



Values, We Value: JICS

Kowloon True Light School

English Department

Values Education Project 2022-2023



Cultivating core values of law-abiding spirit

*Choose
Rightly,
Live
Virtuously*



Cultivating core values of law-abiding spirit

Core Values

Justice

a concept on ethics and law that means that people behave in a way that is fair, equal and balanced for everyone.

Integrity

the practice of being honest and upholding our moral and ethical principles and values

Compassion

the humane quality of understanding the suffering of others and wanting to do something about it

Self-Control

the quality that allows us to regulate our emotions, thoughts, and behavior in the face of temptations and impulses

⚡ JUSTICE ⚡

⚡ INTEGRITY ⚡

⚡ COMPASSION ⚡

⚡ SELF-CONTROL ⚡

⚡ JICS ⚡

⚡ CRIME ⚡

⚡ JUSTICE ⚡

⚡ INTEGRITY ⚡

⚡ COMPASSION ⚡

⚡ SELF-CONTROL ⚡

⚡ JICS ⚡

⚡ CRIME ⚡

Rationales behind

Responding to Social Atmosphere since 2019

Echoing 10 Priority Values and Attitudes advocated by EDB

Addressing the Needs of KTL Girls

Building on the Successful Experience of the Chinese Department




Intended learning outcomes

Our students can...

- **extend their love and sacrifices** from their parents and significant others to include acquaintances, neighbors, strangers in one's country and people in other countries
- be **altruistic, empathetic, caring and compliant to social rules and norms** in the society
- act **rationally, consistently, calmly and fairly** in emotionally aroused situations that have a moral implication
- be a **self-disciplined and autonomous** member of the society

Ma, H. K. (2009). Moral development and moral education: an integrated approach. *Educational Research Journal*, 24(2), 293-326.

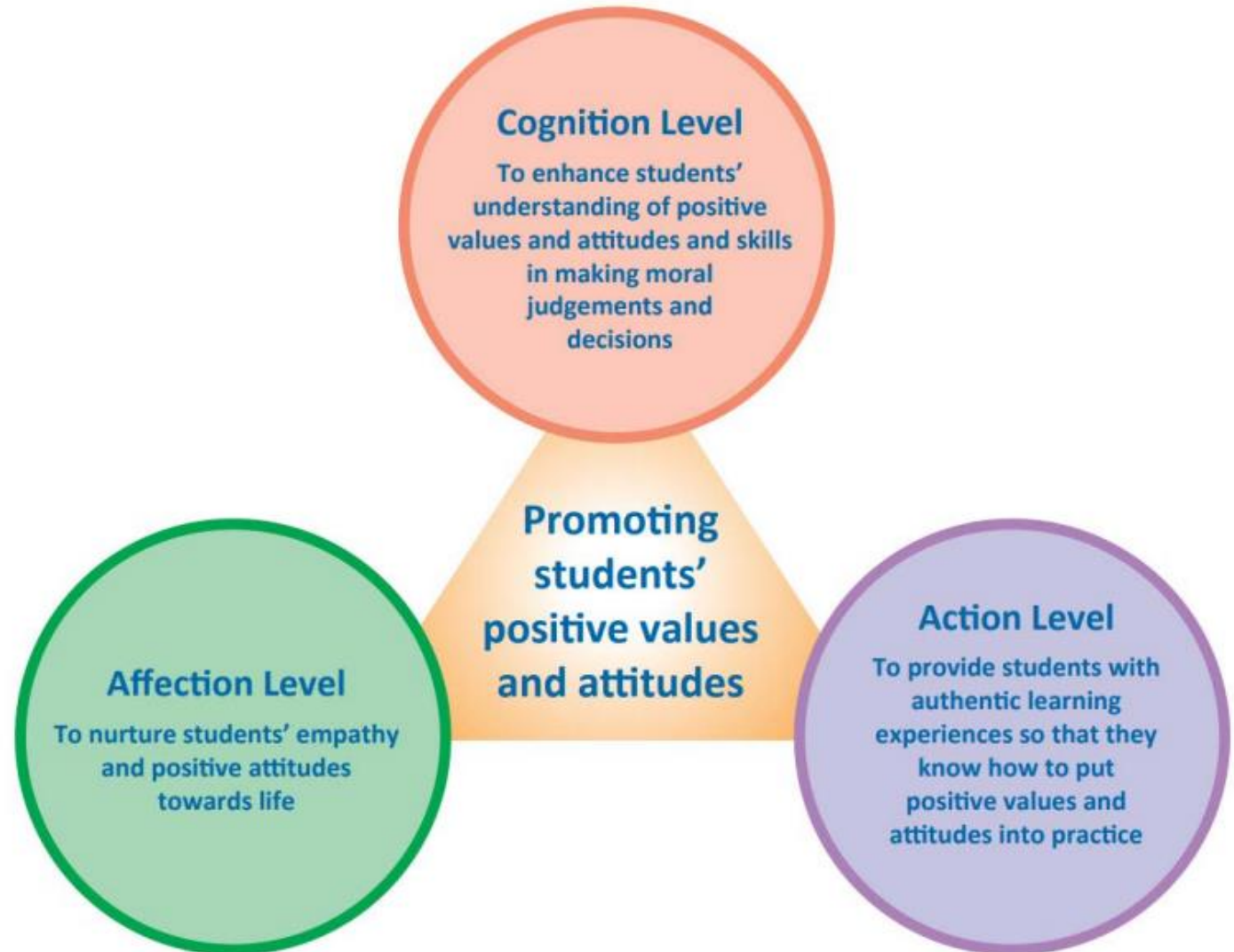


A small, blue, knitted doll with black hair and a blue dress is sitting on a wooden ledge. The background is a blurred outdoor setting with wooden pillars and a grey wall. A large white, torn-paper-like shape is on the right side of the image, partially overlapping the text.

Through JICS, we aim to help our students to...

