



Tseung Kwan O Government Secondary School

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TKO EXPRESS



Editor's Note

Welcome to our special edition dedicated to 'Life on Land', an exploration of how our campus is a living classroom for biodiversity! As the renowned naturalist David Attenborough reminds us, "No one will protect what they don't care about; and no one will care about what they have never experienced." This issue brings that truth to life, showcasing how TKOGSS actively promotes education in this vital Sustainable Development Goal. From teacher interviews on environmental stewardship, to hands-on reports from our garden, Pet Love Pavilion, and iconic koi pond, and a conversation with a local farmer on sustainable practices—each feature demonstrates how caring for terrestrial ecosystems is woven into our daily learning. Dive in to see how our school doesn't just teach about 'Life on Land', but lives it.

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Teachers' sharing

To explore 'Life on Land' beyond our pond, we asked teachers how our campus connects to this global goal. From Biology to Geography, they share insights on ecosystems, conservation, and our role in protecting the planet. Let's dive into their perspectives and discover how TKOGSS is learning to nurture a sustainable future.

Ms. Chan Wing Yi

We are pleased to introduce our new Assistant Principal, Ms. Chan Wing Yi. Alongside her leadership role, she teaches Citizenship and Social Development, Computer Literacy, and Information and Communication Technology. Miss Chan is impressed by TKOGSS students, describing them as high-quality, energetic, and eager to explore their potential and serve others.



Connecting to our newsletter theme, 'Life on Land', Ms. Chan shares her passion for gardening. At home, she grows plants on her balcony and finds great achievement in nurturing them. She also enjoys the tranquility of our school garden, which helps her recharge after work. Her advice for students who want to protect the environment is to start small. Join a gardening club and use your voice to support conservation.

One of Ms. Chan's most memorable nature experiences was visiting Hoi Ha Wan Marine Park. Through a glass-bottomed boat, she saw over 60 coral types and 120 fish species—an astonishing display of biodiversity. If she could visit any ecosystems, she would choose a tropical rainforest, fascinated by unique creatures like the 'Jesus Christ Lizard' that can run on water.

Ms. Chan believes our campus already supports biodiversity well, with its garden, greenhouse, pet corner, and ponds. She encourages planting local species to help the local ecosystem. To promote sustainability further, she plans a class project using IoT technology to create a smart garden system that automatically cares for plants.

Ms. Chan is not just a teacher and assistant principal but also a strong advocate for a balanced ecosystem. Her insights will surely guide us toward a more sustainable future.

Mr. Chan Hung Sang

We are happy to introduce Mr. Chan Hung Sang, a new teacher who joins us this year teaching both Chinese and Chinese History to junior and senior forms. He is also the class teacher of 5B.

Connecting to our newsletter theme of 'Life on Land', Mr. Chan shares his great enthusiasm for hiking. For him, walking in nature is more than exercise; it is a way to find peace, clear his mind, and feel connected to the world around us. His strongest memory in nature comes from participating in the Oxfam Mini Trailwalker. He walked 30 kilometres with his team from Sha Tin to Pak Tam Chung through the night. The journey taught him that success is not about individual strength, but about teamwork, mental toughness, and supporting each other every step of the way.

When asked about literature that explores our relationship with the land, Mr. Chan immediately thought of the classic essay *My First Visit to the Western Hill* by Tang Dynasty writer Liu Zongyuan. He explains that the author, feeling sad after being demoted, found a new perspective by climbing a mountain. At the summit, surrounded by vast, misty peaks, he realized his personal troubles were very small compared to the timeless beauty of nature. This connection gave him hope.

Mr. Chan finds a similar balance by walking forest trails. He focuses on the present moment—listening to birds, smelling the earth after rain, and appreciating the view. He believes that realizing we are a small part of a vast universe is not discouraging; it is a reason to appreciate our place within it and to persevere.

We welcome Mr. Chan, a teacher who reminds us that stepping into nature can offer valuable lessons in resilience and teamwork.



Mr. John Guest

We recently spoke with Mr. Guest, the NET teacher at our school, whose passion for the environment matches his dedication to teaching. An avid hiker and lover of gardens, he finds inspiration in the tranquility of nature, whether on Hong Kong's trails or in gardens abroad. He believes these experiences are vital for reconnecting with the natural world.

