ISSN 2413-7677

STUDENTS TEACHERS PARENTS

第9期
Issue No. 9

2月 • FEB | 2018

資Gifted Gateway 優薈萃

識別與培育資優 迎接瞬息萬變世代

Unlocking Your Child's Talent in a Fast-Changing World

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目錄
Table of Contents

識別與培育資優 迎接瞬息萬變世代
Unlocking Your Child's Talent in a Fast-Changing World

有人把資優生比喻為「璞玉」，有人將之比喻為「寶石」，不論是「璞玉」也好，是「寶石」也好，也需要被發掘，才不會長埋地裏，不見天日。然而，發掘之後，又要按其色澤、紋理加以琢磨，才能展現獨有光芒。

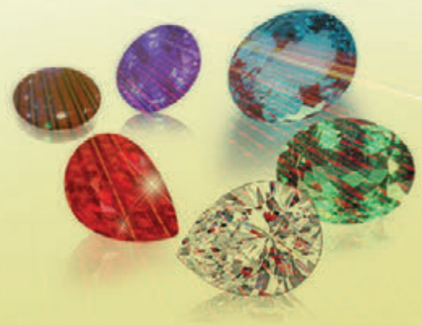
今期的《資優薈萃》，來自台灣的郭靜姿教授，綜合她在識別及培育資優的豐富經驗，分享如何發現資優孩子內裡的寶藏。郭教授說，資優表現呈現很多不同的「面相」，家長作為孩子的第一個伯樂需要運用「心靈的眼睛」，進入他們的內心世界，才能察看得到。在資優之中，有時候又滲入障礙，稱之為「雙重特殊資優生」；而許多時候，家長只著眼孩子優秀的一面，不能接受他不靈光的一面。但事實上，這些特殊孩子是集強弱於一身的「共同體」，需要運用非一般的方法來識別和培育，才能讓他們發揮最佳表現。作為家長的、作為老師的你，有這樣的能耐，去等待，去發掘和培育他嗎？

香港城市大學何敏賢教授認同資優孩子的獨特性，何教授致力於協調跨院校協作，為資優生提供更多元的學習機會，更豐富的資源，從而幫助他們作出正確的選擇，讓他們在中學階段已了解大學不同學科對知識要求及發展前景，以配合個人的才能、興趣和長處，建構人生的藍圖。最後，我們希望透過此刊物，刺激各界思考如何運用創新的方法識別與培育資優，迎接瞬息萬變的世代！

Some said gifted students are like 'unpolished jades', while others called them 'gems'. No matter what they were called, the gifted have to be identified so that they will not be buried in the ground and never see the sky. After the gemstones were being mined from the ground, they have to be polished according to their specific colour and texture to showcase their unique brightness.

In this issue, Prof. Kuo Ching-chih from Taiwan shared her valuable experience in uncovering the 'gems' inside the gifted. Prof. Kuo noted that giftedness could be presented in multiple 'ways', and parents, who first spot the talents in their children, have to perceive the inner world of the kids with their 'mind's eye'. Sometimes, the gifted may face other educational difficulties, there are called 'twice-exceptional gifted students'. Most of the time, parents will focus on the strengths of their children and turn a blind eye to their weaknesses. However, talented kids are often good at specific areas but weak at some others. As such, we should identify and nurture them in a non-traditional way, so that they can fully unleash their talents. As a teacher and/or parent, are you prepared to work with these 'gems'?

Prof. Ho M.Y. Samuel from City University of Hong Kong recognised the uniqueness of gifted children. He has been striving to facilitate cross-institutional cooperation to provide the gifted with more learning opportunities and resources, helping them make the right choice for future development. These students can develop their blueprint for future after learning more about university study and career prospect as well as taking their talents, interests and strengths into consideration. We hope that 'Gifted Gateway' can inspire various sectors to come up with innovative ideas to identify and nurture the gifted so as to embrace the ever-changing world.



識別與培育資優生

資優生有如「璞玉」，是社會寶貴的「人力資本」；需要運用合宜的方法鑑別，加以培育才能綻放獨特色彩。

由於資優表現呈現許多不同的面相，有學者主張從外顯行為，亦有主張從內隱特質加以界定，故此進行識別資優生的特質和潛能，需要耐心和時間，有時更需採取非一般程序。過往一般會透過智能測試來進行評量，近年為了力求客觀準確，已轉化採用多元評量，針對性地甄別資優生的不同潛能。從著重量化的工具上，進化至運用觀察、面談等質化評估。在內容上，由側重認知，到兼重情意；從思考結果進化到思考歷程。在教育理念上，轉化為重視才能的發掘與培育，避免將教育重點聚焦於少數特殊優秀的群體。

見微知著

以上所說的都較為理論，作為家長的你會問，到底如何判別孩子是否資優兒？如何使之成為大器？郭靜姿教授，建議家長從日常生活觀察子女，透過多聊天，多關心子女，了解他們的想法。若尋到資優的蛛絲馬跡，再輔以多元評量，了解孩子的獨特潛能，尋找合適的培育方法。郭教授說資優的孩子，有時候會有五種過度激動的表現：心理、感官、智能、想像力及情緒過激（很堅持，不服從權威）。這些孩子具備以下特點：

• 內置偵測儀

他們對自然現象觀察相當敏銳，好像內置偵測儀一樣，看到金魚會問奇怪的問題，為甚麼金魚會打架？他們注意到在金魚缸附近放音樂，金魚會減少打架的次數。他們擅長於把事物故事化，尋找問題的關鍵和邏輯。他們或會觀察家中溫度變化，會問為何各個空間的溫度不一樣？為甚麼父母的房間較涼，而自己的房間較暖？原來自己的房間較近陽台有陽光照射，故會較暖和一點。他們或會在不同房間進行偵測，在不同時段進行量度，進行「小規模」研究，尋找答案，呈現真相。

• 非凡的智力

資優孩子與同齡的孩子比較，甚至跟哥哥姐姐比較，其學習的速度更快，可以學得更加專精。以學英文為例，年紀較小的，不獨很快掌握拼音，而且很快學會串字、造句。他們擁有「超前的能力」。此外，他們的記憶力特強，知名愛滋病專家何大一的父親憶述，在學習上，何大一只要看過一遍，就不用看第二遍，他的吸收能力很強，省下來的氣力和時間，可以學額外的東西，學習起來更有效率。有些孩子，懂得舉一反三。以「黃金比例」為例，可以把它的原理應用在美術、建築和物理之上。

• 極富責任感

何爸爸形容何大一是個很有責任感的孩子。小時候，爸爸在美國，他協助媽媽照顧弟弟。他可以邊抱著弟弟，邊讀書。當媽媽需要抱弟弟時，其他事情都由他一手包辦。由於他富責任感，他贏得家人信賴，可以委以重任，做更多、更大的事情。這是一種相當成熟的表現，非常寶貴的個性特質。

雙重特殊資優兒

以上所說的都是一般的資優孩子，至於有特殊需要的資優孩子又如何呢？有時候他們的障礙遮蓋了潛能，家長得打開「心靈的眼睛」，才能發現隱藏的天賦！再加上特別的課程設計和情意教育的支援，才能讓他們展現非凡卓越的一面。

• 視障小女生

5 歲的視障女生，視力雖然不好，卻甚具音樂天份和創意。每逢看到新事物，就會編出新樂章，看到聖誕樹，就會作與聖誕樹有關的曲子。記得她到郭教授的大學去，她就編出「到師大來上課」的歌曲。例如，山羊叔叔，教我美術。水果奶奶教我自然……每次見郭教授，都送上一片新創歌曲的 CD。聽過一遍的歌曲，就懂得彈奏出來。她的聽力、記憶力和想像力都很好。有次，她甚至拒絕老師要求她打簡單的拍子，原來她最想做的是幫老師伴奏，不是單手伴奏，而是雙手伴奏。打拍子對她來說太簡單了！

• 自閉小男孩

5 歲的輕度自閉症資優小男生，IQ 達到 130，但他的語言能力卻不怎麼好。在一個觀察自然知識的課程中，郭教授鼓勵孩子以 3 分鐘演繹蝴蝶的週期，從蛹轉化成為蝴蝶；怎料遭他拒絕，他說從蛹轉化成為蝴蝶，要經歷了數個階段，根本不可能用 3 分鐘表現出來。這個小男生透過日常的觀察，已經知道從蛹轉化成為蝴蝶，至少要歷經幾個週期。在他的邏輯裡，3 分鐘根本不足以把整件事情描述出來。由此體現出他具備超凡的觀察力，判斷力和力排眾議的勇氣。

故此，郭教授鼓勵家長、老師要多給自己和孩子「心靈空間」，讓他們有機會表達自己的看想法。若果，他們不按理出牌，作為成人的我們，可否停下來，多點耐心了解他們的想法。而不是即時認定他們壞，他們不合作。

1. 培育資優孩子，給她們更寬廣的心靈空間。
2. 郭靜姿教授，分享如何識別及培育資優孩子的寶貴經驗。
3. 郭靜姿教授指出資優孩子每每對自然現象觀察相當敏銳，作為家長可以多拍一些有趣的照片作為話題。

4. 孩子是否具創意，從她們的作業可見一斑。像小女孩把音符，裝點成為娃娃。
5. 小女孩把音符聯想為天鵝，也是甚具創意的表現。

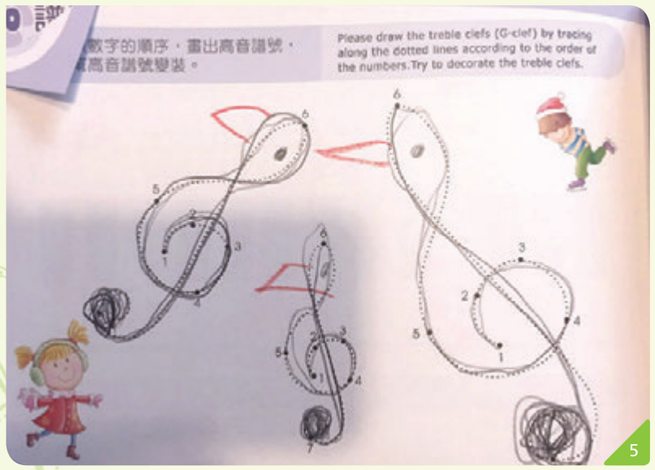
培育資優孩子 從家庭出發

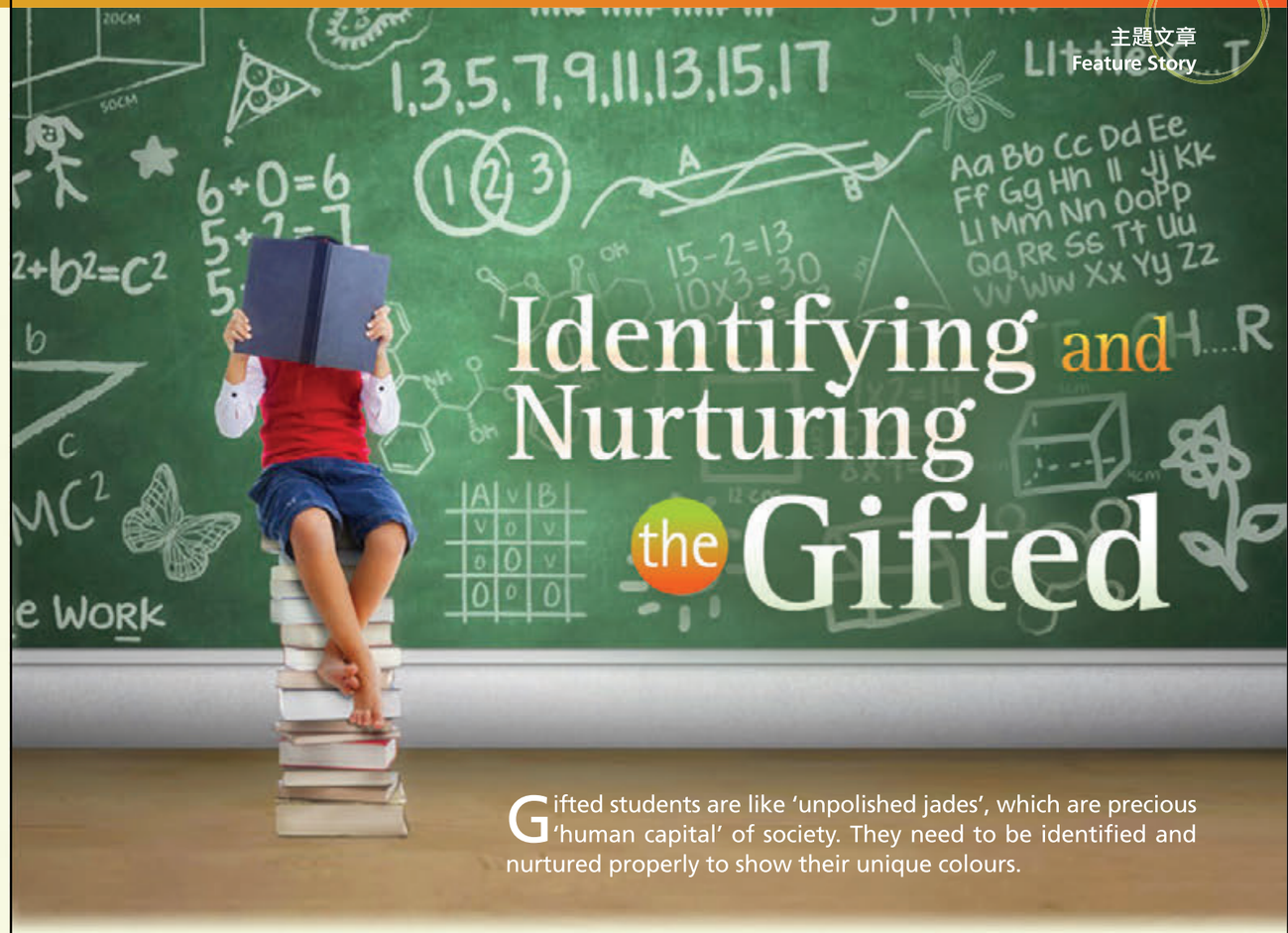
部分家長或會問，孩子尚小，資源又有限，縱使發現他是資優，也不知如何培育。郭教授建議家長可以多陪伴孩子探索，了解他們的興趣所在，到底喜歡科學還是歷史？

家長可以帶他們到書店去，培育閱讀習慣。家長可以跟孩子，透過「六何」分析法（何事、何人、何時、何地、何解及如何）共同理解讀物內容，又或者採用角色替代法，詢問孩子：「假如你是……」，「假如你不愛洗澡，令媽媽每天都很生氣，怎麼辦？」此等方法，有助訓練孩子的思考能力，而且透過閱讀治療法，有時甚至可以改變孩子的行為。

帶孩子走進大自然很重要，有些自閉症的孩子，他們的自理能力不佳，做事、寫字都很慢；但家長可以在假日帶他爬爬山，在自然環境之中，讓他按部就班，提升做事的速度。這些孩子精細的、配對的動作都做得不夠好，家長平日可以鼓勵他們多做運動，以鼓勵他們提高「感官結合」、「平衡能力」，這些都是家庭可以做的。

至於其他界別，郭教授謂香港的教育局、香港資優教育學苑及其他相關資優教育院校和機構，可以為資優生提供多元才能發展的機會。社會各界通力合作，建立資優教育師資人力資料庫，推動跨院校、跨領域、跨科技的協作。及至孩子年紀再大一點，可以鼓勵他們參加國際活動，例如，亞太科學資優學生論壇(Asia-Pacific Forum for Science Talented)，讓資優生有機會接觸來自其他地域的資優同儕，認識不同國家的文化，彼此激勵，借鑑別人的長處。除了知識和技能之外，郭教授認為資優生的情意發展，培養他們的領導力、同理心、學懂感恩等，也不容忽視的。





Identifying and Nurturing the Gifted

Gifted students are like 'unpolished jades', which are precious 'human capital' of society. They need to be identified and nurtured properly to show their unique colours.

Giftedness can be shown in multiple facades. Some scholars believe that giftedness can be defined by external behaviours while some deem implicit traits the determining factors. Therefore, it takes patience and time as well as non-standard procedures to identify the characteristics and potential of the gifted. It was a common approach to identify giftedness with intelligence assessment. However, to ensure objectivity and accuracy, multiple assessments have replaced the traditional practice to identify specific talents of gifted students. The assessment approach has been changed from the use of quantitative tools to qualitative measures that emphasise on observations and interviews. In addition, the focus of the assessment covers not only cognitive elements but also affective attributes, conclusions of thoughts and thinking process. From the perspective of educational philosophy, the focus has been shifted to focusing on identifying and nurturing talents instead of the successful minority.