- learn and develop the moral principles or rules to judge and make decisions through discussing the moral issue in authentic contexts **from different perspectives**
- **develop a true moral conscience and an attitude** to try their best in resolving a moral dilemma and then accept the consequence

- provide holistic learning experiences to students through integrating the elements of **cognition**, **affection** and **action** (EDB)



Features of Values, We Value: JICS

1. Curriculum
Planning

2. Learning
& Teaching

3. School
Atmosphere



1. Curriculum Planning



Cultivating core values of law-abiding spirit: making responsible choices



With English Language as the core subject to promote values education



Fostering values education through other subjects





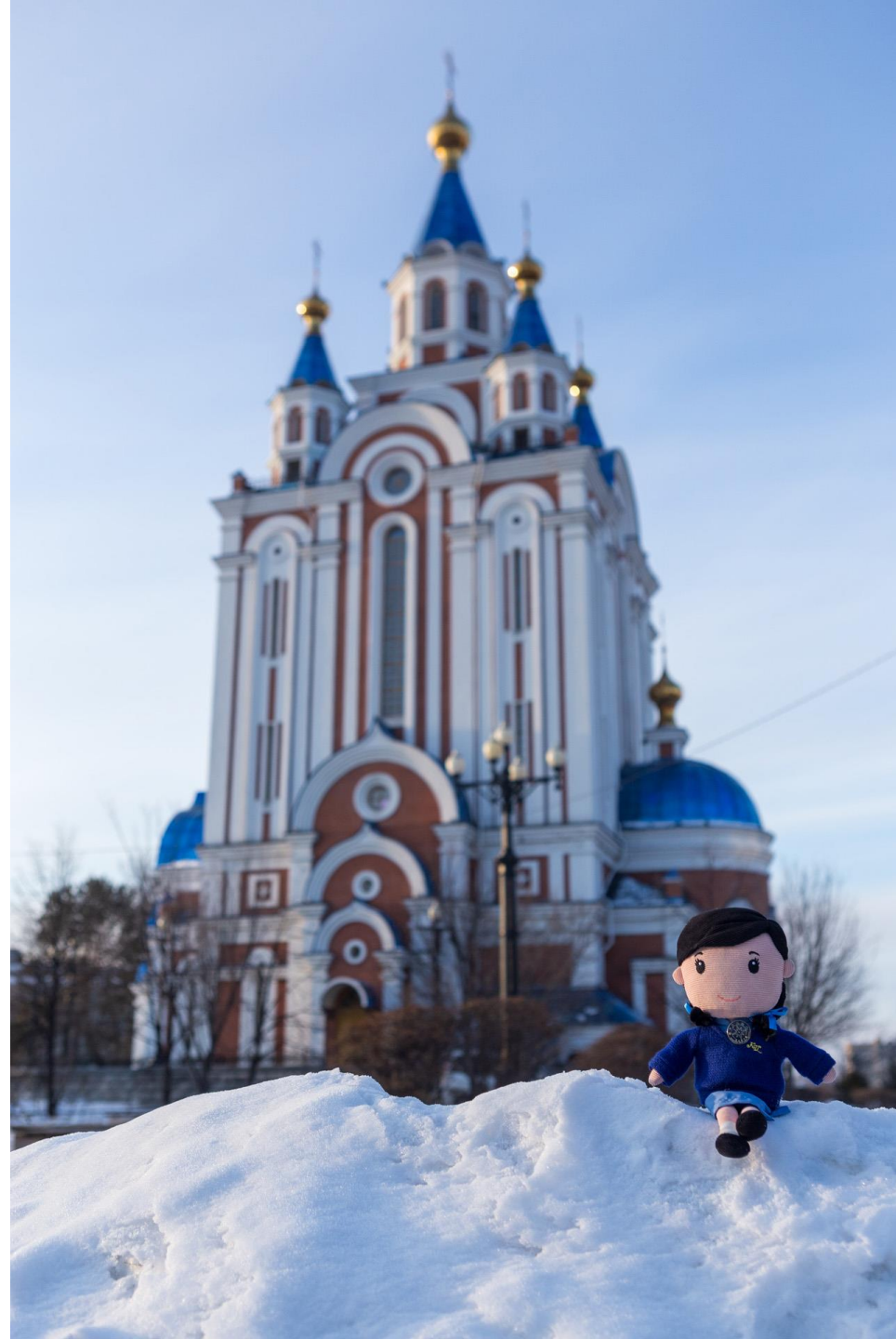
English Language

| Levels | Texts | Focus of Discussion |
|-----------|--|---|
| S1 | Poetry <ul style="list-style-type: none">- <i>Three Gates, Beth Day</i>- <i>A Crime Scene, Albert Hoogmed</i>- <i>Flash, James Moody</i> | Impacts of crimes on criminals, victims and their families respectively |
| S2 | Short Story <ul style="list-style-type: none">- <i>Railway Crossing, Freeman Croft</i> Novel <ul style="list-style-type: none">- <i>Peter Pan, J.M. Barrie</i> | |
| S3 | Play <ul style="list-style-type: none">- <i>The Play That Goes Wrong, Henry Lewis</i> | |
| S4 | Documentary | Impacts of crimes on the society |
| S5 | Newspaper Articles <ul style="list-style-type: none">- e.g. <i>Cyberbullying, Reformed Criminals, Doxing</i> | |

Incorporated in S1-3
Literary Module &
S4-5 curriculum

Both classic &
contemporary texts
of different genres

With “CRIME” as
the theme



Chinese Language

S5 Moral and Ethics Module – Confucianism

“Courtesy and Manners in True Light” Programme

Reading of novels and film and television works “
三俠五義” & “天下無賊”





THE BASIC LAW
OF THE HONG KONG
SPECIAL ADMINISTRATIVE REGION
OF THE PEOPLE'S REPUBLIC OF CHINA



Citizenship and Social Development

Topic: “Hong Kong under one country, two systems”

- independence of the judiciary
- equality before the law
- fair and impartial trials



- Spirit of the Rule of Law
- Differentiate right from wrong and make responsible decisions
- The importance of law-abiding awareness to maintaining national security