Mr. Guest encourages students to start protecting the environment through simple, daily actions. He emphasises practical steps, such as reducing electricity use. "Small habits, like turning off lights when leaving a room, collectively make a significant difference," he advises. He is also a strong supporter of our school garden, seeing it as a living classroom where students can learn about biodiversity firsthand.

Mr. Guest's environmental philosophy is deeply influenced by Sir David Attenborough's work. He often echoes the naturalist's call to "work with nature, not against it." Mr. Guest also finds powerful metaphors in popular culture, citing the cooperative rescue scene in *Finding Nemo* as an illustration of how collective effort is essential for overcoming ecological challenges.

Furthermore, Mr. Guest highlights the importance of storytelling in environmental education. He believes that narratives and personal connections to nature—from films to real-world experiences—are what motivate people to care and take action. These stories remind us why our planet is worth protecting.

Through Mr. Guest's advocacy and practical advice, he inspires our school community to appreciate, respect, and actively contribute to sustaining life on land.



A Conversation with the Earth: Meeting Mr. Cheung, the Organic Farmer



Have you ever wondered where your food comes from, beyond the supermarket shelf? Our recent interview with Mr. Cheung, a passionate organic farmer from Tai Mo Shan, offered a powerful answer and a profound lesson in our role in protecting 'Life on Land'.

Formerly an English teacher, Mr. Cheung turned to farming for health and a deeper connection with nature. "You can feel how the Earth can provide everything for us," he shared, describing the spiritual satisfaction of working the soil. His farm, about the size of a basketball court, bursts with

life—strawberries, dragon fruit, tomatoes, and more, all grown without harmful chemicals. The reward? Incredible taste and the peace of mind that comes from eating truly healthy food. The organic banana and lemon he gifted us were proof—unforgettable in their fresh, vibrant flavour.

However, his story isn't just about ripe produce. It's a real-world case study in the challenges of the UN Sustainable Development Goal 'Life on Land', which aims to protect and sustainably manage our terrestrial ecosystems. Mr. Cheung faces these challenges daily: the high cost of organic seeds and



fertilisers, the patience needed to manage pests naturally, and the constant threat of unpredictable weather. But the most significant hurdle is land. In a city like Hong Kong, where land is often prioritised for commercial development, preserving space for agriculture is a constant struggle. "It's incredibly hard to find land anymore," he explained, highlighting a direct threat to local biodiversity and sustainable food sources.



Through Mr. Cheung's experience, we learn that 'Life on Land' isn't an abstract global goal. It's about the choices we make—supporting local, sustainable farming, understanding the true cost of our food, and valuing green spaces. His farm is a living ecosystem, a small but vital patch of land managed with respect. It teaches us that sustainability requires patience, care, and a fight to protect the very ground beneath our feet.



Next time you enjoy a piece of fruit, remember Mr. Cheung and consider the connection between that simple bite and the health of our planet.

The Heart of TKOGSS: More Than Just a Fish Pond.

Step through the gates of TKOGSS, and one of the first things you'll notice is our iconic koi pond. Whether you've fed the koi during service projects or simply paused to watch them glide through the water, this spot holds a special place in our school life.

But did you know there's a fascinating story behind it? Years ago, the pond began with a Biology experiment where students raised a koi that outgrew its tank. Today, it's home to a vibrant community of fish—a living reminder that learning doesn't just happen in classrooms. These koi are more than mascots; they're educators. Watching them helps us understand animal behaviours, ecosystems, and coexistence. As our editors observed, koi peacefully share their space—a beautiful example of biodiversity in action. And while many think koi are Japanese, they actually originated in China, symbolising strength and good fortune. This little fact reminds us that biodiversity isn't just about species, but also about cultural connections and history.



Our pond continues to inspire creativity right here on campus. Look at the photo of Goldie—the friendly, golden mascot of our school-based “STEM-is-try” Programme. Isn't it cool how its design was directly inspired by our very own koi? Last semester, students from Art and Design worked with the STEM team to create mascot characters based on the pond's fish. They studied the koi's graceful movements, shimmering scales, and social behaviour, then used digital tools to bring characters like Goldie to life. This project blended biology, technology, and art, showing how observing and protecting local biodiversity can

fuel innovation and school spirit. Goldie isn't just a logo—it's a symbol of how our living pond connects to hands-on, creative learning.

