



## Summer Program for the Gifted and Talented 2011 (Activity Summary and Snapshots)

### 1. Course Application

*Summer Program for the Gifted and Talented 2011* was organized by the Program for the Gifted and Talented (PGT) from July 16 to August 30, 2011. The program was specially designed for Primary 3 to Secondary 7 gifted students, with the aim of enhancing students' knowledge and talents in different domains. A total of around 1016 applications were received this year. After the selection process, about 674 students were admitted into the program and 69 of them were awarded with one of our scholarships: Madam LO TSE Yin Man Scholarship, Scholarship from Parents' Donation or Scholarship from PGT.

### 2. Activity Snapshots

Among 51 classes from the 47 courses conducted in the *Summer Program for the Gifted and Talented 2011*, 29 classes were opened for primary students and 22 for secondary students. Courses covered the areas of creativity, languages, mathematics, oral skills training, arts, biological and medical sciences, natural sciences, social sciences (economics, philosophy and psychology), liberal studies, leadership training and personal development. Under the supervision of the instructors, students learned through lectures, discussions, experiments and field trips, and consolidated their knowledge by interacting with their classmates. They also got to know fellow students and built up their social network in the process. The following are photos of class activities:

#### Primary School Section



In *Introduction to Mathematical Puzzles 2011*, students participated in different activities like hexaflexagons folding, mathematical curves, and the match game. Through these fun activities students developed their problem-solving skills, creativity and sense of aesthetics.



In *Story Appreciation and Creative Writing*, students read different stories and competed in games and activities that helped them create their stories and polish their story-writing skills. Every student in class created their own storybooks making use of what they learned in class.



In *Creative Thinking Training Course*, students made use of creative thinking strategies they learned in class to collaborate on a badge design that would represent their groups. They also created individually, making use of circles of the same sizes to create distinctive pieces of artwork.



In *The Wisdom of Daily Life Sciences*, students participated in an experiment of lowering the melting point of ice temporarily with salt in order to insert a string into the ice cube, so it could be lifted by the string. Through the experiment, students understand the application of the theories that salt could lower the melting point of a substance. They also learned that this could be applied in the transportation of huge ice blocks.



In *Creativity Training via Drama*, the instructor guided students to use body language in telling stories. Through the activities, students enhanced their creativity and body coordination.



Students in *Colorful World – Painting and Craft Studio*, reflected upon who they are in the activity *Who Am I?* They then expressed themselves through artworks. Students as shown were appreciating each other's work and giving feedback to one another.



In *Comprehensive Oral Skills Training*, students had ample opportunities to present in front of an audience in class. The instructor in the picture gave feedback to the student and demonstrated how to enhance his prose speaking skills with the use of gestures.



In *Comprehensive Oral Skills Training - Advanced Course*, the instructor encouraged students in a time of corporative thinking to list out the qualities that the term “Oral Skills” entail. Students were able to understand the theories behind the practical skills that were taught.



In *Dot, Line and Plane—From Visual Elements to Creative Inspiration*, students learned how to draw the features, body proportion and form of human beings. They then created narrative artworks that allowed them to design different styles for different characters.



In *Wisdom of Daily Life Sciences – Advanced Course*, students experimented with laundry detergent, hand wash, dish detergent, shampoo, Glycerin, sugar, mineral water and distilled water, to create a formula that would make big and long-lasting bubbles. Students above are competing with each other using their own formulas.



食物是經過悉心烹調才覺美味，  
知識要通過實踐應用才可吸收



生活盡是富貴奢華，會令人  
不思進取，凡事多勞多得

Students in *Learning Fun in Daily Life* looked at the daily life happenings through the lenses of Truth, Goodness and Beauty, and to evaluate the values of life. Students in the pictures above wrote slogans about the truths in life and presented them artistically along with related pictures.



In *Be a Gifted Leader*, students worked on group projects that utilized and trained their critical thinking, investigation, communication and co-operation skills. Through activities like lining up and building newspaper towers, students learned to communicate with each other. Through taking turns to be the leader of the group, they also had opportunities to develop their leadership skills.



