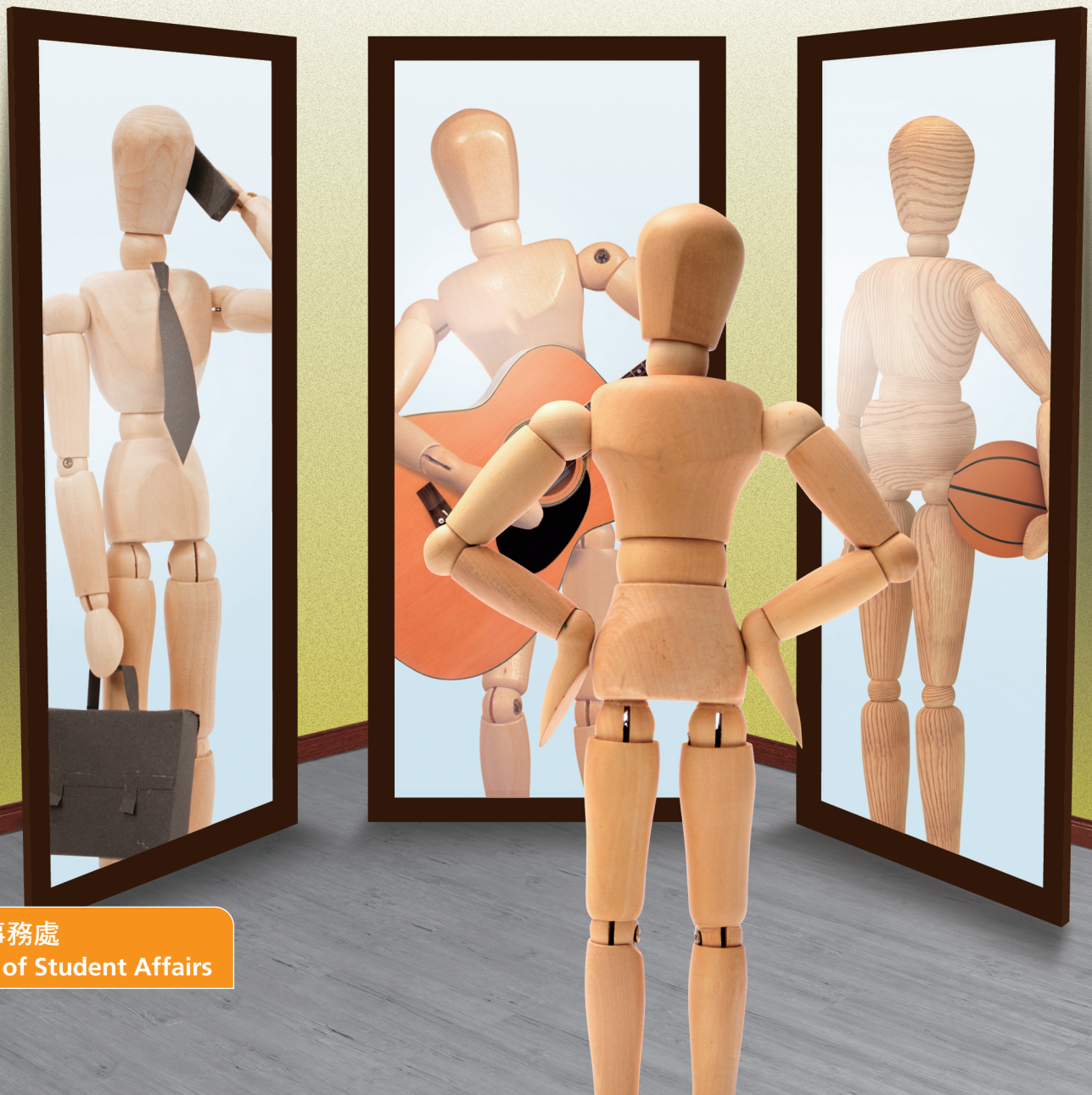




University MarketPlace 大學廣場

**Seeing the Extraordinary
in the Ordinary**

平凡中的**不平凡**



Seeing the Extraordinary in the Ordinary

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尋找中大傑出運動員 — 亞運運動員專訪

學生記者：董嘉興



第17屆亞洲運動會已於今年9至10月在韓國仁川順利舉行，港隊亦取得佳績。就讀中大的湯芷穎和張藝馨分別代表港隊出戰壁球和劍擊項目，並獲得壁球和女子佩劍團體銅牌。兩位既是學生，又是運動員，究竟如何平衡兩方面的生活？

從小受訓 首次參與亞運

修讀心理學的湯芷穎（外號「湯圓」）自中二開始接觸壁球，曾出戰世界青少年錦標賽和東亞運動會，累積了不少經驗。另一位受訪者張藝馨（Karen），現正修讀地理與資源管理，自10歲起開始學習劍擊，她更是香港首位世界青少年劍擊（佩劍個人組）錦標賽的冠軍。

兩位均是首次參與亞運這個大型綜合運動會。Karen認為，亞運最深刻的體驗是可以觀賞其他運動項目的賽事，支持其他港隊成員。湯圓認為，亞運的集訓和氣氛非常嚴謹，令人不敢鬆懈。對於比賽過程，Karen笑言在八強對戰越南時，在領先的情況下被對手連追10分，幸能及時調整，最終闖入四強勇奪銅牌。

學業與運動 並非必然對立

每年大學均會取錄不少運動員，二人也是透過「運動員獎學金計劃」入讀中大。Karen覺得去年的競爭頗為激烈，在眾多優秀劍擊運動員當中，只有兩位獲得學位。

作為運動員，幾乎需要每日進行訓練，不少人覺得犧牲學業在所難免，但二人均認為學業與運動兩者是相輔相成的。Karen感到雖然現階段已經以運動為重，但若然成為全職運動員，只在單一運動項目上發展應該會頗為乏味。而曾經轉為全職運動員的湯圓，則感到學業帶來的知性，讓人保持思考。

有得有失 享受運動生涯

兩位升讀大學後仍要努力鍛鍊，因此未能盡情享受大學生活。對一年級的Karen來說，運動員的身份使她不敢上莊，「因為接下來會不斷離港參與錦標賽，不能全情投入莊期。」湯圓雖然上過莊，但遺憾放棄了

宿舍生活，未有把握機會認識不同的同學。不過兩位均異口同聲認同運動帶來的滿足感和成就感。

對於未來，兩位亦各有計劃。立志成為飛機師的Karen，明言將在25歲左右結束運動員身份，現時會以下屆奧運及亞運為目標。湯圓在畢業後則會成為全職運動員，爭取出戰下屆亞運的個人賽。希望兩位以清晰的目標，繼續在運動場上發揮潛能。



張藝馨同學（右二）與隊友攝於仁川亞運會



湯芷穎同學（前排左一）與隊友攝於仁川亞運會

其他中大亞運健兒的分享：



王曦婷 (心理學 / 本科三)
運動專項：水球

“Diversity shines here” 是今屆亞運會的口號，運動員來自亞洲不同的地區，其中有很多國家我們甚少有機會接觸到，例如也門、約旦、黎巴嫩、科威特等。雖然他們帶著不同文化，但都懷著運動員的氣質，在運動場上發揮最佳表現。今次經歷豐富了我的運動員生涯，希望將來繼續為中大及香港爭取好成績。



許文瑋 (體育運動科學 / 本科二)
運動專項：田徑

今年是我首次參加亞運會，我以13'99秒打破了自己的個人最佳成績，並成為香港第三個一百米欄時間少於14秒的運動員！雖然因0.2秒之差未能躋身決賽，但今次經驗使我很強的決心和信心在2018年的亞運於一百米欄項目中闖入頭八強！



