一起解決問題時，應先互相傾聽感受和需要，然後才一起作腦震盪、一起選擇可行的意見和一起執行。

此外，作者也建議家長和老師清楚說出所見所想，具體地讚美與批評孩子，避免用概念性的字眼來讚美與批評。家長和教師也可以以身作則，示範他們想要看到的行為；在言語間或行為上給孩子重新肯定自己的機會；以提醒孩子他們過去的成就來鼓勵等等。此外也說明了家長和老師與孩子可怎樣培養出「亦師亦友」的良好互動關係，以及家校合作如何幫助孩子成長和學習。

Synopsis

A highly recommended book from America's leading experts on parent-child communication. *How to Talk So Kids Can Learn* provides very specific scenarios that parents and teachers experience on a daily basis with very detailed examples of appropriate responses that parents and teachers can use with children to help them develop a positive self-image, strong skills of communication, empathy for others, self-control, etc. From the perspective of both parents and educators, the authors adeptly present their ideas through a combination of anecdotes, cartoons, testimonials and summary pages. The book not only provides detailed reasons as to why these responses are so effective and beneficial, but practical questions and stories from parents and teachers. It demonstrates how parents and teachers can inspire students to be self-directed, self-disciplined, and responsive to the wonders of learning.

2015年度雙年家長會議暨家長學堂證書頒授儀式 The Biennial Parent Conference cum Parent Education Programme Certificate Presentation 2015

正向心理：讓資優兒活出豐盛人生

Positive Psychology: To Help the Gifted Child Live an Abundant Life

2015年度雙年家長會議於2015年7月4日（星期六）於香港資優教育學苑舉行，當日會議在掌聲中圓滿結束。

是次會議主題為「正向心理：讓資優兒活出豐盛人生」，共有107人出席。家長透過專題演講了解到有意義及豐盛的人生與個人素質有關，亦明白怎樣才能令生活更快樂和有意義。同時，家長亦學到正向心理技巧以滿足資優兒在不同成長階段的需要，以及如何保持抗逆態度去面對不同的挑戰。

會議開始時，由資優學苑院長吳大琪教授致歡迎辭，並介紹專題演講的講者——香港城市大學應用社會科學系心理學何敏賢教授。何教授為資深的註冊臨床心理學家，除現任城大心理學教授外，亦是香港大學牙醫學院榮譽教授。其主要研究興趣為臨床健康心理學，以心理創傷與抗逆為主要研究範疇，在促進心理抗逆力方面具備豐富知識。

The Biennial Parent Conference 2015 was held at The Hong Kong Academy for Gifted Education on 4 July 2015 (Saturday) and ended successfully with warm applause.

The conference entitled "Positive Psychology: To Help the Gifted Child Live an Abundant Life" was attended by 107 participants. Through the keynote address, participating parents had the opportunity to understand some individual characteristics being associated with a meaningful and flourishing life. They were also equipped with the strategies for making their lives happier and more meaningful. Meanwhile, they learnt about positive psychology techniques to address the needs of gifted children at different developmental stages and the ways to stay resilient in the face of challenges.

Professor Ng Tai Kai, Executive Director of the HKAGE, delivered a welcome address at the start of the conference, introducing the keynote speaker Professor Samuel Ho, a professor in Psychology at the Department of Applied Social Sciences of City University of Hong Kong. Apart from his current position with City University of Hong Kong, Professor Ho is also a seasoned registered clinical psychologist and an honorary professor at the Faculty of Dentistry of the University of Hong Kong. His primary research interest is clinical health psychology, in which he focuses on traumatology and resilience. He has developed an in-depth knowledge about the factors that facilitate resilience to traumatic events.





何教授在會議中分享有關抗逆力和構成正向心理的個人及社會因素，協助家長明白如何與資優兒訂立目標，讓他們活出豐盛的人生。

Professor Ho shared with the conference participants about resilience and the personal and social factors that develop positive psychology, helping the parents understand how to set goals with their gifted children so that the latter can flourish in life.



此外，會議亦邀請資優學苑的專業同工在分組論壇分享，並與家長交流。四位同工為資優學苑教師專業發展及家長支援部總監林克忠先生、教育心理學家程永德先生、高級輔導主任冼可琳女士與高級輔導主任李銘漩女士。同場設有資優兒及家長分享環節。

In addition, four professional staff members of the HKAGE shared insights and exchanged ideas with the parents in concurrent sessions. The professional staff members were Mr Patrick Lam, Associate Director (Teacher Professional Development and Parent Support Division), Mr Victor Ching, Educational Psychologist, Ms Tiffany Sin, Senior Guidance Counsellor, and Ms Cherry Li, Senior Guidance Counsellor. The parents and gifted children were also given the chance to share their thoughts and experiences.



中段休息時間，資優學苑為家長預備了豐富茶點，讓家長能夠稍作休息，繼續參與餘下豐富環節。

During the break, refreshments were provided for the parents as they took a rest before going to the next session.



會議的最後一部分為綜合論壇，由林克忠先生主持，並由程永德先生、冼可琳女士、李銘漩女士三位同工就正向心理相關議題進行討論，並解答家長的疑問。最後，會議在掌聲中圓滿結束。

A forum was hosted by Mr Patrick Lam at the end of the conference, in which Mr Victor Ching, Ms Tiffany Sin and Ms Cherry Li discussed issues related to positive psychology and answered questions from the parents. Finally, the conference concluded successfully with great applause.

家長會議後，家長們前往香港會議展覽中心參觀「第十九屆香港國際教育展」，同場更設有分享會，讓資優家庭分享如何在家中發放正能量。

After the conference, the parents visited the 19th Hong Kong International Education Expo at the Hong Kong Convention and Exhibition Centre. Sharing sessions were conducted for the parents and gifted children to share ideas with each other on how to bring positive energy into the home.