*Be Free and Expressive – Putonghua Drama Summer Training Camp*. This class was carried out in the format of a training camp for the first time this year. Students not only acquired knowledge and skills about Putonghua Drama but also had the opportunity to live with fellow students in a group setting. In the third picture, students had a blast building a fort out of sheets provided at the campsite.



Using the software provided, students in *Creative Digital Art Classroom – 3D Digital Models for Beginners* designed their dream houses as a 3D model. It was a very exciting and satisfying process for the students.

In *Creative Digital Art Classroom – Digital Imaging and Web Album Design for Beginners*, the instructor shared his experiences in editing and modifying digital images with the students.



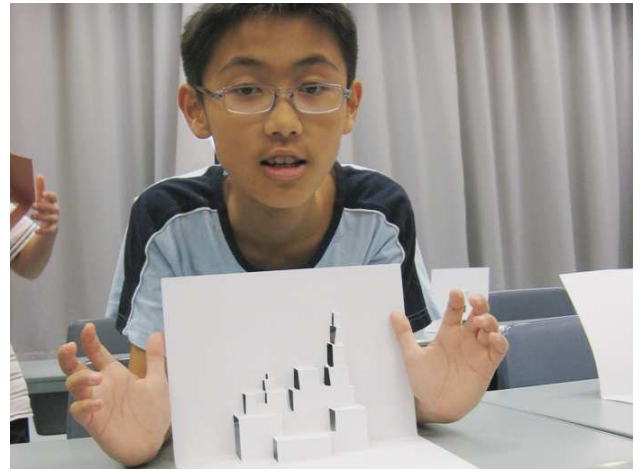
In *Get to Know Yourself*, students collaborated to create a piece of artwork that represented themselves using simple materials like newspaper, scissors and glue, putting their creativity and artistic skills to use.



With the help of the teaching assistant in *Scientific Study of Genetics Through Fruit Flies*, students blended onions with dish washing detergent, filtered the juice and then added in baking soda and alcohol to extract the DNA of onions.



In *Mathematical Puzzles 2011*, the instructor introduced students to a variety of mathematical games so that they would understand different problem-solving methods. Student as shown is solving a puzzle using symmetry and replacement methods.



*The "Art" of Mathematics* combined mathematics with artistic elements, and allowed students to apply their mathematical knowledge to their artworks using proportions and geometry.



In *Going into the World of Science*, students carried out experiments of different themes in their respective groups. In the pictures above, the instructor was explaining the theory of Center of Gravity and the procedures in the experiment. Students paid close attention as they listen to the instructions.



In *Mathematics and Problem-solving in Daily Life*, students learned how to use Euler's Formula to prove the relationship between the number of vertices, faces and edges in a Polyhedron. Students were very interested in this topic as it was their first time learning about the calculation of Polyhedrons for many of them.



In *New wonders of Chinese Learning*, students learned to appreciate and analyze the articles and poetry of renowned Chinese writers. Through this exercise, they learned to write descriptively, with strong expression of emotions and rich imagery.



In *English Dramatic Studio – Explore, Create and Act*, students explored their five senses and learned how gestures, tone of voice, directing, stage effects and sound effects make striking differences in a drama. Students performed in the drama they created at the end of the course.



Through story reading and in-class activities in *Learning and Acting in English*, students collaborated and wrote their own script of a drama making use of inspiration from their daily life in school and at home.



In *Mathematical World Beyond Imagination*, students were all enthusiastic about learning mathematics and loved to face challenges. They were eager to answer the tough questions posed by the instructor.

## Secondary School Section



In *Mathematics Enrichment Course*, apart from learning the theories in lecture, the students were also introduced to different mathematic games websites, so that they could continue learning math in a fun way during their leisure time.



*Liberal Studies – An Introduction to Philosophy, Religion and Scientific Culture* touched on a wide variety of topics. Students visited the Pavilion of Harmony, a famous landmark in the Chinese University that celebrates the idea of harmony between human and the nature.