We're lucky to have such a relaxing and educational spot. At recess, at lunchtime or after school, it's a peaceful place to unwind, reflect, and reconnect with nature. Whether you're watching the koi “munch” eagerly at feeding time or admiring their graceful movements, the pond offers a moment of calm and curiosity. You might see students pointing excitedly at the largest koi, or quietly sitting by the water's edge between exams. It's a space that belongs to everyone—a natural pause button in our busy school day.



So next time you pass by, take a closer look. Our koi pond isn't just pretty—it's a piece of TKOGSS history, a lesson in biodiversity, and a living classroom that inspires everything from science projects to school mascots. Don't miss out on this vibrant hub at the heart of our school!

Discover the Wild in Our School: The Pet Love Pavilion

Looking for a real break from the usual school routine? Just steps away from the busy hallways and crowded classrooms lies one of TKOGSS's best-keeping secrets—the Pet Love Pavilion. More than just another school space, it's a vibrant, living classroom, a quiet sanctuary, and a mini-zoo all rolled into one. This isn't about looking at pictures in a book; it's about experiencing the wonder of nature firsthand, right here in our school.



Stepping inside is like entering another world. The air is fresh with the scent of plants, and the space is alive with movement and colour. You'll come face-to-face with incredible creatures: the colour-shifting Panther Chameleon, dazzling clownfish gliding through water, the spotted leopard gecko, and active skinks basking under special heat lamps. Don't miss the mesmerizing jellyfish tank, where these delicate beings pulse and drift with serene elegance. Each animal lives in a carefully

crafted home that mimics its natural habitat—complete with the right heat, humidity, rocks, and plants. It's a powerful lesson in ecology you can see and feel for yourself!





The learning here is deep and personal. You'll understand why every part of a habitat matters, from the warm basking spot to the cool, shaded hide. You'll read about adaptation and then see it in action. For many, the biggest lesson is overcoming fear. The chance to gently hold a lizard, feel its unique texture, and feed it is an unforgettable experience that builds empathy and courage. It teaches responsibility—these animals depend on dedicated care—and sparks a real connection to the natural world.

But the Pavilion isn't just for biology class. In our high-pressure school lives, it serves as a vital mental retreat. It's a peaceful, green oasis where you can pause, breathe, and simply observe. Watching a gecko explore its enclosure or butterflies flit around a vertical garden wall can be incredibly calming. This isn't just a fun distraction; it's a proven way to reduce stress, clear your mind, and return to your studies feeling refreshed and focused.



So, why should every student make a visit? Because it makes learning dynamic and memorable. Because it offers a much-needed respite from academic pressure. Because it fosters a sense of wonder and responsibility for our planet's biodiversity. Whether you're an aspiring scientist, an animal lover, or just someone in need of a quiet moment, the Pet Love Pavilion has something for you.



Don't just hear about it—experience it! Take a walk, open the door, and let your curiosity lead the way. The Pavilion is more than a room; it's an invitation to explore, learn, and grow.



Discover the Magic of Our School's Chinese Herbal Garden

Have you ever wondered what our schoolmates and gardeners plant at our school? Last week, some of us explored the Chinese Herbal Garden—a hidden treasure right here at school!

It's not just a garden; it's a living classroom. Each plant has its own "name card" with details about its origin, uses, and lifespan. We learned how to care for plants by checking their humidity and watering them patiently—no fixed schedules, just attentive care. We even discovered that many seeds were donated by The University of Hong Kong for research, and the herbs are preserved in glass jars with labels showing their names and arrival dates. From Chinese Angelica to tuffulin, every specimen tells a story beyond our textbooks.

Why should you visit it? Whether you're into Biology, curious about traditional medicine, or just need a peaceful escape between lessons, the Herbal Garden brings learning to life. You can smell the herbs, see the plants up close, and immerse yourself in nature without leaving campus. It's a calming space that reconnects us to the environment—and a perfect way to unwind during a busy school day.

Don't miss out on this adventure right at school. Visit the Chinese Herbal Garden and see nature in a whole new way!