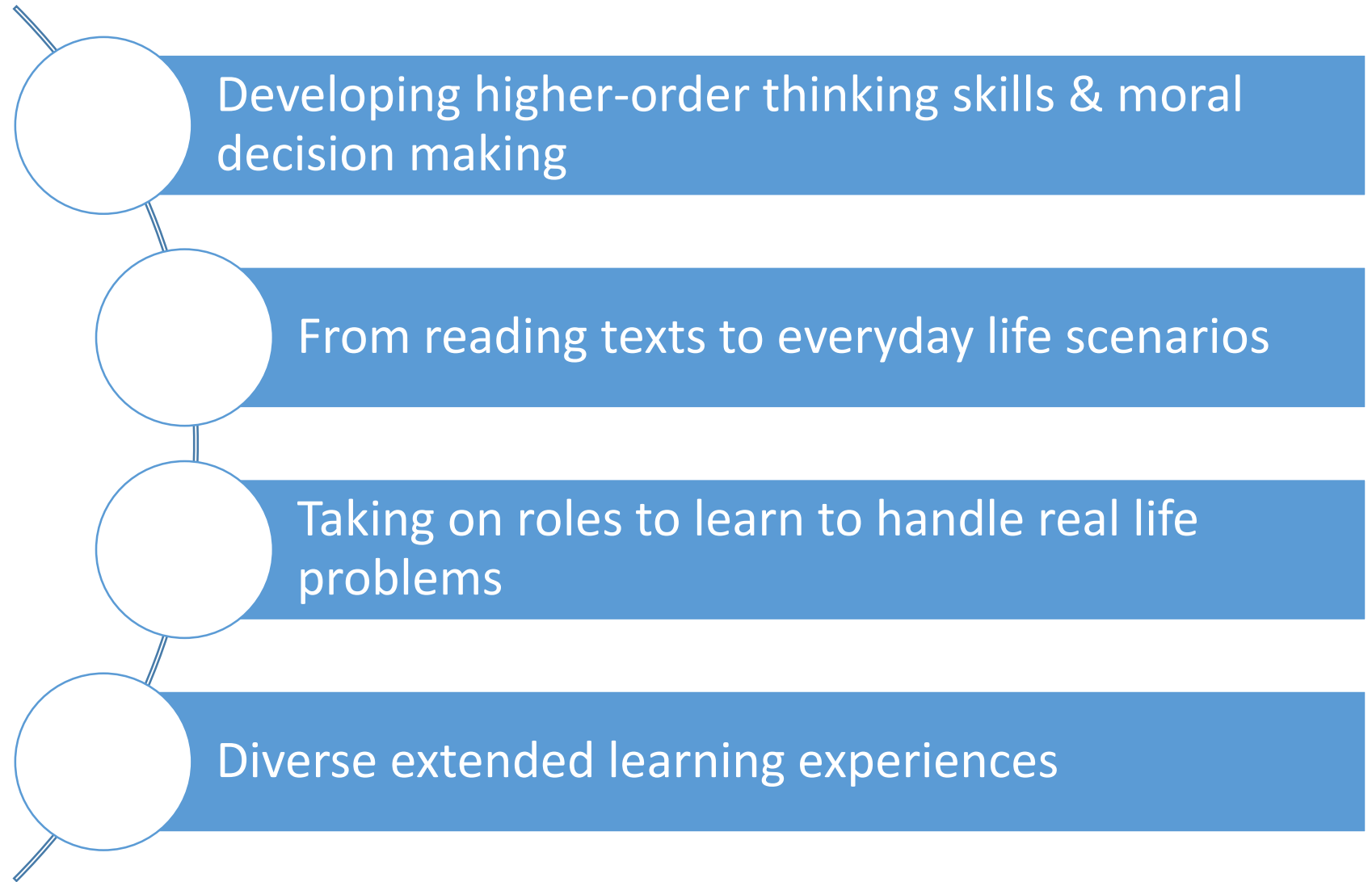
Chinese History & History

Topic: The history of the Anti-Japanese War, the fall of Hong Kong, and the world wars

- The brutality and scourges of war
- Wars perpetuate injustice



2. Teaching & Learning



S3 Literary Module

- Reading a play about murder cases
- Language learning
- Analysis of the story plot & characters

**Plot about: Betrayal, Jealousy,
Revenge, Greed**



Higher-order Thinking Skills

- Thinking framework: Analysis, Inferencing, Induction, Comparison & Judgement

4. Read the extract below and complete the following questions.

Act 1 (p. 18-20)

Sandra: Cecil! We must tread carefully! It would be easy for the two of us to become implicated in Charles' death. If they find out about us, we'll be suspects!

Max: You and I are having an affair, so what? It doesn't mean we killed him.

Sandra: Of course not! But that's what the Inspector will think!

Max: It's fine, we'll just carry on as if everything's just as it was. Except now you won't be forced to marry my beastly brother.

Sandra: And soon we can be together and not keep secrets.

Max: But now, with my brother out of the picture, I must ask you one question.

He goes down on one knee.

Sandra: Very well, I shall marry you.

Max: Florence! Come into my arms.

Sandra: I shall!

Robert: The Inspector requires a pencil! What on earth's going on in here?

Sandra: Sorry, I felt flustered! Cecil was cooling my brow!

Robert: Very well, if you'll excuse me, I have the pencil.

He exits, closing the door.

a) Who are Max and Sandra?

- Max plays Cecil Haversham, Charles Haversham's brother.
- Sandra plays Florence Colley Moore, Charles Haversham's fiancé.

b) What are Max and Sandra trying to hide? Why are they doing it?

- They are trying to hide the fact that they are having an affair.
- It is wrong of them to have an affair as Sandra is engaged to Charles, Cecil's brother.
- They also don't want to be suspects for Charles' death

c) What do you think of Max and Sandra's characters actions? Explain.

- It is wrong of them to have an affair.
- It portrays the characters in a very negative light as they lack integrity.
- It is also very cruel of them to immediately celebrate their love and become engaged when Charles is just found dead in the house.

Task 2 – Group Discussion

Do you think Cecil and Florence have integrity? Why / why not?

What is integrity?

Definition: the quality of being honest and having strong moral principles that you refuse to change

Why should we have integrity?

It gives us conscience to our actions

It encourages people to trust us

It allows us to stay humble and down-to-earth by keeping our promises

It also allows us to own up to our mistakes, and take accountability for our actions by being honest

Are Cecil and Florence honest? Do they have strong moral principles?

What are the consequences to Cecil and Florence's actions of affair?

Think from different perspectives – role-playing

Task 3 – Speaking Task: Suspects Defending for Themselves

Imagine it is the courtroom and all the suspects are sent here. Work in groups and each group is assigned a role, including suspects (i.e. Florence Colley Moore, Perkins, Thomas Colley Moore, etc.) and the judge. For the suspects of the murder of Charles/ Cecil Haversham, you have to prepare a 2-minute speech to defend against the allegations while the judges have to make decision which suspect is guilty and explain for that.

Suspect 1 _____

Suspect 2 _____



Suspect 3

Suspect 4

Task 2 – Speaking Task (Dialogues between Thomas & Florence Colley Moore)

Imagine that Florence is about to be sent to the police and she has a private talk with her brother, Thomas Colley Moore. Work in pairs. One of you is Florence and another one is Thomas. What do you want to tell each other?

| Florence | Thomas |
|---|--|
| <ul style="list-style-type: none">• plead your innocence?• explain for your behaviours?• ask for forgiveness? | <ul style="list-style-type: none">• your feelings towards Florence?• Why?• forgive Florence?• What you'll do? |

Task 3 – Betrayal!! (Values, We Value: Integrity)

A. Speaking Task: Work in groups of 4. Discuss the following questions among yourselves.

Is integrity important in relationships? Why or why not?



Relationship between Charles Haversham & Florence Colley Moore

If you were Charles Haversham, how would you feel being betrayed by Florence?

Would you forgive what Florence has done to you? Why or why not?

Your Life Experience

Have you ever been betrayed by anyone (e.g. your family members, friends, classmates)?

OR

Have you ever got an experience that your friend/ family member/ classmate broke a promise?

How did you feel & respond to it?

Did you forgive him/ her?