呂麗瑤 (體育運動科學 / 本科二)
運動專項：田徑

今年我有幸再度以香港田徑代表隊的身份參加仁川亞運會；回想四年前，同樣的比賽，在場上那種不知所措的感覺，而今蕩然無存，心態上的成長亦使我更強壯。在這過程中我也曾經迷失，但只要信念堅定，勿忘初衷，最終必能跨過困境。



王文詩 (體育運動科學 / 本科二)
運動專項：籃球

香港女子籃球隊在今年歷史性首次出戰亞運賽，有幸身為隊中一員，十分難得。雖然這次只得到外圍賽第三名，但所學習到的比名次更重要。

2014「運動員獎學金計劃」歡迎會

為使香港的傑出運動員能有更多機會升讀大學，並充份地發揮其學術與運動潛能，中文大學特設「運動員獎學金計劃」，以獎學金形式鼓勵入讀中大的優秀運動員。為歡迎本學年透過此計劃入讀中大的23位同學，體育部於10月13日假大學體育中心舉行歡迎會，並邀請了大學常務副校長華雲生教授為主禮嘉賓。自「運動員獎學金計劃」於2001年成立以來，已有288位優秀的香港運動員藉着此計劃入讀本校。期望他們繼續在不同的賽事中有傑出的表現，為中大爭光。



Embrace the Imperfection Enjoy the Imperfect Life

Student Reporter: Tse Tak Hei, Leo

Do you love the marks on your body, flaws and deficiencies in yourself? It's hard to love them, but sadly they are part of us.

Admittedly, life is imperfect and no man is perfect. However, we are entitled to a fruitful and joyful life which primarily hinges on how well we accept and live with our weaknesses. The two students in the following sharing are veterans in accepting and getting along with their lesser-strength. Let's see how they enjoy life in CUHK.

Elliot Lee

(Religious Studies / Year 3)

Diagnosed with Dyslexia

I hope to broaden my knowledge and enrich myself during the years in university. And this has well been achieved through my major, a multi-disciplinary study including arts, culture, history and even psychology. In class, professors are very nice to me. They care about my condition and offer help whenever I cannot follow well. I am very much touched by their kind assistance.

Besides, the University has given me wonderful learning opportunities abroad, including cultural visit in India, Brazil and Taiwan. But the experience in Rome is the most memorable one. I attended an international conference - "Univ 2014: Cosmos - The Ecology of the Person and his environment" and present my research on Choi Yuen Village in front of participants from more than 20 countries in all walks of life. This is such a once in a life time experience.

Some people may think that life in hostel is ordinary but



it is rewarding to me. I am happy to meet and understand people from different majors. Due to the differences among us, new views and diverse perspectives can be heard through interaction which inspires me very much!

To students with special educational needs, I hope you all enjoy your life in university. Even though we may be slower, let's keep on trying. We will make it one day. Stay positive and learn to see the extraordinary in the ordinary. You will be happy always!

Chan Wai Tung, Catherine

(English / Year 3)

Diagnosed with stuttering

I was once overwhelmed by the possibilities that my rather severe speech dissiliency would prevent me from my future pursuit. In reality, it does. Unable to present myself in a confident and fluent manner, I have failed formal interviews and cannot even explain my ideas clearly in front of the class, not to mention those unsatisfactory oral results.

But still, in my leisure time, following my thirst for knowledge and eagerness in discovering my own meaning of life, I participate in varieties of social and intellectual activities, ranging from volunteering to seminars of subjects beyond my major study. With some thought-provoking and delightful experiences of casual conversations, I gradually get rid of my fear in speaking. Particularly, I received



the warmest support in my second year as a member of “uBuddies Peer Counselling Network” organised by the OSA. I learnt about emotional healing in give and take among my buddies under the guidance of the university’s counsellors.

Meanwhile, there is an ongoing stuttering research organised by CUHK speech therapists and I was kindly invited in exchange for free assessment and group therapy.

Being told that adult stuttering is incurable I began to make friend with my fluency problem instead of treating it as my forever fearful enemy in which I always did before.

For those who have special educational needs, we could try to worry less about our disabilities, especially if they are more or less unfixable. Spending more time to nurture your interests, these may make you stand out among the others. ■

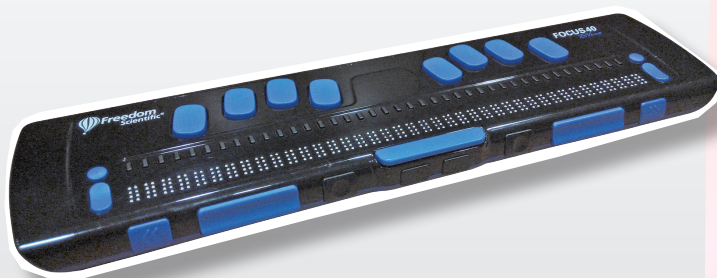
Flaws and weaknesses are no obstacles to happiness when we can embrace the undesirable yet unchangeable parts in ourselves. Looking beyond the deficiency and the ordinary, exploring and developing potentials and possibilities in and around us, you will gradually enjoy this imperfect life.

Useful Learning Aids for Students with Special Educational Needs (SEN)

To some students with SEN, special equipment or software is needed to facilitate their learning. The following are some commonly used learning aids:

FM System

FM is an abbreviation for Frequency Modulation. FM system is a voice transmission system to facilitate hearing in noisy environment. It is especially helpful to students with severe hearing impairment for attending lectures and talks. The speaker wears a transmitter microphone, or it is placed in the middle of a group (e.g., during tutorials).



Screen Reading Software

Screen reading software is used for reading out text messages displayed on the computer screen. It enables individuals with visual impairment or dyslexia access the computer, especially when magnification no longer helps.

Braille Display

Braille display is an electronic device used by individuals with visual impairment to read text tactually. It is connected to computers installed with screen reading softwares. The braille display contains small pins that can move up and down to produce braille characters for the reader. It helps students with visual impairment to explore internet information and reading e-books. New models of braille display also include Bluetooth for easy connection to iOS and Android devices such as smartphones, iPads, tablets and other mobile devices.

Breaking Through the Language Barriers:

Spoken and Unspoken

Student Reporter: Chong Cheuk Chi, Celia

You may not notice anything special on them at first glance – they just look like other university students. However, you will find their “extraordinariness” when you speak to them - Kairat Eshbolotov from Kyrgyzstan, an unheard-of country to many Hong Kong people; Laura Lesmana Wijaya and Kenny Chu, currently the only two deaf undergraduate students at CUHK using sign language as the means of communication. Although they are “rare species” on our campus, one thing they have in common is: they all hope to break down the language walls.

Laura Lesmana Wijaya & Kenny Chu Kwan Ngai (Department of Linguistics and Modern Languages / Year 1)

Laura from **Indonesia** and Kenny from **Hong Kong** are both Linguistics majors whose first language is the sign language – Jakarta Sign Language (JSL) for Laura, and Hong Kong Sign Language (HKSL) for Kenny. Kenny received his secondary education at the Hong Kong School for the Deaf, while Laura was attracted by CUHK's unique college system and its translation and note-taking support.