Get the whole picture from small clues

Things mentioned above are rather theoretical. As a parent, you may ask, 'How can I tell whether my child is gifted? How can the gifted unleash their talents?' Prof. Kuo suggested parents should observe and care about their children to understand what they think. Multiple assessments can be applied when there is a sign of giftedness. She added that gifted children will overreact in five areas, namely psychology, sensation, intelligence, imagination and emotion (being stubborn and challenge the authority). These children have below traits:

• *Built-in detector*

Gifted children are observant to natural phenomena, just like having built-in detectors. They may raise interesting questions when seeing a goldfish, like 'Why do the goldfish fight?' They are able to tell that the goldfish become friendlier when music is playing near the fish bowl. The gifted are good at perceiving things as stories to find out the links and logic behind. They may observe the temperature differences in different rooms

and ask what cause the discrepancies. 'Why is my room warmer and my parents' cooler?' And they will find out by themselves that sunlight from the balcony makes the room warmer. These children may inspect different rooms and measure the temperature at different intervals. They will find out the fact by conducting 'small-scale' experiments.

• *Extraordinary intelligence*

Gifted children learn faster and dig things deeper than peers and even elder brothers or sisters. For instance, gifted kids, though young, can grasp phonetics, spelling and sentence-making quickly. They even have the 'ability to take one step further'. The gifted may also have a strong memory. According to the father of famous AIDS researcher Dr David Ho, his son could remember everything only by reading it once. The young Dr Ho could quickly absorb knowledge and explore other areas during his spare time. Some kids can draw inferences easily, for instance, they can apply Golden Ratio to Art, Engineering and Physics.

• *Highly responsible*

Dr David Ho's father, who stayed in the US when the famous researcher was a child, said his son was a highly responsible kid. When his dad was away, Dr Ho stayed home and helped his mum take care of his little brother. He could study while holding his younger sibling. He could also help his mum with other things when she was occupied by the baby. As Dr Ho was responsible, he earned the trust of his family and was entrusted with other tasks. He exemplified maturity, which is a very valuable trait.

Twice-exceptional students

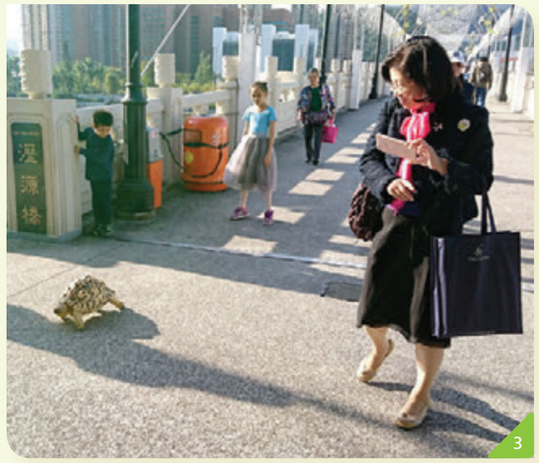
The above-mentioned are ordinary gifted kids. So, what should we do about gifted kids with special needs? Sometimes, their potential is clouded by difficulties. Parents need to open their 'mind's eye' to find out the talents of their children. The gifted can fulfil their true potential with the help of special course design and affective support.

• *Girl with visual impairment*

A five-year-old girl, who is visually-impaired, is talented in music. She will compose music whenever she sees something new; if she sees a Christmas tree, she will write a song about it. Once, this girl visited Prof. Kuo's university, and she wrote a song about her experience. Here's something she wrote for lyrics: 'Uncle goat teaches me about art; grandma nature teaches me about nature... ' The girl will give Prof. Kuo a CD of her songs every time she sees her. Besides, she can play a song which she only listened to once. This girl has outstanding listening ability, memory and imagination. She had once refused to play a simple beat for her teacher because she wanted to play piano chords with both hands instead of one hand. Playing a beat is just way too simple for her!

• *An autistic boy*

A five-year-old boy, who has an IQ of 130 and is mildly autistic, is not good at languages. In a nature observation class, Prof. Kuo encouraged students to use three minutes to describe a butterfly's life cycle and its metamorphosis, but the boy refused to do so. He said a pupa needs to go through several stages before turning into a butterfly, so he could not present the whole process in three minutes. This boy obviously had learnt about metamorphosis through observation and knew how many stages a pupa has to go through. According to his logic, three minutes are not sufficient to describe the whole process. We can tell that the boy has extraordinary observation skills, judgement and the courage to give dissenting views.



Prof. Kuo encouraged parents and teachers to give more 'spiritual space' for themselves and the kids, allowing the gifted to express their views. If the children go against the rules, we, as adults, should listen to them patiently instead of blaming them for being naughty or uncooperative.

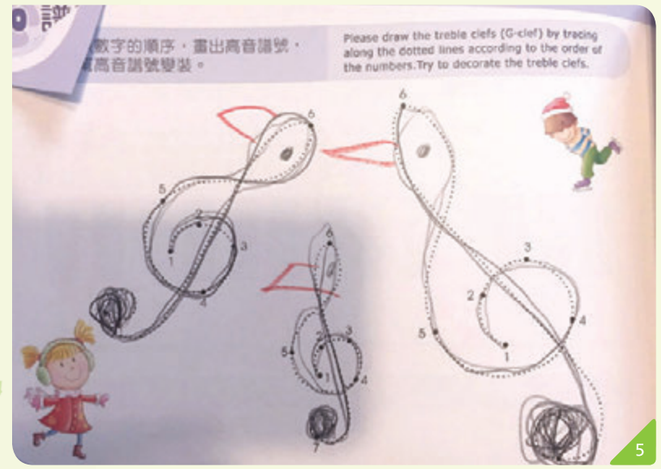
It all begins with family

Some parents may say my kid is still young and available resources are limited, we don't know how to nurture him even he has been identified as gifted. Regarding this, Prof. Kuo suggested parents exploring new things with children to find out their interests, whether they like science or history.

Parents can take children to bookshops to develop a reading habit. They can use the 6W approach (What, Who, When, Where, Why and How) or role-playing to read books with kids, asking them questions like 'What if you are…', 'You make your mum angry because you don't like to shower, what would you do?' These methods can help train children's thinking ability. Moreover, the reading therapy can change one's behaviours.

It is also important to let children commune with nature, especially autistic kids who have poor self-care ability and difficulties in completing tasks and writing. In this case, parents can hike with them because from nature children can learn how to complete tasks more efficiently. The gifted may not be good at tasks that require fine motor skills. To make improvement, parents can encourage them to do exercises which will raise their sensory coordination and balance.

Prof. Kuo said the Education Bureau of Hong Kong and the HKAGE can collaborate with other institutions or organisations specialising in gifted education to provide the gifted with opportunities which help develop their diversified talents. With support from all sectors of society, we can establish a database of human resources for gifted education and facilitate cross-institutional, cross-field and cross-technological collaboration. When the gifted grow older, we may encourage them to join international activities such as Asia-Pacific Forum for Science Talented, allowing these students to make contact with other gifted peers from around the world. So, they can learn more about cultures of different countries as well as learning from each other. In addition to knowledge and skills, Prof. Kuo opined that affective development can help enhance students' leadership skills, empathy as well as teaching them to count their blessings.



1. We should give gifted children more room for their spiritual development.
2. Prof. Kuo Ching-chih shared her valuable experience in identifying and nurturing gifted children.
3. Prof. Kuo said gifted students are sensitive towards natural phenomena. Parents can use interesting photos as topics for discussion.
4. Children's creativity can be shown in their homework. A girl turns a musical note into a doll.
5. A little girl visualise a musical note as a swan, showcasing her creativity.

1

跨院校資優教育協作 開拓更廣闊空間

香港城市大學與香港資優教育學苑於去年（2017年）暑假展開了 TAE 計劃，以跨院校協作模式推動資優教育。香港城市大學協理學務副校長（大學策略）何敏賢教授憶述，其構思源自資優孩子們在某學科表現卓越，但往往不清楚在大學學習的過程裡怎樣才更能發揮自己的優秀潛能。以數學尖子為例，他們知道自己可以朝數學方面發展，卻不理解數學課程在大學裡是甚麼一回事。在這種已知和未知的情況下，便有可能窒礙了他們的長遠發展。

何敏賢教授表示，「作為教育工作者，我不停探究在中學和大學的階段可以怎樣為資優孩子們增值？因此，我萌生了跨院校協作的概念，希望為他們提供更多資訊，從而幫助他們作出正確的選擇。城大在教學資源上較為豐富，設備先進，與資優學苑協作，正好為資優生們提供一個理想的平台，讓他們更清楚了解不同學科的知識要求和發展前景，以配合自己的才能、興趣和長處。」

提供更多選擇

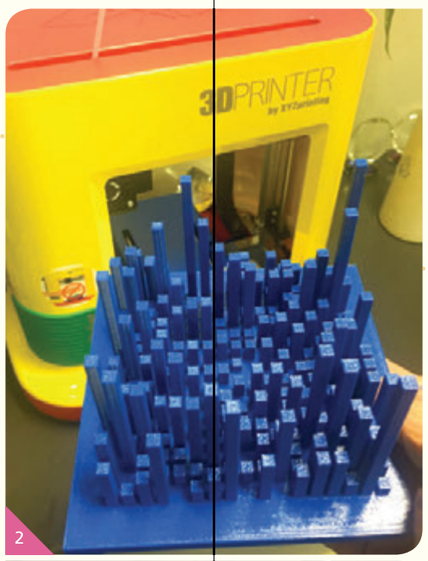
去年約三十位資優學苑學員參加了城大與資優學苑首次合辦的 TAE 計劃 —「定格動畫入門」及「3D 模型展示數學之美」課程。城大與資優學苑專家，為計劃注入情意教育元素，希望讓這群學生的潛能和創意得以展現，同時亦學會管理情緒。目前，第一階段的課程經已完成。現在已經進入第二階段，讓學生有較長時間參與教授們的的學術研導項目 (Academic Project)。

城大數學系韓耀宗教授指出，數學有助學生找出宇宙的架構。「透過此項活動，我希望可以讓學生感受到數學的奇妙。數學具藝術性，可以很美；學生編寫電腦程式，利用 3D 打印實驗室製作模型展示數學之美，藉此提高他們對數學的興趣，得到更大的滿足感之餘，更可以燃點起熱情去學習更深的理論。」

城大創意媒體學院高級特任講師梁曉明先生表示，「動畫製作是一個『探索』過程，當中涉及所謂靈感，創作構思，需要透過攝影以至後期電腦製作來完成。動畫製作是一項實驗與實踐並重的活動，希望學生可以享受整個過程，從中發掘趣味。而動畫製作不單強調創意，在製造過程之中，更需要有慎密的心思，在細節上掌握恰如其分，這種技巧可運用於其他學科之上。」

未來動向

何敏賢教授說，「經過了去年於暑假期間舉辦的先導計劃，我們希望今年（2018年）開始把計劃延展至數個月，即由今年的 4 月至 7 月。此外，由兩個項目再增多四個項目，包括：數學與遊戲 (Math and Games)、英語探秘 (What's inside English?)、太陽能汽車 (Solar Car Day Camp)、貿易工作坊 (Trading Workshop)。我們希望跟資優學苑合作，總結現有的經驗，特別是怎樣滲入情意教育元素於培育資優生的課程中，開拓成為開放式資源平台 (Open Source)，再跟其他院校一起協作，促進本港資優教育的發展。」



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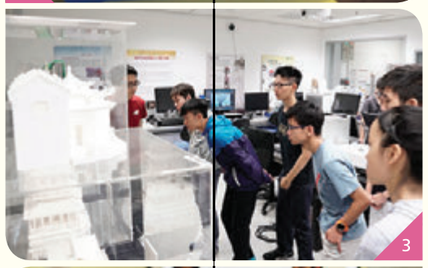

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1. 香港城市大學數學系韓耀宗教授、協理學務副校長（大學策略）何敏賢教授及創意媒體學院高級特任講師梁曉明先生（從左至右）希望透過跨院校協作，為資優生提供更多選擇。
2. 同學在「3D 模型展示數學之美」課程中打印出來的作品。
3. 參加的同學都對打印出來的 3D 模型，甚感興趣。
4. 動畫製作是一個「探索」過程，當中涉及創作構思，需要透過攝影以至後期電腦製作才能產生成品。
5. 動畫製作不單強調創意，在過程中需要在細節上掌握恰如其分，這些技巧可運用於其他學科之上。

城大 TAE 計劃網址

Cross-institutional Collaboration Fosters Development of Gifted Education

City University of Hong Kong (CityU) joined hands with the Hong Kong Academy for Gifted Education (HKAGE) to launch the 'Talents, Aspiration and Excellence' (TAE) programme, which is a cross-institutional collaboration to foster gifted education development, in 2017. Prof. Samuel M.Y. Ho, Associate Provost (Institutional Initiatives), CityU, said the programme aimed to help gifted students who excel in certain subjects but do not have a clear picture on how to fulfil their potential in university education. For instance, gifted Mathematics students would probably like to pursue higher level of Mathematics knowledge in university. However, they might not know exactly the extent of Mathematics knowledge that covered in the university education. Such circumstances might jeopardise the long-term development of the gifted students.

Prof. Ho said, 'As an educator, I keep looking for ways to help gifted students further develop their talents in secondary school and in university. That's why I come up with the idea of cross-institutional collaboration. Through this initiative, we can offer the gifted students more information to help them make the right choice. CityU has richer educational resources and cutting-edge facilities. We provide a very ideal platform for gifted students to learn more about the knowledge requirements and prospects of different fields through the TAE programme. This will facilitate the students to choose their university majors that best fit their talents, interests and strengths.'

Provide More Choices

Around 30 HKAGE members attended 'Introduction to Stop Motion Animation' and '3D Model for Revealing the Beauty of Mathematics', TAE courses launched by CityU and the HKAGE, last summer. Instructors from CityU and the HKAGE incorporated affective education elements into the programme, aiming to help participants bring out their potential and creativity as well as managing their emotions. The first phase of the programme concluded already. The second phase has just kicked off, allowing students to spend more time on the Acadamic Project with the instructors.

Prof. Benny Y. C. Hon, Department of Mathematics, CityU, said Mathematics helps students understand the creative pattern of the universe. He added, 'I hope students can see the wonders of Mathematics in the course. Mathematics is artistic and splendid, and its beauty can be shown by a model made in the 3D printing laboratory. This exercise not only increases students' interest in Mathematics but also brings them a sense of satisfaction and motivates them to study advanced theories.'

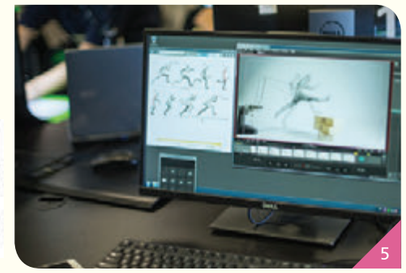
Mr Leung Hiu Ming, Eddie, Senior Teaching Fellow, School of Creative Media, CityU, said, 'Animation is a media that delivers emotional experience. The creation process involves exploration of creativity, storytelling, visual arts & design, film and animation languages, craftsmanship and related production skills. It is a combination of science and art. I hope students can enjoy these diverse explorations. Animation production emphasises not only on creativity but also attentiveness to detail. Such skills can be applied to other subjects.'

Way Forward

Prof. Ho added, 'With the experience gained from the TAE pilot scheme held during last summer holidays, we plan to extend the programme duration to 4 months, from April to July in 2018. Besides, we will add another four courses, in addition to the existing two, including "Math and Games", "What's inside English?", "Solar Car Day Camp", and "Trading Workshop". We hope to work with the HKAGE and use our experience, especially those involving affective education, to develop an Open Source curriculum to facilitate further collaboration with other institutions in future to foster the development of gifted education in Hong Kong.'

1. (Left to right) Prof. Benny Y. C. Hon, Department of Mathematics, CityU, Prof. Samuel M.Y. Ho, Associate Provost (Institutional Initiatives), CityU, and Mr Leung Hiu Ming, Eddie, Senior Teaching Fellow, School of Creative Media, CityU, hoped to provide more choices for gifted students through cross-institutional collaboration.
2. The printed model made by student who joined the '3D Model for Revealing the Beauty of Mathematics'.
3. The participants found the 3D models interesting.
4. Animation is a creation process that involves exploration of creativity, storytelling, visual arts & design, film and animation languages, craftsmanship and related production skills.
5. Animation production emphasises not only on creativity but also attentiveness to detail. Such skills can be applied to other subjects.