Part 5 – What is Justice? (Values, We Value: Justice)

Task 1. Charles has a private talk with Thomas at last. Read p.70 – 71 and the following extract from the book to answer the following questions.

| | |
|----------|---|
| Jonathan | Oh, how I wish this could have ended differently. Thomas, your lies and deceits have led you inexorably to this end. If men allow their conscience to be governed by avarice then death and destruction shall prevail. (<i>With finality.</i>) Betrayed by my brother! |
|----------|---|

1. How does Charles think about Thomas? What does Charles do to Thomas?

Charles thinks Thomas has changed a lot and become greedy and jealous. Charles gives Thomas the glass of poisoned sherry the Inspector left out for Charles.

2. What happens to Thomas at last? What does Charles think about it?

He dies after drinking the glass of poisoned sherry Charles gives him. Charles thinks Thomas deserves it because of his wrongdoings (lies & deceits)

3. Do you think what Charles does is justified? Why or why not?

No. Although the greed and jealousy of Thomas has made him commit crimes (i.e. helping Carter embezzle police money and killing Cecil), Charles does not have the right to punish him by killing him. Charles is actually committing another crime when he does so.



Task 2. Speaking Task

Should criminals be given harsh punishment?

- What is justice?
- Why is it important?
- What are the effects of imposing harsher punishment on criminals?

The play

- Do you think it is justifiable for Charles to bring Thomas to justice in this way? Why or why not?
- If you were Charles, what would you do to Thomas?

Your life experience

- Have you ever been harmed by others/ witnessed someone doing something immoral or illegal?
- Do you think the person should be punished? Why or why not?



Moral Decision Making

From Reading Texts to Everyday Life Scenarios

- Application of Justice, Integrity, Compassion & Self-control in daily life

Themes & Values: Penny for your thought

1. Is Thwaite an unforgiveable, cruel, cold-blooded murderer? Why or why not?
2. Is there a **moral** to the story?
3. Discuss the possible **themes** of the story:
 - a. **Fatalism**: the belief that events are fixed in advance so that human beings are powerless to change them
 - b. **Guilt / Blame / Culpability**: who is responsible for a fault or wrong and to what extent
 - c. Who we are (our character) is determined by the **choices** we make.
 - d. There will be fatal **consequences** if we let forces like greed and wrath take hold of our thoughts.
 - e. Human beings tend to find moral grounds to justify or **rationalize** their immoral acts.
4. In Christianity, the “seven deadly sins” are *pride, greed, wrath, envy, lust, gluttony and sloth*. Which sins is Thwaite guilty of? And what about Dunn?
5. Let’s think about the 4 virtues of our school’s theme of the year: **justice, integrity, compassion, and self-control**. How are these virtue(s) applicable to *The Railway Crossing*?

Your notes:

| |
|--|
| <p>Justice</p> <ul style="list-style-type: none"> – Is justice served at the end of the story? With both Thwaite and Dunn dead? – Does Thwaite deserve death penalty? Is it a proportionate punishment? – Does Dunn get his just deserts? <p>Integrity</p> <ul style="list-style-type: none"> – Thwaite and Dunn both show a lack of integrity. They rarely “do the right thing”. – Instead, they are governed by greed, lust, wrath, and other desires. They don’t have much of a moral compass to speak of. <p>Compassion</p> <ul style="list-style-type: none"> – If the characters had just a tiny bit of compassion, what would they do differently? – And how would the story end? |
|--|

| Role | What & Who |
|---|--|
| Prosecution 1: the offences Defense 1: the plead | P1: Murder and proposed punishment D1: Not guilty |
| Prosecution 1: (present your case) | P1: Prove Thwaite had committed murder 1) Actus Reus (4Cs) 2) Mens Rea (intention / malice aforethought) *Standard of proof: “ beyond a reasonable doubt ” |
| Defense 1: (present your case) | D1: Argue for a lesser crime – manslaughter 1) Choose whether you want to argue for ‘voluntary manslaughter’ or ‘involuntary manslaughter’ 2) If ‘voluntary manslaughter’ → choose your defense 3) If ‘involuntary manslaughter’ → choose between ‘reckless’ and ‘constructive’ *Your aim is to cast doubts over Thwaite’s culpability. |
| Prosecution 2: | Call witness(es) and produce evidence: ○ Items Thwaite had used in his preparation for the murder ○ Jane ○ Policeman ○ Bank statements? Company account books? ○ <i>Anyone / anything else?</i> |
| Defense 2: | Cross-examination – question P2’s evidence and witness(es) |
| Defense 3 | Call witness(es) and produce evidence <i>(What and who would be useful to argue for Thwaite’s case?)</i> |
| Prosecution 3: | Cross-examination – question D3’s evidence and witness(es) |
| Prosecution 4 | Conclusion |
| Defense 4 | Conclusion |
| Jury deliberation 7 jurors – decision must be unanimous | Is it “beyond a reasonable doubt” that Thwaite had committed murder? 1: 2: 7: 3: 4: 5: 6: |
| If found guilty: – Defense 5 needs to argue for a lesser punishment <i>(against Capital Punishment)</i> <i>(let’s ignore the fact that HK abolished C.P. in 1993)</i> | Principle of Proportionality: <i>the punishment of an offender should fit the crime</i> • Why is a lesser punishment more appropriate? (The severity/nature of the crime; Thwaite’s moral character & remorse) • Negative impacts of capital punishment on relevant parties? • Positive effects of a lesser punishment (e.g. imprisonment) |
| Witnesses: | |

Speaking Tasks

E.g. role play, discussion, improvised drama, mock trial, debate

Self-cont
– At whic
– How dc

Writing Tasks

E.g. poem, speech, letter to the editor, personal letter, journal

Task: Imagine you were Tinker Bell. You feel remorseful about what you have done to Wendy up to Chapter 6. You decide to write a letter of apology to Wendy to ask for forgiveness. Write around 150 words.

Dear Wendy,

I know it's a surprise to see this letter, even more so if you've already figured out who I am, but all I want to say is, I'm sorry. Attempting to kill you is no doubt unforgivable, and yet you found it in your heart to spare me. As of now, all I can feel is remorse and immense regret.

I was the one who falsely told everyone about Peter's orders to kill you, taking advantage of Tootle's naivety just to shift the blame off myself. I was just so angry and blinded with jealousy that I lost track of all common sense and lashed out in the worst way possible. Back when I just

Writing Task

Your turn

Write your own "Three Gates".

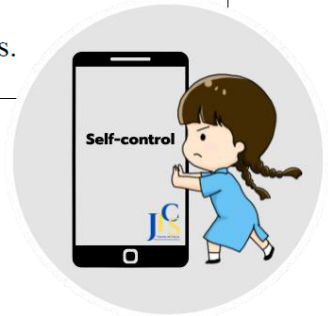
To encourage your friends to exercise self-control in daily life, think of **three questions** you think your friends should ask themselves.

Your poem should be parallel to the one on p.1, with 12 lines and 3 stanzas.

If you get angry frequently,
think about the consequences you'll meet.
You should control your mouth,
And make it sweet.