2015年第18屆吳健雄科學營 The 18th Wu Chien-Shiung Science Camp 2015



香港資優教育學苑五名科學範疇學員在今年八月中旬，前往台灣溪頭參加第18屆吳健雄科學營。該科學營旨在培育有志成為科學家的青少年。為期五天的科學營邀請了多名蜚聲國際的科學家如諾貝爾物理學獎得主丁肇中教授出席，他們在活動中講解了自己的研究成果及成為科學家的經歷。學員藉著這次難得的機會與物理、化學、生物、地球科學等多個範疇的學者交流，除了學到豐富的科學知識，還更加清楚該怎樣踏上科學家之路。這些寶貴經驗對他們未來的發展將大有助益。

Five student members of the Science domain of the HKAGE participated in the 18th Wu Chien-Shiung Science Camp in Sitou, Taiwan in mid-August this year. The Camp aims to nurture youngsters who aspire to be scientists. A number of world-renowned scientists, including Professor Samuel Chao Chung Ting, a Nobel laureate in Physics, were invited to attend this 5-day camp, where they shared with students their research outcomes and experiences of becoming scientists. The student members got the rare opportunity to exchange ideas with these scholars from various fields such as Physics, Chemistry, Biology and Earth Sciences. In addition to enriching scientific knowledge, they learnt more about how to take the journey to becoming a scientist. These valuable experiences would be greatly beneficial to their future development.

Learning Reflection 學習反思

吳萬維

第十八屆吳健雄科學營是一個特殊的經歷。我有幸可以聆聽到諾貝爾獎得主丁肇中教授及其他著名教授的分享，並跟他們共同進餐，了解到他們鮮為人知的事，如成長過程等。教授們的演講內容豐富，為我們介紹了科研工作的細節和艱辛，更為我們介紹了各個科學範疇現時最前瞻的科技和未來的發展方向。我也有幸在科學營中認識到許多天資聰敏、志同道合的朋友。高材生、國際比賽國手在科學營中比比皆是，大家無所不談，在生活、學習、興趣等方面都作了交流。溪頭大樹林立，天氣涼爽舒適，令人心曠神怡。吳健雄科學營的記憶會永遠留在我的心中。

Wu Wan Wei

The Wu Chien-Shiung Science Camp was a truly memorable and valuable experience. It was fascinating in content. The talks by Prof Ting, Prof Weng and Prof Rhodes were highly inspiring. They shared insights into the work and experience in scientific research. As a science lover, I enjoyed listening to and chatting with different professors in different fields and had benefited a lot from their sharings. The introduction to the scanning tunneling microscope left the deepest impression on me. I was shocked to find out about this technology that it enables us to film atoms and create any compound we want. It was also great to meet other participants in the camp. They are the best students in Taiwan, many of them are even Taiwan's representatives in various international competitions. I also enjoyed the beautiful climate and scenery of Sitou very much.

林俊彥

對我來說，這是一個很好及多層面的交流體驗。首先，這個科學營讓我可從其他對科學充滿熱情的學生身上學習。他們學富五車、努力不懈和雄心勃勃。他們勇於向教授提問，能夠想出非常好的問題。此外，營中學生都友善待人。他們多談的是尖端的科學研究。台灣的學生不只專注於學業，他們也對周遭的自然環境相當關心。我發現他們亦頗有創意。

其次，大師教授講座使我意識到科學領域的龐大和未知性。就像蘇格拉底說：「真正的智慧是知道你什麼都不知道。」這就是科學為什麼如此迷人的原因。另外，我最欣賞的是夜談，因為我選擇了兩個地球科學的講座，它利用物理學來解釋自然現象。我覺得這兩個講座讓我更了解自己，因為我從未讀過地球科學，它們讓我發掘了自己對地球科學的興趣。參加科學營後，我答應自己要努力學習物理，以便趕上其他同學，畢業後在相關領域工作。我非常認同教授在閉幕式上所說，我們要有興趣和明確的目標，才可在科學上有所作為。

Lam Chun Yin

For me, it was an excellent and a multi-faceted exchange. First, this camp was a chance for me to learn from other students who are passionate in science. They were knowledgeable, diligent and ambitious. They were active in questioning the professors and were able to think of very good questions. Besides, the students in the camp were nice to new friends. Their conversations were mostly about cutting-edge scientific research, and I found Taiwan students did not focus on their studies only, they were also very conscious of the natural environment around them. In my observation, they were also quite creative as well.

Second, the master professor's talk reminded me the field of science is so vast and much of it is still unknown. Like what Socrates said, "The only true wisdom is in knowing you know nothing." That is the reason why science is so fascinating. Moreover, I actually enjoyed the night talks most as I selected two earth science talks which used physics to explain natural phenomenon. I think these two talks helped me understand myself more because I have never studied earth science before and I found that it can be my future study target. After the camp, I promised myself to work hard in physics so I can catch up with other students and work in related field after graduation. What the professors said in the closing ceremony was very true, we need interest and clear targets in order to succeed in science.

資優天使 - 服務學習計劃

Gifted Angels - Service Learning Project

(APPS2531)

「資優天使 - 服務學習計劃」包括專為中學學員而設的比賽，以及學員自發計劃，鼓勵他們透過實踐社會服務學習計劃促進學習。

學員須親自設計服務學習計劃，撰寫計劃書參加比賽。勝出隊伍會帶領其他資優學苑學員實行服務學習計劃，以服務社區中有需要的人士。此計劃為資優生提供一個發揮創意和領導才能的平台，回饋社會。學員在勝出隊伍的帶領下策劃、組織並將計劃付諸實行。透過這些實際經驗，他們能夠加強溝通技巧和解難能力，同時還可盡展天賦，無條件地回饋社會。

The "Gifted Angels - Service Learning Project" is composed of a tailor-made competition for our secondary student members and a self-initiated student project which encourages students' learning through committing to carrying out a social service learning project.