心靈的晴雨圖

5B 陳伊欣



我的書房抽屜裡壓著一本特別的日記，每一頁都畫著一片天空——有時晴空萬里，有時雨雪交加。這本「晴雨圖」記錄了我對情緒的認知，也藏著成長的答案。

小時候，我總以為生活只需「好情緒」。沮喪、委屈或失落對我而言，如同白襯衫上的墨漬，令我惶恐。我刻意用「沒關係」偽裝，將負面情緒塞進心底角落。可久而久之，那些被壓抑的情緒如藤蔓瘋長，讓我在深夜輾轉反側，心靈的天空反而被陰霾籠罩。

奶奶的一句話改變了我。愛養植物的她曾指著窗外說：「萬里無雲固然好，但沒有風雨洗禮，草木怎麼長得好呢？」我體會到心靈亦然，負面情緒並非恥辱的印記，而是提醒關照自我的信號。

我開始在日記裡誠實記錄真實情緒。考試失利，我畫下雨絲並寫下：「難過是因為我在乎努力的意義」；與朋友矛盾，我畫上烏雲。我不再強迫自己「立刻開心」，而是學著與情緒坦誠對視——難過時痛快哭一場，焦慮時逐條梳理擔憂。接納情緒如同為心靈鬆土，讓它們沉澱為成長的養分。

如今我的日記依然有晴有雨。我明白心靈的成熟並非追求永恆的晴天，而是在晴雨交替中從容前行。經歷過風雨洗禮，心靈會更具韌性，更能感受生活的厚重與美好。

歇後語大作戰

4B 陳思因

問題

例子：啞仔食黃蓮

1. 一個酸梅兩個核
2. 半夜雞啼
3. 太公分豬肉
4. 床下底吹喇叭
5. 泥菩薩過江
6. 烏蠅搗馬尾
7. 狗咬呂洞賓
8. 牛皮燈籠
9. 牆頭草

- 有苦說不出
人人有份
低聲下氣
今時唔同往日
點極唔明
不識好人心
自身難保
兩邊擺
唔知丑（醜）
一拍兩散

- 兩邊擺
點極唔明
不識好人心
一拍兩散
自身難保
低聲下氣
人人有份
唔知丑（醜）
今時唔同往日
9. 牆頭草
8. 牛皮燈籠
7. 狗咬呂洞賓
6. 烏蠅搗馬尾
5. 泥菩薩過江
4. 床下底吹喇叭
3. 太公分豬肉
2. 半夜雞啼
1. 一個酸梅兩個核

答案

渡

5C 黃曉彤

無形的「框」是一道禁錮自我的枷鎖。我曾將自己困得太深，直到今年決定挑戰自我，擺脫設限。

去年我因身體抱恙而休養，今年毅然決定參加人生首次陸運會，挑戰八百米及跨欄。對一向運動表現平平且極看重輸贏的我來說，這無疑是一大考驗。賽前，我與朋友並肩訓練，從跑幾步便氣喘吁吁，到逐漸掌握呼吸節奏與姿勢。儘管體能仍有不足，但我已對比賽充滿期待。

比賽當天細雨連綿，看著場上奮力拼搏的健兒，我不禁感到忐忑。槍聲響起，我奮力衝出，但長跑很快磨蝕了我的體力。呼吸被打亂，雙腿變得緊繃麻木，我一度停下腳步。此時，朋友的鼓勵與台上的打氣聲重新燃起我的信心。我強忍疼痛，吃力地跑向終點。雖然結果是倒數，但那種失敗的落差感在反思與朋友的安慰中逐漸消散——我明白了「搏盡無悔」的真諦。

決賽當天，我帶著未痊癒的腿繼續參加跨欄。那一座座欄架如同一道道難關，儘管速度大減再次落敗，但這次失敗並未擊垮我，反而讓我學會坦然面對。

這場「賽跑」讓我明白，輸贏只是結果，拼盡全力的過程才是最重要的。我跨過的不知是實體的欄架，更是心裡那個禁錮我的「框」。破框而出並非終點，而是人生新的開始。



跨過「框」架

4A 黃子東



無形的「框」是一道枷鎖，禁錮自我，令自己無法掙脫。你是否曾被困於自我設限的「框」之中？

我曾經把自己困得太「死」，可是這次我決定擺脫這個困住我自己的「框」。我做了一個重大的抉擇。

去年因為身體抱恙的我，在今年毅然決意參加人生第一次陸運會，初次參與便直接挑戰八百米及跨欄。其實我一向在運動方面也不出色，而且我自己將輸贏看得極為重要，加上身體上的問題，這次參加陸運會對我來說無疑是一大挑戰。

「陪我報陸運會項目可以嗎？」「可以啊！」在一番談話當中，我決定與朋友並肩奮鬥。不常運動的我在一開始跑幾步便氣喘吁吁，要停止下來休息。但經過不斷的練習，我開始嘗試調整自己的呼吸、改變跑步的姿勢，不出所料奔跑的速度開始提升。然而肺活量不足導致跑到中途需要停歇一會兒，但已幾乎達到正常，故此我對比賽已經胸有成竹。