Ask yourself three questions: "Is it kind?"
Second, "Do I need to calm down?"
Lastly, "Should I forgive her?"
These questions can let you cool down.

Always control your emotions,
Don't let your emotions control you.
Find the ins and outs of the event,
And know the truth.



Diverse Extended Learning Experiences

English Week

- English Form Assemblies
- English Morning Assemblies
- Writing Project

Competitions

- Visits
- Workshops
- Designs

School assembly

Interactive English Drama



English Week

Form assemblies and Morning assemblies

- Introduction on values
- Book sharing
- Dramas created by English groups promoting the values of "JICS"

Game booths at lunchtime

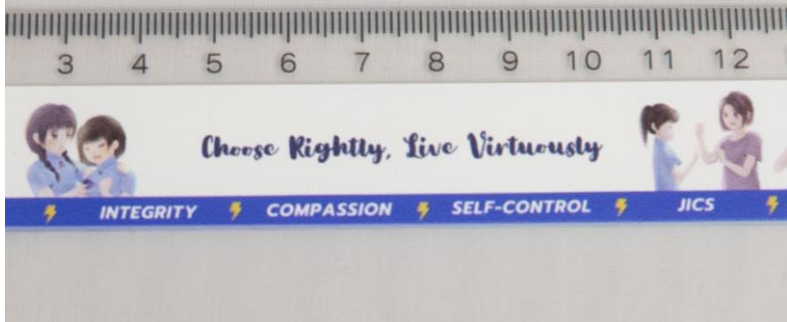
Games/ Activities highlighting the four core values or related to the theme "crime" in our reading texts





JICS Souvenirs

JUSTICE



INTEGRITY



COMPASSION



SELF-CONTROL



**JICS
Souvenirs**

VWV:JICS Writing Project

- 24 S2 – S5 junior journalists
- Workshops hosted by an ex-SCMP journalist (journalistic writing & interviewing skills)



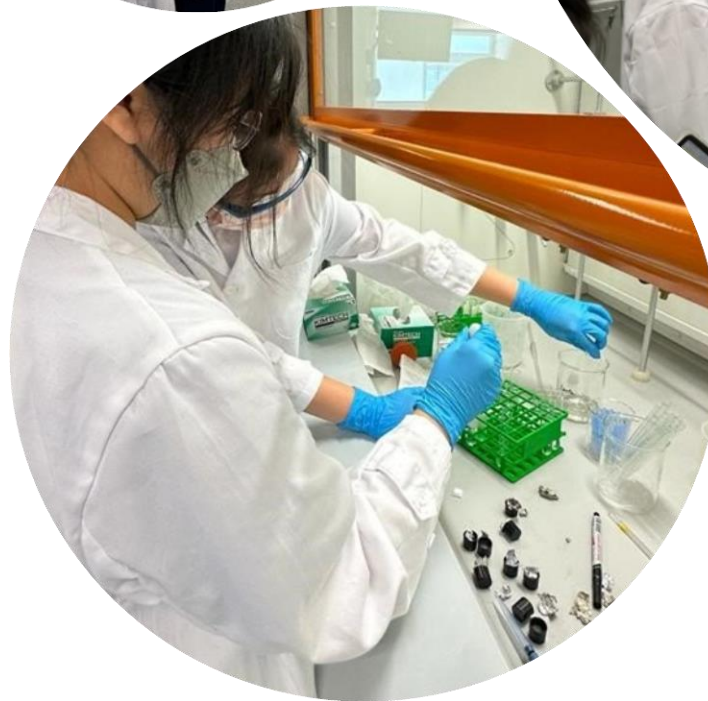
- Interview with a CSD chief officer
- Interview with the Commissioner of Police
- Interview with a professor in criminology & social work
- Interview with the Chairman of the Competition Commission

Chemistry Department



Laboratory Tour

- Department of Chemistry at HKUST
- Study the use of UV Vis Spectrophotometer, a chemical analysis instrument to investigate the content of caffeine in food



Citizenship & Social Department Discipline & Guidance Committee

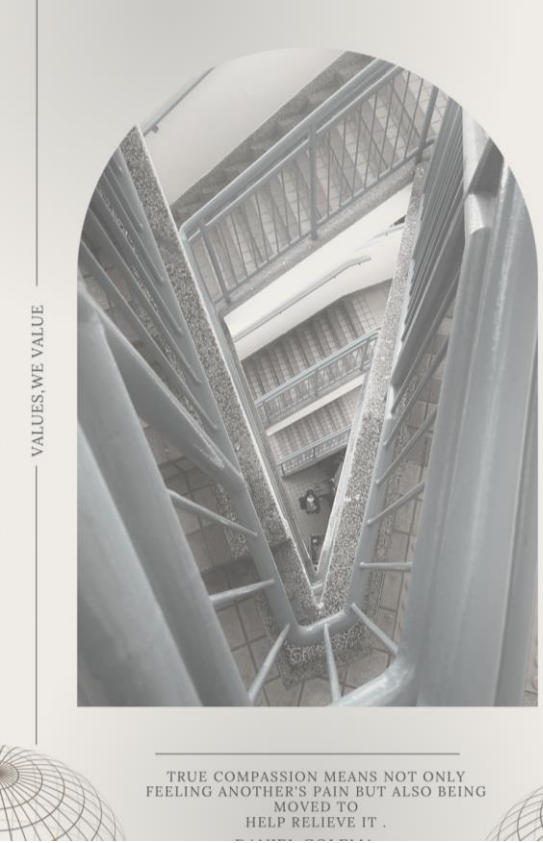
- “Hong Kong Mock Legislative Council 2022”
- workshops, visits to the Legislative Council, exchanges with prominent Legislative Council members, and mock Legislative Council meetings