In *Logic and Problem-solving Skills*, students learned the idea of divisiveness through different merchandise the instructor bought from the supermarket, thus applying theories to every day life.



The students, instructor and teaching assistant of *Creative Digital Art Classroom – Digital Graphic Design and e-Publishing for Beginners* bonded through having lunch together throughout the course.



The students in *The World of Logical Thinking – Introduction to Contract Bridge* learned to strategize, make decisions and prepare contingency plans through the games, which helped improve their logical thinking and communication skills.



In *Better English Speaking and Writing through Digital Storytelling*, students used resources online such as pictures, clips and sound effect, to create digital stories that move the hearts of the audience.



The students in *Introduction to Psychology* gained knowledge in different topics of Psychology. With these new perspectives in mind, they could analyze every day phenomena in individuals and the community through new eyes.



The students in *Workshop on Public Speaking Skills* all have an interest in public speaking. Through this course, they were able to practice their skills as well as exchanging opinion from one another during breaks.



In the course *Your Unique DNA*, students had the opportunity to use the laboratory and equipment in the University to extract their DNA from their cheek cells. At the end of the course they were able to look at their own unique DNA.



In the field trip in *Funny Laboratory of Earth Science II*, students visited Shek O to learn about the formation of landscapes and structures of rocks.



The instructor of *Looking into Abnormal Psychology* lectured on different types of mental disorders and their causes. Students shown in the picture were discussing the symptoms of Autism through observations in their daily lives.



In *Looking into The World of Logical Thinking – Advanced Contract Bridge*, students further developed their skills in playing Contract Bridge. The instructor also challenges students by joining in some of their games.





Carried out in relaxed format, students in *Introduction to Advanced Mathematics – Algebra, Geometry and Calculus* were able to truly enjoy learning these topics without the pressure of being in a regular school setting.



The instructor of *The Psychology of Thinking: An Introduction* carried out a series of psychological experiments with students during class. Through looking at the process, results and analysis, the instructor highlighted the essence of some practical theories in Cognitive Psychology.



Through group discussions in *The Philosophy Gym*, students were able to exercise different logical thinking methods. This would help develop students' way of thinking no matter what majors these students end up choosing.



In *Selected topics in Mathematics – The World of Probability and infinity*, students learned to calculate questions involving complex probability, and realized that gambling is not worth a try because of the low winning probability.



The students in *Learning from a Social Leader* had the invaluable opportunity to learn from the rich experience of the instructor. Apart from experience sharing, the students also discussed the qualities and skills the society requires of a leader.



Through stories and daily life examples, the instructor of *Economics Zone* explained various theories in Economics. Students reflected on how these theories may help solve present social problems in the world.



Through the games they played in class, students in *Games and Mathematics – Introduction to Game Theory* investigated in the predicted and actual behavior of individuals, and found out how they can optimize their plans. Students shown were carefully going over their optimization strategy.



In *Critical Thinking and Debating Skill*, students were first introduced to different critical thinking and debating theories in lectures. After that, they applied what they learned to real-time debating practices. It was an enjoyable process for all of the students.



In *Training Workshop and Practicum for Gifted Peer Mentors*, students learned to design, plan and carry out events through different problem-solving activities. They also build strong friendships with the rest of the group throughout the process.

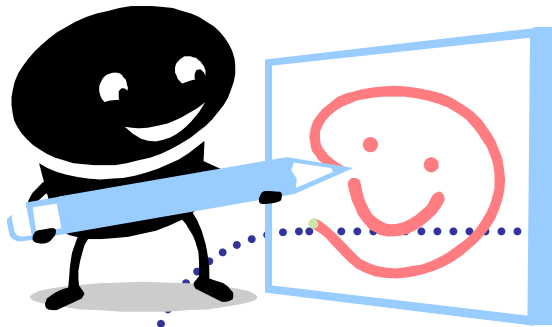


In *Genes, Cells and Biotechnology*, students looked intently as the instructor demonstrated techniques used in Biotechnology at the university's laboratory. Students also had the opportunity to carry out DNA extraction in the well-equipped laboratory.