Students are required to come up with the service learning project ideas from scratch and put together a proposal in the competition. The winning team would lead other HKAGE student members to serve the community with their service learning programme designed to cater for the needs of a targeted group. It provides a platform for our gifted students to stretch their creativity and leadership skills while paying back to the community. Our student members, under the leadership of the winning team, plan, organise and deliver the services. Through these practical experiences, they can sharpen their communication and problem-solving skills. In the meantime, they give back unconditionally to the community by unleashing their giftedness.

獲獎計劃 Awarded Projects

資優天使 - 服務學習計劃：同樂。童樂

Gifted Angels - Service Learning Project: Never Divergence • Ever Convergence (APPS2531)

此計劃旨在增強參與的資優學苑學員對弱勢兒童問題的意識，並透過有趣而富挑戰性的科學活動，提高草根家庭小學生的能力。

計劃負責人教授GreenMech（機關王）的基本知識後，受助小學生和參與學員於鮮魚行學校一同製作各款組件玩具，並參加大賽和展覽。參加者分享說，他們在計劃中找到真正的樂趣，因為不但能從中幫助別人，體會「施比受更有福」，而且還學會了很多GreenMech的技巧！

The project aims at raising the awareness to issues concerning disadvantaged children among HKAGE student participants, and empowering primary school students who come from grassroots families with fun and challenging science activities.

The targeted primary school students and HKAGE student participants had joined hands together at the Fresh Fish Traders' School in building various modular toys for the final combat and exhibition after learning the basic knowledge of GreenMech from the project leaders. Shared by the participants, they find the project full of true joy not only because they could help others and embrace the principle of "It is better to give than take", but also have learnt a lot about GreenMech!

資優天使 - 服務學習計劃：伴你童行

Gifted Angels - Service Learning Project: Walking with You

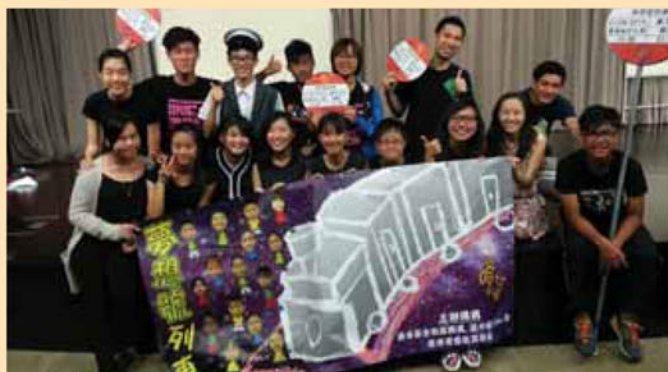
(APPS2531A)

此計劃旨在讓弱勢家庭的兒童在暑假一嘗表演話劇的體驗，使他們能展現才華，找到樂趣，並且建立自信。

籌備工作自二月開始，資優天使在過程中克服了不少意料之外的問題，最終亦能憑著其意念和努力實現計劃。他們與深中樂Teen會的兒童成員合作，於2015年8月21日踏上舞台演出其作品。表演十分成功，約250名觀眾見證了他們共同努力的成果。資優天使在不同的工作上展示出他們的才華，例如寫劇本、製作道具和預備戲服等。他們的溝通技巧、組織能力及解難能力都大有改善。除了可一展所長外，他們還培養出一顆關懷別人的心。在排練話劇和相處期間，資優天使嘗試進一步了解兒童成員的需要，讓他們的暑假過得更快樂、難忘和有意義。

The project aims to provide children of underprivileged families a drama experience in their summer holiday so they can show their talents, have fun and become more confident.

Started their preparation from February, overcoming various unexpected situations in the process, the gifted angels have put their ideas and effort together to make it happen. Co-organising with the Shamshuipo Central Happy Teens Club, their performance had been brought on stage on 21 Aug 2015. Around 250 spectators witnessed the success of the collaborative work between the gifted angels and the children participants from the Happy Teens Club. The gifted angels had demonstrated their talents through different tasks, such as script writing, props making, and costume preparation. Their communication, organisation and problem-solving skills have been greatly enhanced. Apart from stretching their wings with their gifts, they have developed a caring heart. Through the interaction in the drama training, the gifted angels tried to further understand children participants' needs and create a fun, meaningful and memorable summer holiday with them.



Learning Reflection 學習反思

鄭焯慧

在兩年的時間中，我提升了與人協作和溝通的能力。還有就是明白了一個人的能力很有限，這次活動全賴各位才能完滿。

Chang Yuk Wai

I've enhanced my collaboration and communication skills in these two years as well as understanding the limited capacity of one person. I attribute the success of this programme to all participants.

李芷澄

雖然這個計劃一路以來經歷了不少的難關，但最終都能完滿結束。亦因為沿途經歷了的挫折，終使我們成長，並助我們成功。

Li Tsz Ching, Ginny

Although we encountered many hurdles during this project, it came to a successful conclusion finally. The setbacks along the way have helped us grow and become successful.

吳焯敏

在「伴你童行」當中最為珍貴的是跟小組在兩年間建立的友情。正因我們很容易在活動中因意見分歧產生磨擦，加上我們來自不同的學校，這份友誼得來不易，令我更加珍視。

Ng Cheuk Man

What's most precious in "Walking with You" is the friendship built with the group in these two years. As our differences in views easily led to conflicts during the project and we were from different schools, this friendship was not easy to come by. I treasure it even more.

吳珮琪

我學到的遠比想像中更多。組織策劃、管理能力、團隊合作、體諒、感恩等等，這些都不能單靠在課堂裡看課本便學到。感激沿途曾幫助我們的人！

Ng Pui Kei

I've learnt far more than I imagined. Organisational skills, management skills, teamwork, understanding and thankfulness, etc, are not something that can be learnt solely from reading textbooks in school lessons. I'm grateful to those who have helped us along the way.