CityU TAE Website



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以靜觀培育資優兒童

家有資優兒，一則以喜，一則以憂。美國的全國資優兒童協會 (National Association for Gifted Children, n.d.) 在其網頁上列出資優兒童在認知、創意、情緒和行為四方面的特質。在認知和創意兩欄，列出的都是大家耳熟能詳，教人艷羨的長處，例如解難能力強、創意無限等等。但在情緒和行為兩欄，列出的則是大眾較少提及，並且是教父母憂心的特質。例如在情緒上，資優兒童極度敏感和容易受傷。再者，由於正義感強而容易對不平事產生憤怒，又由於對自己和他人有高度要求而容易有挫敗感；在行為上，他們衝動、固執，並且會因為完美主義的傾向而大發脾氣，難於接受失敗。

資優兒童脆弱的一面

過去有不少心理學家和教育工作者指出資優兒童的情緒頗脆弱 (Fornia & Frame, 2001; Peterson, 2009; Pfeiffer & Stocking, 2000)。他們的脆弱性不獨是來自剛才所提及的內在特質，亦來自他們與環境的互動。Pfeiffer 和 Stocking (2000) 認為資優兒童的成長有五個風險因素。第一，他們與同儕的差異讓他們自覺是異類；第二，父母或師長可能對他們有不切實際的過高期望；第三，有的父母可能過度介入；第四，他們身處的學習環境往往未能配合他們的需要；第五，他們不容易找到彼此接納的朋輩或社群。無論是內在的脆弱性，還是環境的不協調，資優兒童的成長並不容易。他們遇到的挑戰，我們絕對不容忽視。

資優兒童的情緒可以很脆弱。怎樣協助他們調伏情緒，令他們的潛能得以展現，是一個重要課題。近年，靜觀 (mindfulness) 在心理學界日益受到重視，因為它正是讓人平靜下來，調伏情緒的有效策略。靜觀本來源自宗教的默想傳統，例如佛教的禪修或天主教的靜修。但在過去的二十年，靜觀褪掉了宗教色彩，廣泛應用於醫療和輔導工作中，還取得矚目的成果。許多研究證實靜觀能有效應付焦慮 (Evans et al., 2007) 和抑鬱 (Teasdale et al., 2000) 等問題。率先把靜觀引入醫療和輔導工作的先驅是 Jon Kabat-Zinn (1982)。他在美國麻省大學的醫學院專門接收群醫束手無策的痛症病人，透過教導這些病人修習靜觀，本來藥石無靈的病人，在修習靜觀後，疼痛得以舒緩，而且能以寬容正面的態度面對頑疾。

靜觀有助調伏情緒

為什麼靜觀有調伏情緒的效果？要解答這個問題，便先要了解靜觀是什麼。根據 Kabat-Zinn (1994) 的定義，靜觀是對此時此刻不加批判的注意。用中國人較容易明白的詞彙來說，就是「活在當下」。靜觀牽涉兩個部分：第一是對此時此刻的注意；第二是以開放、接納的態度面對此時此刻。焦慮和抑鬱的人都無法活在當下。他們不是憂慮將來的事情，就是悔恨過去的事情，因而讓自己惶惶不可終日。修習靜觀時，他們把所有注意力投放在當下。此一舉動立刻切斷了過去和未來的胡思亂想，讓他們得到寧靜的喘息機會。靜觀就是「靜靜觀察」此時此刻自己的呼吸、感覺、念頭，以至身邊浮現的一切經驗。在中國內地和台灣，修習者把靜觀稱為「正念」，而「念」這個漢字正好反映了活在當下的意思。「念」字由兩部分組成：上面是「今」，就是此時此刻的意思；下面是「心」，就是所思所感。兩部分加起來也就是全心全意留意此時此刻。

當一個人能靜靜觀察此時此刻，就能退一步看清楚當時的經驗，不會意氣用事，做出慣性的反應。所謂慣性反應就是我們恆常習慣的想法或行為。因為已經成為牢不可破的習慣，那些反應變得不假思索和自動化。例如比賽輸了，就立刻放聲大哭；聽見別人批評自己，就立刻大發雷霆；碰到了些微失敗，就立刻信心盡失。資優兒童因其特質而受自己的慣性反應所控制，這些反應可以是暴跳如雷、可以是一蹶不振、可以是退縮絕望 …… 要擺脫慣性反應的支配，重拾自主，他們就需要以開放，接納的態度面對此時此刻。當安靜下來以後，他們才可以自主「回應」，而不是慣性「反應」。「怒」這個漢字很能說明這一點，「怒」字也由兩部分組成：上面是「奴」，下面是「心」。一個人在盛怒當中，就會變成情緒的奴隸。在情緒控制下，他往往會做了一些不由自主，後悔莫及的事。能夠靜定下來，方才可以擺脫慣性反應的支配，作出明智的回應。儒家經典《大學》就有這樣的名言：「知止而後有定，定而後能靜，靜而後能安，安而後能慮，慮而後能得。」二千年前的古代智慧與今天心理學所說的靜觀，不謀而合。

學習活在當下

靜觀透過靜坐、瑜伽、留意呼吸等方法讓修習者活在當下。這些方法具體而容易掌握，只要上過有關的課程或跟從合資格的老師修習，不難讓修習者靜下來。但以開放、接納的態度面對此時此刻殊非易事，當中涉及不少爭辯、試練和修習。許多人會質疑不加批判的接納態度是否可行。難道看見別人犯錯也可以無動於衷嗎？難道一敗塗地也可以心滿意足嗎？靜觀並非要求我們放棄道德判準和理性思考，而是邀請我們先靜下來，覺知當下的經驗 (awareness)；並且與之同在 (being with)，方才做出智慧的選擇 (choice)。Awareness, Being with, Choice 可以說是靜觀的 ABC (Be Mindful Online, n.d.)。要覺知當下的經驗就需要靜靜觀察，先不作任何批判和反應。如果立刻排斥發生了的事情，也就無法擺脫慣性反應的羈絆。當我們能接受它，方才能心境平和地觀察它，因而發現種種的可能性。心境清明如鏡，才能如實觀照發生在眼前的事實，然後作出智慧的選擇。這就是自主回應。就以孩子輸了比賽為例，他若能平靜下來，就可避免作出大鬧的即時反應；他可能會從中看到失敗經驗給他的智慧，想到更好的辦法幫助自己改進，日後再接再厲，勇敢的接受挑戰。

靜觀的父母之道

修習靜觀不單能幫助孩子，也能幫助父母。教養資優孩子是充滿挑戰和喜樂的過程。把靜觀應用到父母之道，既能化解父母的壓力，也能讓孩子更好地成長。近年來，有不少心理學家和教育工作者把靜觀應用到家長教育上。雖然暫時有關的研究還沒有很多，但我們有理由相信靜觀能幫助家長，尤其是有特殊需要的孩子的家長。心理學家 Bögels, Lethtonen, 和 Restifo (2010) 就列出了六大原因解釋為何靜觀會對父母和孩子有好處。第一，靜觀能為父母減壓，讓他們少一點慣性反應；第二，靜觀能協助有身心障礙的父母，讓他們少鑽牛角尖；第三，讓衝動型的父母提升計劃和決策能力；第四，打破代代相傳的不良教子模式或習慣；第五，讓父母更懂得照顧自己；第六，改善夫妻關係以致彼此合作的教子方法。對於資優兒童和他們的父母而言，修習靜觀不失為一個化解壓力、調伏情緒，促進親子關係的良方。

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Nurturing the Gifted with Mindfulness

Having a gifted child may bring happiness as well as worries to the family. The website of National Association for Gifted Children has listed the attributes of gifted students in the dimensions of cognitive abilities, creativity, emotions and behaviours. For cognitive abilities, gifted children show well-known and admirable qualities such as strong problem-solving skills and unlimited creativity. However, the attributes on emotional and behavioural dimensions are less well-known but worrisome to parents. Emotionally, gifted children are prone to be highly sensitive and fragile. Besides, they have a strong sense of justice and are easily irritated by unfairness. Due to high expectations of themselves and others, gifted children get frustrated from time to time. In the dimension of behaviour, they are impulsive and stubborn, throwing a fit when they fail to achieve perfectionism.

Fragility in Gifted Children

Many psychologists and educators found that gifted children are rather emotionally fragile (Fornia & Frame, 2001; Peterson, 2009; Pfeiffer & Stocking, 2000). Gifted children's fragility can be attributed to both their innate characteristics and interactions with the environment. Pfeiffer and Stocking put forward five risk factors for the growth of gifted children: 1) The gifted feel like outliers as they differ from other children. 2) They bear unrealistically high expectations from parents or teachers. 3) Some parents make excessive interventions. 4) The learning environment fails to address the needs of the gifted. 5) Gifted children find it hard to make friends with people or join a group that can accept who they are. Considering their fragility and their interaction with the environment, growing up may not be easy for them. So, we should not neglect the challenges they encounter.

It is crucial to help gifted children regulate their emotions, so they can unleash their potential. In recent years, mindfulness, an effective strategy for emotion regulation, has gained more and more attention in the field of psychology. It originated from the contemplative traditions in religions, such as Zen meditation in Buddhism and silence retreats in Christianity. However, over the past 20 years, some meditative practices have become secularised and are widely used in medical treatments as well as counselling services with remarkable results. Numerous studies proved that mindfulness is effective in treating anxiety (Evans et al., 2007) and depression. (Teasdale et al., 2000) Jon Kabat-Zinn (1982), who first introduced mindfulness to medical treatments and counselling services, took care of patients of chronic pain in the medical school of University of Massachusetts. These patients were deemed incurable by many other doctors. However, by teaching them to practise mindfulness, Jon Kabat-Zinn could alleviate their pain and help them face their illness positively.

Mindfulness Helps Regulate Emotions

How can mindfulness regulate emotions? Before getting to this point, we should first take a look at what mindfulness is. According to Jon Kabat-Zinn (1994), mindfulness is awareness that arises through paying attention, on purpose, in the present moment, non-judgmentally. In Chinese, that is 'huozai dangxia' (活在當下). Mindfulness consists of two components: 1) Paying attention to the present moment. 2) Staying open-minded and accepting. People with depression and anxiety cannot live in the present. They either worry about the future or regret what they did in the past. When practising mindfulness, these patients can focus on the present moment, which stops their worries about the future and rumination about the past so they can enjoy tranquility and catch a breath from daily life. Mindfulness guides people to focus on their breath, feelings, thoughts and experiences in the present. In China and Taiwan, practitioners called mindfulness 'zheng nian' (正念). The Chinese character for '念' is composed of two parts: '今' (present) and '心' (heart). The upper part 'present' means 'in this moment' while the lower part 'heart' means 'thoughts and feelings'. When put together, it says: pay all your attention to this moment.

If a person can pay full attention to the present moment, he will be able to see clearly and will not react the way he did. Habitual reactions are our accustomed thoughts and behaviours. As they are habits, the reactions become automatic and do not require any thinking. For instance, crying is an immediate reaction to losing a competition while anger is aroused by criticisms, and loss of confidence is incurred by a minor failure. Gifted children are controlled by these habitual reactions because of their characteristics. These habitual reactions may be anger, frustration or despair. To break free from the clutch of these negative feelings and regulate their emotions, gifted children can stay open-minded and accept the current situation. After calming down, they can 'respond' to instead of 'reacting' to the situation. The Chinese character for '怒' (anger) , which can clearly illustrate this. This character consists of two parts: '奴' (slave) and '心' (heart). A person will become a slave of his emotions when he gets angry. Under the grip of emotions, he will do something regrettable out of impulse. Only by staying calm can one break away from the control of habitual reactions and make a wise response. The Confucius classic 'Great Learning' says: 'When you know where to stop, you have stability. When you have stability, you can be tranquil. When you are tranquil, you can be at ease. When you are at ease, you can deliberate. When you can deliberate you can attain your aims.' It seems that mindfulness advocated by psychologists happens to hold the same view with the 2000-year-old ancient wisdom.

Learn to Live for Today

Through meditative sitting, yoga and breathing methods, mindfulness encourages practitioners to live for today. These practices are practical and simple; practitioners can master these methods if they join relevant courses taught by professionally-qualified teachers. However, it is easier said than done when it comes to staying open-minded and accepting the current situation because it involves controversies. Many doubt the feasibility of acceptance without a critical mindset. Is it right to do nothing when we spot others making mistakes? Should we be contented with a total failure? Mindfulness does not stop us from thinking ethically and rationally. Instead, it encourages us to stay calm and be aware of what we are experiencing in the moment, be with it before making a wise choice. 'ABC' in mindfulness stands for Awareness, Being-with and Choice (Be Mindful Online, n.d.). To be aware of what we are going through, we observe before making judgment or response. If we deny what has happened, we won't be able to get rid of our habitual reactions. Only by accepting the current situation can we observe it calmly and discover the possibilities within. Only if we are tranquil can we see the reality and make a wise decision. This is what we called a response, not a reaction. For example, if a kid can stay calm when he loses a competition, he will not throw a fit and be able to learn from the failure as well as finding a way for improvement. In this case, the child will embrace challenges and never give up.

Mindfulness in Parenting

Mindfulness helps not only children but also parents. Raising a gifted child is challenging but joyful. Applying mindfulness to parenting will alleviate parents' stress and provide a better environment for children's growth. Recently, many psychologists and educators included mindfulness in parent education. Although there aren't plenty of relevant studies, we still believe that mindfulness can help parents, especially those who have kids with special needs. Bögels, Lethtonen, and Restifo (2010) have listed out 6 factors to explain why mindfulness is good for parents and kids: 1) help parents relieve pressure and overcome habitual reaction; 2) help parents with physical and mental difficulties and stop their rumination; 3) improve planning and decision-making abilities of impulsive parents; 4) break intergeneration transmission of bad parenting patterns; 5) improve parents' self-care; 6) improve husband-and-wife relationship so they will adopt the same parenting approach. To gifted children and their parents, mindfulness is indeed a good way to relieve stress, regulate emotions and improve parent-child relationship.

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資優生面對生命的挑戰

給父母和教育工作者

資優生雖有超凡能力，但他們也會經歷人生的高低起跌。少部分稟賦優異的孩子會在合適的環境中成長，如蓓蕾綻放，共創四季佳景。但在現實之中，人生也許更像《西遊記》的取西經之旅 — 行者即使身懷巨「賦」，也會經歷許多困難和考驗，排除萬難，累積智慧，進入佳境。作為父母和教育工作者，我們可以如何與孩子同行，走過挑戰重重的成長路，邁向生命中的理想境地？借用發展心理學家 Urie Bronfenbrenner (1979) 的「生態系統理論」(ecological systems theory) 作為本文的框架，讓我們先從理解起步，嘗試認識資優生可能遇上來自他個人、家庭、學校、社區與大環境的挑戰吧。

個人挑戰

與常人一樣，資優生也可能會面對各種身心困擾。中國詩仙李白、英國生物學家查爾斯．達爾文和美國數學家約翰．納殊，都是稟賦優異、成就傑出的人士，但從人物傳記中所知，他們各受到不同的情緒或發展性障礙的困擾。筆者曾輔導過的資優學生中，有人曾因為鼻敏感、濕疹、甚至睡眠窒息症引起身體的不適而未能專注學業；更有人曾經患有腦瘤而在情緒行為上有明顯困擾，甚至揚言「不再上學」。面對這類情況，家長可以做的便是盡早求醫。現今科學昌明，大部分的疾患都可以得到根治或舒緩。同時，依據學生個別需要和學校情況的不同，家長可以與學校保持良好的溝通和協作，與校長、老師、輔導人員和心理學家等人員共同商議出適切的心理社交適應安排。

家庭的挑戰

第一）大部分父母都是「未經訓練」的，在培育資優兒的路上難免遇到困難，當中包括不懂識別、理解和適切回應他們的需要。面對這一挑戰，家長可以留意相關的家長培訓資訊，「邊做邊學」。家長也可以為孩子提供安全和平穩的家庭環境，給予高期望和高支持 (Csikszentmihalyi, Rathunde, & Whalen,1993)。

第二）家庭面對的突變和父母關係的張力，也會令資優孩子面對挑戰 (Rimm, 2008)。曾有一位來自優裕家庭，就讀國際學校的孩子，因為一場金融風暴，家境驟變，要轉讀以廣東話為日常溝通語言的津助學校。因為言語不通，整個家庭也經歷了頗長一段時間的心理調適。也有資優的孩子，面對父母爭吵的衝擊，常常自責是自己不夠好而令父母感情不佳，陷入情緒的低谷，成績下滑。面對這類家庭挑戰，筆者體諒家長本身已是備受困擾，需要照顧好自己；同時也可以為孩子著想，尋求專業的支援和輔導。

第三）是來自貧窮和高危家庭環境的挑戰 (Freeman, 2013)。尤記得兩個小孩，都是因成績差劣和極具挑戰性的行為被轉介接受筆者輔導。在「頑童」外殼下，藏著兩顆渴望基本照顧的資優靈魂。他們一人因要逃離家暴的威脅，而與單親家長居於環境惡劣的劏房；

一人因父母吸毒雙亡，由年邁乏力的照顧者撫養，在人海的夾縫中苟且求存。面對這樣的困境，資優的孩子確是面對很大的風險，天賦面臨被浪費。面對這樣的情況，資優教育學苑是任重而道遠，在支援資優生及其家庭的個案上，扮演重要角色。

學校內的挑戰

即使沒有身心病患及各種家庭挑戰，資優生也有機會在學校環境中遇上最大的挑戰：失敗。世上沒有「長勝將軍」，人人都有機會遇到失敗。假若學校常用物質　賞（如：獎盃、禮品、金錢）和著重能力、成就和社交比較的讚美，學生的內發學習動機很容易被扼殺 (Deci, Koestner, & Ryan, 1999)。如果資優生的學習動機是出於要「得獎」和「贏人」，那麼當他們「輸了」，便會意志消沉；為了逃避失敗，有機會不再嘗試。「資優」是上天賜予的禮物；但人要成器，卻是需要長久的努力和堅持。

