明愛樂義學校
Caritas Lok Yi School

共耕 Let's cultivate

校訊 School Newsletter 第十一期 2022/23 Vol. 11 2022/23

啟發潛能的環境（校園規劃篇）

An environment that unleashing students' potentials (A Chapter on School Planning)

"生涯規劃(三) Life Planning (III)



樂義仔「感官室」A Grand Opening to the Lok Yi Kids' Sensory Room 正式開幕了





一個令人專心聆聽，邊聽，腦子邊滾動的分享會——「感官室」對智障學童的學習成效分享會

A captivating and contemplative sharing: A Sharing on the Learning Outcomes of Students with Intellectual Disabilities in the Sensory Room



校長感謝信 Our Gratitude!

莫愛玲校長

2022年11月5日， 在非常低調的宣傳下，超過350名來自教育、醫護和社福界的朋友報名出席「感官室對智障學童的學習成效」分享會，期望探討如何善用感官室提升智障人士在肌能、情緒和認知等方面的能力。不負眾望，分享內容令人振奮。

香港教育大學冼權鋒教授介紹香港特校第一個感官室的緣起，並闡釋他於90年代進行的相關研究；香港教育大學司徒勝營教授講述他當時在海外的經驗，又分享了他最近在明愛樂義學校的先導研究，提出「sensory hub」的前瞻見解和未來研究方向；聯合醫院李寶儀醫生分享她對感官刺激在醫院環境的看法；兒童紓緩服務基金林國嬿女士分享了她在海外的實戰經驗，以及就如何把感官室的良好經驗延展至家庭和社區提出關注；明愛賽馬會樂仁學校曾鳳儀主任分享她於全港第一所特校感官室進行教學至今的寶貴經驗。

借用一位出席嘉賓的感受，衷心感謝各位主講和分享的嘉賓，掀動了「嘆為觀止」的專業技術交流，把明愛樂義學校職業治療師團隊帶動的小型教育研究，提升至一個包含更深刻意義的層次——把感官室的浸沉式學習擴展至校園和社區。

有幸加入明愛樂義學校這個充滿活力的大家庭！再次感謝我們的職業治療師何詠恩姑娘，以愛帶領團隊善用「感官室」提升中度和嚴重智障學童的治療和學習效能，並彰顯了學校「治療與教育」結合的特色。最後，感謝優質教育基金贊助這個十分有意義的教育研究計劃。

Principal Mok Oi Ling

On November 5, 2022, without much promotion, more than 350 friends from the education, medical care, and social welfare sectors joined the “Sharing on the Learning Outcomes of Students with Intellectual Disabilities in the Sensory Room”. The sharing session aspired to discuss how we can utilise sensory rooms to improve abilities of people with intellectual disabilities in the areas of motor function, emotion, and cognition. The sharing lived up to expectations and is inspiring.

Professor Sin Kuen Fung from the Education University of Hong Kong introduced the origin of the first sensory room in the local special school setting, and explained the related research he conducted in the 1990s. Professor Szeto Shing Ying of the Education University of Hong Kong spoke about his previous overseas experience and presented his recent pilot research at Caritas Lok Yi School. He also proposed his forward-looking insights about the “sensory hub” and future research directions. Dr. Lee Po Yee from United Christian Hospital shared her views on sensory stimulation in the hospital environment, while Ms. Lin Kwok Yin from the Children’s Palliative Care Foundation talked about her overseas practical experience, and called attention to extending the benefits of sensory rooms to families and communities. Senior Teacher Tsang Fung Yee of Caritas Jockey Club Lok Yan School also contributed her valuable experience in teaching in the first special school sensory room in Hong Kong.

Quoting the words of one of our guests, I would like to express my sincere gratitude to all speakers, who led a “stunning” professional exchange. They also promoted the small-scale educational research done by the team of occupational therapists of Caritas Lok Yi School to a more meaningful level, which is extending immersive learning in the sensory room to the school and the community.

It is a great honour to join the lively family of Caritas Lok Yi School! Thanks again to our occupational therapist, Ms. Ho Wing Yan, who led the team with love and made good use of the “sensory room” to improve the treatment and learning outcomes of students with moderate or severe intellectual disabilities. This is a great manifestation of our school’s pursuit of combining “therapy and education”. Finally, I would like to thank the Quality Education Fund for sponsoring this very meaningful educational research project.

「感官室」對智障學童的學習成效：治療與教學的相互作用

"The Effect of Sensory Room on the Learning Efficacy of Students with Intellectual Disability: The Interaction between Therapy and Teaching"

何詠恩（職業治療師）
Ms HO, Wing Yan (Occupational Therapist)



「感官室」個案研究

由「優質教育基金——公帑資助學校專項撥款計劃」資助的「樂義仔感官學習計劃」已順利完成。此計劃能由課堂學習深化為個案研究，有賴教學部於初探階段搜集「感官室」環境對智障學童的學習成效，作為日後運用「感官室」教學用途的實證數據。

是次個案研究聚焦「感官室」環境就智障學童於肌能、感官反應和情緒行為三大範疇的學習成效，並安排14名6至18歲中度或嚴重智障學生，於2022年6月至7月進行為期八星期、每星期35分鐘的個別輔導課堂，由教師及職業治療師協作上課，學生類別包括自閉症、專注力不足、過度活躍、視障、大腦麻痺、醫療情況複雜等。

A preliminary case study on the "Sensory Room"

The "LOK YI Kids Sensory Learning" project, supported by the Dedicated Funding Programme for Publicly-funded Schools of the Quality Education Fund, has been completed successfully. The original focus of the project was the effect of utilising our sensory room on students' learning in classes. Thanks to the participation from our teaching department, the focus of this project has transcended from a lesson-based learning experience to a case study, allowing us to find out the effect of a sensory room environment on the learning efficacy of students with intellectual disabilities, supporting the use of "sensory room" for teaching purposes in the future.