### 3. Feedback and Overall Comments from Student Participants

In order to know more about students' understanding and comments towards the courses, they were asked to fill out a course evaluation form at the end of each course. The evaluation form included items assessing students' overall satisfaction to the course they attended on a scale of 1 (very dissatisfied) to 5 (very satisfied). All classes in the Summer Program were rated highly by students, with 49 of the classes rated with an overall satisfaction of 4 or above, and 14 classes receiving an overall satisfactory rating of 4.5 or above, these classes included: *Introduction to Mathematical Puzzles 2011 – Class C*, *Comprehensive Oral Skills Training*, *Comprehensive Oral Skills Training – Advanced Course*, *Learning Fun in Daily Life*, *Be a Gifted Leader – Class A*, *Be Free and Expressive – Putonghua Drama Summer Training Camp*, *Scientific Study of Genetics Through Fruit-flies*, *Going into the World of Science – Class B*, *Mathematics Enrichment Course*, *Better Speaking and Writing through Digital Storytelling*, *Funny Laboratory of Earth Science II*,

The followings are some of the comments from the students:



### 《數學智力遊戲初探 2011》

我對這個課程最深刻或喜歡的是：

同學們水平很高，教師們態度認真，教學方法有趣，令我覺得課程很有趣。

我對這個課程最深刻的是多面摺疊六邊形、神州自旋行和橡樹工人的煩惱。

我對這個課程最深刻或喜歡的，是多面摺疊六邊形、習疊正方形、有趣的曲線和火柴遊戲，因為這些遊戲很好玩和對學習很有幫助。

我最喜歡這課程的是老師的課和課室/上課地點占的環境。good!