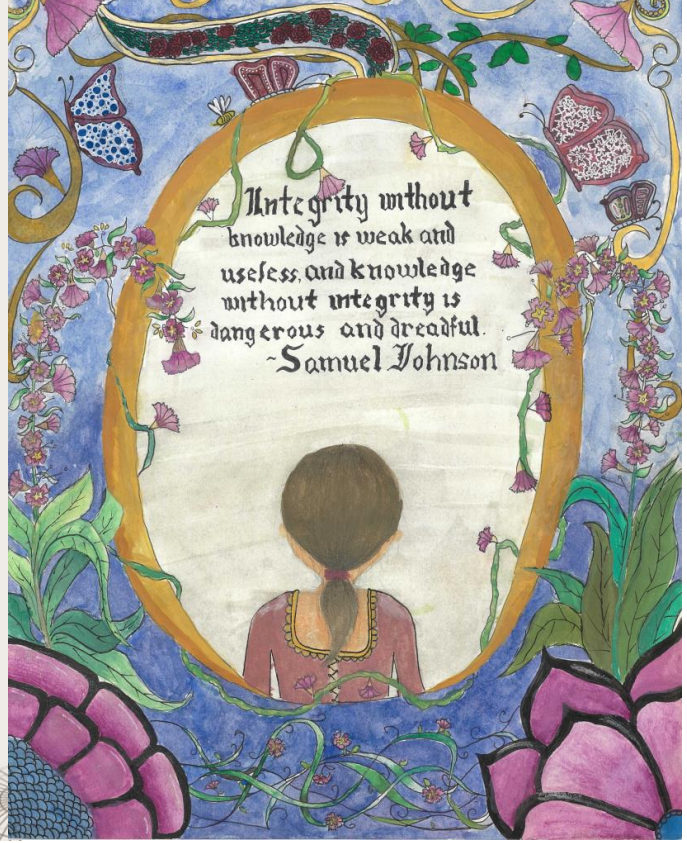
History & Chinese History Departments

Tour at Gin Drinker's Line

- History of Hong Kong
- Impacts of wars



TRUE COMPASSION MEANS NOT ONLY
FEELING ANOTHER'S PAIN BUT ALSO BEING
MOVED TO
HELP RELIEVE IT .



Visual Arts Department

- Art Nouveau Design, Poster Design, Photography
- based on the four values “Justice, Integrity, Compassion & Self-Control” and their quotes

3. School Atmosphere



Campus Environment

- Learning & Teaching Committee, English Department & Reading Promotion Committee
- Posters of famous quotes about “Justice, Integrity, Compassion, Self-control” on the campus





Life-wide Learning Activities

Reading Promotion

Assemblies

Extra-Curricular Activities

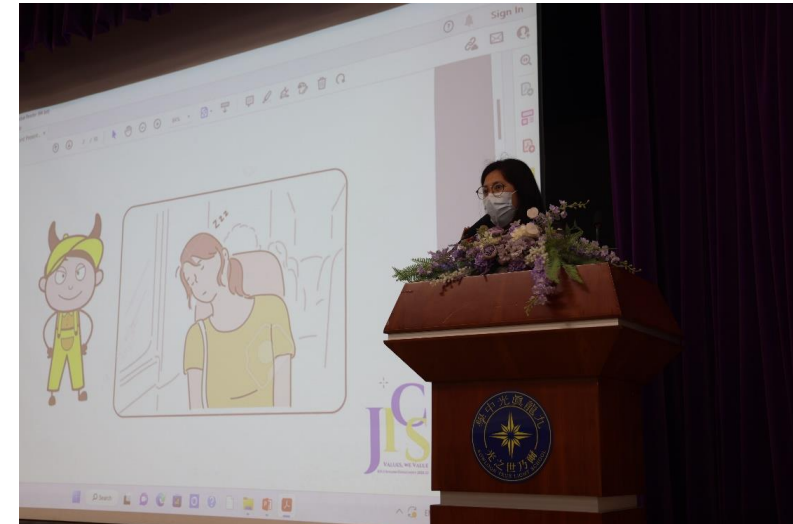
Assemblies

JICS Morning Assemblies

- Principal Lee
 - “Who has stolen the pencil sharpener?”
- Book Sharing

JICS School Assemblies

- Professor Wong Shing Wing
 - a psychological analysis of classic local criminal cases
- Mr. Yue Ka Keung
 - novice approach to criminal cases





Extra-curricular Activities

The Detective Club

- Workshops
- Visit the Detective Training Centre
- Publication of mystery stories created by students



National & Social Caring Committee

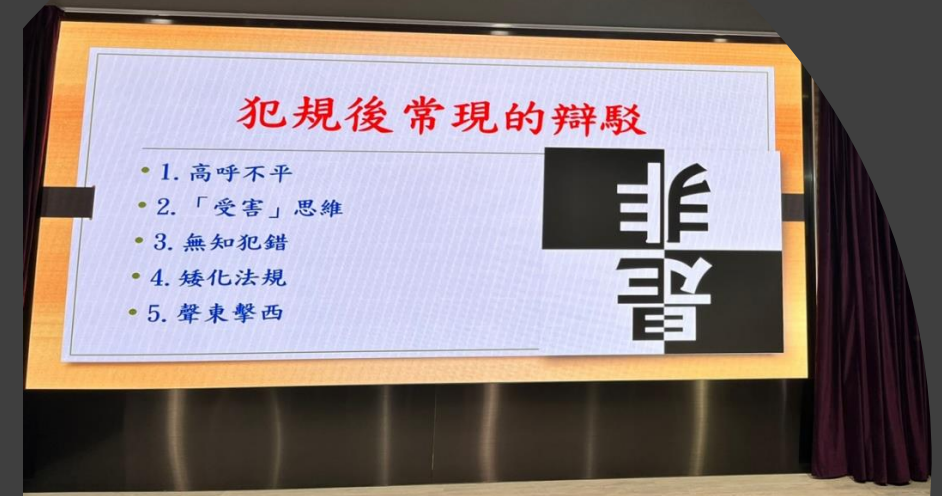


- Mock Trials by SidebySide
 - Critical thinking & moral decision making
- Quiz Competitions:
 - 2022 National Constitution Day Online Quiz Competition
 - The Basic Law Quiz Competition
- "Nanjing Massacre 85th Anniversary Student Memorial Event" & "A Letter to the Survivors of the Nanjing Massacre"

Home-School Cooperation & Parent Education

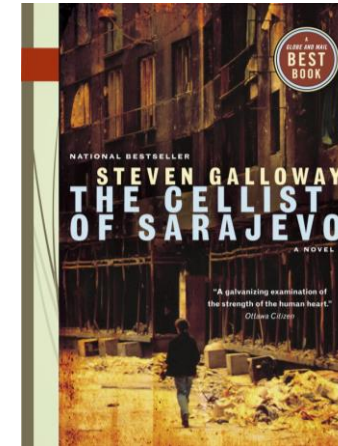
Parent-Teacher Association

- Parents' Academy
- Meetings & workshops on Positive Education
- a parenting workshop titled “What to do if you are afraid of making mistakes: Helping your child grow from mistakes”



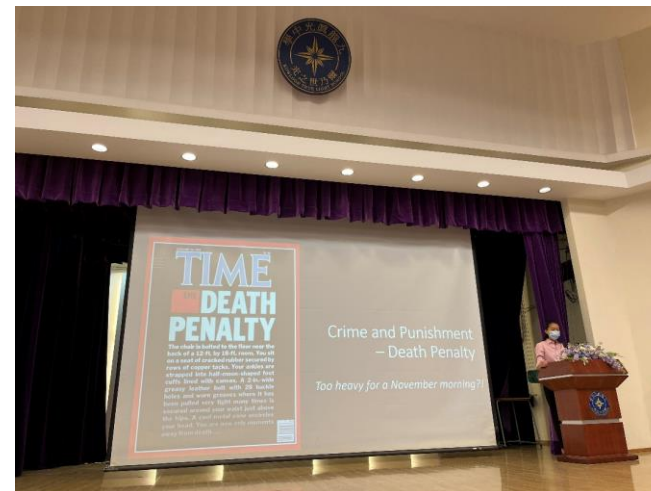
Reading Promotion Committee

- Theme: Crime by the Books: from Reading to Righting
- Book Exhibition
- Morning Assemblies – Book Sharing