This case study was conducted from June to July in 2022. It aims to explore the effect of a sensory room environment on the learning efficacy of students with intellectual disability in the areas of 'motor functioning', 'sensory response', 'emotion and behaviour', as well as its maintenance effect. 14 students with moderate or severe intellectual disability, aged from 6 to 18 years old, were selected to take part in weekly individualized teaching sessions for 8 weeks. Each session lasted for 35 minutes. These sessions were co-led by teachers and occupational therapists. The students selected covered a wide variety of diagnoses and impairments, including autism spectrum disorder, attention deficit/ hyperactivity disorder, visual impairment, cerebral palsy, medical complexities, etc.



職業治療部憑藉團隊精神，創造了難忘又有意義的經驗。
The team spirit of the occupational therapy department gave rise to this memorable and meaningful experience.



司徒教授、冼教授、唐校監、莫校長主持開幕儀式，運用遙控立方控制器動燈效和音樂，模擬「感官室」學習環境。
Dr. Szeto, Professor Sin, Supervisor Mr. Tong and Principal Ms. Mok officiate the opening ceremony. They turn the cube remote to activate light and sound effects to simulate the learning environment of the sensory room.

個案研究結果顯示，不論在課室或「感官室」，學生在三大主要範疇的學習表現均有進步；「感官室」環境帶來的成效，更能延續至課堂學習。以下是研究結果的重點：

- 「感官室」器材能提供強烈的感官刺激和互動元素，引起和增強學生自主控制肢體的動機，因此肌能範疇的學習成效較明顯。
- 相關器材能引起和增強學生回應或跟從指令的動機，強烈和集中的感官刺激能有助學生留意四周環境及作出相應反應，尤其聲控控制器更能吸引學生發聲。
- 當中的聲效和燈效環境能紓緩部分學生的情緒，例如變色燈泡水柱的視覺和聽覺刺激有助穩定他們的情緒。學生在得到適當的感覺調節後，改善課堂情緒行為表現。
- 學生能在充滿視覺刺激的感官室學習，提升認知能力，例如顏色。

The findings of the study revealed that students demonstrated improvements in the three key learning areas, whether they were in the classroom or sensory room. Students showed the greatest improvements in the area of 'motor functioning', followed by ‘emotion and behaviour’ and ‘sensory response’. The data collected also indicated that the sensory room is a beneficial learning environment for students, and some of the effects could be carried over in the classroom setting temporarily. The major findings of the research are as follows:

- The equipment of the sensory room provided strong sensory stimulation and interactive elements, inducing and strengthening students’ motivation to actively control their body. Therefore, the effect of the sensory room on students' learning efficacy in the area of ‘motor functioning’ was the most prominent.
- The equipment of the sensory room promoted students' motivation to respond to or follow commands, and the potent and intensive sensory stimulation helped them pay attention to the surroundings and respond. As a case in point, the voice-control remote was conducive to encouraging students to vocalize.The sound and visual effects in the sensory room helped some students calm their emotions. For example, after getting the visual and auditory inputs from the colour-changing bubble tube, a student with emotional and behavioural problems was able to calm down gradually. As for students with such sensory needs, after getting appropriate sensory modulation, their emotional and behavioural problems in the following lessons may be improved.
- The sound and visual effects in the sensory room helped some students calm their emotions. For example, after getting the visual and auditory inputs from the colour-changing bubble tube, a student with emotional and behavioural problems was able to calm down gradually. As for students with such sensory needs, after getting appropriate sensory modulation, their emotional and behavioural problems in the following lessons may be improved.
- In terms of the cognitive area, the intensive visual stimulation of the sensory room helped students learn concepts, such as colours.

「感官室對智障學童的學習成效」分享會與專業聯繫

在「樂義仔感官學習計劃」正式展開後，學校持續發展專業聯繫，例如明愛賽馬會樂仁學校教學與治療團隊於2022年7月到校觀課和交流；香港教育大學司徒勝營教授於10月觀課交流，觀察初小至高中學階的學生參與情況，並討論於課堂的延伸活動與學生生涯規劃的關聯，向教師和治療師提供寶貴意見。

2022年11月5日舉行的「感官室對智障學童的學習成效分享會」，邀得不同界別人士參加，來自學前中心、特殊教育、醫療及社福界等，約100人蒞臨現場及超過250人於網上透過Zoom或YouTube參與。本校十分榮幸能邀請香港教育大學冼權鋒教授及司徒勝營教授擔任主講嘉賓，講題為「不同學階的智障學童如何從感官室的學習環境中得益」。兩名教授把未來的「感官室」學習連結起來，為歷年發展感官學習帶來深刻反思。



分享環節十分精彩，冼教授、李醫生、林護士及曾主任，分享了在教育和醫療上對「感官室」環境學習的經驗和意見。
The discussion session is very fruitful. Professor Sin, Dr. Lee, Ms. Lin and Ms. Tsang share experiences and views on the learning in sensory rooms from the education and healthcare perspectives.

冼教授更主持分享環節「從教育角度看感官室環境對醫療情況複雜學童學習的幫助」，嘉賓包括基督教聯合醫院兒童及青少年科李寶儀醫生、兒童紓緩服務基金專業服務經理林國嬿護士及明愛賽馬會樂仁學校曾鳳儀主任，各人對於如何在學校、醫院、家居、甚至社區中運用「感官室」學習，分享了寶貴意見。最後，「樂義仔感官學習計劃」的成員分享是次個案研究的推行過程、數據分析結果和個案學習成效，作為經驗總結，展示治療與教學的協作成效。

'Sharing on the Learning Outcomes of Students with Intellectual Disabilities in the Sensory Room' and professional connection

As we officially launched the "LOK YI Kids Sensory Learning" project, our school strived to enrich its professional connection. For instance, in July 2022, the teaching team and occupational therapist of the Caritas Jockey Club Lok Yan School visited us for a lesson observation session. In October 2022, we were honoured to be able to invite Dr. Elson Szeto Sing Ying of the Education University of Hong Kong to observe our students from junior primary to senior secondary levels in their individualised learning sessions. Dr. Szeto gave invaluable feedback to teachers and occupational therapists as we discussed the future development of lessons and students' life planning.

The 'Sharing on the Learning Outcomes of Students with Intellectual Disabilities in the Sensory Room' was successfully held on 5 November 2022, with 98 on-site participants and over 250 virtual participants on Zoom meeting or YouTube streaming broadcast. We were honoured to have Professor Sin and Dr. Szeto as keynote speakers, sharing on the topic of 'How students with intellectual disabilities across different educational stages benefit from the learning environment of sensory rooms'. In their speeches, they connected the past, current and future of learning in sensory rooms, inducing a deep reflection on the ways to develop sensory learning in the future.