Laura is currently working on a JSL dictionary and has been involved in associations for the deaf in Indonesia, while Kenny has been participating in HKSL acquisition and linguistics research projects, helping the development of HKSL textbooks and teaching HKSL. Despite their academic and research experience in sign linguistics and sign languages, studying is no easy task for Laura and Kenny. Just like other students at CUHK, apart from major courses, they also have to take various electives, general education and physical education (PE) courses. Interpreters from the Centre for Sign Linguistics and Deaf Studies do simultaneous interpretation for them during classes so that they can understand the lectures and participate in tutorial discussions, but they do experience challenges. “Although we have chances to voice our opinions in class with the help of interpreters and teachers usually kindly invite us to speak, sometimes in heated debates, students just cannot wait to raise hands and speak one after another, so it is difficult for us to interrupt with sign languages,” they noted. It will be nice, they think, if students can at times pause for seconds to see if they would like to join the discussions.

While they both find catching up with reading materials sometimes hard, they have fun experiences at CUHK.

Kenny recalled the discouraging moments when ordering food in canteens because of misunderstanding, but he enjoys PE lessons, during which he can relax himself from the pressure of study. Laura joins a number of activities and feels welcomed by her new friends, who talk to her with body language or by texting.

Both Laura and Kenny aspire to continue their contribution to the deaf communities respectively in Indonesia and Hong Kong, to promote sign languages, to bridge the gap of misunderstanding between the hearing and the deaf, to fight for rights of the deaf people, and to assist the hearing impaired with their needs and identity building. In the HKSL courses offered by the Department of Linguistics and Modern Languages, some students are curious when seeing them with interpreters, but as Kenny noticed, most are too shy to come to them and start a conversation. Both of them would like to meet more students who might wish to talk to them in any ways in the future, and will be more than willing to teach them sign languages.



Kairat Eshbolotov (Faculty of Engineering / Year 1)

Kairat from Bishkek, the capital of **Kyrgyzstan**, speaks Kyrgyz, Russian, Turkish and English, but zero knowledge of Chinese is no barrier to his yearning to discover Hong Kong! Having arrived in the city for three months, Kairat finds everything here new and fun, and is excited to take up upcoming challenges.

Kairat has been longing for exposure to the Southeast Asian regions, and his interest in Hong Kong became stronger after talking to the student representatives from Hong Kong in a mathematical competition during high school. "Hong Kong is a cosmopolitan, and the universities here are world-renowned," he said, explaining why he decided to study engineering thousands of miles away from home.

Like many visitors, Kairat is amazed by the dense population and skyscrapers here. His first encounter with the buildings on campus was also unforgettable, since in Bishkek buildings are not found on a hillside, although it is also on a mountainous location. Climate is another issue he is yet to get used to – often he finds the air stuffy due to high humidity. When asked about the most challenging part of his life at CUHK, Kairat did not hesitate in his reply – "language". He said, "While I can understand most of the lectures for English is the medium of instruction, I am totally lost at local students' casual conversations." However, the language problem has not stopped Kairat from experiencing Hong Kong since he likes trying out new things. He is going to take Cantonese classes, and hopes he will be able to talk to

his classmates in Cantonese. The only thing that he has to stay alert is in picking food while dining out, since he does not eat pork as a Muslim, but so far the local cuisine has not been a problem to him – he even prefers it, hoping to get a taste of Hong Kong.

Kairat is impressed by the self-discipline and hospitality of Hongkongers, which encourage him to promote Hong Kong to his friends back home. "As far as I observe, people here do not jump the queue," he reiterated. He also enjoys telling his new friends, who always show a great interest in Kyrgyzstan, about his background. He hopes he can introduce Kyrgyzstan, a country with which Hong Kong people may not be familiar, to those who are interested. If you happen to see Kairat in the Learning Garden, his favourite study point, do not hesitate to ask him anything about his home country and the languages he speaks! As he recalls, pronouncing his name might well be a fun challenge to his new friends here!



Greetings from Kyrgyzstan

Fact:

Kyrgyzstan (吉爾吉斯斯坦) is a landlocked and mountainous Central Asian country bordering China, Kazakhstan, Uzbekistan and Tajikistan. Kyrgyz and Russian are its official languages, while about 75% of the Kyrgyz people are Muslims. The country achieved independence from the Soviet Union in 1991.



To: CUHK

From: Kyrgyzstan

With Love

讓小眾變成大眾

學生記者：徐凱鳴

體育課，大抵是每個中大學生的集體回憶，傷健同學也不例外。學生都稱他「有Sir」的陳德有博士，是為傷健同學而設的「體育特別班」的老師。有Sir於1994年開始任教特別班，至今已近20年。有Sir強調不要認為傷健同學有何特別，讓小眾融於大眾之中，就是最好的處境。

傷與健 一視同仁

與其他本科生一樣，傷健同學需修讀兩個學分的體育課但形式有所不同。第一個學期，同學須選一項感興趣的運動，然後找一些相關的書籍和資料撰寫閱讀報告；第二個學期，同學則要為自己度身設計一個運動計劃，安排畢業前和畢業後如何繼續進行體育活動。「希望他們能有一個計劃，將來未必能做足，但起碼能提醒自己，雖然跟別人有點不一樣，但也能保持運動。」

訪問當天，有Sir正在健身室指導學生恩恩。記者甫進門，在踏步機上玩個不亦樂乎的恩恩，馬上興高采烈地稱讚有Sir，令有Sir面也通紅起來。而有Sir亦大讚恩恩的毅力，「全靠她自己努力，才站得起來。」與恩恩一樣以輪椅代步的同學會在健身室上課，而活動能力較高的同學，則會參與如草地滾球，活木球，乒乓球，康樂旗等活動。

運動以外 還有關係

有Sir說他十分享受教授特別班，看著同學由失敗至成功，由不想上課到喜歡做運動，很有成功感！「體育課不但使同學達到身體健康，學到知識外，還可增加社交機會。這樣避免令同學覺得自己是傷健同學而被人遺棄，沒有上體育課的資格。」雖然體育課只有兩個學期，但同學們的關係並沒有隨體育課的完結而斷絕。有些同學在學期完結後仍保持聯繫，「有些舊生在畢業十多年後仍會邀請我一起聚餐和燒烤，看到大家快樂，我也很高興。」「說到底都是『關係』。只要用心鼓勵，關心，留意個別同學的差異，用心去教，

學生一定能感受到。」有Sir深明每個學生各有不同的特點與需要，也鼓勵同學們要多以他人的角度設想。「中大同學對傷健同學都照顧有加，但最重要的，還是鼓勵他們無需覺得自己與別不同。」

* * *

在中大，傷健同學屬於小眾，外籍同學亦一樣。然而在國際生舍堂(I-House)，外籍同學則成了大眾。讓我們聽聽國際生舍堂宿生會上屆主席，卜展鋒同學(Jason)以及樓導師，周兆樺小姐(Moon)與外籍同學相處的經驗。

打破固有印象

Jason說，香港人對外籍人士的一些固有印象，例如夜夜笙歌，其實並不準確，「有時只是個人生活習慣不同，例如我的室友每天晚上12時前就會進睡。」Jason表示在宿舍主要是協助他們適應日常生活：「他們遇到最大的問題大概是不懂得使用中大設施，好像如何增值中大通，如何開啟冷氣，如何洗衣服等。」而Moon也表示樓導師在宿舍其中一個主要的角色是翻譯，作為宿舍工友與外籍學生之間的橋樑。