比賽當天沒有平日的風和日麗，而是綿綿細雨、烏雲密布的天氣，一陣陣的冷風凜冽。我坐在觀看臺上望著跑道上那些全力以赴於比賽的運動健兒，他們奮力拼搏的姿態逐漸打消我的信心。我開始感到忐忑，可惜時間不允許我反悔，我要上「戰場」了。

隨著槍聲鳴起，各個選手都以最快的速度衝出起跑線。一開始我能一直保持速度，拉開人與人之間的差距，但長跑「告訴」我體力的消耗是多 輕易。我慢慢被自己的思想打亂呼吸的節奏，我漸漸喘氣，我跑不動了。不知是否沒有拉好筋的原因，我的腿變得「緊繃」、麻木，我逐漸停下腳步。看見我的朋友亦停下腳步慢慢走近我後，再次「發力」，超越我，加上聽到臺上打氣的聲音，重新燃起我的信心。我強忍著疼痛，吃力地慢跑到終點，不出意外，我輸了，而且還是倒數。

想像很美好，現實很殘酷。這種巨大的落差感令我一度懷疑自己是否應該參加這次的陸運會，我覺得自己辜負了自己及為我打氣的人對我的期望，我覺得自己很失敗。可是當我反思自己，我已經盡力了，加上朋友們的安慰，我覺得最重要的是參加的那份勇氣，我明白到搏盡無悔的道理，去接受自己的失敗。

在決賽當天，我的腿仍未痊癒，但我決定繼續去參加跨欄。初看那些欄架並沒有多高，然而當我真正跨過這些欄架才知道有多困難，它們就像一道道難關，要逐步跨過。可惜因為腿的緣故，速度大大下降，最後仍是輸了。但這次失敗並沒有讓我大受打擊，反而讓我能夠面對失敗。

儘管這次參加陸運會失敗了，但我覺得我「贏」了，因為我終於明白這場「賽跑」，輸贏只是結果，拼盡全力的過程我已經做到了。參加比賽的決定讓我有破「框」的勇氣，我跨過的不只是欄架，還是心裡那個一直禁錮我的「框」。人生的路不只是結果，更多的是過程，因此我覺得這次陸運會當中我已經贏了。

在這場「賽跑」當中，破「框」而出不是終點，而是新的開始。

破框而出的我

5B 嚴倬瑩

在人生劇本裡，失敗常是沒有台詞的配角，看似無用，卻是一部好劇不可或缺的成分。從小學習舞蹈的我，是老師眼中的得意門生，也是各項獎項的常客。榮耀讓我追求完美，甚至到了不容許練習慢半拍的程度。然而，一次獨舞比賽徹底顛覆了我的想法。

為了那次比賽，我沒日沒夜地練習，將舞步銘記於心。比賽當日，我因緊張而全身發抖。登上舞台後，現實卻給了我沉重一擊——我掉拍了。音樂結束，聚光燈灼燒著我的狼狽，評審臉上的難色與老師擔心的眼神清晰可見。那一刻，強烈的挫敗感如洪水般衝破了我苦心維持的「完美」防線。

賽後，自責與羞恥將我困在房間。直到電視傳來一段話：「你也許會失敗，但不能以此否定自己。偉大的嘗試，即使失敗也是壯麗的。」這番話喚醒了迷茫的我。人確實不該止步於一時，失敗並非恥辱，而是成長的印記。沒有失敗，何來進步？跳出完美的框架，將失敗視為下一次成功的基石，未嘗不是好事。

人生最燦爛的時刻，並非取得勝利，而是跌倒後毅然起身的勇氣。失敗這位「配角」，實際上造就了人生的美滿與豐盈。



生命裡的那盞燈

4C 何妍希



人生道路難免遇上挫折，若無法克服，焦慮便會如迷霧般瀰漫。當學習壓力與未來迷茫接踵而來，是我的朋友慢慢治癒了我，教會我處理負面情緒。

她是個心思細膩的人，總能察覺我不擅表達的內心。記得有次重要考試失利，看著周圍人的優異成績，我不甘且消沉，對學習失去信心。她看穿我的心事，放學後遞給我愛吃的冰淇淋，陪我逐題分析錯誤原因，並鼓勵我只要不放棄就不算真正失敗。在她的幫助下，我找回了改進的方向與動力。