我對這個課程的建議是：

冷氣不夠，老師很辛苦，地點太遠。



### 《繪本故事夢飛翔 —— 故事欣賞和創作》

我對這個課程最深刻或喜歡的是：

聽故事和余老師和Ivy 姐姐。

開心，老師對我非常好。

### 《創意思維訓練班》

我對這個課程最深刻或喜歡的是：

我對這個課程最深刻和喜歡的是  
當我們合作完成活動。

覺得非常有用！

覺得開心

我對這個課程的建議是：

老師要給我們多一些時間

### 《生活科學的智慧》

我對這個課程最深刻或喜歡的是：

第一個吊起冰塊六十秒

吊起冰塊後令我對  
自己有信心。

我最喜歡我的萬花筒

「還我本色」

我覺得老師很熱情

## 《創意訓練劇場》

我對這個課程最深刻或喜歡的是：

我最喜歡扮演角色。

非常開心，能融入這個課程。

作劇本

我很開心，謝謝！

我對這個課程的建議是：

可再長一些

## 《繽紛世界 —— 繪畫手藝創作室》

我對這個課程最深刻或喜歡的是：

《美麗的樹》  
十分滿意！  
做畫的時候  
高興

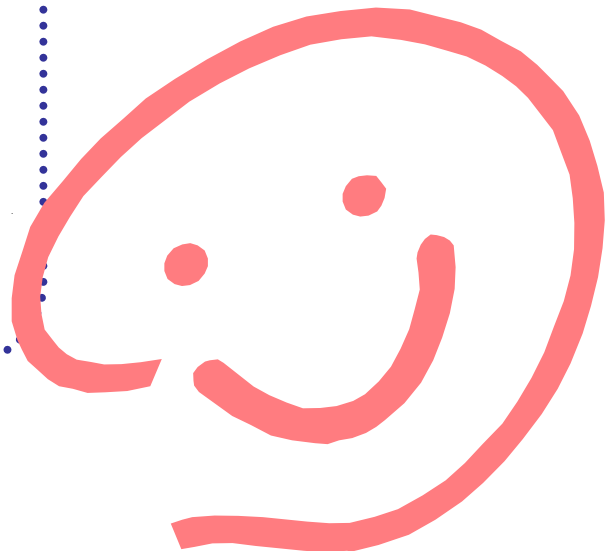
## 《小小語言家綜合口才訓練》

我對這個課程最深刻或喜歡的是：

辯論及表演  
最後一節

我對這個課程的建議是：

不要經常轉地方  
多說小組討論



《小小語言家綜合口才訓練 —— 進階班》

我對這個課程最深刻或喜歡的是：

好玩，有趣

好有用

不捨得

跟宋 sir 辯論

Thank you 宋 sir

我對這個課程的建議是：

希望有冇些活動，e.g. games.

《點線面 —— 從視覺元素到創意靈感》

我對這個課程最深刻或喜歡的是：

畫兩點透視法

draw 迷宮!

我對這個課程的建議是：

Lunch 唔好食中餐

《生活科學的智慧 —— 進階班》

我對這個課程最深刻或喜歡的是：

超級好玩! 😊

印指模

實驗結果

成功的一刻

吹波波比賽  
很開心

DNA: Forensic Science, 酵母  
最好玩!

設備完善非常好

我從課堂中學到很多有用的知識和技巧。



## 《生活添「智」趣》

我對這個課程最深刻或喜歡的是：

Rap Talk  
老師有愛心 充實

## 《自在·表演——暑期普通話話劇培訓營》

我對這個課程最深刻或喜歡的是：很有趣味！

話劇及玩遊戲。

上課裏的情緒表達的練習 興奮

老師教得很好

睡覺時起的基地

## 《做個資優小領袖》

我對這個課程最深刻或喜歡的是：

紙上傳球，因為16人要配合和  
高，低之間會斷開。

我很開心，獲益良多！

Happy!!

排直線：明白別人不一定明白你的意思，所以當  
別人誤會自己不要太激動。

做 project 因為可以透過此活動，認識  
我的組員，並作出進一步的溝通，建立濃  
厚的友誼。做完 project 後，看到自己的  
作品，會有成功感。

它有趣味性和啟發性的遊戲和專題  
的

專題研習，因為之前是不認識其  
它組員，現在我們這麼合作，  
真是很有成功感！

對課程滿意，認識新  
朋友，開心。

## 《創意數碼藝術教室 —— 三維立體模型設計

我對這個課程最深刻或喜歡的是：

內容有趣，跟日常生活有關

教授會盡量回答同學的問題

我可以自己做一間 dream house

To use the computers and try to use different methods to draw or create a dream house.

這個課程非常好！  
我希望能有機會再來

我對這個課程的建議是：

我希望下次課程能增加課堂及學習內容

可以再擴闊範疇及深入介紹



## 《創意數碼藝術教室 —— 數碼影像處理與網

我對這個課程最深刻或喜歡的是：

用 Paint.net 做 H.W.

我對這個課程的建議是：導師說話能減速  
希望

## 《個人潛能放大鏡》

我對這個課程最深刻或喜歡的是：

認識自己的能力

可以認識自己的長處

很 Like 這課程

他有別於一般學校的教學方式，如小組討論的內容多。  
時間





### 《基因「蠅」中尋》

我對這個課程最深刻或喜歡的是：

提取洋蔥的DNA樣本

研究果蠅

與導師談話，做實驗  
能與其他同學和導師上課真開心

課程內容充實 很Happy! add oil!