那麼父母和師長可以怎樣才能培育資優生成為「遇挫不折」的人呢？第一）要「謹言慎獎」：孩子本身已充滿好奇心和熱情的正事，不用獎；肯定他們的專注和投入，給予空間和適切的指導，他們自有所得。第二）要培育子女有「成長心態」(Growth mindset) (Dweck, 2006)。「成長心態」就是接納人類的智慧是可以累積增長，學習的目標是掌握知識和思考的方法，而失敗則是寶貴的學習起點。第三）要鼓勵與人溝通和協作，彼此砥礪研磨之餘，也在困難中互相支持，圍爐取暖。

社區與大環境的挑戰

每個年代都有傑出的人才，也有當時獨特的社會價值和潮流。有時時勢不配合，資優生也難免受到衝擊。倘若抱著「時不我與」便輕易放棄的心態，再資優的人也會灰心喪志；如若「隨波逐流」，勉強自己向著單有經濟價值，卻遠離自己興趣理想的方向賣力，也不能讓自己真心快樂。哪該如何是好？如參考心理學家任汝理的資優三環理論 (Renzulli, 1978)，「資優」要「成材」，其實是「中上的能力」、「持久的投入」再加上「創意」三方面的配合。在學階段的資優生在自己感興趣的方面努力，始終會較能「持久地投入」，長大後再靈活地順應天時地利調節自己應變創新便可。就像《西遊記》裏的行者，保持堅定向善的心，配合適切的應對，相信能「關關難過關關過」。

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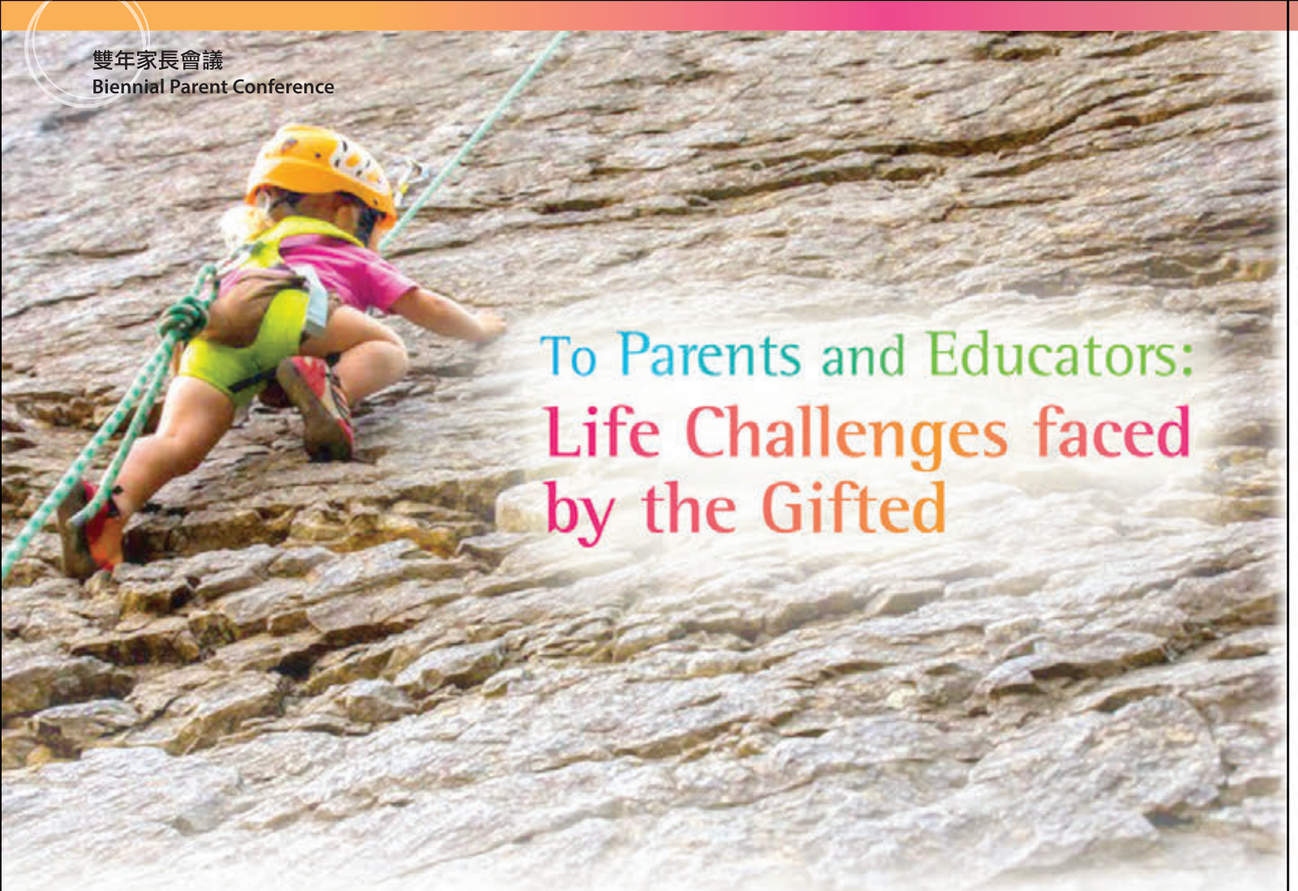
1. 孩子本身已充滿好奇心和熱情的，只要給予空間和適切的指導，他們自有所得。
2. 透過日常生活的各種活動，鼓勵孩子與人溝通和協作。有助提升他們「遇挫不折」的能力。:
3. Ada 透過有趣的活動，鼓勵孩子發展他們的潛能。
4. 少部分稟賦優異的孩子會在合適的環境中成長，如蓓蕾綻放，共創四季佳景。



To Parents and Educators: Life Challenges faced by the Gifted

The gifted encounter ups and downs in life just like everyone else. Life is like a realistic version of 'Journey to the West' – the travellers with great powers have to overcome numerous obstacles before gaining wisdom and achieving their goal. What should parents and educators do to support children on their way to adulthood and a bright future? Using the Ecological Systems Theory by psychologist Urie Bronfenbrenner (1979) as a discussion framework, this article will delineate the challenges stemming from the individual, family, school, the community and marco environment.

Individual Challenges

Like ordinary people, gifted students may face physical and mental challenges. Chinese poet Li Bai, British biologist Charles Darwin and American mathematician John Nash were all outstanding individuals, but as we learn from their biographies, they suffered from different emotional or developmental difficulties. Among the gifted students counselled by the writer, some suffered from allergic rhinitis, eczema and/or sleep apnea which had affected their attention in class. A student had a brain tumour and experienced difficulties in regulating his emotions and behaviours. In face of these challenges, parents should seek medical help as soon as possible. With the advances in science and technology, many diseases could be treated or alleviated. At the same time, according to individual student needs and school provision, parents could maintain better communication and collaboration with the school, and work with the principal, teachers, guidance personnel and psychologists for appropriate psychosocial accommodation for the students concerned.

Challenges from Family

Firstly, most parents are not trained to be parents. It is understandable for them to be frustrated when they cannot identify, understand or respond to their gifted children's needs. In face of this common challenge, parents could participate in relevant parent education activities, and learn parenting skills while they practise them. Essentially, parents could try their best to provide their children with a safe and stable family environment, high expectations and sufficient support (Csikszentmihalyi, Rathunde, & Whalen, 1993).

Secondly, sudden changes in families and tension between parents will bring challenges to the gifted children (Rimm, 2008). An example was family downfall induced by financial crisis. A child from a wealthy family who used to study in an international school was transferred to a local school. Adjustments such as overcoming language barriers and getting used to a different educational system and social circle would mean considerable psychological adjustment. Another example was that a gifted child was impacted by her parents' quarrels and she fell self-blaming for her parents' marital discord. What followed was low mood and slipping academic performance.

Challenges also come from poverty and high-risk family environment (Freeman, 2013). Two children were referred to our service for their below-expectation academic performance and extremely challenging behaviours. Behind the mask of 'naughty children' were two gifted souls that longed for basic care. One of them lived in a subdivided flat with her single parent to escape from family violence. Another child's parents died of drug overdoses. Under the care of an old and frail guardian, he needed to struggle for survival. These challenges posed great risks to these gifted children and their gifts might be sabotaged. The Hong Kong Academy for Gifted Education has taken on big responsibility and plays an important role in offering support to gifted students and their families.

Challenges in School

Gifted students may also face the biggest challenge in school failures. There is no 'Shoo-in', and every one of us will experience failures. Tangible rewards (such as trophies, prizes, money) and verbal praise on ability, brilliance, excellence and social comparison would diminish intrinsic motivation (Deci, Koestner, & Ryan, 1999). When the intrinsic learning motivation of students was ruined, and when their motivation to work hard was to obtain tangible rewards and 'beat others', they will be frustrated and give up trying when they 'lose the battle'. Students with extrinsic motivation almost always become demoralised and would easily give up when they encounter challenges and failures. Giftedness is a godsend; but growth depends on diligence and perseverance.

So, how do parent and teachers nurture resilient gifted students? First of all, by being thoughtful about the use of encouragement and reward. Consider not to give tangible rewards when children engage well in the areas they are naturally interested in. Instead, recognition on focus and passion, and provision of space, guidance and informational feedback will suffice. Secondly, children could be encouraged to develop a growth mindset (Dweck, 2006), which holds that intelligence is malleable, failure is what one can learn from, and wisdom can be accumulated through experience and reflection. Thirdly, we should encourage the gifted to collaborate and communicate with others, for mutual learning and support.

Challenges from Community and Macro Environment

We can always find outstanding talents, unique social values and trends in every era. The gifted may get ignored because of bad timing. If one gives up easily for 'lack of opportunities', he will be demoralised , no matter how gifted he is. If one 'goes with the flow' and works hard only for 'market' reason instead of his/her own passion, he will not be happy in the long run. So, what should we do? According to the Three-ring Model of Giftedness proposed by Joseph Renzulli (1978), there are three important factors for the development of gifted behaviour: 'above average ability', 'task commitment', and 'creativity'. For gifted students, they can maintain their 'task commitment' in an area that interests them intrinsically, whether it is a subject in the trend or not. They can then flexibly use their strengths and interests to cross-fertilise with trends to innovate for good when they grow up. Like the travelers in 'Journey to the West', gifted students can overcome obstacles and reach their self-actualising and altruistic goals one day when they have a clear learning goal, commitment and flexibility.

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1. Each child is full of curiosity and passion, with provision of space, guidance and informational feedback will help him grow.
2. Parents and teachers can encourage children to communicate and cooperate with others through activities in daily life, cultivating their perseverance.
3. Ada encourages children to develop their potential through fun activities.
4. Gifted students are unique. Understand their needs, accept their difference and help them overcome their obstacles, one day they will blossom.

何東資優教育演講暨雙年家長會議 2017

赴一場「知性宴饗」

何東資優教育演講暨雙年家長會議 2017 經已圓滿結束。活動當天匯聚數百位資優教育工作者、資優教育界專業人士及資優生家長，赴一場資優教育的「知性宴饗」，由重量級的資優教育專家分享，如何識別與培育不同類型的資優生，讓他們展現獨特生命的姿彩。

兩位精靈的小學學員擔任何東資優教育演講的司儀。

主禮嘉賓教育局常任秘書長楊何蓓茵女士致辭，期望資優學苑在家庭與學校之外，為資優學生提供適切支援，創造更多有利的學習環境。

資優學苑院長吳大琪教授，展望資優學苑從資優生的角度出發，為他們提供個別化課程及合適的培育機會，讓他們展現生命的獨特姿彩。

美國約翰霍普金斯大學資優教育中心國際策劃部高級總監 Samuel S. Robfogel 指出，唯有鼓勵多元人才發展，才能推動社會向前。

活動當天匯聚數百位資優教育工作者、資優教育界專業人士及資優生家長，互相切磋、交流意見，促進資優教育發展。

參加者的回應：

何東資優教育演講

1. 欣賞郭教授以往對識別資優生的洞見。
2. 認識到高資優的孩子會有社會化的困難。作為父母的應該加倍努力學習如何協助她，以免浪費上主給予她的才能。
3. 郭教授的個案分析和有關經驗能具體說明辨識資優生的問題與困難。
4. 了解到對不同需要學生的評量方法及作出適應的重要性。
5. 欣賞小司儀的表現。

香港大學心理學系林瑞芳教授，就「正向心理：以靜觀培育資優兒童」作分享，並作出示範。

與會者透過練習靜觀技巧，例如：坐姿和呼吸，感受其效用。

香港中文大學教育心理學系陸秀霞博士分享雙重特殊資優兒童的輔導個案及情意社交對資優生的重要性。

香港明愛註冊教育心理學家任春華女士透過真實個案，讓與會者明白家長及資優孩子面對的挑戰，她呼籲家長與學界用心聆聽，協助他們走出人生的迷宮。

雙年家長會議，最後邀請家長及學生分享培育資優生多元才能心得作為結束。

參加者的回應：

雙年家長會議

1. 一如既往，林教授的分享極具啟發性。
2. 學習到怎樣進行靜觀練習及鼓勵資優兒，鼓勵努力的付出勝過單靠天賦。
3. 我認識到何謂雙重特殊資優，以及靜觀可以為資優生及其父母作為調整情緒的工具。
4. 從新的角度，認識到雙重特殊資優生的需要。
5. 是次活動使我知道，如何讓雙重特殊資優兒找到自己的出路。

Annual Hotung Lecture cum Biennial Parent Conference 2017

Go for an 'Intellectual Feast'

The Annual Hotung Lecture cum Biennial Parent Conference 2017 had concluded successfully. Several hundred educators and professionals in the field of gifted education as well as parents of gifted children attended the event for an 'Intellectual Feast'. Distinguished experts talked about identifying and nurturing different kinds of gifted students, allowing them to unleash their potential.

Two gifted primary student members emceed the Annual Hotung Lecture.

Officiating guest Mrs Ingrid Yeung Ho Poi-yan, Permanent Secretary for Education, delivered a speech in the event, encouraging HKAGE to create a supportive learning environment for gifted students outside schools and families.

Prof. Ng Tai Kai, Executive Director of the HKAGE noted that the Academy would start building programmes according to gifted students' needs and provide learning opportunities to help the gifted unleash their potential.

Samuel S. Robfogel, Senior Director, International Initiatives – Center For Talented Youth (Johns Hopkins University), said promoting and nurturing of diverse talents is essential to social progress.

The event attracted several hundred educators and professionals in the gifted education field as well as parents of gifted students. The attendees exchanged views on gifted education development.

Participants' feedbacks

Annual Hotung Lecture

1. Great insight on how to identify gifted students in the past.
2. Understand the social difficulties of those highly gifted children. Their parents should pay extra efforts in assisting her, and don't waste her God-given talent.
3. Professor Kuo's case analysis and relevant experience can help to explain the problems and difficulties in identifying gifted students.
4. Understand the importance of adapting different assessment methods for students in different needs.
5. Appreciate the student emcees' performance.

Prof. Lam Shui Fong, Professor of Department of Psychology, The University of Hong Kong, shared on 'Positive Psychology: Nurturing Gifted Children with Mindfulness' and practiced mindfulness with the attendees.

Attendees learned to practice mindfulness such as sitting posture, breathing and have a taste of its effect.

Dr Luk Sau Ha, Sarah from the Department of Educational Psychology, the Chinese University of Hong Kong, shared her valuable experience in counselling twice-exceptional children and the importance of affective and social skills to the gifted children.

Ms Yum Chun Wa, Ada, Registered Educational Psychologist from Caritas-Hong Kong Family Service, illustrated the difficulties faced by gifted children with real-life cases. She called on parents and the education industry to adjust their values and attitudes and to listen attentively to what the gifted truly need in a bid to find their way through the maze of life.

Biennial Parent Conference ended with the parents and student sharing their experience of nurturing gifted students' multiple talent.

Participants' feedbacks

Biennial Parent Conference

1. As always, Professor Lam's sharing is inspiring.
2. Learn how to practice mindfulness and encourage gifted children, and hard work is way more important than talent.
3. I understand what is meant by twice exceptional gifted, the practice of mindfulness can be used as a tool for gifted students and their parents to regulate their emotions.
4. Understand the need of the twice exceptional gifted students via the new perspective.
5. Through attending this event, I learned how to help twice-exceptional gifted children to find their own way.