消除隔閡的文化交流

Jason和Moon說，本地生大多較被動害羞，不會像外地生般主動向人打招呼。外地生亦有自己的群組，少與本地生打成一片。但Jason卻透過音樂，打破隔閡。一次，Jason在休息室碰見一名交換生拉大提琴，而Jason也懂得吹笛子，便邀請對方合奏一曲。「感覺很特別，從未試過以音樂去跟外國人交流。」不僅如此，身為樂團成員的這位外籍同學，更寫了一首有關香港的歌。「他為歌曲譜了詞，歌詞描述香港人節奏急促，步速很快。我很驚訝，因為他非常了解香港人的生活。」

文化交流也許是融合的最好方法，所以宿生會在農曆新年便舉辦寫揮春和吃湯圓活動，這些活動也很受國際生歡迎。Moon也說：「他們很喜歡接觸帶中國色彩的事物，又會主動請教我們有趣的香港字。」

本地生和外地生、傷與健之間的界線，就在笑聲中變得模糊。



外地生於宿生會舉辦的新春活動興致勃勃寫揮春



國際生舍堂宿舍導師
周兆樺小姐(左)
國際生舍堂2013-14年度宿生會主席
卜展鋒同學(右)



I-House 生活小插曲

為了幫助同學融入宿舍生活，每個學年開始，負責管理國際生舍堂的學生事務處設施組都會舉辦Orientation Night。今年的O' Night轉了形式，改為舉辦Welcoming Dinner，大夥兒到基督教職員餐廳吃飯。真正的融合挑戰，此時確切地浮現——在中大師生間評價甚佳的基督教職員餐廳，卻得不到外籍同學的欣賞。菜式如風沙茄子、炒粉麵，他們都吃不慣。但除此以外，其實外地和本地生間的文化差異比我們想像中少。



2014/09/11

Diversity Dazzled Here

The two-week CUHK International Festival, co-organised by the Office of Student Affairs and the Taskforce for Enhancing International Bonding on Campus (iBond), glittered the autumnal campus in late October. The three series of events featuring films, concerts and a talk proved the diverse formats of promoting multi-culture on campus.

CUHK International Film Festival (CUHKIFF)

The CUHKIFF, with the theme of “Diaspora”, did not only attract cinemagoers, but also culture enthusiasts. The five selected films were from different places of the world. The premiere of the Indonesian documentary *The Act of Killing* in Hong Kong was a highlight, while each night’s after-screening discussion led by either a CUHK teaching member or an external guest was another. In the discussion session of *Crossing*, a film portraying most North Koreans’ plight, the guest – Mr. Owen Lau, co-founder of North Korean Defectors Concern, drew a more complete socio-political picture of the country which helped deepen the audience’s understanding.



Music Galaxy

A galaxy strung with musical shows dazzled exclusively at CUHK! The two nights’ concerts with different rundowns exemplified diversity on the one hand, and impressed the audiences on the other. The students from Hong Kong, mainland China, Taiwan, South Korea and Indonesia all had an ace up their sleeve – ballet, folk dance, pop song singing, K-pop music and Chinese musical instrument playing.

Cultural Talk

“When you want something, all the universe conspires in helping you to achieve it.” This famous line from the modern classic *The Alchemist* speaks itself for the founding principles of “The Alchemist Café Bistro” – pursuing one’s dream and discovering the journeys in life. Mr. Dylan Leung shared at the highlighted event of the International Festival with the audience how he set up his business in opening the first ever café with theme of travel in Hong Kong. Surely, the stories about inter-cultural interaction in his cafés were another fun part of the talk.



工欲善其事，必先利其器

2014-15年度的「友凝·友義」學友暨義工計劃(CLOVER)正進行得如火如荼，一百五十多位參加者在10月份接受了一系列的培訓，包括義工知識及團隊合作工作坊和各類環保活動。當中由義務發展局提供的培訓工作坊涵蓋了三大部份——義工服務概要、活動策劃、團隊合作。全面的培訓內容讓不少參加者了解到原來義務工作沒有想像中簡單，要提供有效的服務，除了付出時間，還講求技巧與團隊精神，而同學們也更期待接下來的合作和挑戰！

義工服務概要 — 基本認知你要知

義工應有的態度？

- ✓ 責任感、尊重、友善、真誠、平等地位、同理心
- ✗ 憐憫之心、救世主的姿態

義工應有的特質？

4H (Head, Hand, Hearing, Heart) — 用腦袋去設計服務內容、用雙手提供服務、用耳朵聆聽、用心關懷。

導師也介紹義工服務的多樣性，除了常見的服務，還可以與時並進，運用科技幫助有需要的人，例如設立捐款網站；另外，導師提到馬拉松籌款中，義工固然可以跑手身分參加，但也可為視障人士領跑。

活動策劃 — 如何將點子化作行動？

導師建議同學先訂立明確目標，再思考要達至該目標所需的方法與步驟，不可忽略的還有預期所遇到的困



難及其解決方法，如準備後備方案等。同學們也分組進行模擬情景練習，每組需想出一個服務長者、少數族裔、兒童、智障人士或低收入家庭的計劃書，其中要考慮內容的可行性、資金、時間性及可延續性。

團隊合作 — 齊心便事成

在分組遊戲中，同學們需合力把上面放著一杯水的報紙或布繞到門外，再運回課室。有的組別成功，但也有組別失敗需重來，導師藉此點出團隊合作的重要性。導師特別提醒當小組裡出現不同意見時，儘量避免採取投票方式，因為人們雖普遍認同多數決原則，但並不代表那小部分人的意見不夠好，因此，導師建議若時間允許，應運用充分的理由去說服其他人。



加入義工行列，永遠不會太遲；義工的付出，也永遠不會嫌少。「友凝·友義」的同學已經準備好了，你呢？

「友凝·友義」(CLOVER)由學生事務處統籌，旨在團結本地、內地及海外學生攜手服務社會上有需要的人士。本計劃已踏入第六屆，更連續四年得到「博群計劃I·CARE」的大力支持，為服務隊伍提供資助。計劃為期一學年，今年以“Bring More to Life”為主題，各組學生自行聯絡合作機構及制定服務內容，並將環保知識融入服務當中。

www.facebook.com/CLOVERCUHK



「不流於群，愛而起行」

博群大中華實習計劃

「真正的旅程不在於尋找新風景，而是在於以新角度看待世界」——法國作家普魯斯特

唯有走出生活中固有框框，在人生的岔路上才會遇見別人可能求之亦不得見的人與事；過程中的起伏與磨礪，是我們生命成長可貴的養份。博群大中華實習計劃每年為同學提供兩個月的暑期實習機會，讓同學走進中國內地和臺灣的城市及農村社區生活，紮根社區參與NGO工作，從深入社區生活和NGO工作者的角度中思考社會和生命的議題。

實習計劃今年夏天挑選30位同學分別走進10家NGO實習，參與不同範疇的NGO工作：有同學跟隨台灣弘道老人福利基金會「不老騎士」步伐，為老人家實現環台夢想，見證弘道在每個環台中途站推動社區養老和社區營造的工作；也有同學到台灣921地震災後重建的生態社區學習生態旅遊、社區營造，參與新故鄉文教基金會社會企業和社區經濟的工作。還有同學住進廣東瑤族農村，與村民共同生活，學習瑤語，與廣東綠耕社會工作發展中心前線社工策劃社區發展的工作……



在遠離塵囂的山區農村做社區發展培育工作



實習同學手持蝴蝶貼畫作品“石板街”



實習同學穿上特製的老人家裝，體驗老人家身體退化的生活障礙



新故鄉文教基金會實習同學與生態老師彭國棟

實習同學從心出發，以開放、接納、理解和關懷的心態走入內地台灣社區，了解每一個小人物的生活故事和心路歷程，也認識機構如何去回應社會發展帶來的問題。同學們從中理解NGO在貧瘠的土地上耕耘的機遇與挑戰，認真思考這些問題之餘，嘗試以創新而務實的方法來應對。唯有同學這樣一點一滴親身經驗的累積，才能轉化為他們對世界、對生命、對自己一種深刻而連綿不斷的體悟和認識。

Global Internship Programme

Work Out of the Box

To enhance students' experiential learning, the Office of Student Affairs launched the Global Internship Programme (GIP) in 1997 to provide students with more offshore internship opportunities. Throughout the years, GIP has offered more than 4,300 students diversified internship experiences and cultural exchanges. Through engaging in various types of internships, students not only equip themselves with real workplace experience, but also have undergone some extraordinary journeys which have become their precious lifetime memory.