### 《數學智力遊戲 2011》

我對這個課程最深刻或喜歡的是：

我最喜歡的活動是最有趣味性的而且我勝利的遊戲——數字行棋

我對這個課程最喜歡的是 Mancala，因它能令我更熟用「基本法」的解難技巧，另外它也十分有趣。

我對這個課程最深刻和喜歡的是 蜥蜴棋和 Mancala 遊戲。

很高興又很傷心  
↑ ↑  
很好玩 時間太短

### 《走進科學的領域》

我對這個課程最深刻或喜歡的是：

很開心可以參加此課程

浮沉現象

Very cool and interesting

很特別，與眾不同

把蛋壓進小口瓶裏

解剖

做模型手臂及解剖

賣馬鞍

## 《生活中的數學與解難》

我對這個課程最深刻或喜歡的是：

Chinese Remainder Theorem, 因為我想了解一些古中國的定理。

四點比賽, 身份 ID card  
歐拉公式 皮克定理  
too difficult, I don't understand

## 《語文學習新趣味》

我對這個課程最深刻或喜歡的是：

很開心

寫作文

哥哥照顧我們很周到



## 《Learning and Acting in English》

我對這個課程最深刻或喜歡的是：

老師很有觀察力, 而且善於了解別人

老師和Judy姐姐能提供小遊戲幫助我們放鬆。

十分開心!

The play

更多時間準備, practise and learn how to act.

## 《English Dramatic Studio – Explore, Create and Act》

我對這個課程最深刻或喜歡的是：

The Play

Script Writing

The assistant

The assistant is really good!

The teacher

The lesson is really fun!

### 《超乎想像的數學世界》

我對這個課程最深刻或喜歡的是：

novel game, 因為它很好玩。

和同學分享東西和食物, 玩 novel game 和玩魔術。

Mr sir 和助理很好人

能提升我的認識  
對數學

我對這個課程的建議是：

I think that the class can have more girls  
as I am a girl!



### 《數學增益課程》

我對這個課程最深刻或喜歡的是：

Barker strategic game

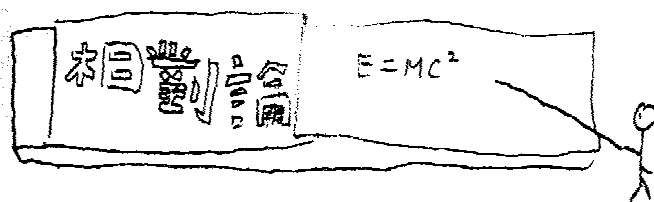
很滿意!

老師

### 《天南地北話通識》

我對這個課程最深刻或喜歡的是：

很好, 學了很多東西





## 《邏輯分析與解難技巧》

我對這個課程最深刻或喜歡的是：

導師由超市買貨品回來上課，作教學用途  
解決各種有關概率的問題  
判斷句子  
講「過河問題」時  
這能加深我對邏輯的認識，非常深刻

我對這個課程的建議是：

講解可較慢、更清晰

## 《創意數碼藝術教室 —— 平面設計與電子出版入門》

我對這個課程最深刻或喜歡的是：

我很高興可以參加到這個課程

導師在課堂的講解十分詳細

老師悉心指導我做功課 (Project)

## 《走進邏輯分析世界 —— 合約橋牌入門》

我對這個課程最深刻或喜歡的是：

玩牌過程 討論

我對這個課程的建議是：

可以減慢授課的速度，令同學可以有更多時間去  
解所授的知識

## 《Better Speaking and Writing through Digital Storytelling》

我對這個課程最深刻或喜歡的是：

we can creat our own ~~story~~ stories ~~through~~ in this workshop. We ~~can~~ have to prepare for the topics and this makes me ~~know~~ know more about those topics. Making a story touching is important too.

Writing the script and making the video

I enjoy making digital story. I MUST apply it there is a simillar course in the future.

Had a great time !!

Making videos, like recording, adding photos and so on.

I Love making digital stories!

It is fun and I enjoy a lot about the workshop. I think it have already been hold successfully without any bad points.

The lessons are interesting that I can make any videos I like and the topics are good because we needed to search the pictures and think the storyboard by ourselves

## 《心理學初體驗》

我對這個課程最深刻或喜歡的是：

全部都很有趣 =]

abnormal psychology

VERY GOOD !! instructor very funny

Very HAPPY & Funny! =]



## 《演講技巧工作坊》

我對這個課程最深刻或喜歡的是：

深刻：說話的經歷

喜歡：宋sir! 認真

帶演講

宋sir 以生動之方式教學，使我獲益良多。

相逢恨晚

每個出來演講明抱志。

I really like when we go out and give a speech individually. The teacher connects us and teaches us about things as we give our speech. We learn about of things and I thoroughly enjoyed this course.