透過科學拓闊視野

◎ 李智滔

全球各地正經歷激烈的競爭和迅速的發展，世界將邁向新紀元。若提及「促進全球發展的主要因素」時，你會聯想到甚麼？我敢打賭「科技」、「全球化」或國際協議，例如「一帶一路」等術語勢必轟炸你的腦袋。然而，這些術語對中學生來說未免過於艱深，甚至太過抽象；而資優生的特質可能是造成他們對術語感到陌生的其中一個原因。

資優生往往專注於自己感興趣的領域，並花大部分時間探索和研究該範疇。然而，他們在學校卻被迫學習所有科目，特別在中學的首三年。他們不會把時間花在不喜歡的科目上，故此這些科目的考試成績都強差人意。由於他們只付出有限的努力，致令他們無法與其他學生在成績上較量。再者，學生根本沒有太多時間放下手頭上的課業，好好的進行思考。這些因素都妨礙了資優生培養各種思維能力，例如解決問題能力和創造力。而最終，由於缺乏這些技能，令他們難以在現實中保持競爭力，阻礙他們發展天賦及潛能。

由於學習這些技能的機會有限，我該如何讓自己具備這些重要的性格特質，去應付未來升學和就業需要？答案是在課堂和香港以外的地方，去提升這方面的能力。我從小就夢想成為一名工程師；希望拓闊眼界、具備全球視野，並了解其他國家如何培訓科學人才。最後，我爭取到參加亞太科學資優學生論壇（Asia-Pacific Forum for Science Talented, APFST）的機會。APFST 於今年七月在台灣舉行，匯聚 90 多名來自亞洲各地的學生，交流科學見解及觀點，並從講座及研討會中獲得啟發，不但見識到嶄新的發明理念，更得悉令人感到震撼的科學事實。

在論壇的眾多活動中，我覺得實踐性專題研習最有趣。那是一個為期三天的項目，我們分成五人一組，隊員來自不同國家。每個小組必需互相合作，運用科學知識並配合「未來科學家：透過時間和空間開發想像力」這個主題，創造新產品或解決社會議題的方案。我們的團隊製作了以貨櫃式房屋為概念的「HABIQOO」，旨在解決居住和資源問題，特別是改善難民的惡劣生活環境，如落後的設施、物資供應不足以及衛生環境等。

我們的專題研習以樂高積木作為參考，建造出容易遷拆重組的貨櫃式房屋；這類房屋自一個地點移至另一個地點後，只需幾分鐘便可重組，多戶並列更可組成一個網絡。這些房子是獨立式的單棟建築物，只有通過污水處理系統相連，污水處理系統與貨櫃房屋的一個端口連通。每間房子均設有獨立太陽能系統及吸水性集水系統。有這麼棒的想法之前，我們其實還有不少主意，可惜因為無法實行而不得不放棄。

在這三天內，我們爭分奪秒，集思廣益，運用科學知識、建構模型以及準備匯報工作，終於完成了專題研習。我們放棄了遊覽台北著名景點的機會，度過數過睡眠不足的晚上，連續三天工作到凌晨兩點，更要克服重重困難。我們需要克服疲憊、身體不適、隊友力有不逮、粗心大意等問題；受到財政預算的限制，加上時間緊迫，我們無法製作較大的模型。然而我們的匯報卻取得了空前成功，並奪得大獎，確實振奮人心！

從 APFST 回港後，我發現自己在論壇中獲益良多，不只增進知識。APFST 提供了一個寶貴機會，讓我完成大型專題研習之餘，更可學習創新和創造，並與外國人交流。此外，論壇的各種活動亦為思維帶來刺激，鼓勵我為未來的職業發展制定新計劃，這些事我以往從未想過。同樣重要的是，我可以應用在資優學苑課程學會的領導能力和社交技巧。論壇亦呈現了 STEM 的全新一面，例如我甚少接觸的天文學及仿生學，令我眼界大開。演講嘉賓更與我們分享真知灼見，並介紹了最新的發現和發明，這些知識都無法從課堂教學中得到。總括而言，一個簡短的交流計劃亦可讓人增廣見聞，所以我們不應劃地自限，應放眼世界以發展全球視野。多思多想，邁向成功！

1. 我獻唱本地傳統歌曲，成功吸引台下觀眾
2. APFST 實踐性專題研習團隊集思廣益，收集新主意
3. 我在焊接模型上的簡單太陽能電路
4. APFST 實踐性專題研習團隊就成品作出匯報

Enriching myself through science

◎ Lee Chi To, Ugo

Under the intense competition and rapid development all over the globe, the world is welcoming a new era. What do you come up with when it comes to the 'major factors contributing to global development'? I bet the term 'technology' or 'globalisation', or international agreements such as 'Belt and Road Initiative' are bombarding your mind. These terms, however, seem to be difficult or even abstract for secondary students. Feeling strange towards widely-used terms may be partially due to the nature of gifted students.

Gifted students, mostly tend to focus on their own area of interest and spend the majority of their time exploring and studying the fields that intrigue them. However, at school, they are forced to learn all subjects, especially in the first three years of secondary education. They do not spend time on subjects they dislike and thus score low in exams. They cannot compete with other students with such little effort. In addition, students do not have many chances to stop and think. All these factors stop gifted students from developing thinking abilities, for instance, problem-solving skills and creativity. Ultimately, lacking those skills makes it hard for them to stay competitive in the real world and hinders the development of their gifts and potential.

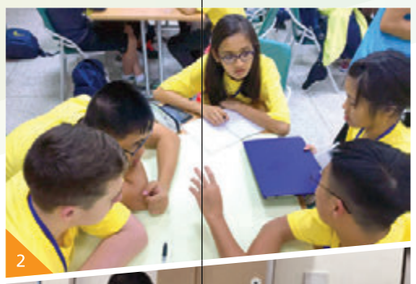
With limited opportunities to learn those skills, how can I equip myself with qualities crucial for my future studies and vocation? The answer is to acquire them outside classroom and Hong Kong. I have been dreaming to be an engineer since childhood, and I would like to broaden my horizons to acquire a global vision and to find out how science talents are trained in other countries. I have grasped the chance to participate in the Asia-Pacific Forum for Science Talented (APFST) taking place in Taiwan last July. Over 90 students from various regions in Asia gathered to contribute ideas on science, exchanging views on our field of study and getting inspired by brand new invention concepts and shocking but amazing scientific facts through talks and seminars.

Among the numerous events held there, I found the hands-on project part most interesting. It was a three-day experience where we were divided into groups of 5 with teammates of different nationalities. Each group had to collaborate with each other and use existing scientific knowledge to create a brand new product or solution on the theme of 'Imagination of future scientists through time and space'. My team has created 'HABIQOO', a container housing concept which aimed to solve housing and resources problems, especially for the refugees who live in a terrible environment with terrible settings, supplies, and most importantly, hygiene conditions.

Our project has taken reference of LEGO blocks, building container houses which can be easily removed from a place and rebuilt at another in only minutes. Multiple houses can form a network. The houses are stand-alone, only connected by the sewage system which has an outlet to the sewage network with a port at the container house. Each house has an independent solar energy system and hydrophilic water collecting system. Before we came up with this awesome idea, we came across a few ideas which were later abandoned due to their impracticality.

Over these three days, we used every inch of time to complete all parts of the project by brainstorming, applying scientific knowledge, model building and presentation preparation. We gave up a visit to famous attractions in Taipei city and had sleepless nights, working till 2a.m. for three consecutive days and overcoming numerous hardships. We needed to face tiredness, illness, inability of teammates, carelessness, tight budget for making a larger model and time limit. However, our presentation was an unprecedented success, and what's more, our group has won the grand prize. We were so excited.

After returning home from the APFST, I realised that what I gained is much more than pure knowledge. It provided me with a precious opportunity to conduct and lead a massive project while learning to innovate, create as well as communicate with foreigners. In addition, different activities in the Forum stimulated my thoughts and encouraged me to make new plans for my future vocational development, which I have never expected. Equally important, I may truly apply the leadership and social skills I have obtained from other HKAGE courses. Moreover, the forum has showed me brand new aspects of STEM that I have rarely seen, such as astronomy and bionics. The speakers of the talks have given us remarkable insights and informed us about the latest discoveries and invention. These things definitely cannot be learnt from classroom teaching. All in all, I can conclude that a brief exchange programme may surprisingly be eye-opening. We should develop a global vision by breaking the boundaries of our physical location. Think further to make yourself succeed!



1. I performed traditional local songs and successfully attracted the audience
2. APFST Hands-on Project Team brainstormed on new ideas
3. I was soldering simple solar circuits for the model
4. APFST Hands-on Project Team gave a presentation on our end product


1

從文學到政治 拓闊知識和視野

◎ 林慧儀

香港資優教育學苑提供特別的機會，讓我走出傳統課堂。一直以來，我都很喜歡文學，但僅僅停留在老師給自己作文打分的滿足感裡面。中一那年，有幸進入資優學苑，裡面具挑戰性的人和事，讓我完完全全換了一個角度思考這個世界。知識從此不止是教課書上的字字句句，而是可以透過發問、討論、分享、交流等方式攝取，學苑提供另類學習經驗，讓「學習」變得更加有意義；讓一個來自普通中學的女孩有機會參與振奮人心的課程，結識了一班一輩子的朋友。

一開始，我參加了香港大學何博士的文學課。那是真正的文學探討。「為什麼我們要讀文學？」、「文學代表了什麼？」、「我們可不可以詮釋文學？」、「讀者在文本的角色中是什麼？」只有在這裡，我才能敢於運用「自己」，運用自己的「經驗」勇敢地說出我怎樣看一篇文章或詩詞，而不光是服膺於老師對課文的看法，教科書的看法或者標準答案的看法。在課堂上，遇到了許多知己摯友，不斷透過即時通訊軟件上熱烈的討論。雖然已經是三年多前的事情，現在面對公開考試的我們聚會時仍然像以前般，不忘初心。

追求熱愛的事物

這些無功利、明顯目的的課堂和討論，讓我開始反思到底知識是什麼？為什麼我會對某一方面的知識特別熱愛？特別熱血沸騰？課堂上，我們沒有一試定生死的壓力，沒有定期的評估，只有大家聚首一堂，分享自己對一樣東西的熱愛。講述為什麼它讓你感覺存活於世是如此的幸運？大概那時候的自己還沒有明白「熱愛」的意思，沒有察覺自己被某一樣東西尤其吸引著，只覺那樣對於知識的渴望和愛慕，是如此的不計利益，如此的不顧一切。我感謝資優學苑塑造了這樣的我。

戀上政治科

後來升上高中，雖對文學的熱愛依然，我同時也被資優學苑的政治課程啟發，發掘了另一興趣。在資優學苑連續參加了不同的課程，每次皆滿載而歸。而讓我這兩年改變最多的便是港大馮教授的政治科。在高中裡，我修讀了中史、西史以及中國文學，雖然都是自己極為感興趣的科目，可是卻沒有機會接觸大學之中的政治學或國際關係課程。誰知，這一系列的課程完全顛覆我對政治學先前的看法。我原先很怕修讀政治，覺得要搞懂議會裡的人在爭論什麼，是一件耗費腦力的事情。但是馮教授的課上，我們學到不同的學者提出不同的角度來分析國際關係，不同學者可以在政治形態上的定義爭論不休。學術理論裡面的知識基礎讓我對政治科學和法律產生了興趣。馮教授為我打開了一扇窗，使我繼續在課餘時間自行鑽研政治科學，甚至參加國外關於政治科學的公開試，也希望在大學繼續此科目的學習。

挑戰權威

資優學苑邀請的教授常常鼓勵我們多提出問題，因此我們都「肆無忌憚」地挑戰著一些看似正確的言論，很多同學都加入討論，分享他們獨特的見解。而在日校，若你提出不同的意見，老師可能認為你不服從她，同學可能認為你單純不喜歡他，而課堂時間卻花在被動地聽取老師將書中內容大聲朗讀。資優學苑將思考主權交給學生，同樣內容的課程，也變得無比有趣。小時候我在作文裡常常濫用「寶貴」這詞，但是我如今發自內心地覺得在資優學苑的學習，真是勝讀十年書，對我來說尤其寶貴。


2

1. 林慧儀（16歲），熱愛文學和政治
2. 未來館長班遇到的好朋友
3. 透過學長計劃中挑戰自己

Eyes Wide Open: *From* Literature *to* Politics

◎ Lam Wai Yee, Natalie

Thanks to the wonderful chance provided by The Hong Kong Academy for Gifted Education (HKAGE), I could break traditional boundaries of the classroom. I have always been a fan of literature, but my source of satisfaction was limited to the good grades for my writings. However, things changed when I was promoted to Form 1 and admitted to the HKAGE where I learnt to view the world from a brand new perspective after meeting different people and overcoming challenges at the Academy. I realised that we can gain knowledge not only from textbooks but also from many other ways such as questioning, discussion, sharing, and exchange of views. The HKAGE offered special learning experiences which added meaning to 'learning'. Various inspiring courses opened the door of literature to a normal teenage girl like me as well as bringing me a bunch of loyal friends.

The first literature course I took at the HKAGE was hosted by Dr Ho from The University of Hong Kong, provoking an in-depth discussion on literature. 'Why do we study literature?' 'What does literature convey?' 'Can we have our own interpretation of literature?' 'What role do readers play in literary works?' Only in the course did I dare to be 'myself' and use my own 'experience' to analyse an article or a poem instead of blindly accepting the explanations given by our teachers and textbooks or agreeing with the model answers. I made many like-minded friends in the programme, and we would exchange thoughts passionately via instant messaging apps. Though the course has long ended three years ago and we are now candidates of the Hong Kong Diploma of Secondary Education Examination (HKDSE), we still meet each other and uphold the value of literature just like the old days.

Pursuit of Passion

Inspired by the non-exam-oriented lessons and discussions, I reflected on the nature of knowledge. Why would I be so passionate about a certain subject? We were free from the pressure of exams as lessons at the HKAGE do not include regular assessments. The courses allowed us to get together and share our passion. We talked about why literature makes our life wonderful. At that time, I didn't understand the meaning of 'passion', nor did I realise my passion for something. I only knew that my thirst for knowledge was unquenchable and I would pursue it at all costs. I would like to thank the HKAGE for making me who I am now.

Intrigued by Politics

When I became a senior secondary student, I was still passionate about literature and was inspired by the politics courses of the HKAGE. The numerous programmes I joined were all fruitful, and among them, the lectures given by Mr Fung from HKU were the most impressive. In my senior secondary years, I studied Chinese History, History and Chinese Literature. Although I felt happy to study subjects that interested me, I had no chance to explore the politics or international relations courses taught in university. Surprisingly, this kind of courses offered by the HKAGE changed my impression on politics. I had thought it is a brain-racking subject which requires students to dig into the issues people debate on in the Legislative Council. However, I learnt how to analyse international relations from different perspectives provided by various scholars from Mr Fung's lessons. I also learnt that scholars can have a long-lasting debate on the definition of political formations. The political theories and its basic knowledge enlightened me on political science and law while Mr Fung motivated me to pursue further study in leisure time and even to take part in relevant overseas exams. Now I would like to continue the study of politics in university.


3

Challenge Authority

Professors invited by the HKAGE encouraged us to keep asking questions. As a result, we unreservedly challenged theories that were widely accepted. Such practice prompted active discussions in which classmates exchange unique views. At school, voicing different opinions may mislead teacher to think that you are disobedient or classmates to misunderstand that you dislike them. So, we end up sitting in the classroom and listening to teachers to read the textbooks out loud. At the HKAGE, students could speak their minds, making lessons incredibly interesting. When I was young, I overused the word 'valuable', but now, this is the word that best describes the experience I gained at the HKAGE.