生活中，她更是我最堅實的依靠。暑假我生了一場大病，因父母上班只能獨自待在家中，倍感無聊難受。她得知後每天過來照顧我，為枯燥的休養日子增添許多樂趣。每當我遭遇挫折或流言蜚語，她總第一時間出現，耐心傾聽我的委屈，陪伴我尋找解決方法，重新找回勇氣。

因為她，我學會了宣洩與接納負面情緒，不再將自己包裹。我開始試著袒露內心，改善缺點，讓自己變得更好。生命中總有一些人如燈火般照亮我們，而她就是我生命中的那一盞燈，無論我處於何種低潮，都會為我照亮前行的路。

跌宕的音符，成長的節拍

3C 楊靜怡

中學時光是一首正在譜寫的青春樂譜，中三前的日子則是其中最跌宕起伏的章節。那些看似不完美的失敗，卻是我樂曲中最有力的拍子。

中一那年，我參加中文朗誦比賽。第一次站上舞台，我緊張得能聽見心跳聲。越緊張越失誤，讀到銜接處時，我大腦一片空白，關鍵句子完全想不起來。全場的寂靜令我窒息，我最終丟臉地衝下台。賽後我獨自呆坐，老師走過來溫柔地說：「跌倒了才知道那塊地不平，下次長記性，便不會再跌。」這句話如微光照進羞愧的內心，讓我明白失敗不是句點，而是看清道路的逗號。



帶著這份領悟，中二時我挑戰八百米長跑，每天放學在球場苦練。比賽當天，雙腿像灌了鉛，每一次呼吸都帶著鐵鏽味。在最後一圈彎道，我疲憊得失去平衡，重重摔在跑道上。放棄的念頭閃過，但耳邊傳來社員聲嘶力竭的加油聲。望著終點，我強撐著站起來，一步一步走過去。衝線那一刻，我感到前所未有的堅定，我戰勝了那個想退縮的自己。

如今，我明白青春的節拍並非總是一帆風順，正是那些「走音」教會我們如何調整呼吸、積蓄力量。學會與失敗共處，在挫折中成長，這或許就是青春樂曲最動聽、最感人之處。

用自己的那束光

3C 李可晴

「加油！努力跑呀！」聽著窗外如雷貫耳的吶喊，那場驚險的比賽畫面如潮水般湧現眼前。

中二那年，從不運動的我為了幫社爭光，報名了校運會跳遠比賽。賽前幾個星期，我特意到運動場訓練，令同學驚訝不已。到了比賽當天，隨著廣播響起，選手們如箭般衝出，下一個就輪到我。數不清的目光如聚光燈落在身上，我頓時心跳加速，雙腳發抖，訓練好的動作全忘光了。我深呼吸一口氣，穩定情緒後奮力一跳，落地卻只有「一米五二」。我茫然若失地走回起點，準備最後一跳。

「加油！你可以的！」同學們的吶喊讓我全身注滿能量，血液沸騰。我重新振作，用盡全力向前奔跑，速度快如獵豹。跳躍完畢後，身邊掌聲此起彼落，我不禁感動得熱淚盈眶。

雖然最終未能達到理想目標，但雖敗猶榮。我學會了不輕言放棄，人生本難盡如人意。跌倒了，拍拍塵土重新出發便是。縱使前路荊棘難行，我也要揚起風帆，朝著目標乘風破浪。



改變，就是我的答案

5B 林嘉淳

法國小說家福樓拜曾說：「人的一生中最為輝煌的一天，是從悲嘆和絕望中產生出挑戰人生，並勇敢邁向挑戰的那一天。」

隨著成長，身邊的條條框框日益增多。這些框架可能是責任、他人的目光，或是內心的懶惰與迷惘。我們常在束縛下失去改變的勇氣，甚至在失敗後放棄對自己的期許，變得安於現狀，白白流失了進步的機會。

如同雨滴匯成溪流，改變往往始於微小的起點。我們不必期待一夕之間撼動世界，卻可以在日常中調整腳步——比如每天早起十分鐘、在課堂上多舉一次手、或是誠實面對自己的不足。這些看似細微的決定，其實正一點一滴塑造著未來的模樣。就像跑一場馬拉松，每一步都在累積，每一哩都在靠近終點。未來的你回頭看時，會發現正是這些不起眼的堅持，讓你成為更好的自己。