唐櫻翹

由計劃活動到實行的兩年間，得到最大的收穫是友誼。六人一起經歷挫折、不甘心、堅持和成功的喜悅。衷心感謝沿路支持我們的人，見證「伴你童行」的成長，謝謝你們成就了這個小隊！

Tong Ying Kiu

During the two years from planning to delivery, the greatest gain for me is friendship. The six of us together have had setbacks, unwillingness, persistence and the joy of success. I am sincerely thankful to the people who have supported us all along and witnessed the development of "Walking with You". Thank you for making this team successful!

謝彥文

參加「資優天使 - 服務學習計劃」無法估計你會付出多少，但從中所獲得的，肯定會遠遠超出你所想。

Tse Yin Man

You'd never know how much you would give in "Gifted Angels - Service Learning Project", but you would take from it much more than expected for sure.



領導才能課程 (中四至中六) Leadership Programme (Secondary 4-6)

高級地球村村長

Advanced Workshop in Globalisation & Youth Leadership

(LEAS3142)

繼之前的課程介紹「全球青年」概念、探討全球化在日新月異的世界中的影響及學生在當中的角色後，此深造課程繼續與學員討論如何培養未來全球領袖所需的知識和價值觀。課程重點為其中一個千禧年發展目標，此目標旨在促進人民（尤其是發展中國家）的幸福。透過了解全球化與貧困之間的關係，學員的學習過程得以整合。學員參與了研究、匯報、個案分析和多次小組討論。他們亦嘗試扮演貧窮家庭，模擬他們的貧困生活，體驗維持生計如何艱辛，例如一嚐「貧民餐」。學員更一同計劃香港貧困問題的解決方案，以深化學習體驗。

Further to the introduction of the concept of "global youth" and examination of the impact of globalisation in the ever-changing world, as well as students' role in it, the advanced programme carried on the discussion with students nurturing their knowledge and values as future global leaders. The programme focused on one of the Millennium Development Goals that aims to promote well-being of people especially in developing countries. Students' learning process was contextualised by understanding the relationship between globalisation and poverty. Students engaged in researches, presentations, case studies, and a lot of group discussions. They had a simulated session to experience poverty through role playing poor families and how they struggle for a living, included having a taste of "slum lunch". Consolidating their learning experience, students collaboratively worked on an action plan to solve the problems of poverty in Hong Kong.

Learning Reflection 學習反思

楊凱夷

最難忘的是體驗學習活動。主持人分享了不同故事，其中一句話在我腦海中徘徊：「成為有權有勢的富翁才能幫助貧窮的人嗎？」馬拉拉，一位出身貧窮及學識尚淺的女孩，於毫無資金支持下，年僅12歲時便勇敢地為女性教育發聲。真的只有飽讀詩書、有權有勢的人才能成為領袖嗎？當我們普遍視比爾·蓋茨為成功的領袖時，可曾想過貧窮人士才是真正的領袖呢？

受到工作坊的啟發，我希望令世界變得更美好。因此，現在我正成立一個非政府組織，協助解決本地貧窮問題。我亦希望將來能在聯合國工作。

Yeung Hoi Yi, Silvia

My most memorable experience is the experiential learning activity. The programme leader shared with us different stories, in which these words lingered in my mind, "Does one need to be a powerful rich man to help the poor?" Malala, a poor girl with not so much knowledge, spoke for girls' education bravely at the age of 12 without any financial support. Does one really need to be powerful and knowledgeable to be a leader? While Bill Gates is generally seen as a successful leader, have you ever thought that true leadership is found in poor people?

Inspired by the workshop, I wish to change our world into a better place. I am currently setting up an NGO to deal with the local poverty issue and I also wish to work in the United Nations in the future.



領導才能課程 (小四至小六) Leadership Programme (Primary 4-6)

領袖聯盟 Leader Alliance

(LEAP1311)

有別於傳統的領導方式，協作性領導風格指在一個團隊中，每個成員都可成為領袖，在不同時間完成不同的任務。團隊成員一起出力，共同解決問題並作出決策。「領袖聯盟」以創意團體遊戲、討論和分享等各種活動，帶領學員探索這種新式的領導風格；並透過增進自我認識和加強溝通能力及團隊合作精神，提升學員的領袖素質並發揮協作精神。課程結束時，學員不但能重新檢視領導方式，還能學習當團體中存在不同利益時，如何於解難及決策過程裡評價並組織不同的意念、技能和關係。

Compare to traditional leadership, collaborative leadership style is where each and every one of its members can be a leader of the group accomplishing different tasks at different time. Together all group members contribute their efforts in resolving problems and making decisions. "Leader Alliance" guided students to explore the new leadership style through various types of activities such as creative group games, discussions and sharing etc. It elevated leadership qualities and unleashed the spirit of collaboration by increasing students' self-awareness and enhancing their communication skills and team spirits. At the end of the programme, students did not only take another look at leadership, they valued and organised ideas, skills and relationships in the team problem-solving and decision-making process within a diverse interests group.

Learning Reflection 學習反思

鍾順宜

我感到滿足及興奮，並知道如何做一個協作性領袖。我的脾氣改善了，勇氣也增加了，比以前更相信隊友。將來可以更加努力去達成目標和顧及別人的意見。

Chung Shun Yi

I felt fulfilled and excited. I have known how to be a collaborative leader, and improved my temper and got more courage. I trust my teammates more than before. I'm more committed to accomplishing a goal and considerate of other people's opinions.

趙敏玳

我很高興能學習到很多有關領導團隊的知識，從中認識傳統領導模式與協作性領導的不同之處，以及各自的優點和缺點。我亦從不同組員身上學習很多優良的性格及認識了一班好朋友。我可以更用心聆聽他人的意見和更顧及別人的感受。

Chiu Man Toi

I've learnt so much about team leadership and known more about the differences between traditional leadership and collaborative leadership as well as their respective pros and cons. I've also learnt many great characters from my group members and made some good friends. I can listen more attentively to others' opinions and be more considerate of others' feelings.