In summer 2014, a total of 620 students joined the GIP. Among them, Mak Yat Chi, Russell has spent his summer in Bangkok which seems like an ordinary tourist city, but it turns out to be an exciting and challenging experience which greatly inspired his future career pursuit.

Mak Yat Chi, Russell

(Global Studies / Year 2)

Intern in Hong Kong Trade Development Council (Bangkok), Thailand

I was once worried that the military curfew of the Thai junta would affect my internship. I did feel insecure when I first saw lots of armed soldiers stationing at railway stations, large shopping malls and outdoor public squares, but as time goes by, this feeling has been largely reduced by the friendly attitude of the local people.

During my work in HKTDC's regional headquarter of Southeast Asia, I wrote more than 50 business related articles regarding the ASEAN region (such as issues related to the ASEAN Free Trade Area and ASEAN Economic Community). I could apply my knowledge learnt from my major, and the work further deepened my understanding of Southeast Asia and the opportunities for Hong Kong SMEs in the region.

Moreover, I got opportunities to learn and gain experience outside the office. For instance, I attended some international and regional business conferences and investment forums such as the Greater Mekong Investment Forum and

Financing APEC SME Venture Capital Forum. It provided me with the chance to communicate with many CEOs and executives from banks, investors and SMEs around the world.



As a Global Studies student, I believe that I have made an absolutely right decision to take this internship in my only summer during university life. The internship has helped me to build up a solid foundation for my future career, and has enabled me to identify my own strengths and career pursuit.

On the other hand, Wan Long Yin Osbert has travelled to the other side of the globe and worked as a local teacher and a hostel staff in Tanzania, Africa. During his internship, there was the outbreak of Ebola in West Africa which caused some worries. Luckily, it turned out to be a safe trip and Osbert has also managed to reach the top of Mt. Kilimanjaro which is the highest trekking mountain in the world. It was certainly one of the most exciting moments in his life.

Wan Long Yin, Osbert

(Integrated BBA Programme / Year 4)

Intern in Tanzania YMCA, Africa

During my internship, I was assigned two major jobs - to teach in local schools (St Margaret Secondary School & Kindergarten) and to work with the hotel school students in YMCA hostel. Through my work and some daily observations, I have got the chance to learn more about the local life and culture in Africa. African students started learning English since kindergarten, and most secondary

schools use English as a medium of instruction, which was similar to the education system in Hong Kong. Most Tanzanian could speak both Swahili and English. Apart from languages, most schools offered a wide range of subjects for their students to learn according to their interests, such as Mathematics, Science, Nutrition, Hospitality and Hotel Management, etc. Conservation of environment was also a big concern of the schools. In the high school that I served, half of the campus area was designed as farm and conservation area. Students have to participate in the

farming and cultivating activities. This could surely enhance the awareness of environmental conservation among the young generations.

I was rather shocked to hear about the outbreak of Ebola in West Africa during my stay in Tanzania. The local newspaper did not make it a big headline since Tanzanian people were not surprised by the outbreak indeed and I did not realise this incident until my family advised me the news from Hong Kong. I believe that the hygiene awareness of the local people should definitely be enhanced.

During the spare time of my internship, I was glad to have spent some time on the Mt. Kilimanjaro (5895m) and visited the famous African wildlife. Mt. Kilimanjaro is the highest trekking mountain in the world. It was a once-a-lifetime

chance and I decided to take this challenge without any hesitation. It was a 6-day trekking, which could be the biggest challenge in my whole life. I felt thankful that I could successfully summit to the top after passing through desert, rocks, cliffs, forests and snows. All these amazing experiences have made the trip extraordinary and inspiring.



To conclude the programme and capture the remarkable moments of all students' accomplishment in GIP, the Certificate Presentation Ceremony was held on 7 October 2014. All students participating in the programme came together to share experiences and express their appreciation to all donors, supporting agencies, partnering units and internship organisations for making the programme possible.



Global Internship Programme 2015 Recruitment

Students under GIP 2014 have undergone internships in various industries which include banking, culture, government administration, media and communications, technology etc.

If you are interested in spending an exceptional summer in 2015, please stay tuned for our upcoming recruitment process which will start soon. More details will be updated on our website by then: www.cuhk.edu.hk/osa/gip



Plan Ahead and Explore the Extraordinary in the Ordinary University Life

Raincy Sin (Professional Accountancy / Year 4)
Intern in UBS

University is a utopia for embracing our lives to the fullest; University is also a battlefield for getting a head start in career. As a highly-motivated individual, I plan my own schedule throughout these four years in the university: elected as a committee member in a student society, experienced hall life, went for exchange studies, spent a couple of months volunteering in an exotic country, etc. But as a student from the business faculty, I am also concerned about my career development in the ever-changing financial sector. Last summer, I did an internship in UBS, one of the most famous investment banks, and I would like to share with you my experience.

To start with, the prerequisite for success is to be proactive. Actively seeking resources could let you identify your interest in an early stage and get prepared for it. Reading booklets and joining workshops of industry highlights, talking with recent graduates, and going to mock interview session organised by the Career Planning and Development Centre are all very useful. For the mock interview session, I even have the chance to hear from the recruiter from UBS on the expectations towards candidates and company culture in addition to the simulated interview practice conducted by the recruiter herself. All of these are very beneficial in the real selection process afterwards.

With the preparation and lucky enough, I got an internship offer in Group Operations of UBS. Apart from having a deeper insight towards an investment bank, it equipped me with lots of transferrable soft skills and let me reflect on my suitability. For example, I was in charge of a project related to the booking model in equities swap business. Majoring



in accounting without solid background in finance, I learnt how to find relevant people at their convenience and ask questions explicitly for achieving my goal. Also, I learnt how to better organise my time and multi-task. Collaboration, problem analysis and prioritisation are all indeed applicable to daily lives and future career. The internship was very fruitful and further strengthened my determination in pursuing a career in the banking industry.

Grasp your opportunities.

Be prepared.

Stay curious.

Hope everyone can plan ahead and have a high-flying career!

The **Mock Interview Workshop** organised by the Career Planning and Development Centre, OSA is held every semester during October/ November and March/ April. The event invites HR professionals from the field to simulate the interview process and give advice to participants. Stay tune for the latest events at <http://cpdc.osa.cuhk.edu.hk>.