Professor Sin also hosted a discussion session on the topic of 'Investigating the benefits of a sensory room environment on the learning of students with medical complexities from an educational perspective'. Other guest speakers included Dr. Lee Po Yee from the United Christian Hospital, Ms. Lin Kwok Yin from the Children's Palliative Care Foundation and Senior Teacher Ms.Tsang Fung Yee of Caritas Jockey Club Lok Yan School. They shared their invaluable opinions on the ways to apply the learning experiences in sensory rooms to schools, hospitals, household settings or even in the community. Last but not least, the project members gave a presentation on the implementation process, results of data analysis, and students' learning outcomes in our case study, accentuating the outcomes of collaboration between therapy and teaching.



分享嘉賓李醫生、林護士及曾主任接受紀念品。
Guest speakers Dr. Lee, Ms. Lin and Ms. Tsang accept souvenirs.

專業訪談 Professional dialogue

7.11.2022專訪
Interview on November 7, 2022 ◀◀◀◀◀



司徒勝營博士

香港教育大學助理教授及特殊學習需要及融合教育中心聯席總監司徒勝營博士

Dr. Elson Szeto Sing Ying

Assistant Professor,
The Education University of Hong Kong Co-Director,
Centre for Special Learning Needs and Inclusive Education

從感官看未來

感官與人類生活息息相關，感官帶來的影響除了有可能影響至眼睛不能見、耳朵不能聽外，甚至可能會帶來其他生活上的不便，司徒勝營博士深信感官訓練對學生的發展有着深遠的影響。

司徒博士曾提問：「人的大腦只用到3-4%，有方法可以多用一些嗎？」大腦至今都是非常神秘，司徒博士認為，感官訓練就是幫助大腦發展的關鍵，特別對於有特殊學習需要的學童，感官訓練則更為重要。

團隊的重要

明愛樂義學校近來翻新了感官室，司徒博士亦成為學校的顧問。現在的感官室比以前更先進，更吸引，但司徒博士認為團隊才是最重要。司徒博士非常欣賞學校團隊，從治療訓練，延伸到課堂的教育，治療師與教師都能互相配合。司徒博士更認為在感官室裡，學生並非單一的用家，治療師、老師與學生都是共同創作者，他們在感官室一起進行音樂、藝術、舞蹈或戲劇等等的不同創作，在這些創作過程中，各種感官都受到這些富有趣味的刺激而同步發展。

感官訓練普及化

感官訓練可以刺激腦部的海馬體，海馬體便會把認知連結成網絡，這個網絡會變成經驗，要成功讓認知連結成網絡，記憶力和感官訓練就是關鍵了。司徒博士希望將來感官室的發展能擴展至課室，甚或走入社區，讓感官訓練普及化，可以幫助更多的人。

Seeing the future from senses

Senses have an important place in our daily lives. Deficits in senses may not only affect our body functions, such as our ability to see and hear, but they could also lead to other inconveniences in life. Dr. Szeto Sing Ying firmly believes that sensory training has a profound impact on students' development.

Dr. Szeto once asked, "Humans only use 3-4% of the brain. Is there a way to use more?" To this day, the brain is still very mysterious. Dr. Szeto believes sensory training is the key to helping the brain develop. Sensory training is even more important for students with special educational needs.

The importance of the team

Caritas Lok Yi School recently renovated the sensory room, and Dr. Szeto became the school's consultant. The sensory room is now more advanced and attractive than before, but Dr. Szeto believes that the team is what is of the utmost importance. Dr. Szeto appreciates the school team of therapists and teachers for being able to collaborate in students' training and also extend their training to the classroom. He thinks students are not the only users in the sensory room. Therapists, teachers, and students are co-creators who work together to create music, art, dance, and plays, etc. in it too. During these creative processes, various senses are stimulated by these interesting inputs and developed simultaneously.

Popularization of sensory training

Sensory training can stimulate the hippocampus in the brain, which will connect cognitive input into a network, and this network will become an experience. To successfully build cognitive networks, memory and sensory training are the key. Dr. Szeto hopes to extend the development of sensory rooms to classrooms or even the community in the future, so that sensory training can be popularized and can help more people.

專業訪談 Professional dialogue

5.11.2022專訪
Interview on November 5, 2022 ◀◀◀◀◀



冼權鋒教授
特殊教育與輔導學系教授、
特殊學習需要與融合教育中心總監

Professor Sin, Kuen Fung Kenneth, MH
Professor, Department of Special Education and Counselling Director, Centre for Special Educational Needs and Inclusive Education

新世界X感官世界

感官是日常生活中不可或缺的一部份，但對於一些在感官發展方面稍遜的學童，例如有特殊學習需要(SEN)的學生，在特殊學校裡都會設立感官室讓其接受不同的感官訓練，而感官的發展亦直接影響著他們的成長。

時代的轉變

感官室內有各種的儀器或設施用以刺激不同的感官，根據司徒勝營博士所言，現在的感官室相比二十五年前所見的已經先進不少，當然仍可以走得更前。感官室內的教學亦非單向式教學，而是教師與學生進行共同創作，即教師的角色除了是帶領者，亦是協助創作者，例如：老師與學生透過感官室一同打節拍創作音樂，一同畫燈光畫，甚或進行戲劇創作也可。最重要的是在感官室內學生能享受其中並能與教師一起同行。

教師的角色

冼權鋒教授指出，與學生建立良好的師生關係，能提升與學生共同創作的效能，讓他們能更享受創作的過程。相對一般課室而言，教師在感官室更容易與學生建立關係，與學生共同創作時能更有效地溝通，老師能直接了解學生的感受和反應，這正是感官室的重要價值之一。明愛樂義學校正因著重視學生的感受而更努力地在感官訓練上不斷提升。

New world x Sensory world

Senses are crucial in our daily lives. For some children who are less developed in terms of sensory development, such as students with special educational needs (SEN), sensory rooms are set up in special schools for them to receive different sensory training as the development of senses directly affects their growth.