The Cellist of Sarajevo

- Three fictional narrators - Kenan, Dragan and "Arrow" - struggling to survive the war
- Their 3 stories intertwine over the course of 3 weeks, with the music of the cellist offering hope
- Themes: Compassion, Justice, Morality, Power of art/music



English Week Book Display @ Library

- English books related to crime, law, justice, integrity, compassion, and self-control

A new collection of DVDs @ Library

| | | | | |
|-------------------------------------|----------------------------|--|-------------------------------|------------------------------------|
| The Central Park Five | RBG | The Children Act | Chasing Madoff | Knives Out |
| Murder on the Orient Express | On the Basis of Sex | Kivalina V. Exxon: The Most Dangerous Litigation In America | The Remains of the Day | We Need to Talk About Kevin |

Reading Promotion Committee 2022-23

Thursday Book Club

Law, Justice & Mercy

in William Shakespeare's

The Merchant of Venice

Dates:

6th Oct, 20th Oct, 10th Nov, 24th Nov, 1st Dec, 8th Dec

Time: 2:30 – 4:00 p.m.

Venue: Special Room in Library

Teacher in charge: Ms. Yeung Wing Yiu

In this **stress-free** book club, we will

- watch a performance by the famous Globe Theatre
- read a few key scenes in the play
- explore the legal issues in the play **like a lawyer**
- learn to appreciate Shakespeare's genius
- do some **role-playing**; re-enact the trial scene
- reflect on the ideas of **justice and compassion**

No fear, Ms. Yeung will guide you all the way through. All you need to do is show up with an open mind and an open heart. ☺ If you are interested, [please sign up at the library by 3rd October \(Monday\).](#)

Reading Promotion Committee

Book Club: “Law, Justice & Mercy” in William Shakespeare’s *The Merchant of Venice*

- Watching, reading, role-playing, enacting the trial scene
- Reflect on the ideas of justice & compassion

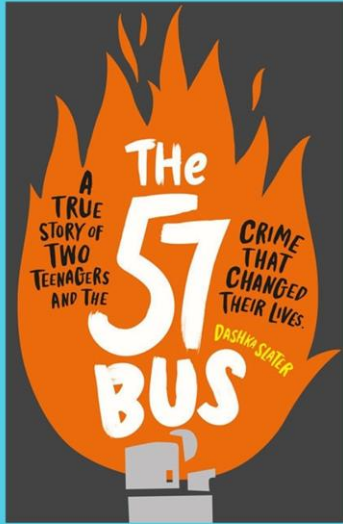
Reading Week in May

- Book sharing on Crime & Science, Economic Crimes, Environmental Crimes

Reading Promotion x English Department

Crime by the Books: From Reading to Righting

Let's
take a
bus ride
with Ms.
Emma
Yeung.



Lunchtime Reading Workshop

Date: 16th February 2023 (Thursday)

Time: 1:20 - 1:50 p.m.

Venue: Library Special Room

Please pay attention to RPC's announcements and eClass mails for further details.



Don't forget to
bring along your
Funbrarian Pass to
collect stamps!

Lunchtime Reading Workshop

- Ms. Emma Yeung, who shared with students *The 57 Bus* – a book based on a real event, in which a little flick of a lighter shocked a community to its core and upended the lives of two teenagers.
- Through the book, Ms. Yeung introduced the idea of “**restorative justice**”, and guided students to think critically about issues of gender, race, and the criminal justice system

Students' reflections

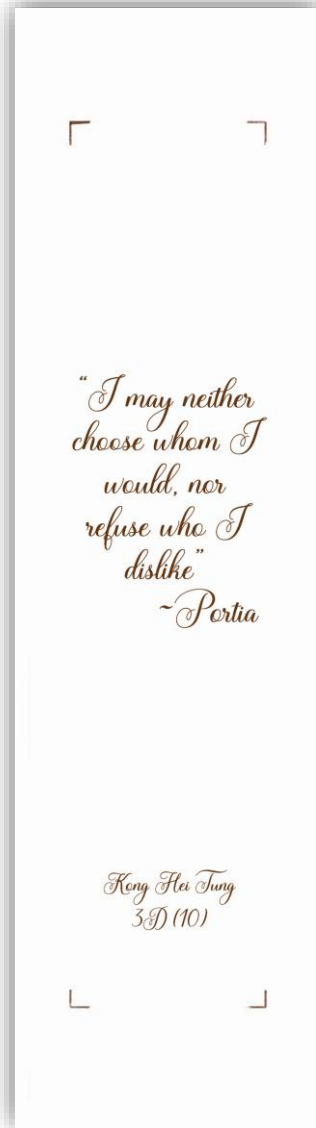
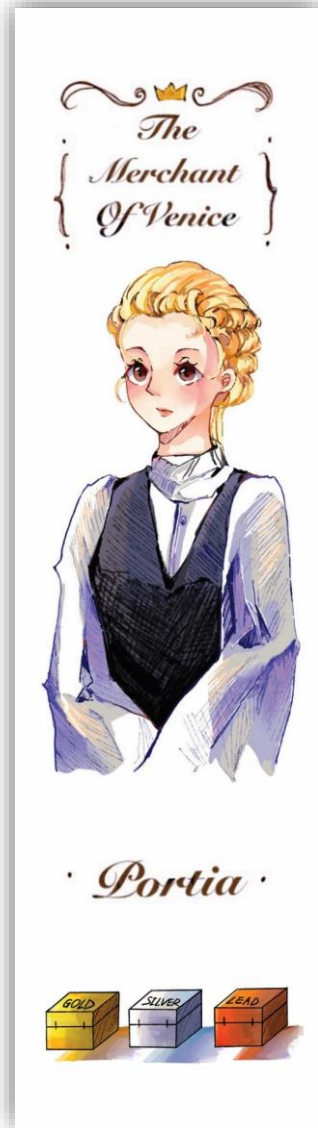
The three most important things (ideas, values, lessons, etc.) I take away from the play are:

- I. We should not be racist or discriminate anyone. We were all created different. We all have our own culture, religion, skin colour But we should not bully others because of the differences. Instead, find beauty in our differences and get to know each other
- II. Marriage is beautiful thing but it is also filled with hardships. We have to make sacrifices in a marriage
- III. We should be merciful to each other. If anyone wrongs you, forgive them and others will forgive you and treat you with respect.