1. Natalie,16 years old. She is passionate about literature and politics.
2. Friends met in the Future Curator Training
3. I embraced challenges in the mentor programme

1

數學之道

◎ 郭敏怡

我曾經以為在數學比賽中晉級很容易。我首先在數學奧林匹克 (Introduction to Olympiad Mathematics, ITOM) 訓練中取得優異成績，並晉身國際數學奧林匹克 (International Mathematical Olympiad, IMO) 訓練。中二時，我獲邀加入中國女子數學奧林匹克 (China Girl's Mathematical Olympiad,CGMO) 隊伍，成績在中等水平之上。雖然我十分努力，但在 120 分中只取得 9 分。我非常驚訝自己第一個海外比賽的成績竟如此不濟。不過，挫折沒有令我誤信自己不擅長數學。生活還是得過，而我亦繼續在 IMO 訓練中努力。這正是我踏上數學奧林匹克之旅的第一步。

人生常常經歷陰晴圓缺，「成功」與否無法保證，而且起起跌跌時有發生。事實上，IMO 隊員經常要面對失敗。「資優」生很難接受失敗，因為他們很少在學校碰釘。我認為有面對困難的心以及堅毅不屈是達到「成功」的兩個重要因素。

在參加數學奧林匹克、為成功奮鬥之前，應該先肯定自己對數學有濃厚興趣。要不然，你會覺得無法跨越障礙、難以前行。如果你真的喜歡數學，學習高階數理會是一件很愉快的事。你願意犧牲空閒時間，埋首學習演算理論或翻閱高階數學書籍嗎？對數學的熱愛不應只局限於比賽或者課程。過於「比賽導向」或「課程導向」會妨礙你進步，亦會令你無法享受數學的樂趣。

或許你要孤身上路，但在旅途上你會遇到充滿智慧的良師，給你寶貴意見。你也會在不同的數學活動、課程及比賽中遇到志同道合的朋友。我很高興遇到有相同興趣又有天分的同輩。我們思想相近，可以討論不同的學術議題。

很多人在上述階段便止步，因為學生在新高中 (New Senior Secondary, NSS) 制度下忙得透不過氣來，很難有動力投身與課程無關的活動。因此，時間管理很重要。你要善用空閒時間，例如在車上不看臉書，改看書籍 (大多數人認為這很困難)。這其實是個人選擇及優先次序的問題。你必需明白要是花時間在學習上，便難以兼顧其他事情。換句話說，即使你很能幹，亦無法在高中生涯同時參加數學奧林匹克、物理奧林匹克，又要處理五個學會的事務。你不必為一件事放棄所有事情，但要明白如果不想成為博而不精的人，就必需作出選擇。

如果你參加高級課程或訓練，導師會跟你分享一些嶄新的見解。你亦可能會感到驚訝，原來很多人跟你一樣聰明。雖然資優生的學習速度比同輩快，但其實很多人也可以學得跟你一樣快。即使你是學校最優秀的學生，在香港亦有很多人跟你一樣優秀。就算你是全香港最優秀的學生，在外國亦有很多人跟你一樣出類拔萃。如果你接受這個事實，便會明白我們唯一能夠做的事就是盡力而為。畢竟，知識比排名重要得多。

如果你決定專注一個範圍，便應有心理準備你將要投放不少時間，卻不一定有成果，而這個心態只是先決條件。然而，如果你不花任何時間，成功的機率是零。如果你努力，就有機會成功。若你真的熱愛某學科，在未盡全力前都不會知道自己有否天分。即使事情不如理想，你仍可學到解決問題的技巧。


2

此外，在比賽中失手也不一定是你的錯。其實，運氣在比賽中扮演著很重要的角色。你無法控制比賽題目的類型是否屬於你擅長的範疇。你也無法控制自己在比賽當天的身體狀況。因此我們要保持冷靜並接受比賽結果，太緊張反而會影響表現。不要過度重視結果才可在接受訓練後，真正享受數學的樂趣。

中四時，我全情投入鑽研數學，犧牲大部分時間在這個學科上。不過，我在甄選測驗中的分數十分強差人意。即使接受了三年訓練，我仍然表現得像個新手。我在 IMO 選拔賽初賽中只取得優異獎，感覺就像完全沒有進步。當時沮喪的我看到了自己有限的數學才能。即使我無望加入 IMO 隊伍，但仍參加了最後的甄選測驗。我不知道為甚麼要參加，但也想不到半途而廢的理由。奇蹟似地，測驗當日我非但不緊張，還能保持冷靜，不但解答了困難的題目，更表現突出。最後，我獲邀加入 IMO 隊伍。這不是在自誇，而是奇蹟真的發生了。

當然，故事還未結束。由於擔心自己會遠遠落後於隊友，因此我非常努力並在 IMO 中奪得銅獎。然後，我便獲邀參加中國數學奧林匹克 (Chinese Mathematical Olympiad, CMO)。我在 CMO 的成績只有 3 分 (滿分為 126)，比我在 CGMO 獲得的還要低。我中五的 IMO 及 CGMO 成績比中四還要差。不過，我在 CMO 中吐氣揚眉，並贏得金獎。人生總是起伏不定。然而，這些起跌已不是我最在意的事。不與別人比較，只有超越自我才有意義。

1. 敏怡以 2017 年的傑出學生的身份發表演說。(從不願公開演說的我，在進入學校中文辯論組克服這個關口)
2. 敏怡在講解一道 IMO 難題。
3. 敏怡跟其他 IMO 隊友和候補隊友一起研究組合學問題。
4. 敏怡在中學的最後一次比賽中，獲得了不錯的成績 (金牌，在 CGMO 的所有參賽者中排名前 12)。

The Maths Journey

◎ Kwok Man Yi , Mandy

I found it easy to move up level after level in Mathematic competitions. I first got a distinction in Introduction to Olympiad Mathematics (ITOM) training and was promoted to IMO training. When I was a F2 student, I was selected for the China Girl's Mathematical Olympiad (CGMO) team and attained an above-average performance. Although I worked very hard, I ended up getting 9 marks out of 120. It was a total shock for me to get such a score in my very first non-local competition. Yet, this setback failed to lull me into believing that I was bad at Math. Life must go on, and I continued working hard in International Mathematical Olympiad (IMO) training. This was the first step I took on the Math Olympiad journey.


3

Life is full of ups and downs. The so-called 'success' isn't guaranteed, and fluctuations are common. In fact, the International Mathematical Olympiad (IMO) team members often faced failures. 'Gifted' students found it unacceptable to fail, and they seldom encounter difficulties in school. I would say willingness to face obstacles and persistence are two of the essential qualities to attain 'success'.

Before participating in Maths Olympiads and striving for achievements, you should ensure that you are really interested in Mathematics first. If not, you will find it incredibly hard to overcome the obstacles and go on. If you truly love Maths, studying advanced maths will be a happy thing to do. Are you willing to sacrifice your spare time for studying the theories behind algorithms or reading an advanced maths book? The passion about Maths should not be confined by the competition you join, or the course you take. Indeed, you would never know whether the stuff you have learnt will be useful in the future. Being too 'competition-oriented' or 'syllabus-oriented' would stop you from further improvements, and you can't get the joy of maths.

It may be a lonely journey, but you may meet intelligent mentors who could give you advice and meet friends who share the same passion by joining various maths activities, courses and competitions. Personally, I found it joyful to meet talented peers having the same interest, who probably share similar thoughts with me so that we could discuss academic issues.

Many people have already given up at this stage as students are usually busy under the New Senior Secondary (NSS) system, and it's difficult to find the motivation working on something not included in the syllabus. Time management is important here. You have to make good use of your spare time like reading on the train instead of scrolling through Facebook feeds (yet it's still difficult for most people), it is all about your choice and priority. You should realise that you have to spend time on school studies, and it is difficult to manage too many things in one go. For instance, it's almost impossible to manage Maths Olympiad, Physics Olympiads, and 5 school societies in senior years even if you are capable. You don't need to give up everything for one thing, but you need to understand that you've got to make a choice if you don't want to be Jack of all trades, master of none.

If you join advanced courses or training, the tutors can give you insights that you have never thought of. And it may be stunning to see that there are so many people as intelligent as you are. Although gifted students learn faster than their peers, there're a lot of people who can actually learn as fast as we can. Even if you're the best in school, there're still a lot of people who can do as well as you in Hong Kong; or even if you're the best in Hong Kong, there're still a lot people who have the same achievements in other parts of the world. If you accept this fact, you would understand why doing our best is what we should and can only do. After all, knowledge is much more important than rankings.

If you have decided to go for one thing, you should be mentally prepared that you will spend time on it, but achievement is not guaranteed. Such mindset is just the prerequisite. However, if you don't spend time on it, the probability of success is zero. If you do, you will stand a chance. If you're really passionate about the subject, you'll never know whether you're talented in it without trying your best. Even if things don't end well, you will still acquire problem-solving skills.

What is more, it may not be your problem if you underperform in competitions. In fact, luck plays a very large part in competitions. You can't control whether the type of problems you encounter is what you are good at; or whether you are in good shape at that moment. It is what we cannot control, so we need to stay calm in competitions and accept the results. Being too nervous would affect your performance, and only by not putting too much value on the competition results can one really enjoy maths after going through all those training.

When I was a F4 student, I was so devoted to maths and sacrificed most of my time for the subject. However, my scores in selection tests were way below my expectation. I performed like a newbie even after 3 years in training. I only got Honourable Mentions in the IMO that prelim as if I had no improvement at all. I was frustrated to learn my talent in math was limited. Eventually, even I had no hope to be selected for the team, I still attended the final selection tests. I couldn't really tell why I did that, but why not? Miraculously, I was not nervous and stayed calm. I was able to solve the difficult problems and did extraordinarily well in the tests. Finally, I was selected for the team. I don't mean to show off, but this is how miracles work.


4

Of course, it is not the end of the story. Being worried about lagging way behind my teammates, I worked very hard and got a bronze medal in the IMO. Then, I was selected to join the Chinese Mathematical Olympiad (CMO) but my score (3 out of 126) in that was even lower than that in the CGMO. My performance in the IMO and the CGMO in F5 was even worse than that when I was in F4. Yet, I had a comeback in the CMO and got a gold medal. Life is always full of ups and downs. However, these fluctuations are no longer my biggest concerns. Again, it's only meaningful to compete with yourself instead of others.

1. Making a speech at the stage as the outstanding student of 2017. (From being reluctant to public speaking to entering the school Chinese Debating team, public speaking is another challenge that I have overcome.)
2. Mandy makes a presentation on an IMO shortlist problem.
3. Mandy investigates a combinatorics problem with other IMO team members and alternate team members.
4. Mandy's last competition in secondary school years (Gold medal, top 12 among all participants in CGMO).

前往千變萬化的世界
我是誰？我是資優生嗎？

◎ 駱美君

你好，我叫 Tracy，是香港資優教育學苑（資優學苑）的校友。中三時，我曾經參加特別資優學生培育支援計劃（數學範疇），該計劃是資優學苑的前身。接下來，我將會分享自己的故事。

嗯，你知道我是誰嗎？我是不是資優生呢？你能夠立即回答這兩個問題嗎？

我猜有人會答「對呀！」可以，因為答案顯而易見。讀者只需看第一段便知道我的名字以及我的資優生身份。不過，我也認為有人會說「不對」，而且在作出結論前會提出後續問題，例如「你是做甚麼的？」、「你多大？」、「你的興趣是甚麼？」、「代數和微積分，你較喜歡哪個？」。

身為資優生的故事

我屬於愛提問的資優生，即使問題簡單直接，我仍然會花很多時間去研究，務求得出完美答案。有時候，我會向別人求助，希望即時得到答案。不過，大部分的情況下，若需要團隊合作，我會忍耐，並為團隊出一分力，而非獨個兒自尋找解答。你只需一試便會明白，努力得來的快樂比不費吹灰之力帶來的成功感要大得多。我很慶幸在中一時便已明白這個道理。

明白上述道理後，當時還是中一生的我發現，做習作其實是一個寶貴的學習機會，所以我會竭力完成。雖然一開始遇到不少困難，但我愈戰愈勇，並相信可以克服所有障礙。最後，我在中一期終試的大多數科目中考獲最高分數。

之後，我更逐漸掌握學習技巧；因此，課程變得易如反掌。同時，我亦在中二期終試的大多數科目中考獲最高分數。一般人都會資優生是與生俱來的「通天曉」。但是，我是通過逐步累積知識，而取得學術成果。

老師的一席話

那麼，我在中三的考試成績又如何呢？我跟班主任曾經有以下對話（我盡量就記憶所及，還原當時的內容）：

黃老師： 你連續兩年在期終試考獲最高總成績，同學好像開始叫你「一姐」，有沒有為此感到壓力？

我： 沒有。（當時我想，我應該感到壓力嗎？我以為只有徘徊在合格邊緣的學生會感到壓力呢。所以我只簡單回答說沒有。）

黃老師： 你為甚麼要學習呢？

我： 我不知道。（當時我想，嗯…… 我覺得上學是很自然的事。黃老師問了一個怪問題呢。所以我只簡單回答說不知道。）

黃老師： 有些學生因為想取悅父母而努力學習；有些則為了將來有一份好工作。我很高興你沒有視學習為工具，只視之為個人終極追求的目標。

我想分享一些個人經驗。你或許會認為考取高分便會有美好將來，而美好將來是你努力的成果，因此證明了一分耕耘一分收獲的道理。很遺憾，這不一定是對的。人生很漫長，難免會遇到很多無法預計的事。在成人世界裡，有人會要求我們完成一些難以理解的工作。無論有沒有充足的資訊與支援，無法完成工作就是我們的錯。所以，在現實世界中，我們要付出十倍努力以換取成功。運氣不好時，甚至要付出一百倍努力。

此外，人生就像無邊的大海。你無法只靠一雙手抓住世上的一切。因此，我們要明白「魚與熊掌，不可兼得」。例如，如果你是一個日文老師，你可能覺得數學知識沒有用。此外，你也許會因為工作太忙，而無法花時間在數學上。

你準備好迎接現實世界的挑戰了嗎？無論如何，答應我你會接受現實、保持自我，不斷奮鬥。

我： （我點頭）

踏上旅途

當時，我並沒有完全明白那一席話的含意。毫無懸念，我在中三期終試的大多數科目中考獲最高分數，但我仍然將黃老師的話謹記在心。很神奇，潛意識一直驅使我履行向她許下的承諾。

現在，我累積了更多人生經驗，明白到生活總有起跌，自己有所長亦有所短。我很感謝老師的提醒，亦不會畏懼往後的挑戰。世界總在轉變，我選擇直面挑戰，並視之為豐盛人生中的一部分。只要我們勇往直前，即使被困難絆倒亦不可恥。我一直以「超越自己」為座右銘，而知識、技術、名聲更不會輕易被奪走。因此，我很感恩現在過得還不錯。

最後，在擱筆前我希望跟大家分享朋友的至理名言：「你比想像中更棒。」如果這篇文章能夠啟發讀者，我會很高興。而讀者又接我的棒，在 10 年後，即資優學苑的 20 周年上，繼續分享個人的成功之道。那就真的很棒！

1. 在人生的旅途總有家人相伴和支持
2. 對香港資優教育學苑作出微薄的貢獻

My Journey to this Changing Big World
Who am I? Am I gifted?

◎ Lok Mei Kwan, Tracy

Hello, I am Tracy. I am an alumna of the Hong Kong Academy for Gifted Education (HKAGE). I joined the Mathematics domain of Support Measures for the Exceptionally Gifted Students, the predecessor of the HKAGE, when I was a F3 student. I am going to share my story with you.

Well, can you tell who I am and whether I am gifted right away? Yes or no?

For some people, I guess they will say yes because the answer looks so obvious. By reading the first paragraph, people can tell my name and that I was identified as a gifted student. Yet, for some others, I guess they will say no. They may want to ask me many follow-up questions, such as 'What do you do?', 'How old are you?', 'What is your hobby?', 'Do you prefer Algebra or Calculus?', before coming to a conclusion.

My story of 'being gifted'

I belong to the gifted students who love to ask questions. Even for a 'simple' or 'straightforward' question, I usually spend lots of time studying it and try to figure out the perfect answer. Sometimes, I simply ask for help and hope to get the answer right away. However, for most of the time, if the task requires teamwork, I will be patient and make a contribution to my team instead of working out a solution all by myself. Just try it and you will understand that the happiness brought by hard work is greater than that brought by something you can gain without effort. I am grateful that I had such realisation when I was in F1.

With the aforesaid understanding, I, an ordinary F1 student, realised that my school exercise offered a great opportunity to learn, and that I would complete them as well as I could. It was difficult for me at the beginning. Nevertheless, the energy inside me became greater, and I believed I could overcome all difficulties. As a result, I got the highest score for many subjects in the final examination in F1.

Later, I gradually obtained some studying skills. It became less difficult for me to master the syllabus. I also got the highest score for many subjects in the final examination in F2. Gifted students are generally recognised to be 'born to know it all'. However, I attained my academic achievements by step-by-step knowledge building.

A conversation

How about my examination results in F3? My class teacher and I had the following conversation (which is now quoted as accurate as possible according to my memory):

Miss Wong: You have got the highest score in overall performance in the final examination for 2 consecutive years. I heard your classmates start calling you 'Miss One'. Do you feel stressful about that?

Me: Not really. (I was thinking, Oh, I don't know I should be stressful! I thought only students who are struggling to pass examinations would feel stressful. So I answered briefly.)

Miss Wong: Why do you study?

Me: I don't know (I thought to myself, Umm… it was just natural for people to attend school and study. Miss Wong asked me a strange question. So, I gave a brief answer again.)

Miss Wong: Some students study hard to please their parents. Some study to get a better job in the future. I am glad to know that studying is not a tool but an ultimate goal of yours.

Anyway, I would like to share some experience with you. You may think that scoring high in examinations will lead to a bright future and that bright future is the fruit of your hard work, so it proves that you reap what you sow. Sadly, I am going to tell you that this will not be always true. A person's life is long, and we will inevitably encounter lots of unpredictable matters. In the world of grown-ups, people will ask us to complete tasks that are beyond our comprehension. Whether or not we are provided with sufficient information or support, it will be our fault if we cannot complete the tasks. Therefore, in reality, we need to pay extra effort in order to succeed. If we are unlucky, it may take us hard work extremely disproportionate to the gain.

Meanwhile, life is a shoreless sea. You cannot grab everything just with your hands. That's why we have to understand that 'You can't have your cake and eat it'. For example, if you are a Japanese Language teacher, you may find your mathematical knowledge not useful. Moreover, you may be too occupied by work that you cannot spare time for Mathematics.

Are you ready for the challenges in reality? No matter what happens, promise me you will accept the truth, remember who you are and keep fighting.

Me: (I nodded)

My way forward

I did not fully understand the messages conveyed in the conversation right away. Although there was no surprise that I got the highest score for many subjects in the final examination in F3, I kept the conversation in mind. The amazing thing was that I managed to keep my promise to my class teacher unconsciously.

Now, I have more life experience and realise that there are ups and downs and I have my strengths as well as limitations. Thanks for my class teacher's reminder, I am not afraid of what I encounter. Things keep changing, and I choose to face what comes to me and treat the challenges as a part of my fruitful life. As long as we keep going, stumbling over an obstacle in life is not a shame. In fact, upholding the motto 'striving for a better me' benefits me. The knowledge, skills and reputation I have are not something that can be easily taken away. Thus, I am thankful that I am so far so good.