Changing of times

Various devices or equipment are used in sensory rooms, and they are used to stimulate different senses. According to Dr. Elson Szeto, sensory rooms today are much more advanced than those seen 25 years ago, although there is still room for further improvements. Teaching in sensory rooms is not one-way teaching, but co-creation between teachers and students. That is, other than leading students, teachers also take up the role of facilitators in the creative process. For example, using the equipment in the sensory room, teachers and students can create music by playing beats together, create light paintings, or even produce theatre plays. Most importantly, students can enjoy themselves while collaborating with teachers.

The role of the teacher

Professor Sin Kuen Fung pointed out that establishing a good teacher-student relationship can improve the efficiency of co-creation with students and allow them to enjoy the creative process more. Compared to normal classrooms, it is easier for teachers to build rapport with students in the sensory room. Teachers can communicate more effectively when co-creating with their students, and they can have a direct grasp of their feelings and reactions. This is one of the important values of sensory rooms. As Caritas Lok Yi School cares about our student's feelings, we strive to continuously improve the quality of sensory training.

Professional interview

共同建設 理想校園為學生

Together we build an Ideal

明愛樂義學校致力建立愉快而積極的學習環境，使學生充份發揮潛能，以學生為中心，結合教育、治療與生活並重，發展學生的生涯規劃。學校以「一生一演藝」為發展重點，緊扣生涯規劃教育課程的「自我認識及發展」、「生涯探索」及「生涯規劃與管理」；發展學生的潛能，使學生活得有尊嚴、活得有質素。學校不止是個學習的地方，更是一個多元化的生命體驗館，2021/22年度下學期，我們策劃建構多重功能、多重感官刺激的環境，讓學生從中體驗生命中的不同範疇，例如學習、就業、閒暇活動、天主的愛，藝術修養及自主自決，從而提升生活質素，締造希望。以下介紹八個主要的發展項目：

1. Brain Café——拼思多明茶座；
2. 樂義演藝學苑；
3. 抱石牆；
4. 壁畫創作；
5. 聖母亭；
6. 小帆船教室；
7. 身心靈花園；
8. Dream Play——夢想遊樂園

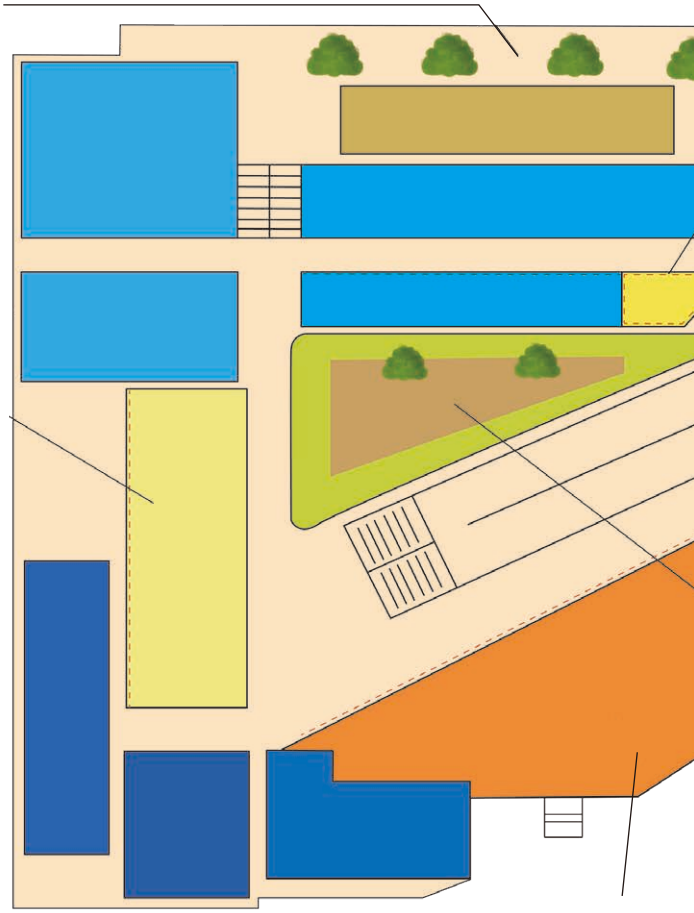
現在先為大家介紹其中五個發展項目：





夢想遊樂園

身心靈花園





樂義演藝學苑

Caritas Lok Yi School is committed to establishing a happy and positive learning environment that enables students to reach their full potential. The school strives for a student-centred approach when developing life plans for our students, integrating education, therapy and daily living. The "One Life, One Performing Arts" scheme is a development focus of the school, closely following the key areas of our Life Planning curriculum, namely "Self-Recognition and Development", "Career Exploration" and "Career Planning and Management". By developing students' potential, we strive to enable students to live with dignity and lead a quality life. School is not only a place for learning, but also a life journey centre that provides diverse experiences. In the second semester of 2021/22, we planned to create a multi-functional and multi-sensory environment for students to experience different aspects of life, including learning, employment, leisure activities, God's love, artistic appreciation, self-autonomy and self-determination. From this, we hope to enhance our students' quality of life and bring hope to their lives. Eight projects are included in our plan:

1. Brain Café;
2. Lok Yi Performing Arts Academy;
3. Bouldering wall;
4. Mural painting;
5. Our Lady's Pavilion;
6. The Dinghy Sailing Classroom;
7. The Body-Mind-Spirit Garden;
8. Dream Play

Here we will first introduce five of the projects:

Together we build an Ideal Campus

成就夢想

Campus

張愛儀主任
Ms. Cheung, Oi Yee (Senior Teacher)



Brain Café
拼思多明茶座



聖母亭



抱石牆



「畫」出理想



小帆船教室

「拼思多明茶座」構思圖
Conceptual drawing of "Brain Café"





Brain Café

「拼思多明茶座」目的是讓學生有機會在真實的環境中透過體驗式學習，發展學生的共通能力，包括協作、溝通、自我管理及數學能力，培養責任感、勤勞及承擔精神。Brian Café計劃改裝了原先只作為家長資源閣的房間，成為可讓學生、家長及教職員共同使用的多用途空間。

整個計劃透過實技科、職業治療、言語治療及家職會的共同合作，配合學生生涯規劃教育，為踏入中學階段的學生發展其生涯探索的機會，亦為高中的學生發展其生涯規劃，在離校前作好準備；學生可在此房間學習沖調飲品、簡單烘焙、清潔庶務、招待及銷售服務。另一方面，家長及同事可在此放鬆歇息，商討更多創意方案；房間內安裝了資訊器材，除了在教學上可使用外，教職員為學生學習及學校發展集思討論時，讓房間成為「拼力思考，越辯越明 」的會議室。

Brain Café

The purpose of setting up the "Brain Café" is to provide students with the opportunity of experiential learning in a real-life setting, so as to develop generic skills, including collaboration, communication, self-management and mathematics skills. It also aims to cultivate students' sense of responsibility, diligence, and commitment. We have planned to transform the Parents' Resources Corner into a multi-purpose space that can be shared among students, parents, and staff.