The three most important things (ideas, values, lessons, etc.) I take away from the play are:

- I. Don't judge someone immediately just because they're either ^aChristian or Jewish
- II. Equality must be promoted in the society in order to maintain peace between one another and respect
- III. Be sympathetic but not ruthless, it might save your life.

Students' works



RPC Book Club Competition

The Merchant of Venice

1st Prize: Malaika-Rani (3D 22)

Category 1: Literary Response

Does Shylock get his “just deserts”? Is “justice” served at the end of the trial?
Support your view with evidence from the play.

In the play *The Merchant of Venice*, Bassanio needs money because he wants to marry Portia, a beautiful and wealthy heiress. He asks his friend Antonio for money as he needs to lavish gifts on Portia, as part of his courtship. Antonio agrees to help his best friend even though he does not have the money. To help Bassanio, Antonio goes to Shylock, a Jewish merchant cum moneylender, for a loan. In all his life, Shylock has been ill-treated by Antonio (and other Venetian Christians) – for he is a Jew. Antonio often insults him in public, calling him “a dog”, and even spits on him. Nevertheless, the two men enter into a “merry bond”: Shylock agrees to lend Antonio the money he needs, but on the condition that a pound of flesh will be cut off from Antonio if he is unable to repay the sum by the deadline. The ill-fated Antonio cannot pay the money back on time because his cargo ships have been wrecked by storms. Shylock takes Antonio to court in order to enforce the “bond”. While Shylock is confident that the law is on his side, the trial takes a turn. The civil law trial of Antonio somehow turns into the criminal law trial of Shylock. I will explain in the following why I believe this trial is totally unfair and justice is definitely not served by the end of it.

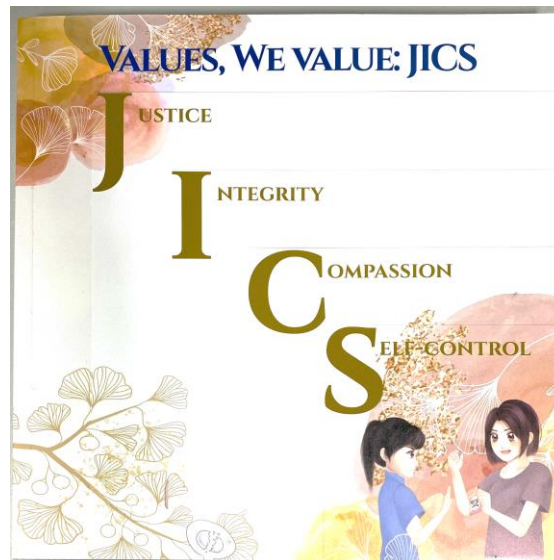
Firstly, the judge is biased. At the beginning of the trial, he shows pity to Antonio and even asks Shylock to show sympathy and withdraw the case. Besides, all the other people present in the Venetian court are Christians – and they all call Shylock “the Jew”, rather than call him by his name. Sometimes they even call him “harsh Jew” and “inexorable dog”. Shylock is



Promoting Values Education in the community

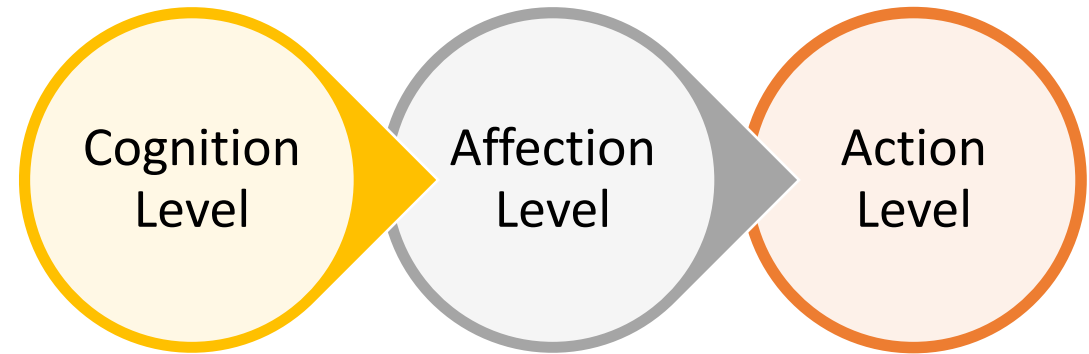
Upcoming activities

- Write to newspapers
- Publication
- Sharing with fellow educators



Learning Outcomes

- Observation from students' performance in learning tasks
- Messages of the videos students produced for morning assemblies
- Coach's comments on students in newspaper
- Students' reflections after learning activities & in their goal-setting scheme




Class:5A

Joining the JICS project is a rewarding experience. It deepens our understanding of JICS - justice, integrity, compassion, self-control, and how these moral values impact society nowadays.

Throughout the project, we have learned a lot from both the professional journalist and our interviewee, Professor Wong. They have given us an insight on the journalist industry and criminology respectively. Thanks to their sharing, we have discovered new perspectives to view incidents, enhancing our critical thinking skills.

With the guidance of our writing coach, the team is inspired to write the feature article promoting compassion. We had a great time working together, fine-tuning our article until it meets our expectations.

Students' Reflections in their Goal-Setting Scheme





Reflection

賭博, 追星, 煲劇
網絡成癮

- 不應過份沉迷, 有時適量去做某些事的確可以放鬆自己的心態, 但也應該適可而止
- 以前試過煲劇到凌晨1點, 之後就頭痛, 後悔不已
- 我之前也是一直睡懶覺, 不肯做運動, 非常懶, 生活也家和學校兩點支線

- 之後我就一直控制自己, 晚上11點前就一定要睡覺, 身體健康比甚麼都重要
- 我現在有保持每個星期運動兩次, 希望身體可以再健康一點, 改一下惰性, 而減肥一下 haha

Application





Reflection

我用的時間問題, 不自覺的會去選擇, 影響了我的人際關係, 寫台詞的時候, 手速及急進導致我的做事效率極低, 沒有時間再回工看戲, 我的睡眠時間下降, 影響我的健康及精神。此外, 在人體關係方面, 我曾在香港及大陸人帶來的幾十種不同種族回鄉, 但對當地人對我的印象, 因為我~~的~~這一個有過沒幾幾的行為。

後來, 我又發現到自己的錯誤, 決定我將去多手操成~~業~~。為了不影響我的工作效率, 在寫台詞的時候, 我會用些許時間來記錄我每份工作, 每日的進度, 這些都因為我可以在生活管理更清楚。在人體關係方面, 我亦學會了在忙碌的時候仍保持手速, 因為現在在包尾用及對人帶來的幾十種不同種族回鄉, 對不同種族回鄉多說話, 這使我的家人多不認識我及說話, 我總括而言, 手速一把噴面刀, 我本來們不好女使用, 我們社會應入可的危險, 我權改善我的感謝。

Application





Thank You