想要改變，勇氣與決心最為關鍵。過程中，你或許會遭遇懷疑、感到孤獨或想半途而廢。所謂「改變的勇氣」，不只是不懼變化，更是直面痛苦仍負重前行的決心。正如演員甘巴貝治在演講中所言，不要再遲鈍懷疑、害怕傷心或試圖投機取巧，不要再折磨自己，就此打住，「去做就行」。



譜寫出青春的樂章

4D 陳芷晴



正值青春的我們，成績像烙印一樣深深地刻在我們的歲月裡。一次失利令自己充斥在迷惘無助的黑暗之中，眼看著旁邊同學一次次超越，我們陷入一種名為不甘的漩渦之中，使我們忘記了自己正處在最好的年華。當我們容顏老去、年華不再時，我們不免會心生惆悵，回想在青春靈動時未能好好體驗，但卻早已為時已晚。

從小學，乃至中學，心裡都懷揣著一顆「人中人頭地」的心。那之後，總覺得自己天高氣傲，沒有自己辦不到的事情，這些塑造成了無法接納自己失敗的自我。每次成績不達心理預期，我總會陷入自責，眼淚帶著我的無助、苦悶，從我眼眶裡流出。一滴小小的眼淚承載著我一切的不堪，渴望被認可，恐懼落後，這份屬於我的心事變得無法與任何人訴說。我在名為迷茫的大霧中逐漸迷失了自我。

終於在一次契機中，我偶然間閱讀到余華的《在細雨中呼喊》，書中提到要正視自己的無能與不可得，克服自己的嫉妒與不甘，一口一口地嚥下自己的平庸，然後成長為更好的自己。我開始回想，我好像一直刻意實現兒時的期望，骨骼裡，我的吶喊斷斷續續，「我不甘心，不甘心」大雪裡，我的腳步深深淺淺，「我不要停，不要停。」在最好的年華裡，我沒有什麼可失去的。

我追隨著青春的節拍前進，將挫折成為我掙脫心靈厚繭的勇氣，奮力掙脫成長的重重枷鎖，在屬於自己的廣闊天空中振翅高飛，書寫出獨屬於自己的樂章。

渡人不如渡己

5B 劉美琦



人與人之間的情感原來如此脆弱。一個眼神或一句無心的話，就足以拉開距離。我曾堅信只要付出真心與誠意，便能換來同等回應，與重要的人並肩同行。

然而，情感充滿變數。最令我困惑的，是曾視為知己的人毫無徵兆地對我冷漠。後來才知曉，她在背後將我描繪成心懷惡意的壞人。她從未當面說明我的錯處，任由誤解在暗處發酵。「為什麼？」這問題曾在我腦海揮之不去，我卻因想維持最後的體面而不敢追問。那時的我，無法接受深厚的友誼竟崩塌於尋常小事，更無法接受自己在對方口中醜陋的形象。

如今，我漸漸想通了。並非所有事都值得追問，也不是所有關係都能長久。再次提起，心中已能平靜如水。我們控制不了他人的想法，也必須苦澀地承認，自己在別人心目中，往往沒有想像中那般美好。

我們要學會接受一切發生，就像無法阻止季節更替。這種接受讓人釋然，我不再強求友誼必須完美或長久，轉而珍惜當下的相處，善待此刻真心對待自己的人。過往的經歷讓我變得獨立堅強。成長，或許就是學會在變化中保持內心平靜，在失去中依然相信美好的可能。

蛻變的力量

5D 連桐穎

回校路上，兩側樹木正悄然進行著一場生命力的蛻變。它們褪去歷經風雨的舊皮，為嶄新的生長騰出空間。那層滄桑的舊皮完成了使命，襯托出下方新生肌膚的嬌嫩與希望。這正是樹木蓬勃向上的見證，也是它們留下的光榮印記。

深冬空氣乾燥，我摩挲著無名指上長年握筆留下的厚繭，那是我為學業刻苦努力的證明。雖然指尖偶因課業與人際壓力而紅腫開裂，但這些細微的痕跡正是青春賦予我的「生長之痛」，是磨礪心性的勳章。