With the joint effort of the Practical Skills course, Occupational Therapy Department, Speech Therapy Department, and the Parent-Staff Association, this project supports students' Life Planning Education. It provides the opportunity of career exploration to junior secondary students, and allows senior secondary students to further develop their career plans, better equipping them before graduation. In the Brain Café, students can learn and practice beverage brewing, baking, cleaning, hospitality and sales services. Meanwhile, parents and staff can relax here and enjoy the learning outcomes of students. Installed with information technology equipment, the room is well equipped for teaching, and can also become a conference room to "think and reflect", where our staff would brainstorm and discuss matters of students' learning and school development.

樂義演藝學苑

學校在2017/18學年開始推行粵劇教育，讓學生有機會嘗試學習粵劇戲曲的表演，在教師的教導下學生學習粵劇的「唱、做、唸、打」四種表演技巧及功架，發展學生的語言表達、音樂歌唱、形體動作、團隊合作及責任感，並提升個人自信心，認識及欣賞中國傳統文化藝術，加強國民身份認同。另一方面，學生也會積極參與不同機構主辦的表演活動，在公眾場所粉墨登場，運用自己所學回饋社會，向外弘揚中華文化。



繼續發光發亮 Keep shining brightly on stage!

「樂義演藝學苑」計劃除了一系列粵劇文化及舞蹈等藝術教育外，也包括優化學校禮堂的設備，如延伸的舞台設計、提升音響及燈光設備，讓他們擁有更突顯學習表現的舞台。透過學習藝術表演經驗，探索、發展及規劃合適自己的演藝事業。



樂義演藝學苑 Lok Yi Academy for Performing Arts

Lok Yi Performing Arts Academy

The school started implementing Cantonese Opera Education in 2017/18 school year, and this gives students the opportunity to learn to perform Cantonese opera. Under the guidance of teachers, students experience the four Cantonese opera performance skills of "singing", "acting", "delivery of spoken lines" and "martial arts". Such an experience helps students develop different abilities, such as language expression, music and singing and physical movements, as well as various qualities like a sense of responsibility and team spirit. In addition, students' self-confidence can also be boosted. The learning experience also enhances students' understanding and appreciation of traditional Chinese culture and art, such that their sense of national identity can be strengthened. Furthermore, students will also actively participate in public performances held by different organizations, so that they can utilize what they have learned to give back to society and promote Chinese culture.

In addition to a series of learning sessions on the culture and art of Cantonese opera, the "Lok Yi Performing Arts Academy" project also involves the optimization of the school hall facilities, such as the extension of the stage and improvements of the sound and lighting systems. This allows every student to have an experience of performing on stage. Through learning Cantonese opera and accumulating experiences in stage performance, students can explore, develop and plan their own performing arts careers.



結合壁畫創作理念的抱石牆
A combination of mural and bouldering wall

抱石牆

「擁抱彩虹」是一項由家長提出的校園發展項目：學校於正門入口處設置抱石牆及體能運動區，並以中華文化為抱石牆的背景主題，藉着抱石活動提升學生身心發展、培養解難能力、建立學生與人及周遭環境的互動，鼓勵學生積極參與，打造一個共融的學習空間，為學生帶來優質的生活質素(QUALITY OF LIFE)。

為配合學生的需要，抱石牆路線是橫向的伸延的設計，讓不同肌能情況的學生均能接觸設施。抱石運動提供了多重感官刺激，包括視覺、聽覺、觸覺，學生透過參與抱石活動，認識基本安全知識及動作，運用不同的感官探索，了解自己的身體與動作的協調，按自己個人進度選擇難度。在過程中嘗試不同的挑戰，培養堅毅和勇敢，發展個人興趣及加強鍛鍊身心發展！

Bouldering Wall

"Embracing the Rainbow" is a project proposed by a parent to add sports facilities to the school. A Chinese culture themed bouldering wall and a physical exercise area is built at the main entrance of the school. Through bouldering activities, the project aims to enhance students' physical and mental development, promote their problem-solving ability, and enable them to establish interaction with people and the surrounding environment. We encourage our students to actively participate in the activities, so as to create an inclusive learning space and improve students' quality of life.

To meet the needs of students, the bouldering route is designed to extend horizontally, such that students with different physical abilities can have access to the facility. Bouldering provides multiple forms of sensory stimulation, including visual, auditory and tactile stimulation. By participating in bouldering activities, students can learn basic knowledge on safety and movements, and explore with different senses. Thus, they can better understand the coordination of their bodies and movements, and choose to advance with a difficulty level suitable to themselves. In the process, students can try to take on different challenges and cultivate a sense of perseverance and courage. This may help facilitate the development of personal interests for students, and may also strengthen their physical and mental development!



歡迎來到樂義演藝學苑
Welcome to Lok Yi Performing Arts Academy



樂義仔與老師一起為壁畫添上色彩
Lok Yi boy colors the mural with his teacher

壁畫創作：「畫」出理想

學校正門已繪出一幅大壁畫，由藝術家和學生以繽紛的色彩繪製，將自己的理想化成畫，一筆一劃地畫在牆壁上，包括功夫巨星、樂壇歌神、粵劇之王、藝術大師和書法家等等。其創作意念是推動學生一生一演藝，一人有一個理想：

透過壁畫上的圖案找出自己的興趣和方向，按能力作出適當的選擇，為他們的生涯作出探索及發展，激發學生的潛能及發展亮點。另外，透過課程實踐，讓學生訂立目標，實踐及反思，培養積極學習態度，一步一步實現自己的理想。

藉以提升學生的生活質素。



樂義仔認真聆聽老師講解壁畫創作的技巧
Lok Yi Kids are paying attention to the teacher explaining the skills of mural painting

Mural painting "Paint" your dream

With a student-centered mural art project, our school seeks to stimulate and discover students' potential. Our students would set their own goals and take the initiative to practise and reflect. They would become self-directed learners in different areas.