永續的社會服務

博群社會服務計劃經驗分享會—「永續的社會服務」已於2014年10月16日晚上圓滿舉行。2013/14學年的優秀社會服務項目小組分享了由他們組織和進行的本地、內地及海外項目的經驗和反思，並探討怎樣才能改善社會發展，幫助弱勢社群。在場師生和分享隊伍學習如何解決各種在構思和進行項目時經常遇到的問題。

六個項目小組的服務範圍甚廣，如非本地項目方面，有隊伍策劃了「拓荒·高棉：柬埔寨義工計劃」，為當地小學興建洗手間。而「連接緬甸」則在緬甸和泰緬邊境向緬甸難民教授基本人權法律及新聞傳播技巧，幫助他們認識和保障個人權利，建立自己的新聞平台。多位內地學生也於暑假籌劃了「扶葭種子計劃」，到武漢義教及為小學生建立圖書角。

至於本地項目方面，有學生自發組織「見行義教」，為基督書院和香港耀能協會高福耀紀念學校的學生補習及籌劃課外活動，從而促進傷健共融，培養學生自學，以及助人自助的精神。已進行三年的「樂動視遊」的策展人，林國森亦展示了一系列在過往一年於本港舉辦的大型活動，其中包括「海洋電影節」，為視障人士特備放映專場。另外，一班社工同學也透過「中大關社及服務學習計劃」研究了貧窮和傷健人士的生活問題，並提供服務。參加計劃的義工亦體會到書本上學習不到的社會狀況。

分享隊伍作出了深刻的反思，多個組別均提出了同一個問題：「怎樣可以有效地把服務延續？」他們在服務的過程中察覺自己所做的並不够多，未能帶來真正的大改變，所以認為需要持之以行。「連接緬甸」計劃的代表同學表示有時服務項目反而會加添受眾的壓力和



馬麗莊教授致送紀念品予同學

麻煩，而同學單方面設計的教育活動也未必能真正迎合受眾所需。「中大關社及服務學習計劃」的代表亦因部分活動的成果與預期的效果不一而深受啟發。博群計劃社會及公民參與督導委員會聯席主席，社會工作學系系主任馬麗莊教授讚揚學生能詳盡分析項目自身的結構問題，反省執行的障礙並加以改良。她亦表示服務項目的質素一年比一年高，一個比一個有創意。



同學們分享過去一年的服務成果與反思



博群社會服務計劃備有活動資助，每年兩次接受申請。歡迎任何中大同學及部門申請資金以推行各種服務。

東國深度交流 促進青年充權

陳智謙(工商管理 / 本科二) 梁灼泳(酒店管理 / 本科三)

東 埔寨，一個位於東南亞的發展中國家，於公元九至十二世紀時比其他地區發展得快，更以當時的技術建造出世界文化遺產—吳哥窟。在今年8月25日至30日，我們代表香港中文大學的大學青年會，到柬埔寨金邊出席一年一度的亞太區基督教青年會協會 (APAY) 地區青年會議。



是次青年會議提供一個平台，讓來自日本、越南、緬甸、泰國、菲律賓、蒙古等十個國家或地區的青年人聚首一堂，互相交流學習及探討「青年充權」的主題。會議過程中，不同嘉賓分享當地政府、非牟利組織以至當地青年

會如何推動青年充權及發展，促進青年人於社區的參與。及後，各與會者亦介紹其所屬國家或地區的青年充權活動；而我們則藉此良機分享自身經驗，向各地青年說明如何於「大學及學院青年會」中服務社會，並倡導其他青年人共同關注社會事務。

除了研討環節外，我們亦參觀了由赤柬統治時期的S-21集中營改建而成的戰爭博物館，並到訪其中一個坑葬點。眼看不同形式的銹具、滲染於地上磁磚的血跡、狹窄黑暗的囚室及一幅幅掛在牆上的黑白圖片，再加上耳聞當地人低沉的解說，我們彷彿置身於當時的場景，感受到被囚禁者所面對的各種酷刑及不人道對待。一幕幕的形象浮現在腦海中，雖然大家無法理解何以當時的政權竟能如此殘酷無情，但亦加深了對柬埔寨過去這段大屠殺的歷史的了解。

及後到訪當地的貧民窟，看到他們的境況，心情更加沉重。我們隨意走入當地人的家中，與他們聊天，關心和了解他們的生活及需要。柬埔寨原先發展昌盛，繁榮的經濟卻在赤柬三年多的統治下被拖垮，令部分當地人現時的生活非常貧困。可幸的是，在當地非牟



利組織及青年會的協助下，他們獲得支援，令生活得以改善；可悲的是，縱然他們生活如此艱苦，政府依然未有資源或實質措施幫助他們改善環境。

是次會議期間的討論和考察均十分難忘，藉此建立到的友誼更加彌足珍貴。雖然大家成長背景及生活文化不同，可是我們有着同樣的價值觀和服務他人的心。因為歷史、文化及經濟發展上的差異，不同地區的人亦對「青年充權」有相異的理解。在發展中國家，「青年充權」主要是透過教育，令青年人獲得更多知識及生活技能，從而提高在社會的競爭力。反之，在香港，「青年充權」有更加深層的意義：青年人獲得尊重並擁有決策權力，自由及自主去推行活動，促進社會持續發展。



相比其他國家或地區的青年人，香港的青年人相對地幸運，確實應該認真反思自己在社會上的角色，為社會作出貢獻。以善心及同理心去關心社會及世界上的弱勢社群，不時為他們送上溫暖及援助，未嘗不是一個好的起點。再進一步，雖然身處安定繁榮的香港，但我們亦應以史為鑑，追求更高層次的社會改變，建立一個和平共融、公義民主、可持續發展的社會。作為大學生的你和我，又可以為社會「去到幾盡」呢？

伍宜孫書院「暑期互訪交流計劃」： 中港兩地文化及社會服務交流

伍宜孫書院於今年暑假期間，首次聯同西安交通大學仲英書院及南京大學匡亞明學院合辦為期15天的「暑期互訪交流計劃」。書院17位同學先於7月7日至13日接待了13位西安交通大學仲英書院及9位南京大學匡亞明學院的本科生。除了同宿共膳，更一起參與了一系列以「社區服務」為主題的服務學習活動。活動包括：大學生參與社會服務論壇、本港與跨境社會服務專題講座、分組參訪多間社會服務機構，以及為數間長者中心籌劃及推行義工服務活動等。

書院的同學亦於7月15至22日回訪西安交通大學仲英書院，並由該校曾於7月初來訪的學生負責接待。兩校的同學一起參與了一系列以「追尋歷史的軌跡」為主題的文化體驗活動，當中包括：專題講座、古蹟參觀、遊覽當地社區，以及參與該校學生服務團組織的村校義教等。參加者不但在其個人成長和學習方面有所得益，更加深了對華夏文化和兩地社會現況的瞭解，並體會到大學生關心社群和參與社會服務的重要性。

學員分享：

陳凱欣（醫學/本科二）

在這次交流計劃中，最高興的是認識到一群十分熱心的朋友，與他們一起走在西安的烈日下，一起到村校義教。縱使他們有的資源不多，義教的環境亦相當艱苦，他們依然積極地自發組織長期的義工服務幫助山區學生，對「持續性」的重視令我反思自己能否做得更好。「互訪」令我們更了解彼此的文化，兩星期多的相處令我們建立了深厚的友誼。回港後我們的微信群組仍然十分活躍！

張鈺婷（護理學/本科一）

在與內地同學交流中，讓我發現中港兩地的社會服務有不少差異。內地的同學認為香港的社會服務頗為全面，至於內地社服的對象則主要集中於老人、山區兒童及殘障人士等。除上述群體，香港社服團體更會觸及同性戀人士或單親家庭等。由於內地在此方面仍較保守，相信這方面的發展尚須更長時間。