Lastly, I would like to put a period to my story for now by sharing the words of wisdom from my friends – 'You are greater than you imagine.' It will be my pleasure if these words inspire any reader(s) of this article, and the reader(s) will share his/her/their achievements 10 years later at the 20th anniversary of the HKAGE. That will be great.

1. Always having my family's companion and support in my journey
2. Giving tiny contribution to HKAGE

放下「鹿角」的少年

身處英國的余浩榮（Lawrence）分享，小學時候的他，較為「百厭」，經常離開座位向師長發問，教一眾老師束手無策，一度懷疑他患上「過度活躍症」。後來，父母帶他進行評估，方知他是資優兒童。他在 2006 至 2007 年度，經學校推薦和選拔加入了本港的「特別資優學生培育支援計劃」，漸漸發現個人興趣，潛能得以逐步發揮。在選擇學科方面，從人文、商業轉至心理學，希望透過對跨學科知識的追求，加深對人類社會制度、經濟、文化，以至個人認知、感受和行為的了解。

從人文、商業到心理學

於 2013 年 Lawrence 香港科技大學工商管理學士（BBA）以雙主修、雙副修一等榮譽畢業後，再於 2014 年在香港中文大學以甲等論文成績獲得心理學文學碩士學位 (MA)。在香港大學攻讀心理學哲學碩士課程 (MPhil) 的時候，他希望從個人發展的角度，探討父母的管教方式，對孩子的完美主義以至焦慮症狀的影響，例如權威式管教究竟是促使孩子焦慮，還是保護孩子免受焦慮的因素呢？在 2016 年，Lawrence 榮獲香港特區政府授銜「香港尖子（學者）」，同年並在全球近十萬位候選人脫穎而出，獲得英國文化協會（British Council，國際學生證（ISIC）和「求學之門」（StudyPortals）共同頒發「全球攻讀獎章」（Global Study Award)。目前，Lawrence 正在牛津大學基督堂學院攻讀實驗心理學博士學位 (DPhil)，集中研究在跨文化背景下，可能會導致創傷後壓力症候群（PTSD）的認知及行為因素，為日後研發更切合當地文化的心理治療方法奠定基礎。

「鹿角論」

談到資優生如何面對成長中的挑戰，Lawrence 說，「在我讀工商管理的時候，有一位 Mentor（導師）分享一個『鹿』的故事，森林裡有隻鹿，牠的角非常漂亮，但牠的腳卻是非常的醜陋。牠那美麗的角固然教人羨慕，牠的腳雖不怎體面，但勝在夠強壯，可以跑得很快，即使遇上其他森林猛獸，亦可助牠脫離魔掌。有一次，獅子對在河邊飲水的鹿虎視眈眈，突然之間，從樹叢間撲出來襲擊鹿，鹿兒拼命奔跑，健步如飛，一股勁兒就跳到河的另一邊，本以為藉此避過一劫。誰料，鹿兒所謂『美麗的角』卻被卡在樹枝之間，最終鹿兒成了獅子的果腹大餐。

某程度上來說，資優生耀眼的潛能，其實挺像『鹿角』，為他們帶來榮譽和讚美。可是有時候，這些看似美好的東西，反而成為了成長的障礙和羈絆。我曾有一段時間，為保存這份虛榮感，不願意嘗試新事物（尤其是公開演講），怕一旦失敗，遭人嘲笑，多年來的自豪感頓時消散。與其冒險，倒不如留在 Comfort Zone（安全地帶），結果表達能力成為日後的致命傷。我一直不想放下『資優』鹿角，直至大學課程、獎學金面試屢次失敗，才不得不正視這個弱點。你可知道，『鹿角』的問題其實是相當棘手，儘管我們今天放下『鹿角』，它們仍可隨年月增長，社會歷練（學習、工作經驗）增長而重生。然而，只要時刻自省，我們便可意識到鹿角的存在。在不斷斬下、放下『鹿角』的過程中，雖然艱辛困乏，但是唯獨放下這個『美麗的包袱』，我們才可以跑得越快，走得越遠。」

1. 浩榮攝於香港大學畢業晚宴「畢生有你」之上。
2. 浩榮攝於英國牛津大學基督堂學院圖書館之中。
3. 浩榮時刻提醒自己：只有放下「鹿角」，方可繼續向目標邁進。

A Young Man Who Puts Down his 'Antlers'

Lawrence, now based in the United Kingdom, recalled that he was a naughty kid when studying in primary school. He could not sit tight and kept raising questions, thus becoming a headache for teachers. As being a suspected child with Attention Deficit / Hyperactivity Disorder (ADHD), Lawrence was brought by his parents to an assessment test, which surprisingly identified him as a gifted student. In the 2006-2007 school year, Lawrence got admitted to the 'Support Measures for the Exceptionally Gifted Students' through school nomination and selection. Gradually this gifted boy found his interests and unleashed his potential. He explored many subjects, ranging from Humanities, Business to Psychology, in the hope of deepening his understanding of human's social systems, economy, cultures, as well as personal cognition, feelings and behaviour through cross-disciplinary learning.

From Humanities, Business to Psychology

Lawrence, after being awarded the first-class honours (double majors and double minors) in the Bachelor of Business Administration (BBA) at the Hong Kong University of Science and Technology (HKUST) in 2013, received the degree of Master of Arts in Psychology (MA) from the Chinese University of Hong Kong (CUHK) in 2014 with a distinction in his thesis. When pursuing the degree of Master of Philosophy (MPhil) at the University of Hong Kong (HKU), Lawrence aimed to examine psychological disorders from a life-span perspective, and specifically to explore the influence of an authoritarian parenting style (as a risk or a protective factor) on children's anxiety. In 2016, he was officially honoured with the title of 'Hong Kong Scholar' by the HKSAR Government. He, standing out from around 100,000 candidates from around the world, was also granted the 'Global Study Award' by the British Council, International Student Identity Card (ISIC) Association, and StudyPortals. Currently, he is studying Doctor of Philosophy (DPhil) in Experimental Psychology at Christ Church, the University of Oxford with a research focus on detection of cognitive factors contributing to Post-traumatic Stress Disorder (PTSD) in a cross-cultural context, with the aim to refine psychological treatments for those who suffer from stress.

Theory of 'Antlers'

Regarding how the gifted overcome challenges in their growth, Lawrence said, 'When I was studying BBA, a mentor told us a story about a deer in a forest. The deer owned beautiful antlers but ugly legs. However, thanks to these strong legs, the deer was always able to run fast enough to escape from the clutch of predators. One day, a lion had its eye on the deer, which was drinking by a river. Suddenly, the lion threw itself on the deer, but the latter managed to escape by hopping across the river. When the deer thought it was safe, its beautiful antlers got stuck in the branches, and it ended up the lion's feast.

To a certain extent, the potential of gifted students is like "antlers", bringing the owners reputation and recognition. However, a gift can often be a curse. There was a time when I struggled to uphold this vanity and refused to explore new things (particularly public speaking). I was afraid that people would laugh at me if I failed, losing my sense of pride. Therefore, I would rather stay in the comfort zone than take risks. Finally expressing myself turned out to be my biggest weakness. Not until I failed several university admission and scholarship interviews did I realise that I had no choice but to let go of the "antlers" called "giftedness". You know, dealing with "antlers" can be complicated; even though we put down the antlers now, they will grow again as times goes by and as we go through different challenges (in school or at work). The key to "survive" is to spot the "antlers" by constant self-reflection. Only after we forsake these "beautiful burdens" can we go farther and fly higher.'

1. Lawrence was attending a graduation banquet at University of Hong Kong.
2. Lawrence was posing in the library of Christ Church, the University of Oxford.
3. Lawrence keeps reminding himself that only by putting down the 'antlers' could he expect to reach his goals.

香港資優教育學苑資優青少年學員靈性智商(SI)的研究

背景

最近，學校獲鼓勵加強學生的生命教育。具體而言，社會開始關注學生對生命意義的觀點。同樣地，香港資優教育學苑的學員亦有機會面對精神健康方面的困擾，他們除了面對學習上的挑戰，與此同時仍需要尋找個人的人生目標。

靈性智商（Spiritual Intelligence, SI）是目前心理學家及發展心理學家常用的概念，用來形容靈性的力量及表明與一般智商、情商和靈性之間的對應性。此外，為衡量靈性智商而發展的工具亦應運而生。利用這些工具得出的結果可讓我們以嶄新角度審視資優青少年現時的發展狀況，從中得到啟發。

研究設計

我們就靈性智商進行了一項研究，將 King 和 DeCicco 於 2009 年開發的靈性智商自我報告工具應用在資優青少年身上，並探究各種個人特徵（如：年齡、性別、學習範疇、是否具有信仰）對資優青少年的靈性智商有多大影響。

抽樣設計及採用的工具

於 2015/16 學年就讀中三至中六的學員以及在過去幾年畢業的校友獲邀參加今次研究，並在 2016 年初完成了一項網上雙語調查。研究採用了靈性智商自我報告量表（Spiritual Intelligence Self-Report Inventory, SISRI-24），這量表由 King 和 DeCicco（2009）開發，是一份由 24 個項目組成的自我報告問卷，其中有四個分量表，分別是：

1) ***批判性存在思維（CET）***：這部分由七個項目組成，關於思考現實、世界的本質以及其他自身存在的相關問題（如生與死）；
2) ***個人意義的產生（PMP）***：這部分由五個項目組成，關於透過人生的所有經歷尋找個人存在的意義，及對人生之目的掌握；
3) ***超驗覺醒（TA）***：這部分由七個項目組成，關於從自己及物質世界中找出達至超驗的方法；及
4) ***意識擴張狀態（CSE）***：這部分由五個項目組成，關於掌握如何及何時進入更高意識狀態的能力。

參加者需按照李克特量表（Likert point scale）對每個項目進行評分，0 = 不能正確反映我及 4 = 完全正確反映我；將分量表中的項目相加得出每個分量表的分數，而靈性智商的總分數則是四個量表所有項目的分數總和。SISRI-24 的有效性已在先前的研究（King（2008）; King 和 DeCicco（2009））中得到驗證。此外，是項研究的參加者更獲邀完成一項關於生活滿意度（LS）的調查（共有 9 個項目）。他們需按照李克特量表以 1 分（「完全不似我」）至 5 分（「非常似我」）來自我評價每個項目。LS 的總分是 9 個項目的總和。

數據分析

共有 411 名學生和校友完成是項調查。調查採用了克隆巴赫 (Cronbach's alpha) 信度係數，衡量四個分量表及整個量表的內部一致性。列表（一）顯示了所有分量表的描述性統計數字以及信度係數。四個分量表的信度係數分別為 0.77 至 0.88 不等。整個量表的信度係數為 0.91。此外，CET 和 TA 的平均分也相當高，接近 20 分（滿分的 70%）。相反，PMP 和 CSE 只有約 10 分（滿分的 50%）。

列表（一）靈性智商自我報告量表 (SISRI-24 量表）及分量表的描述性統計數字 (n=411)

靈性智商分量表	滿分	平均分	標準差	最小值	最大值	信度係數
CET	28	19.24	4.81	3	28	0.81
PMP	20	12.74	3.72	2	20	0.82
TA	28	18.17	4.49	5	28	0.77
CSE	20	11.22	4.19	0	20	0.88
Total (full scale)	96	61.37	13.89	19	96	0.91

(I) 建構效度

為了檢測建構效度，我們進行了一項探索性因子分析 (Exploratory Factor Analysis)，並利用變異最大旋轉法 (Varimax Rotation) 來檢驗 SISRI-24 的潛在因子結構。結果整體來說，SISRI-24 每個項目的相應因子負荷量 (Factor Loading) 與 King 和 DeCicco（2009）提出的四因子模型 (four-factor model) 一致。

為了進一步檢測四因子模型的效度，我們進行了驗證性因子分析（Confirmatory Factor Analysis）。我們運用了最大似然估計法 (Maximum Likelihood Estimation) 檢測以 King 和 DeCicco（2009）提案為藍本的四因子模型。其近似誤差均方根（Root Mean Squared Error of Approximation, RMSEA）的值為 0.068，在可接受水平內（即 RMSEA <0.08）。因此，我們可以接受這個模型。至於分量表之間的相關性，請參閱列表（二）。四個分量表均具有中 / 高度的相互關係，此結果與 King 和 DeCicco（2009）的研究結果一致。

列表（二）SISRI-24 分量表之間的相關係數

	CET	PMP	TA	CSE
CET	--			
PMP	0.490*	--		
TA	0786*	0.652*	--	
CSE	0.585*	0.613*	0.781*	--

備註：p<0.001 為統計上顯著

總結，上述結果很大程度上支持 SISRI-24 的結構效度。

(II) 生活滿意度及 SISRI-24 四個分量表之間的關係

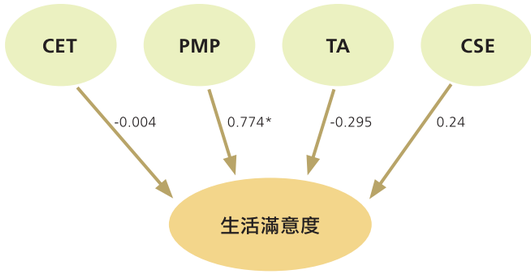
生活滿意度的描述性統計數字以及量表的信度係數可見於列表（三）。該測量工具的克隆巴赫信度係數大於 0.8，支持量表的內部一致性。

列表（三）關於生活滿意度的量表描述性統計數字 (n=411)

	滿分	平均分	標準差	最小值	最大值	信度係數
生活滿意度	45	32.16	5.85	14	45	0.82

為了檢測生活滿意度（LS）與 SISRI-24 不同分量表之間的關係，我們進行了相應的結構方程模型（Structural Equation Model）分析（見圖一）。模型的 RMSEA 為 0.069(<0.08)。結果顯示，PMP 分量表與生活滿意度呈顯著的正向關連。然而，生活滿意度（LS）和其他三個分量表之間的相關性並不顯著。

圖一 SEM 模型的標準化迴歸係數（SI 和生活滿意度的四個分量表）

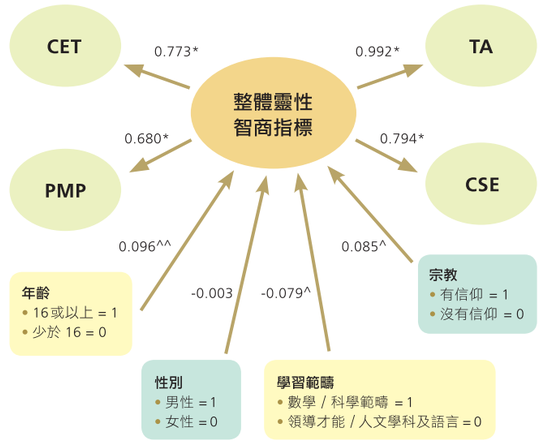


備註：*p<0.001 為統計上顯著

(III) 靈性智商（SI）與資優青少年個人特徵的關係

我們採用結構方程模型構建整體靈性智商指標，同時檢測整體靈性智商指標與參加者的個人特徵之間的關係（見圖二）。結果顯示，16 歲或以上參加者的整體靈性智商指標較年輕的為高（p <0.10）。年齡的正向效應與 King 和 DeCicco（2009）的研究結果一致，指出了靈性智商隨著年齡發展的特點。

圖二 SEM 模型的標準化迴歸係數（整體靈性智商指標與個人特徵之變量）



備註：* p < 0.001 為統計上顯著；^^ p < 0.10 為統計上顯著；^0.10 < p < 0.20 為統計上略為不顯著

概要及結論

本研究採用資優學苑的資優青少年樣本，實證了 SISRI-24 的結構效度。此外，本研究亦發現了 PMP 分量表與生活滿意度呈正向關連。這個結果與 King 和 DeCicco（2009）的研究結果一致。PMP 分量表由以下項目組成：

「我能夠為生命訂定目標或理由」
「我能夠在日常經歷中找到意義和目的」
「我能夠根據自己的人生目標作出決定」
「當我失敗時，仍能夠從中找到意義」，及
「具備在人生尋找意義及目的能力，這些一切有助我適應令我感到壓力的環境」

上述題目主要與個人對日常事件與經驗之理解及人生目標有關。其他三個分量表（如 TA、CET 及 CSE）都沒有出現這種正向關連。PMP 與生活滿意度之間的正向關連顯示了職業及生涯規劃的重要性。有效的職業及生涯規劃（如啟發學生尋找生命的意義、幫助他們尋找生命之目的，並培養積極面對未來挑戰的態度）對加強產生個人意義（PMP）的能力有舉足輕重的作用，同時增加了幸福及生活滿足感。尤其考慮到資優生的個性，他們很可能會在這方面遇上困難；例如，由於資優生擁有多元潛力並背負著父母的期望，可能較難根據自己的興趣、能力和傾向作出選擇。因此，全方位職業及生涯規劃的培訓有很大需求。

至於整體靈性智商，結果顯示年齡因素具有統計上顯著的正面效應（即年長學生的靈性智商值較高）。這結果符合靈性智商隨著年齡發展的觀點。宗教和學習範疇對整體靈性智商很可能亦有影響（即具有宗教信仰之學生的靈性智商值可能較高，而數學或科學範疇的學生之靈性智商值或會較低），但研究顯示這些影響統計上略為不顯著。

最後，從各個靈性智商分量表的平均分可見，PMP 和 CSE 的分數相比其他兩個分量表較低（即只有約 10 分；滿分的 50%），表示資優學苑的資優青少年在這兩方面都有很大的進步空間。

參考資料： King, D. B. (2008). Rethinking claims of spiritual intelligence: A definition, model, and measure (Unpublished master's thesis). Trent University, Peterborough, Ontario.
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A Study on Spiritual Intelligence (SI) of Gifted Adolescents in HKAGE

Background

Recently, schools are encouraged to strengthen Life Education for their students. Specifically, students' views on the meanings of life have become an issue that gains social concern. Similarly, gifted adolescents in HKAGE may face challenges in spiritual well-being and have to search for their own purposes of life, as well as the academic challenges. Currently, Spiritual Intelligence (SI) is a common term used by psychologists and developmental theorists to capture the strengthens in this aspect and indicate parallels among general intelligence, emotional intelligence and spirituality. Furthermore, related instruments for measuring developments in this aspect are developed. The measurement provided by these instruments on SI may help us gain some insights about the current development of gifted adolescents from a new perspective.