The creative concept of our mural stems from two ideas: "One Life One Performing Arts" and "One Person, One Dream". Artists and students use vibrant colors to symbolize lofty ideals. With each and every stroke on the wall, they have turned their dreams into paintings, including Kung Fu superstars, famous singers, kings of Cantonese opera, master artists and calligraphers, etc. Through the drawings on the mural, students may find their interests and directions in life. They would make choices according to their abilities in the exploration and development of their career and life. With such ambitions, our students would achieve their dreams step by step and lead a quality life.



樂義仔與校長一起用筆「畫」出理想
A Lok Yi Kid is "painting" her dreams with the Principal



樂義仔對壁畫創作感到新奇有趣
A Lok Yi Kid is curious and interested in mural painting



「聖母亭」預想圖 3D rendering of "Our Lady's Pavilion"

Caritas Lok Yi School - Lobby Design

聖母亭

明愛樂義學校大堂將有一番新氣象，當大家踏入校門時，會看到有如生命樹形態的樹幹聳立著，其茂密支幹延至大堂天花。而吊燈則呈水滴狀瀉下，像是向領洗者頭上倒水的景象，使人領受天主的恩寵，得以進入天主的大家庭。

而校務處旁，安設了一座聖母像，她的面容慈藹，散發著母親的溫良，柔和的目光，凝望每一位路過的我們，聖母的雙手緊抱著小耶穌，充滿著愛主的情懷；小耶穌開展雙手，像擁抱著辛勤服務中的樂義人，也期望著我們的回應。

聖母是我們的慈母，是寬仁的好榜樣； 藉此聖母抱小耶穌像，希望眾人能感受到天主的臨在，每天喜樂地與主相遇。

聖母像前放置了九個小花瓶，象徵著聖神九果，分別是「仁愛、喜樂、平安、忍耐、良善、溫和、忠信、柔和、節制（迦5:22-23）。願眾人也能活出聖神的果實。

Our Lady's Pavilion

There will be a new atmosphere in the lobby of Caritas Lok Yi School. When everyone steps inside the school, they will see a trunk in the form of a tree of life standing tall, with its lush branches extending up to the ceiling of the lobby. The ceiling lights hang down like drops of water, resembling the scene of pouring water on the head of the baptized, allowing people to receive God's grace and enter the family of God.

Next to the school office, there is a statue of Our Lady. Her face is gentle and kind, radiating the warmth of a mother, and her soft gaze looks upon each one of us who passes by. Her hands are tightly embracing Baby Jesus, filled with love for God. Baby Jesus opens His arms, as if embracing the hard-working Lok Yi people, and also hoping for our response.



聖母亭善用了天花玻璃窗的自然光，營造出透光效果
Our Lady's Pavilion makes good use of the natural lighting from the ceiling glass windows to create a translucent effect.

Our Lady is a kind mother to us, serving as a model of mercy and kindness. Though the status of Our Lady holding Baby Jesus, it is hoped that everyone can feel the presence of God and meet the God joyfully everyday.

Nine small vases are placed in front of the statue of Our Lady, symbolizing the nine fruits of the Holy Spirit, which are "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control" (Galatians 5:22-23). May everyone also live out the fruits of the Holy Spirit.

下期校訊再陸續為大家介紹其餘三個發展項目，大家要密切留意了。

Please stay tuned for our next publication, in which we will introduce 3 other projects!

國安教育在樂義

萬志光主任
Mr Man, Chi Kwong (Senior Teacher)

National Security Education at Lok Yi





有人問：「噢！我們特殊學習需要的學生怎樣學懂國安教育呢？」國家及法律概念較艱深，小學生也難以理解，何況是我們認知能力稍遜的學生們？

不不不！「噢！原來國安教育好簡單！我們特殊學習需要的學生也能學懂國安教育！」



由芝麻綠豆說起：安全是個人及社群生活的重要元素，我們可以從生活事務開始如食物安全、家居安全、交通安全等，乃至到社區安全、國家安全的層面，茲事體大！



由小圈子出發：安全始於人人實踐守法，讓學生尊重班規、校規以至社會的法規，培養學生的守規守法精神！



從課程策劃方面，學校會從國情教育及中華文化學習層面提升學生對國家的情意關聯，例如讓學生認識太空船登月探測是國家航天科技的創舉，萬里長城是歷代華夏民族存留下的世界遺產。從學生活動方面，學校讓學生學習升國旗儀式是我們對國家尊重的表現，欣賞及學習粵劇是中華文化的藝術體驗。

以上種種乃將國安教育納入學校教育常規的一個良好實踐！共勉之！

Someone asked, “Oh! How can our students with special educational needs understand national security education?” The concept of the country and laws is difficult for primary school students to understand, let alone our students with weaker cognitive abilities.

No, no, no! “Oh! National security education is very simple! Our students with special educational needs can also learn from national security education!”

Starting from minor affairs, safety is an important element of personal and community life. From life affairs, such as food safety, home safety, traffic safety, etc., to community safety and national security. They are all big deals!

Beginning from a small circle, everyone abiding by the law should be the first step to safety. Students are taught to respect class rules, school rules, and even social regulations, cultivating their law-abiding spirit!

In terms of curriculum planning, the school will enhance students’ affectionate relationship with the country through National Affairs Education and learning about Chinese culture. For example, we will teach our students that the spacecraft exploration on the moon is a ground-breaking work of our country’s aerospace science and technology, and that the Great Wall is a world heritage achieved by generations of the Huaxia ancestry. With regard to student activities, learning the ceremony of national flag-raising is an expression of respect for the country, and appreciating and learning Cantonese opera is an artistic experience of Chinese culture.