多謝宋sir!



## 《基因身份証》

我對這個課程最深刻或喜歡的是：

Learn to isolate single cells from ~~the~~ concentrated stocks

Extract my DNA from ~~the~~ nucleus in cheek cells.

Use technology for helping to conduct experiments.

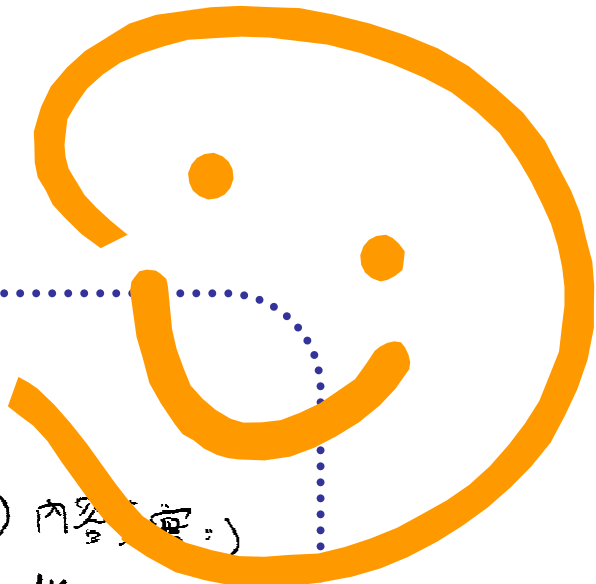
I really enjoy this programme ☺

extract DNA from my cheek cells

導師講解得非常好

培植細菌

參觀其他 lab



## 《趣味地球科學實驗室二》

我對這個課程最深刻或喜歡的是：

trip :) 有趣味 :) 內容豐富 :)

去石澳考察，認識香港的地貌

在此課程中學到不少，課堂趣味極高  
而，若有(三)，我會繼續參加 ^^

導師講解得極有趣味！  
極之

## 《透視異常心理學》

我對這個課程最深刻或喜歡的是：

可以更深入了解不同的病  
更仔細地認識成因和病征

講解精神分裂症+感覺失調那課  
-嘗試感受幻聽的活動

教師積極回答學生疑問  
有嘗試用不同形式教學(小組討論...etc)  
是個很好的課程

老師都如何運作的过程、  
各種精神科疾病的症狀(與正常人不同)  
的比較。

我對這個課程的建議是：

希望可以有多些有關心理學的課程

## 《走進邏輯分析世界 —— 合約橋牌入門》

我對這個課程最深刻或喜歡的是：

導師幽默

善用腦電波先鋒

叫牌制度 + 防守方法

→ 腦電波

→ 晒的同學

## 《高等數學入門 —— 代數、幾何與微積分》

我對這個課程最深刻或喜歡的是：

- 以較簡單易明的方法  
介紹 calculus.

very good teaching!

- 冇壓力

Useful for the future study

learn more about calculus and  
have a clearer concept of  
calculus with no pressure

令我增進知識  
輕鬆、愉快 😊

Enjoy the course very much.  
It's full of fun (I love it).  
Benefit myself very much.

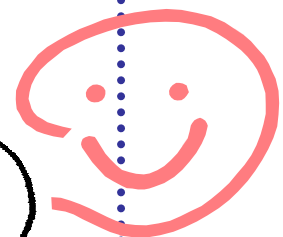
## 《The Psychology of Thinking》

我對這個課程最深刻或喜歡的是：

上課氣氛

Experiments

The task is interesting.