霍展朗

我覺得這個活動十分有意義，令我獲益良多。我學會了怎麼成為一位協作性領袖。要團結才會成功，而一位成功的領袖對團隊十分重要。

Fok Chin Long, Matthew

The programme was very meaningful and beneficial to me. I learnt how to become a collaborative leader. A team needs to be united to be successful, and a successful leader is very important to it.



科學課程 (中四至中六) Science Programme (Secondary 4-6)

海洋科學大學學分課程：海洋物語 Credit Bearing Course in Marine Science: Glimpses of the Oceans

(SCIS4231)

學員到香港中文大學參加這個海洋科學學分課程。該課程由課堂、討論、實驗課及實地考察組成，除學習海洋生態、認識海洋生物外，學員能使用大學的考察儀器及觀察珍貴的海洋生物。導師帶領學員乘船到吐露港及赤門海峽考察。學員分析該處的水質對生物的影響，最後匯報結果，互相學習。學員也到了汀角作有關紅樹林的生物多樣性考察。富有挑戰性的考察活動能讓學生學以致用，符合資優學生喜愛探究問題的特質。

This credit-bearing course in Marine Science was conducted by The Chinese University of Hong Kong. It was composed of lectures, discussions, lab sessions and field studies. Students not only learnt about marine ecology and marine organisms but also had the chance to use the university equipment and saw a plenty of precious organisms. Under the teacher's supervision, the students went to Tolo Harbour and Tolo Channel for a field study. They analysed how water quality affected the marine lives in the area and they learnt from each other by sharing their results. The students also conducted an investigation on the biodiversity of mangroves in Ting Kok. The challenging field study was suitable for gifted students who enjoyed in-depth investigations by applying the knowledge.



Learning Reflection 學習反思

何文謙

海洋科學不是易懂的課題，要學習或教授這門學科並非易事，甚至使學生提起興趣也有困難。不過，這個課程讓一切都變得容易了。鍾博士的講解深入淺出，課堂活潑互動，還讓我們親自做實驗；加上他熱心教學，對海洋科學滿腔熱忱，令我們對這學科的興趣不斷提升。此外，學生助理在講課後的導修課中協助我們鞏固知識，他們幫了很大的忙，亦很友善！我真的學會了很多學校裡體驗不到的東西，例如：我學習到如何分析海水不同參數的成分，以及如何在特定生態系統中進行生態調查。

Ho Man Him

Marine science isn't a topic that is easily accessible, nor a particularly easy topic to learn, teach or even be interested in. However, this course made all of these easy. The combination of the lucid explanations and interactive delivery of Dr Chung's lectures, wonderful hands-on labs along with Dr Chung's enthusiastic teaching and his endless passion to Marine Science made our interests towards the topic grew and there is not an end to it still. Moreover, the student helpers who helped consolidate our knowledge in the tutorials after the lessons were very helpful and friendly. I truly have learnt many things that I could not have experienced in my school life. For example, I learnt how to analyse the components of different parameters in seawater and how to do an ecological survey in a specified ecosystem.

黃鴻二

這個課程的特別之處在於它並不是單方面由導師主導，而是有很多讓學員自己學習的機會，例如最後以小組為單位的專題研習。而我最印象深刻的是出海的部分，因為可以親身使用一些專門的設備，是一個難得的機會。加上之後的實驗課，令活動很有連貫性。

Wong Hong Yee

What's special about this course is that it was not only led by the instructor, but also provided many self-learning opportunities for students, such as the final group project. The most impressive experience for me was the field trip to the sea, as we had the valuable opportunity to use the specialised equipment on our own. In addition, the subsequent laboratory sessions made the course so coherent.

雷昊朗

很高興參加了這個海洋科學課程，能夠學習到不同的海洋生物及其自然生境，真的是上了有趣的一課。鍾博士用心教導，加深了我對海洋的認識。令我最難忘的是實地考察，除了聽理論和看圖片之外，我們還能親手挖沙，用自己的感官觀察事物，真的大開眼界。最後，我們在實驗室裡做實驗，進入科學研究的另一層次。我們使用的儀器和化學品很不一樣，因為在學校實驗室裡只能用本生燈 (Bunsen burners) 和DCPIP溶液。

Lui Ho Long

It was an intriguing lesson to learn about different marine organisms and their natural habitats. Through Dr Chung's lectures which he put many efforts in, my knowledge of the ocean increased much. My most unforgettable moments were the field trips. Besides, listening to theories and looking at pictures, it was an eye-opener to really get our hands dirty with the sand and observe with our own senses. Last but not least, the experiment we did at the lab was another level of doing scientific investigations. It was different to use such equipment and chemicals since my school laboratory sessions only consist of Bunsen burners and DCPIP solutions.