All of the above are good practices for incorporating national security education into the regular curriculum of schools! Let us encourage each other!

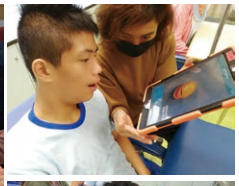
Curriculum Team: Introduction of a new course Design and Applied Technology

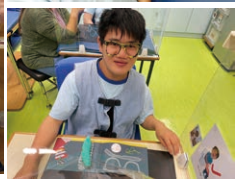
課程組：新課程介紹設計與應用科

黃紫君老師
Ms Wong, Tze Kwan (Teacher)

從「動手做」中學習3D pen、Laser cutter、Micro:bit，你知道是甚麼嗎？這些都是修讀設計與應用科技科學生課堂上會使用的工具。設計與應用科技科旨在為學生建立科技與設計的基礎知識和技能，為他們生涯發展作好準備，本科也著重培養學生具有創新及創業精神的特質，「創新」就是將創意轉化成有形的產品；「創業精神」是透過以服務對象為中心設計。因此，此課程提供多元化的教學活動，例如：設計3D眼鏡、理想中的三角花園等，在學習過程中，學生需發揮創意，並考慮用家的需要及匯報產品的特色，學習過程中能啟發學生多方面的潛能。







Our students learn to use the 3D pen, Laser cutter, Micro:bit through "experiential learning", but do you know what these tools are? They are tools used by our students in the Design and Applied Technology course in their classrooms. This course aims to provide students with the basic knowledge and skills of technology and design, and prepare them for life development. It also focuses on cultivating students' innovation and entrepreneurship. "Innovation" is to transform ideas into tangible products. "Entrepreneurship" emphasizes on designing with a client-centered mindset. The course has planned a variety of teaching activities, such as designing 3D glasses and a dream school playground, etc. During the learning process, students need to be creative, consider the needs of users, and report the characteristics of the products. This can unleash our students' potential.

關愛同行・從心出發 藝術展

"Love of Life, Love for Art" Exhibition

莫愛玲校長

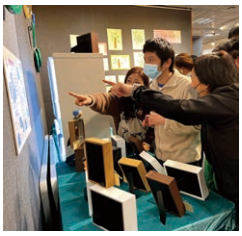
Principal Mok Oi Ling





感謝香港沙田青年獅子會及明愛樂進學校於2023年1月7至8日，假香港大會堂舉辦「關愛同行・從心出發」藝術展，幫助明愛樂義學校樂義仔「以愛展亮・以藝展才」！

是次公開展覽殊有意義，除了為樂義仔提供多元學習經歷，以平面和立體的作品說好樂義仔的故事、製造成功感外，亦讓社區人士體會到嚴重或中度智障學童的潛能，可說是完美的携手「以愛展亮・以藝展才」！





有參觀者看見嚴重或中度智障學童能製作陶瓷，感到十分驚訝；又有參觀者感到立體的陶瓷附以樂義仔的心形做手平面照片，十分感動，「很有感染力，完全感受到愛的氛圍」，「壞了的時鐘，也可以化為充滿美麗回憶的藝術裝置！

再次感謝每一位充滿愛心和無私的社區伙伴，每一位出心出力的員工「以愛服務・締造希望」。

I would like to express my gratitude to the Leo Club of Shatin and Caritas Lok Jun School for organizing the 'Love of Life, Love for Art' exhibition at the Hong Kong City Hall from January 7 to 8, 2023. Helping Caritas Lok Yi School's Lok Yi Kids 'Shine with Love・ShowCase Talent with Arts"!

This public exhibition is particularly meaningful. Other than providing a variety of learning experiences for Lok Yi Kids, telling their stories through graphic and three-dimensional works, and creating a sense of achievement, it allows the community to realize the potential of children with severe or moderate intellectual disabilities as well. It is a perfect collaboration in 'Shine with Love・ShowCase Talent with Arts'!

Some visitors were surprised to see that children with severe or moderate intellectual disabilities could make ceramics. Another visitor felt very moved by the three-dimensional ceramics with a heart-shaped hand photo of Lok Yi kids. 'It's very appealing. I can completely feel the atmosphere of love.' 'A broken clock can be transformed into an art display that's full of beautiful memories!

Thanks again to every caring and selfless community partner and every dedicated employee who contributed to 'Love in the service of hope'.

新同學介紹 Introducing new students

Dhriti



大家好，我叫Dhriti，是一個開心果。

我喜歡聽歌，特別是廣東歌。我也熱愛旅行，認識不同的朋友，我享受和朋友的相處時光，和朋友也相處愉快，很高興這次回到香港，期待能認識大家呢！

Hello everyone, my name is Dhriti and I am a cheerful girl.

I like listening to songs, especially Cantonese songs. I also love to travel and meet different friends. I enjoy spending time with my friends and I get along with them well. I am very happy to return to Hong Kong and I look forward to getting to know everyone!

陳澔鋒



大家好！我是陳澔鋒，今年6歲，馬騮仔一隻，性格活潑好動，經常冇時停，最鍾意搞搞震！最喜歡的戶外活動是游泳，最喜歡在水中游玩，也喜歡打韆鞦和踩滑板車。在家喜歡玩健身球，喜歡笑，經常大叫！喜歡吃的食物是肉，白飯。零食是Yogis糖，提子味啫喱蒟蒻糖。（內容由澔鋒媽媽提供）

Hello everyone! My name is Chan Ho Fung and I am 6 years old. I'm like a little monkey with a lively and active personality. I love moving around and making messes! My favorite outdoor activity is swimming. I love playing in the water the most. I also like playing on the swing and riding the scooter. At home, I adore playing the yoga ball. I love smiling and I shout a lot! My favorite foods are meat and rice. My favorite snack is Yogis' grape-flavoured jelly. (Content provided by Ho Fung's mother)

江永恆



大家好，我叫江永恆，大家可以叫我恆恆。

我是由明愛樂仁學校轉校來的新生，正如大家一樣，在看見如此多的新面孔時，我也激動萬分，十分期待。

我的性格活潑、好動、喜愛學習新事物，平日亦喜歡看書，搓紙球，請大家多多指教！能跟大家在一起學習是一種緣分，希望在以後的日子裡我們互相幫助共同進步，更上一層樓。

Hello everyone, my name is Kong Wing Heng. You can call me Heng Heng.