## 《哲學健腦室》

我對這個課程最深刻或喜歡的是：

有關討論宗教議題，認識更多

討論氣氛良好！

部分Topic比較難明白

## 《數學專題選講 —— 走進概率與無限的世界》

我對這個課程最深刻或喜歡的是：

有非常有趣的遊戲玩，需學習于娛樂

獲益良多

## 《與社會領袖深度交流：領袖特質、識見和視野》

我對這個課程最深刻或喜歡的是：

最深刻：8個學員分為4組，互相協商，找出大家都滿意和可以接受的租金，如何令自己的利益最大化。

內容生動，富趣味性 and 啟發性

教授人十分友善，與學員的互動很多，沒有架子

最深刻：與同學分工合作完成一份十五分鐘的簡報，最後在講者前 present。

遊戲談判的環節

既能學習有关 social leader 的知識，

又能認識新朋友，不錯！

I learnt more about social leadership and I am looking forward to becoming a good leader one day.

## 《經濟學特區》

我對這個課程最深刻或喜歡的是：

Teacher's inspiration stories, economic examples and his explanation ability. In depth analysis about theories, practicality of each topic or theories. Provide moral education about economics and its usage. Extremely hard and useful notes about each topic, with different viewpoints from different people. Vary and fun.

I hope I can attend this course next year

老師運用非常多生活例子作參考，印象加深。  
運用經濟理論去解決生活例子/問題  
嘗試

知識上未有大大增進，但對經濟學的神髓有更深入的理解。  
總體來說頗有啟發性。

我對這個課程的建議是：

更有系統地授課，因為好像有點漫無目的。

## 《遊戲與數學 —— 博弈論初探》

我對這個課程最深刻或喜歡的是：

Learning the thinking method of Game Theory

覺得可以從遊戲裏，認識數學與遊戲當中的關係

對整個課程十分滿意，超乎想  
所





## 《批判性思考與辯論技巧》

我對這個課程最深刻或喜歡的是：

I partially enjoyed the debating competition between teams because it was fun, entertaining, but very beneficial.

辯論環節 It is ~~very~~ perfect.  
急才訓練

## 《基因細胞與生物工程》

我對這個課程最深刻或喜歡的是：

做實驗，導師講解得十分清楚，十分細心

- 教授顧及學生需要，親切

教授講解清晰，用有趣的比喻講述道理  
課程內容充實。

powerpoint 內容極具啟發性。

- 用“食屍”比喻 phago cyte ☺

- 做實驗

- Immune system.

- DNA fingerprinting.

- 好開心

- 適合自己

- Professor 肯解答問題

#### **4. Science Talk**

PGT had the honor of inviting Dr. K. M. Pang from the Department of Physics, Chinese University of Hong Kong, to hold a seminar for our gifted secondary school students on September 3, 2011 (Saturday). The theme of the seminar was *Our Precious Universe*. Students were introduced to the Standard Model in Cosmology and the relationship between scientific theory and empirical observation. 129 students participated in this event.

#### **5. Parent Activities 家長活動**

Throughout the course of Summer Program 2011, 7 sessions of parent seminars and workshops were held, including *Gifted Education and Related Resources in Hong Kong* (3 sessions), *Getting to Know Children – the Cognitive and Affective Characteristics and Needs of Gifted Students*, 「親子溝通：代溝還是待溝？」, 「協助資優子女展潛能」 and 「抗逆先鋒（家長篇）」. These seminars aimed at informing parents about the up-to-date development and resources of gifted education in Hong Kong, helping parents understand the characteristics of their gifted children, how they can cultivate their children's talents and effectively communicate with them so that the parents could understand the growth of their children.

#### **6. Parent-child Activity 親子活動**

Aside from Parent Activities, the PGT also invited Ms. Elaine Xavier, a professional designer of various brands, websites and desktop systems, to hold a workshop for both parents and students on *Enhancing Gifted Student's Creativity and Learning Ability through Digital Arts*. Through lecturing, experience sharing and demonstrations, students and their parents learned about the development and applications of digital arts. The workshop was held on August 20, 2011 (Saturday) and 37 gifted students and their parents participated in the event.

For further information, please call us at 2603-7444 / 2603-7463 / 2603-7485.