資優學苑動向 Forthcoming HKAGE Events

2016年1月至5月 January to May 2016

情意教育課程及活動 Affective Education Programmes and Events

課程/活動 Programme/Event	培訓對象 Target	日期 Date	費用 Fee
學生課程及活動 Student Programmes & Events			
小學核心課程 Common Core Programme for Primary Students			
Let Us Shine!	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年2月12日 (星期五) 上午10時至下午3時 12 February 2016 (Friday) 10:00-15:00	免費 Free of Charge
分享會 Sharing Session			
Fri-vers' nite: 夢想成真 Fri-vers' nite: From Dream to Destiny	中一至中六資優學苑學員 S1 to S6 HKAGE student members	2016年1月8日 (星期五) 下午6時至8時15分 8 January 2016 (Friday) 18:00-20:15	免費 Free of Charge
Fri-vers' nite: 多元P & P Fri-vers' nite: Multi-P & P	中一至中六資優學苑學員 S1 to S6 HKAGE student members	2016年2月19日 (星期五) 下午6時至8時15分 19 February 2016 (Friday) 18:00-20:15	免費 Free of Charge
Fri-vers' nite: 追求卓越！ 真的嗎？ Fri-vers' nite: Strive for Excellence! Really?	中一至中六資優學苑學員 S1 to S6 HKAGE student members	2016年3月4日 (星期五) 下午6時至8時15分 4 March 2016 (Friday) 18:00-20:15	免費 Free of Charge
工作坊 Workshop			
自我概念 (III) – 自我期望及處理別人期望 Self Concept (III) – Self-expectations & Dealing with Expectations of Others	中一至中三資優學苑學員 S1 to S3 HKAGE student members	2016年1月23日 (星期六) 下午2時30分至5時30分 23 January 2016 (Saturday) 14:30 – 17:30	免費 Free of Charge
自我管理 (I) – 情緒管理、與眾不同及同輩壓力 Self Management (I) – Emotional Management, Feeling Different & Peer Pressure	中一至中三資優學苑學員 S1 to S3 HKAGE student members	2016年2月20日 (星期六) 下午2時30分至5時30分 20 February 2016 (Saturday) 14:30 – 17:30	免費 Free of Charge
自我管理 (II) – 壓力管理、敏感性與容忍力、完美主義及對失敗的恐懼 Self Management (II) – Stress Management, Sensitivity and Tolerance, Perfectionism & Fear of Failure	中一至中三資優學苑學員 S1 to S3 HKAGE student members	2016年3月19日 (星期六) 下午2時30分至5時30分 19 March 2016 (Saturday) 14:30 – 17:30	免費 Free of Charge
自我管理 (III) – 時間管理、讀書技巧、過度競爭及抗逆 Self Management (III) – Time Management, Study Skills, Over-competitiveness & Resilience	中一至中三資優學苑學員 S1 to S3 HKAGE student members	2016年4月23日 (星期六) 下午2時30分至5時30分 23 April 2016 (Saturday) 14:30 – 17:30	免費 Free of Charge
人際關係 (I) – 同儕關係及兄弟姊妹關係 Social Relationships (I) – Peer Relationship & Sibling Relationship	中一至中三資優學苑學員 S1 to S3 HKAGE student members	2016年5月21日 (星期六) 下午2時30分至5時30分 21 May 2016 (Saturday) 14:30 – 17:30	免費 Free of Charge

課程/活動 Programme/Event	培訓對象 Target	日期 Date	費用 Fee
體驗學習 Experiential Learning			
Iron-Gifted #3 夜行穿越香港島(I) Iron-Gifted #3 Overnight Hiking across HK Island (I)	中一至中六資優學苑學員 S1 to S6 HKAGE student members	2016年1月23日至24日 (星期六至日) 下午7時30分至上午11時 23 to 24 January 2016 (Saturday to Sunday) 19:30-11:00	免費 Free of Charge

家長課程及活動 Parent Programmes & Events

學術課程發展部-情意教育部 親子平衡活動 APD-AE Parent-Child Parallel Event

提升資優兒的心理健康 Enhancing the Psychological Well-being of Gifted Children	資優學苑小學學員及其家長 Primary student members of the HKAGE and their parents	2016年1月23日 (星期六) 上午10時至正午12時 23 January 2016 (Saturday) 10:00-12:00	免費 Free of Charge
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親子平衡小組 Parent-Child Parallel Group

親子平衡小組：資優兒的社交技巧 Social Skills Group for Gifted Children	小四至小六資優學苑學員及其家長 P4 to P6 HKAGE student members and their parents	2016年2月27、3月5、12及19日 (星期六) 上午10時至正午12時 27 February, 5, 12 and 19 March 2016 (Saturday) 10:00-12:00	港幣800元正 (包括一名家長及一名資優兒) HK\$800 (One parent and one gifted child)
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家長講座 Parent Seminar

兄弟姊妹關係 Sibling Relationships	資優學苑小學學員的家長 Parents of the HKAGE primary student members	2016年1月9日 (星期六) 上午10時至正午12時 9 January 2016 (Saturday) 10:00-12:00	免費 Free of Charge
發展雙重特殊兒童的執行功能 – 反應抑制及情緒控制 Developing Executive Functioning Skills in Twice-exceptional Children – Self Regulation of Affect & Response Inhibition	資優兒的家長 (資優學苑學員家長優先) Parents of gifted children (Priority will be given to parents of the HKAGE student members)	2016年1月15日 (星期五) 下午7時30分至9時30分 15 January 2016 (Friday) 19:30-21:30	免費 Free of Charge
幫助孩子確認與接納「資優感覺」 Help Children Identify and Accept "Gifted Feelings"	資優學苑小學學員的家長 Parents of the HKAGE primary student members	2016年2月20日 (星期六) 上午10時至正午12時 20 February 2016 (Saturday) 10:00-12:00	免費 Free of Charge
資優兒的生涯規劃 Career Planning for Gifted Children	資優兒的家長 (資優學苑學員家長優先) Parents of gifted children (Priority will be given to parents of the HKAGE student members)	2016年2月27日 (星期六) 上午10時至正午12時 27 February 2016 (Saturday) 10:00-12:00	免費 Free of Charge

家長工作坊 Parent Workshop

正念練習之壓力處理 Mindfulness Practice for Stress Management	資優兒的家長 (資優學苑學員家長優先) Parents of gifted children (Priority will be given to parents of the HKAGE student members)	2016年3月5日 (星期六) 上午10時至正午12時 5 March 2016 (Saturday) 10:00 – 12:00	免費 Free of Charge
如何支援資優青少年的社交及情緒發展? How to Support the Social-emotional Development of Gifted Adolescents?	資優兒的家長 (資優學苑學員家長優先) Parents of gifted children (Priority will be given to parents of the HKAGE student members)	2016年3月19日 (星期六) 上午10時至正午12時 19 March 2016 (Saturday) 10:00-12:00	免費 Free of Charge