Study Design

In this regard, a study was initiated, aiming to apply the self-report instrument of SI developed by King and DeCicco in 2009, to our gifted adolescents and to investigate to what extent various demographic characteristics (e.g., age, gender, study domain, and having religion or not) of gifted adolescents may have impacts on their SI scores.

Sampling Design and Instruments Adopted

Current S3 to S6 student members in School Year 2015/16 and alumni who graduated in the past few years were invited to participate in an online bilingual survey in early 2016. **Spiritual Intelligence Self-Report Inventory (SISRI-24)** was used for the study. The SISRI-24 is a 24-item self-report questionnaire developed by King and DeCicco (2009). It consists of four subscales, namely:

1) ***Critical Existential Thinking (CET)*** consists of 7 items, which refers to thinking about the essence of reality, the world, and other existential concerns (such as life and death) in relation to oneself;
2) ***Personal Meaning Production (PMP)*** consists of 5 items, which refers to finding personal meaning in all experiences and mastering the purpose of one's life;
3) ***Transcendental Awareness (TA)*** consists of 7 items, which refers to identifying the means of achieving transcendence from oneself and the physical world; and
4) ***Conscious State Expansion (CSE)*** consists of 5 items, which refers to the ability to control how and when to enter higher states of consciousness.

Participants have to rate each item on a Likert point scale, where 0 = *Not at all true of me* and 4 = *Completely true of me*. Scores of each subscale are calculated by adding items that are assigned to each subscale. The total SI score is a summation of item scores from all four scales. SISRI-24 had been validated in previous studies (King (2008); King and DeCicco (2009)). Furthermore, the participants were also invited to complete a 9-item instrument on Life Satisfaction (LS). They have to self-rate each item on a 5-point Likert-type scale ranging from 1 ('*Not at all like me*') to 5 ('*Very much like me*'). The total score of LS is a summation of all 9 items

Data Analysis

A total of 411 students and alumni completed the survey. Cronbach's alpha was used to measure internal consistency of the four subscales and the full scale. Descriptive statistics for all subscales, as well as the reliability coefficient are presented in Table 1 below. The reliability alphas of the four subscales ranged from 0.77 to 0.88. The Cronbach alpha of the full scale was 0.91. Besides, the mean of CET and TA were quite high, close to 20 (70% of full mark). On the contrary, the mean of PMP and CSE were around 10 only (50% of full mark).

Table 1 Descriptive statistics of Spiritual Intelligence Self-Report Inventory (SISRI-24) scale and subscales (n=411)

Subscale of SI	Full marks	Mean	SD	Min	Max	Reliability coefficient
CET	28	19.24	4.81	3	28	0.81
PMP	20	12.74	3.72	2	20	0.82
TA	28	18.17	4.49	5	28	0.77
CSE	20	11.22	4.19	0	20	0.88
Total (full scale)	96	61.37	13.89	19	96	0.91

(I) Construct Validity

To provide evidence for the construct validity, an exploratory factor analysis with varimax rotation was conducted to examine the underlying factor structure of SISRI-24. The corresponding factor loadings of each item of SISRI-24 were, in general, in line with the four-factor model proposed by King and DeCicco (2009).

To further investigate the validity of the four-factor model, Confirmatory Factor Analysis (CFA) was undertaken. The four-factor model following the one proposed by King and DeCicco (2009) was examined with maximum likelihood estimation. The value of Root Mean Squared Error of Approximation (RMSEA) was 0.068, falling within the acceptable level (i.e., RMSEA < 0.08). Thus, the model could be regarded as acceptable.

For the correlations between subscales, the results (see Table 2) show that the four subscales had moderate/ high correlations with each other. The results are consistent with the previous findings of King and DeCicco (2009).

Table 2 Inter-subscale correlation coefficients of SISRI-24

	CET	PMP	TA	CSE
CET	--			
PMP	0.490*	--		
TA	0786*	0.652*	--	
CSE	0.585*	0.613*	0.781*	--

*Note: * significant at p<0.001*

Summing up, the above results largely support the construct validity of the SISRI-24.

(II) Relationship between Life Satisfaction (LS) and four subscales of SISRI-24

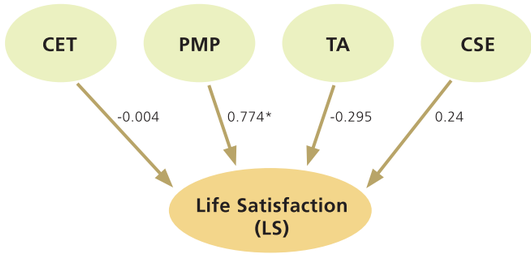
Descriptive statistics for the LS scores, as well as the reliability coefficient of the scale are presented in Table 3. As the Cronbach's alpha of this instrument was above 0.8, the internal consistency of the scale was supported.

Table 3 Descriptive statistics of scale on Life Satisfaction (n=411)

	Full marks	Mean	SD	Min	Max	Reliability coefficient
Life Satisfaction (LS)	45	32.16	5.85	14	45	0.82

To explore the association between Life Satisfaction (LS) and different subscales of SISRI-24, the corresponding Structural Equation Model (SEM) analysis was conducted (see Figure 1). The RMSEA of the model was 0.069 (<0.08). The results demonstrate that PMP subscale correlated positively and significantly with Life Satisfaction. However, the correlation between Life Satisfaction and three other subscales were not significant.

Figure 1 Standardised regression coefficients for SEM model (four subscales of SI and Life Satisfaction)

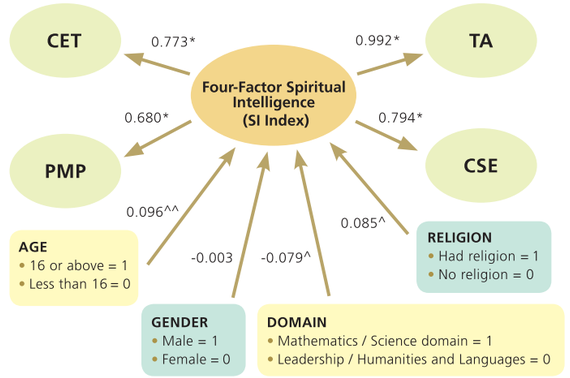


*Note: * significant at p<0.001*

(III) Relationship between Spiritual intelligence (SI) and demographic characteristics of gifted adolescents

An overall SI index was constructed using Structural Equation Modelling and the relationship between the overall SI index and different demographic variables of participants was explored (see Figure 2). The results reveal that the overall SI index was relatively higher for the participants aged 16 or above ($p < 0.10$). Generally, the positive effect of age is consistent with the finding of King and DeCicco (2009), suggesting the developmental aspect of SI.

Figure 2 Standardised regression coefficients for SEM model (the overall SI index and other demographic variables)



*Notes: *significant at p < 0.001; ^^ significant at p < 0.10, ^ marginally not significant: 0.10 < p < 0.20*

Summary and Conclusion

The study validates the construct validity of SISRI-24 empirically using the sample of gifted adolescents in HKAGE. Moreover, a positive relationship between Personal Meaning Production (PMP) subscale and Life Satisfaction was found in the study. This finding is consistent with the previous study of King and DeCicco (2009). PMP subscale consists of the following items:

'I am able to define a purpose or reason for my life',
'I am able to find meaning and purpose in my everyday experiences',
'I am able to make decisions according to my purpose in life',
'When I experience a failure, I am still able to find meaning in it', and
'My ability to find meaning and purpose in life helps me adapt to stressful situations'.

These statements are mainly related to the purpose in life and personal interpretation of daily events and experiences. Such positive relationship was not found in all three other subscales (i.e. TA, CET and CSE). The positive relationship between PMP and Life Satisfaction indicates the importance of career and life planning. Effective career and life planning (e.g. enlighten the students about the meaning of life; help them search for their own purposes of life and develop their positive attitudes in facing the challenges ahead) is clearly essential to increase their individual capacities in Personal Meaning Production (PMP), which in turn fosters their well-being and life satisfaction. In particular, owing to the personalities of gifted students, they might encounter difficulties in this aspect. For instances, due to their multi-potentiality and high parental expectation, it might be harder for them to make choices in accordance with their interests, abilities and orientations. Hence, there is a high demand for a full spectrum of training in career and life planning.

Concerning the overall SI, it is found that age factor had significant and positive effect (i.e. elder students are expected to have higher values of SI). This finding is in line with the developmental perspective of SI. The religion and domain factors also had effects to the overall SI; but were found to be marginally not significant in the study (i.e., a student with religion may have a higher value of SI and a student from Mathematics or Science domains may have a lower value).

Finally, from the means of various subscales of SI, the ones of Personal Meaning Production (PMP) and Conscious State Expansion (CSE) were quite low, (i.e. around 10; 50% of full mark), as compared with that of other two subscales. For gifted adolescents in HKAGE, it indicates that these two aspects provide a large room for improvement.

References: King, D. B. (2008). Rethinking claims of spiritual intelligence: A definition, model, and measure (Unpublished master's thesis). Trent University, Peterborough, Ontario.
King, D. B., & DeCicco, T. L. (2009). A Viable Model and Self-Report Measure of Spiritual Intelligence. *International journal of transpersonal studies, 28* (1).

課程及活動（免費）
Forthcoming Programmes and Events (Free of Charge)

2018年4月至5月 | April – May 2018

情意教育活動及課程 Affective Education Programmes & Events

日期 Date	課程 / 活動 Programme / Event	培訓對象 Target
個人成長及社交發展 Personal Growth and Social Development（小學 Primary）		
家長簡介會 2018年2月28日 晚上6時至7時 **Parent briefing session** 28 Feb 2018 6:00p.m. – 7:00p.m. **小組**（共六節） 2018年3月2、9、16、23日 晚上6時30分至9時 2018年4月13、20日 晚上6時30分至8時30分 **Group sharing** (6 sessions in total) 2, 9, 16, 23 March 2018 6:30p.m. – 9:00p.m. 13, 20 April 2018 6:30p.m. – 8:30p.m.	**親子「1+1」小組** **Parent-child "1+1" Group** （授課語言：粵語） (Language: Cantonese)	**小四至小六資優學苑學員** **P4 – P6 HKAGE student members**
2018年4月3、4、6、7、14、21、28日，5月5、12、19日 上午9時至下午1時 2018年4月6日 下午2時至6時 （學員只須選擇參與一節） 3, 4, 6, 7, 14, 21, 28 April & 5, 12, 19 May 2018 9:00a.m.– 1:00p.m. 6 April 2018 2:00p.m. – 6:00p.m. (Students need to choose any ONE session)	**Let Us Shine!** （授課語言：粵語 / 英語） (Language: Cantonese / English) 詳情請參閱學苑網站 For details please refer to the HKAGE website	**小四至小六資優學苑學員** **P4 – P6 HKAGE student members**
個人成長及社交發展 Personal Growth and Social Development（中學 Secondary）		
2018年4月20日 晚上6時至8時 20 Apr 2018 6:00p.m. – 8:00p.m.	**Fri-vers' nite: 價值觀如何影響我們的抉擇？** **Fri-vers' nite: How our values impact our choice?** （授課語言：粵語） (Language: Cantonese)	**中一至中六資優學苑學員** **S1 – S6 HKAGE student members**
2018年5月18日 晚上6時至8時 18 May 2018 6:00p.m. – 8:00p.m.	**Fri-vers' nite: 電影欣賞 — 求學只為求分數？** **Fri-vers' nite: Movie Night - Learning is more than scoring** （授課語言：粵語） (Language: Cantonese)	**中一至中六資優學苑學員** **S1 – S6 HKAGE student members**
2018年5月5日 上午9時30分至下午12時30分 5 May 2018 9:30a.m. – 12:30p.m.	**情意教育工作坊 – 社交關係 (I)** **Affective Education Workshop – Social Relationship (I)** （授課語言：粵語） (Language: Cantonese)	**中一至中三資優學苑學員** **S1 – S3 HKAGE student members**

學生課程及活動 Student Programmes and Events

日期 Date	課程 / 活動 Programme / Event	培訓對象 Target
人文學科 Humanities（中學 Secondary）		
2018年4月21日 上午10時至中午12時 21 April 2018 10:00a.m. – 12:00n.n.	**主題講座：電視劇編劇分享會** **Thematic Talk: TV Drama Screenwriter Sharing Session** (CLLT1111) （授課語言：粵語） (Language: Cantonese)	**小四至小六資優學苑學員** **P4 – P6 HKAGE student members**

跨學科 Multi-disciplinary Programmes		
科學 Sciences（小學 Primary）		
2018年4月3日及6日 早上9時至中午12時 下午2時至5時 3, 6 April 2018 9:00a.m. – 12:00n.n. 2:00p.m. – 5:00p.m.	**再生能源課程（程度一）：救救地球先生** **Renewable Energy Course (Level 1): Save Mr Earth** (SCIP1311) （授課語言：粵語） (Language: Cantonese)	**小四至小六資優學苑學員** **P4 – P6 HKAGE student members**
2018年4月6及7日 早上9時半至下午12時半 下午1時45分至4時45分 6 and 7 April 2018 9:30a.m. – 12:30p.m. 1:45p.m. – 4:45p.m.	**物料世界 — 化學反應課程（程度一）：操縱冷熱力量 The Material World – Chemical Reactions Course (Level 1): Hot or Cold, You Control!** (SCIP2161) （授課語言：英語） (Language: English)	**小四至小六資優學苑學員** **P4 – P6 HKAGE student members**
科學 Sciences（中學 Secondary）		
2018年4月7、14、21及28日 早上9時至中午12時（4月7日） 早上9時至中午12時（4月14, 21,28日） 下午2時至5時（4月14, 21,28日） 7, 14, 21 and 28 April 2018 9:00a.m. – 12:00n.n. (7 April) 9:00a.m. – 12:00n.n. (14, 21, 28 April) 2:00p.m. – 5:00 p.m. (14, 21, 28 April)	**再生能源進階課程：21世紀微控制器科技 — 太陽能追蹤平台收集最大能量** **Intermediate Course in Renewable Energy: 21st Century Microcontroller Technology – Solar Tracking Platform for Maximum Energy Collection** (MULS2001) （授課語言：英語） (Language: English)	**中一至中六資優學苑學員** **S1 – S6HKAGE student members**
數學 Mathematics（中學 Secondary）		
2018年4月7、14、21及28日 7, 14, 21 and 28 April 2018 早上9時至中午12時（4月7日） 9:00a.m. – 12:00n.n.（7 April) 早上9時至中午12時（4月14, 21,28日） 7, 14, 21 and 28 April 2018 9:00a.m. – 12:00n.n. (7 April) 9:00a.m. – 12:00n.n. (14, 21, 28 April) 2:00p.m. – 5:00 p.m. (14, 21, 28 April)	**獲得最大能量收集之太陽跟蹤平台** **Solar Tracking Platform for Maximum Energy Collection** (MULS2001) （授課語言：英語） (Language: English)	**中一至中六資優學苑學員** **S1 – S6HKAGE student members**
數學學科 Mathematics（小學 Primary）		
2018年5月5、12、19及26日 下午2時至5時 5，12，19 and 26 May 2018 2:00p.m. – 5:00p.m.	**離散數學、概率、統計課程（程度一）：概率 — 用數學來計算運氣** **Discrete Math, Probability, Statistics Course (Level 1): Probability – When luck meet with Mathematics** (MATP1521) （授課語言：英語） (Language: English)	**小四至小六資優學苑學員** **P4 – P6 HKAGE student members**

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書名 Book
《資優薈萃》*Gifted Gateway*

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編輯 Editorial
香港資優教育學苑有限公司
The Hong Kong Academy for Gifted Education Ltd.

出版 Publisher
香港資優教育學苑有限公司
The Hong Kong Academy for Gifted Education Ltd.

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ISSN 2413-7677

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