青春的我們往往因過度在乎而敏感謹慎。我們擔心無心之言傷害他人，甚至為了未來不再接觸的人而選擇討好。這並非懦弱，而是內心對完美與連結的追求。我們也曾為過去後悔、為未來擔憂，但此刻的我正像一棵積蓄力量的大樹，努力剝離幼稚的舊殼，換上更成熟的新裝。這場獨自面對的蛻變，賦予了我們內在的強大。

樹幹變得粗壯、枝葉延展茂密，是為了抵禦颱風、迎接播種與豐收。同樣地，我也要鍛鍊本領，將生長的痕跡化為力量，去抵禦看不見的挑戰，堅韌地向上生長。生長的歷練必不可少，它讓我們練就一身銅皮鐵骨，擁有一顆無比強大的內心。



以韌為帆，綻放青春

5B 吳子依

青春並非只在絢爛盛放的瞬間定格；青春是敢於釋放自我的熱忱，是敢於直視失敗的勇氣，更是百折不撓的成長。「將官」正是承載我們這些學子青春的雲帆，讓我們在「釋放與沉澱」、「跌倒與爬起」中揚帆遠航，綻放更飽滿的姿態。

在將官這一葉雲帆裡，珍藏著青春與失敗的對話。2018年DSE狀元陳曉汶師姐在高中時，曾因抑鬱陷入低谷，被自我否定的浪潮裹挾，甚至出現自殘與輕生的念頭。那段灰暗的時光，是青春裡最沉重的「失敗」。但她沒有被擊垮，在學校的陪伴、老師的守護下，她直面內心的困境，像在風浪中穩住船舵的舵手，一點點調整航向。她堅持規律作息，在自修室裡沉澱自我，最終以7科「5**」的成績綻放光芒。後來，她在人生的岔路口勇敢捨棄醫科，追隨熱愛轉讀獸醫，用對動物的溫柔，走出了屬於自己的嶄新航程。

如果說將官是一葉雲帆，承載著學子的青春與挫折的對話；那麼在更廣闊的中華大地上，無數青年正以奮鬥為槳，以堅韌為帆，在時代的浪潮中書寫屬於自己的壯闊篇章。以「水花消失術」驚艷全世界的天才少女——全紅嬋，正詮釋了何謂青春——青春並非永遠站在巔峰，而是在跌倒處沉澱，在傷痛中綻放。

第十五屆全運會對全紅嬋來說，充滿了挑戰。從東京奧運時1.43米到如今將近1.60米的身高激增，伴隨而來的體重變化，成為了跳臺上最嚴峻的發育關，讓曾經得心應手的動作變得舉步維艱。缺席賽場的日子裡，她用高強度訓練克服了成長的陣痛。二零二五年十一月二日，時隔183天，全紅嬋再次亮相賽場，表現依舊出色。她與搭檔王偉瑩的默契配合，助力廣東隊在跳水女子團體賽中穩奪第一。十一月六日，全紅嬋與王偉瑩在十米跳臺上獲得第五名。賽後全紅嬋接受採訪時，依舊笑著表達感謝，表示無論輸贏自己都很開心。同時，她也坦誠回應自己確實沒跳好，受傷後的訓練確實很苦。而廣東隊跳水教練亦表示：「全紅嬋的脛骨、踝關節都是受傷的，仍在堅持比賽。」全紅嬋用行動詮釋了何為堅韌。從東京奧運會一戰成名的高光時刻，再到全運會的遺憾失利，全紅嬋都坦然接受每一段旅程的起落。賽後她在社交媒體上發表：「沒有白走的路，對錯都是我的腳印。」她的青春，不僅有站在巔峰的輝煌，更有直面低谷的勇氣。

從將官的課室，到全運會的跳臺，我們看到了青春最真實、也最動人的模樣。它從不拒絕失敗，反而擁抱每一次跌倒帶來的沉澱。無論是陳曉汶師姐，還是奧運冠軍全紅嬋，她們都在用自己的行動告訴我們：青春的綻放，不是永不跌倒，而是跌倒後依然能帶著傷痛站起；不是一帆風順，而是以勇氣為帆，以熱愛為槳，在與失敗的對話中汲取力量，最終讓每一次沉澱，都成為照亮前路的光。這，就是青春最美的姿態。

我們都在將官這葉雲帆上，這裡容得下青春的「絢麗綻放」，也接得住失敗的「暫時灰暗」。願各位將官學子們能一直乘著將官這葉雲帆，將每一段跌撞與熱忱，都在屬於自己的青春裡盛放。

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學生報

將軍澳官立中學

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二零二六年二月

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