I am a new student transferred from Caritas Jockey Club Lok Yan School. Just like everyone, I am thrilled and looking forward to seeing so many new faces.

I have a lively and active personality. I like to learn new things. I also like to read books and rub paper balls. It is fate to be able to study with everyone. I hope we can help each other and make progress to the next level together.

舞出未來 Hong Kong Dance Competition for People with Intellectual Disabilities 全港智障人士舞蹈比賽

廖景麗老師
Ms Liu, King Lai (Teacher)

作品名稱：夢遊
作品簡述：一位熱愛舞蹈的少年，一直為自己追夢，努力練習跳舞。
在睡夢中幸運地遇到一班好同學，同樣喜歡音樂和舞蹈，一起在夢遊中互相比拼舞蹈技巧。
只要是喜歡，再加上努力，同學們都可以擁有屬於自己的舞台，去演出自己的作品。



參賽學生：金沃文、陳俊賢、莊朗滔、周傳枝
榮　　獲：第二屆全港中度智障人士舞蹈比賽——總冠軍及最佳演繹大獎

Title: Sleepwalking
Content: A youngster, who revels in dancing, has been working hard to chase his dream. He has been practising dancing diligently.

While sleeping, he is lucky to have encountered some great classmates in his dream. They love music and dancing just as he does. While sleepwalking, they have dance battles and show off their dance skills. With passion and effort, our students can also have their own stage where they can perform.

Participating students: Kim Yuk Man, Chan Chun Yin, Chong Long To, Zhou Chuen Chi
Awards earned: 'Champion' and 'Award for the Best Performance' in the 2nd Hong Kong Dance Competition for People with Intellectual Disabilities







「賦權」：學習是一個漫長的過程，在是次舞蹈比賽中，教職員賦權給學生，給予他們選擇的權利，在他們自己能力範疇的事上作決定。賦予學生自主權利，是循序漸進的過程，過程中，我們也要適時適當地聽聽學生的心聲……「我想怎樣做？」、「我選擇什麼服裝？」，以實踐其自立自主，以提升學生的生活品質。

「展能」：在舞蹈編排的過程中，教職員著重與學生溝通，編配崗位時須考慮他們的能力、興趣和意願，賦權展能，有策略地安排他們出場的次序、時間、位置等，給予學生發展的空間，讓他們發揮所長，展露才華。

台上一分鐘，台下十年功！學生的榮譽，是學校的驕傲，更是對全校樂義仔及其家庭的鼓勵和激勵！看見四位舞者展現出堅毅的精神，他們努力刻苦，付出了時間、汗水，仔細學習不同的動作和姿勢，讓舞蹈更有靈魂，看見他們在課餘時間仍努力練習，展現了對舞蹈的熱誠，對群體的責任感！

感謝家長對學生的愛，無私的付出及栽培，背後默默的支持和鼓勵，讓他們發展潛能。

"Empowerment": Learning is a lengthy process. In this dance competition, our teaching staff empowered the students by giving them the right to choose and make decisions within their own abilities. Granting students autonomy is a gradual process, and throughout this process, we need to listen to their voices at the appropriate times. Questions such as "What do I want to do?" and "What clothes do I choose?" help students become more independent and improve their quality of life.

"Enablement": During the dance choreography process, our teaching staff emphasized communication with the students. They considered their abilities, interests, and willingness when assigning roles, empowered them, and strategically arranged their order of appearance, time, and position to give them room for development and allow them to showcase their talents.

A minute on stage takes the effort of a decade off stage! Thank you Yuk Man, Long To, Chun Yin and Chuen Chi! Not only is your honour the pride of Lok Yi School, but it is also an encouragement and a motivation to other students! They all demonstrated perseverance and diligence, as they put in time and sweat to carefully learn different dance moves and poses, so as to elevate their dance moves to another level. These all allow our students to fulfill their potential.

Thanks to the parents for their love, selfless dedication, cultivation, and silent support and encouragement of their children, which enable them to develop their potential.

輔助站立訓練

Assisted standing training

范皓賢（物理治療師）

Ms. Faan Ho Yin(Physiotherapist)





2023年之初，物理治療部就收到大禮了！

承蒙毅立會於2023年1月11日為樂義學校有需要站立訓練的學生提供一部電動站立輪椅給之用，至1月17日，已有3位學生試用，受益良多：

其中一位學生平常因膝部屈曲難以站立，日常位置轉移活動非常被動，使用企架或企床做站立訓練效果欠佳，藉著電動站立輪椅輔助，學生不只能參與站立訓練，更能做出坐立轉移動作。雖然學生膝部肌腱攣縮以致不能完全站直，但因著輪椅的不同功能，成功增強學生雙腳的有效承力，並誘發學生能運用雙手扶持扶手，改善了寒背情況，讓學生顯得精神煥發！

再次感謝明愛特殊學校的莫愛玲校長和區慕絲校長與毅立會的協調，以及毅立會葉會長和高姑娘提供器材及指導，讓樂義仔得到更多更適切訓練的機會，提升生活質素！

As a great start to 2023, our Physiotherapy Department has received a superb gift!



We are grateful that the Stand & Walk Rehab Association gave an electric standing wheelchair to Lok Yi School on January 11 for students to participate in standing training. Up till January 17, three of our students have tried using the equipment.



One of the students faces great difficulties in standing upright due to flexion contractures at knees. The training effect with a standing frame or tilt-table is not satisfactory as well. However, with the aid of the electric standing wheelchair, the student could engage in standing training, and could also cooperate well in sit-to-stand practice. Although he still could not fully stand upright due to knee contractures, the accessories of the wheelchair, enabled more effective weight bearing training for his lower limbs. He could also actively hold onto the handlebars, improving his roundback condition. It makes him appear more energetic too!

A great thank you again to the chairman Ms. Yip and Ms. Ko of the Stand & Walk Rehab Association for giving us the equipment and providing necessary training. Thanks to everyone's effort, our students are provided with more training opportunities.

鳴謝 Acknowledgement

排名不分先後 Names not listed in particular order **更新日期：27/3/2023**

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