李梓健（政治及行政管理/本科一）

是次交流讓我更加深入了解內地大學生以及不同團體（包括國企），如何透過社會服務回饋社會。西安交大仲英書院的學生自發組織愛心社，推行持久的義教行動，幫助西安偏遠地區的中學生。他們自願犧牲暑假的休息時間，於沒有足夠設施的校舍留宿數星期。當我看見當地惡劣的衛生環境以及居住環境時，我實在佩服他們的耐力以及為人付出的精神。



SDP — 體驗 · 學習 · 整合

邱卓然，2013年畢業於香港中文大學，主修機械與自動化工程學，副修政治與行政學及能源科技，曾擔任中大學生會代表會、聯合書院迎新營、書院學生會監議會、恒生樓宿生會、服務交流團等幹事或工作人員。以下為邱先生對SDP的體驗：

體驗式學習活動

(Experiential Learning Activities - ELA)

進大學前曾下定決心專心讀書，不會參與任何活動，豈料一個迎新營徹底改變了我的想法。迎新營除了幫助我融入大學生活外，更令我反思大學的意義和籌辦活動的價值。讀書固然重要，但大學生還有其他應做的事。因此，大學期間我積極參與活動，從中學習如何尊重每一個人的看法，與不同人相處、溝通和合作。回望大學四年的經歷，真的成長了不少，活動令我的大學生活充實豐盛，這些都是讀書以外的收穫。

學生發展組合

(Student Development Portfolio - SDP)

雖然參加過不少活動，但從來沒有整理過自己的活動紀錄。幸好大學在我四年級時推出了SDP，讓我有機會把非學術的成就記錄下來。同學不但可以透過SDP瀏覽大學部門籌辦的活動，並按自己的興趣報名參加，更可根據「I·CARE」全人發展框架評估自己的發展是否全面。每當同學輸入活動，都是一個自省的機會，反思自己的成長。

履歷表 VS 體驗式學習活動紀錄

(Report of Experiential Learning Activities - ELA Report)

同學定期把活動記錄在SDP，有需要時（如申請獎學金、海外交流及實習計劃等）便可申請ELA Report，向活動單位出示，這過程方便快捷。我畢業時亦申請了ELA Report，以便向僱主展示自己在學業成績以外的努力和成就。大家求職時當然可以自行準備履歷表，但ELA Report有大學的校徽和蓋印，比較正式、可靠和有說服力；這有助引起僱主對你的興趣，使你從芸芸的求職者中突圍而出，讓僱主給予面試機會。

僱主重視甚麼？

有些同學以為只要讀書成績優異就能獲得僱主的青睞，但事實告訴我們，僱主更重視求職者的處事能



力，以及與人合作的技巧等課本以外的知識。社會進步，學歷膨脹，課外活動的經驗讓你勝人一籌。ELA Report亦可讓僱主知道你有能力分配時間，同時兼顧學業和課外活動。大家不要以為畢業很遙遠，屆時才準備就太遲了，現在開始便好好計劃你豐盛的大學生活吧！



小知識

學生發展組合乃是一個記錄學生體驗式學習活動，並將之歸納於「I·CARE」全人發展框架內的電子平台。它的主要功能包括體驗式學習活動概覽及網上報名，學生亦可從中構建屬於自己的體驗式學習活動紀錄。

同學可以利用學生證號碼及校園電子郵件系統(CWEM)密碼於www.cuhk.edu.hk/sdp登入系統。如欲獲取更多資訊，請瀏覽www.osa.cuhk.edu.hk/sdp。

I · CARE Framework 全人發展框架

- I** ntegrity and moral development 修身立德
- C** reativity and intellectual development 博學創新
- A** ppreciation of life and aesthetic development 美悅人生
- R** elationships and social development 推己及人
- E** nergy and wellness 健體康心

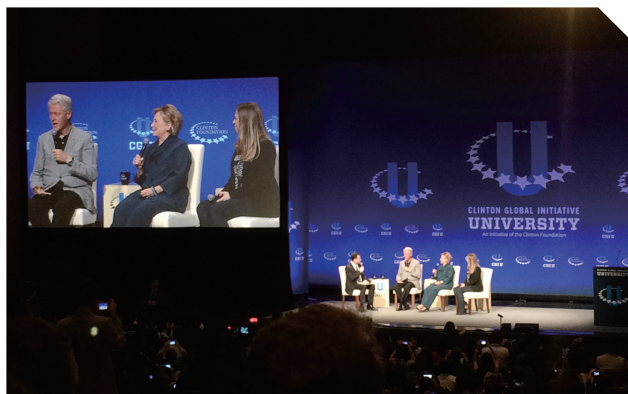
COMMITMENTS TO *Action*

The Clinton Global Initiative University (CGI U) is a worldwide network of universities that support and guide young leaders, innovators and entrepreneurs who are developing new ideas to solve the most urgent global issues in five focus areas: Education, Environment and Climate Change, Peace and Human Rights, Poverty Alleviation, and Public Health. Students meet together annually at the CGI U meeting to learn from experts, brainstorm ideas and share good practices. Three projects received funding support from CUHK to be run under the CGI U network for 2013-14. One of the awarded teams shares with us how they are turning innovations into action.

Project: One Card for Meds (Carman Mark, Master in Public Health 2014)

How was the CGI U meeting?

The CGI U meeting was an eye-opening experience for our team. The organiser arranged inspiring workshops and talks for us. We acquired practical knowledge on how to implement the project, instead of just focusing solely on academic concerns.



Why do you have this idea of making the thermal rewritable card?

The frequent dismissal of chronic conditions across the disaster cycle is universally recognised as a public health challenge. One of the major obstacles behind is the lack of access to medical history of patients with chronic diseases among healthcare workers. That's why we are developing a health record system using thermal rewritable cards.

What's special about the card?

Only a standalone card writer is required, without the need of having a sophisticated computer system. Further, it is durable, rewritable and cheap. With all these qualities, the handy card is undoubtedly the best gadget.

What information does the card contain?

It has basic information about the patient, including name, date of birth, blood type, diagnosis of

ONE CARD FOR MEDS	
INFORMATION CODED ON THE CARD	
Name	Prescription
D.O.B.	Drug Allergy
Blood Type	Surgical History
ID No.	Date of Last Update
Diagnosis	

chronic illness, drug allergy, etc., which will be presented in a standardised coding system. We believe with the aforementioned information, the process of prescription would not be disrupted. Patients with chronic conditions can still sustain their access to medication despite the strike of disasters.

What are your reflections on the project?

The whole process of developing the system is undoubtedly challenging. Our team has embraced different obstacles encountered since the chance of implementing this project is precious. The skills of conducting a comprehensive health needs assessment are acquired. Managing the assessment is definitely not easy for the team. However, we treasure every single opportunity to be in the field and we listen to the villagers living in the disaster-prone rural parts of China, our target group.

The "One Card for Meds" project is still going under way.



uBuddies 2014 in Action!