課程/活動 Programme/Event	培訓對象 Target	日期 Date	費用 Fee
家長朋輩支援小組 Parent Support Group			
家長「資」音人網路 (小學組) Parent Peer Support Group (Primary)	資優學苑小學學員的家長 Parents of the HKAGE primary student members	2016年1月13日、2月3日、 3月2日、4月6日及5月4日 (星期三) 下午7時30分至9時30分 13 January, 3 February, 2 March, 6 April and 4 May 2016 (Wednesday) 19:30-21:30	免費 Free of Charge
家長「資」音人網路 (小學組) Parent Peer Support Group (Primary)	小一至小六資優兒的家長 Parents of P1 to P6 gifted children	2016年1月13日、2月3日、 3月2日、4月6日及5月4日 (星期三) 下午7時30分至9時30分 13 January, 3 February, 2 March, 6 April and 4 May 2016 (Wednesday) 19:30-21:30	免費 Free of Charge
家長「資」音人網路 (中學組) Parent Peer Support Group (Secondary)	資優學苑中學學員的家長 Parents of the HKAGE secondary student members	2016年1月7日、2月4日、 3月3日、4月7日及5月5日 (星期四) 下午7時30分至9時30分 7 January, 4 February, 3 March, 7 April and 5 May 2016 (Thursday) 19:30-21:30	免費 Free of Charge

教師專業發展課程及活動 Teacher Professional Development Programmes & Events

教師專題講座 Teacher Thematic Seminar

資優生的訓育及輔導 Guidance and Counselling for the Gifted	中小學教師、學生輔導教師、 學校社工及駐校教育心理學家 Teachers, student guidance teachers, school social workers and educational psychologists in primary and secondary schools	2016年1月16日(星期六) 上午9時30分至 下午12時30分 16 January 2016 (Saturday) 9:30-12:30	免費 Free of Charge
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教師專題工作坊 Teacher Thematic Workshop

如何支援資優青少年的社交 及情緒發展? How to Support the Social-emotional Development of Gifted Adolescents?	中小學教師、學生輔導教師、 學校社工及駐校教育心理學家 Teachers, student guidance teachers, school social workers and educational psychologists in primary and secondary schools	2016年3月19日(星期六) 上午10時至正午12時 19 March 2016 (Saturday) 10:00-12:00	免費 Free of Charge
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上述活動資料以資優學苑網站公佈為準。請登入本苑網站 (<http://www.hkage.org.hk>) 查閱詳情。
The above information provided is subject to confirmation. Please visit our website (<http://www.hkage.org.hk>) for details.

學生課程及活動 Student Programmes and Events

課程/活動 Programme/Event	培訓對象 Target	日期 Date	費用 Fee
數學 Mathematics (中學Secondary)			
國際數學奧林匹克訓練 2015-16 (第三期) 基礎班 International Mathematics Olympiad Training 2015-16 (Phase III) Level 1 (MATS2133)	已完成國際數學奧林匹克 (IMO)訓練(第二期)基礎班 (MATS2132) 的資優學苑學員 HKAGE student members who have completed IMO Training (Phase II) Level 1 (MATS2132)	2016年1月9、16、23及30日 (星期六)、2月6、13及20日 (星期六) 下午2時至5時; 及 3月8日(星期二) 上午9時至下午1時 9, 16, 23 and 30 January 2016 (Saturday), 6, 13 and 20 February 2016 (Saturday) 14:00 – 17:00; and 8 Mar 2016 (Tuesday) 09:00 – 13:00	免費 Free of Charge
國際數學奧林匹克訓練 2015-16 (第三期) 進階班 International Mathematics Olympiad Training 2015-16 (Phase III) Level 2 (MATS3136)	已完成國際數學奧林匹克 (IMO)訓練(第二期)進階班 (MATS3135) 的資優學苑學員 HKAGE student members who have completed IMO Training (Phase II) Level 2 (MATS3135)	2016年1月9、16、23及30日 (星期六)、2月6、13及20日 (星期六) 下午2時至5時; 及 3月8日(星期二) 上午9時至下午1時 9, 16, 23 and 30 January 2016 (Saturday), 6, 13 and 20 February 2016 (Saturday) 14:00 – 17:00; and 8 Mar 2016 (Tuesday) 09:00 – 13:00	免費 Free of Charge
同餘的概念及應用 Congruence and its Applications (MATT3300)	中一至中六資優學苑學員 S1 to S6 HKAGE student members	2016年2月5日(星期五) 上午10時至11時 5 February 2016 (Friday) 10:00 – 11:00	免費 Free of Charge
數學 Mathematics (小學Primary)			
統計學初階 II Statistics 2 (MATP2712)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年2月20及27日、3月5 及12日(星期六) 下午2時至5時 20 and 27 February, 5 and 12 March 2016 (Saturday) 14:00 – 17:00	免費 Free of Charge
概率 II Probability 2 (MATP2512)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年2月20及27日、3月5 及12日(星期六) 下午2時至5時 20 and 27 February, 5 and 12 March 2016 (Saturday) 14:00 – 17:00	免費 Free of Charge
代數增潤課程 II Algebra Enrichment 2 (MATP2212)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年2月 February 2016	免費 Free of Charge

課程/活動 Programme/Event	培訓對象 Target	日期 Date	費用 Fee
科學 Sciences (中學Secondary)			
跨學科工作坊：物理中的數學(電學) Multi-disciplinary Workshop: Mathematics in Physics (Electricity) (MULS2051)	中四至中六資優學苑學員 S4 to S6 HKAGE student members	2016年1月 January 2016	免費 Free of Charge
生物醫學I工作坊：從診斷到治療 Biomedical I Workshop: From Diagnosis to Treatment (TECS2501)	中四至中六資優學苑學員 S4 to S6 HKAGE student members	2016年1月 January 2016	免費 Free of Charge
電腦輔助設計與生產基礎工作坊： 立體模型設計及立體打印 Introductory Workshop in Computer- aided Design and Manufacturing: 3D Model Design and 3D Printing (TECS1021)	中四至中六資優學苑學員 S4 to S6 HKAGE student members	2016年2月 February 2016	免費 Free of Charge
科學 Sciences (小學Primary)			
電學、靜電及電路設計 Electricity, Electrostatics and Circuit Design (SCIP 1051)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年2月 February 2016	免費 Free of Charge
熱學，初談「熱」話 Heat, The Heat is On (SCIP 1011)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年2月 February 2016	免費 Free of Charge
化學反應與能量轉換 Chemical reactions and Energy Conversion (SCIP 1302)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年3月 March 2016	免費 Free of Charge
人文學科 Humanities (中學Secondary)			
中國研究：探索國情 China Studies: Looking into Guoqing (HUMS2561)	中一至中六資優學苑學員 S3 to S6 HKAGE student members	2016年1月16日(星期六)至 1月31日(星期日) 上午10時至下午1時 16 January (Saturday) to 31 January 2016 (Sunday) 10:00-13:00	免費 Free of Charge
英國文學入門 Introduction to English Literature (ELLS1222)	中一至中六資優學苑學員 S1 to S6 HKAGE student members	2016年1月23日、30日及 2月6日(星期六) 上午11時至下午4時 23, 30 January and 6 February 2016 (Saturday) 11:00-16:00	免費 Free of Charge
網絡社會的興起及其對Y世代的 社會文化影響 The Rise of Cybersocieties and its Sociocultural Implications on the Generation Y (HUMT1560)	中一至中六資優學苑學員 S1 to S6 HKAGE student members	2016年2月20日(星期六) 上午10時30分至 下午12時30分 20 February 2016 (Saturday) 10:30-12:30	免費 Free of Charge
人文學科 Humanities (小學Primary)			
網上學習課程：哲學入門：愛智慧 Online Learning Programme: Introduction to Philosophy: Love of Wisdom (HUMO1311)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年1月至5月 January to May 2016	免費 Free of Charge
網上學習課程：尋找文化的故事 Online Learning Programme: Culture in Everyday Life (HUMO1611)	小四至小六資優學苑學員 P4 to P6 HKAGE student	2016年1月至5月 January to May 2016	免費 Free of Charge
講座：心理學初探 Humanities Talk: Basic Psychology (HUMT1411)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年2月16日(星期二) 下午3時至5時 16 February 2016 (Tuesday) 15:00-17:00	免費 Free of Charge

課程/活動 Programme/Event	培訓對象 Target	日期 Date	費用 Fee
語文 Languages (小學 Primary)			
中國文學欣賞導論：文學散步 Chinese Literature Appreciation: Literature Tour (CLLP2111)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年1月 January 2016	免費 Free of Charge
網上學習課程：玩味英語：成語 字詞趣談 Online Learning Programme: Wait WHAT? English Idioms and Word Play (ELLO1262)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年1月至5月 January to May 2016	免費 Free of Charge
領導才能 Leadership (中學 Secondary)			
地球村村長 Globalisation and Youth Leadership (LEAS2132)	中四至中六資優學苑學員 S4 to S6 HKAGE student members	2016年4月至5月 April to May 2016	免費 Free of Charge
性格透視® @團隊動力 Personality Dimensions® @team dynamics (LEAS1321)	中一至中三資優學苑學員 S1 to S3 HKAGE student members	2016年5月 May 2016	免費 Free of Charge
領導才能 Leadership (小學 Primary)			
領袖聯盟 Leader Alliance (LEAP1311)	小四至小六資優學苑學員 P4 to P6 HKAGE student members	2016年4月至5月 April to May 2016	免費 Free of Charge
比賽 Competiton			
2016亞太區數學奧林匹克 Asian Pacific Mathematics Olympiad 2016	資優學苑數學範疇學員 (2015-16國際數學奧林匹克訓練(第 三期)的培訓學員將獲優先考慮) HKAGE student members in Mathematics domain (Priority will be given to IMO Training 2015-16 (Phase III) Trainees)	2016年3月 March 2016	免費 Free of Charge
國際數學奧林匹克—香港選拔賽 初賽2016 International Mathematical Olympiad (IMO) Preliminary Selection Contest - Hong Kong 2016	所有於1997年7月1日或之後 出生，並於2016/17學年仍就 讀於香港中學的學生均符合 提名資格。 Students who were born on or after 1 July 1997 and will still be studying in local secondary schools in the school year 2016/17 are qualified for the nomination.	2016年5月 May 2016	免費 Free of Charge
2016香港物理奧林匹克 Hong Kong Physics Olympiad 2016	所有獲提名學生均須於2017年 6月30日為止年齡為二十歲或 以下，並於2016/17學年仍就 讀於香港的中學。 The age of the nominated students should not exceed twenty years, as at 30 June 2017 and will still be secondary school students in Hong Kong in the school year 2016/17.	2016年5月 May 2016	免費 Free of Charge

上述資料為2016年1月至5月期間的精選課程/活動。請登入資優學苑網站內的「學生園地」查閱其他課程/活動資料及詳情。資料以本苑網頁內公佈為準。

The above information provided is the highlighted programmes/events from January to May, 2016 and is subject to confirmation. Please visit the "Student Zone" of our website for more programme/event information and details.

聯絡我們 Contact Us

假如你對本期《資優薈萃》的內容有任何意見或查詢，歡迎跟我們聯絡。

We always welcome feedback and enquiries on this issue of *Gifted Gateway*. Please do not hesitate to contact us.

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「園外資音」網上討論區 E-forum

網址 Website: http://hkage.org.hk/ps_forum

書名 Book

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