關顧校園友心人 大學道上結伴行

uBuddies2014已完成培訓，現正為中大同學提供不同服務。除了關顧周邊同學外，uBuddies還透過不同的方法，為中大同學打氣！以下是其中四項的服務項目：

踏出彩虹



入讀中大已經有好一段日子，同學知不知道中大設有什麼類型的無障礙設施？行動不便的同學平日又會怎樣在中大上山下山？

「踏出彩虹」是一項無障礙體驗活動。參加者將分組參與定向活動，親身試用一些無障礙設施，試試從殘障人士的眼中看中大。定向活動過後，更會有殘障同學現身說法，分享他們在中大的生活點滴，讓同學對無障礙環境的理念有更深入的認識。

活動將於2014年12月舉行，報名詳情容後公佈。參賽者及得獎者均會獲贈書券，以示鼓勵。歡迎所有中大同學參與，齊建共融校園！

uBuddies 信箱

相信同學們在享受充實多采的大學生活時，偶爾會遇上一些困難和疑惑，如大學生活適應、人際關係和學業壓力等，需要朋輩的支持及鼓勵。大家可以考慮透過中大學生電郵帳戶發郵件至 ubuddies@cuhk.edu.hk 與我們的朋輩輔導員 'uBuddies' 傾訴，他們願意與你分享成長體驗與智慧。

此外，uBuddies會定期發放溫馨提示 (Caring Reminder)，以不同形式與同學保持聯繫。

Stories' Smile 無微不至 無孔不入



校園關愛文化是uBuddies一直致力推廣的。其中一個服務小組構想了一個以「感謝」作為主題的壁報，於圖書館進學園展出，為期兩個月。壁報張貼繽紛的心型圖案和雋言名句，還設有互動專區，讓同學寫上想感謝的人的姓名，並拍照上傳面書，表達謝意。另外，我們又挑選了40個溫馨動人的小故事，把它們製作成食肆菜單的模樣，於范克廉樓餐廳展出一個月。希望同學享用美食之餘，還能透過我們的小故事得到一絲溫馨暖意，更能好好享受大學的生活。兩項活動已於10月30日結束，而我們在Facebook設立了專頁，歡迎同學繼續上網瀏覽，重溫那些感人的小故事！(<https://m.facebook.com/profile.php?id=287546394783786>)



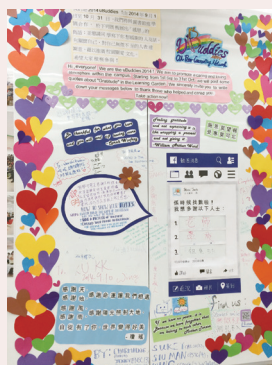
#CUsmile Instagram 攝影比賽

為響應學生輔導及發展組所推動的#CUsmile校園精神健康推廣運動2014-2015，uBuddies與他們合辦#CUsmile Instagram 攝影比賽，鼓勵同學留意身邊令他們微笑的人和事，將更多快樂帶進校園，與其他中大人分享喜悅。



如同學有興趣參加比賽，只需把你們的快樂時光拍下，上載到Instagram，並標註@CUsmile_cuhk及#CUsmile便可參加比賽。勝出作品會於CUsmile Facebook專頁及學生輔導及發展組網頁展出，更有機會刊登於中大刊物。而得獎者將獲得HK\$200 Häagen-Dazs 現金券。比賽截止日期為2015年1月上旬。

詳情可參閱#CUsmile的Facebook及Instagram專頁，或瀏覽學生輔導及發展組網站www.cuhk.edu.hk/osa/scds。



uShine SEN Service Team

- What is "SEN"?
- How do students with visual impairment "read" their lecture notes?
- How do students with hearing impairment take notes during lectures?
- What are the needs of students with SEN?



SEN means Special Educational Needs, which include hearing impairment, physical disabilities, learning difficulties and other medical conditions or disabilities that make it harder for the student to learn than most other students. Usually, extra support is required to help them engage in a fulfilling campus life.

In order to promote mutual support among students, the Office of Student Affairs has established the **uShine SEN Service Team**. Members of the Team, the **uShiners**, will help promote the idea of equal opportunities and provide support to students with SEN. uShiners can lighten up the campus life of the students with SEN and facilitates them to bring their ability to shine!

All full-time students are welcomed to join us if you are:

Supportive, Helpful, eager to promote an Inclusive environment in CUHK, N Enthusiastic

For more information, please scan the QR code:



Be our uShiners for students with SEN and help them SHINE!

學生領袖培訓計劃 2015： 要經營有道，先要改變態度！ 一個免費的莊員培訓計劃



學生領袖培訓計劃

常

聽說「生活要用心經營」。「經營」二字時時刻刻在我們身邊出現——經營愛情、經營友情、經營家庭、經營事業、經營學習。字典是這樣說的：「經營」包含籌劃經管、組織計劃之意。作為新莊員，你有沒有想過如何好好經營你的團體呢？

由學生事務處學生活動組籌辦的「學生領袖培訓計劃」，將透過一系列活動為成員提供平台，讓來自不同團體的幹事互相認識，也讓大家：

1. 認識自己；
2. 提高領導才能；
3. 掌握與人溝通、發表意見及帶動團體的技巧；
4. 獲得處理會務如財政管理、會章解讀及個人資料處理等實用資訊；
5. 啟發思維，以面對未來挑戰，包括衝突及投訴等；
6. 思考上莊的態度，從而好好經營會務。

活動語言以廣東話為主，除計劃簡介會及結業晚會外，包含四大單元：日營、講座及工作坊、分享會，以及參觀活動。活動及報名詳情請瀏覽：www.cuhk.edu.hk/osa/slts.pdf。
如有查詢，請聯絡司徒先生 (3943 5909 / szetofung@eservices.cuhk.edu.hk)。



Career Planning and Development Centre, OSA (Tel: 3943 7202 / E-mail: cpdc@cuhk.edu.hk)(Please note that the following schedules are subject to change. Students may refer to <http://cpdc.osa.cuhk.edu.hk> for the updated information.)

Guidance Programme		
Events	Organizer / speaker	Date
Career Seminar on Teaching Profession	CPDC & Faculty of Education	25 Nov 2014
Recruitment Talks		
Events		Date
Rakuten Inc.		Late Nov 2014
Sa Sa Cosmetic Company Limited, Rabobank International Hong Kong Branch, FrieslandCampina (Hong Kong) Limited, Maxim's Caterers Limited, Jardine OneSolution (HK) Limited		Jan 2015
Global Internship Programme		
Events	Organizer / speaker	Date
Recruitment of Global Internship Programme 2015	CPDC	Dec 2014 - Jan 2015 (TBC)

Incoming Students Section, OSA (Tel: 3943 7945 / E-mail: isso@cuhk.edu.hk)

Events	Organizer / speaker	Date
研究生粵語初階課程	ISS, CLEAR	Nov 2014 - Feb 2015
「薪夥計劃」之「三人行」	ISS	Jan - Apr 2015
CLOVER – Get-together Session II	ISS	16 Jan 2015

Student Activities Section, OSA (Tel: 3943 7323 / E-mail: sacs@cuhk.edu.hk)

Events	Organizer / speaker	Date
Enrolment of Wu Zhi Xing Charity Walk	Wu Zhi Qiao (Bridge to China) Charitable Foundation (Coordinated by SACS)	Jan 2015
Application deadline of Global Y Trainee Programme 2015	Uni-Y (CUHK) Project, SACS	16 Jan 2015
Visit to Hong Kong Museum of History: "Treasures from Tsarskoye Selo, Residence of the Russian Monarchs" Exhibition	SACS	22 Jan 2015

學生領袖培訓計劃		
Events	Organizer / speaker	Date
活動一：歡迎茶聚	SACS	9 Jan 2015
活動二：「敢作敢為」歷奇訓練日營	SACS / 突破有限公司	11 Jan 2015
活動三：「籌辦企業活動」分享會	SACS / 梁妙怡小姐 (商業電台對外事務部公關經理)	17 Jan 2015
活動四：「設計宣傳物料」工作坊	SACS / 李嘉耀先生 (平面設計師)	20 Jan 2015
活動五：「激發領導潛能」日營	SACS / 伍慧明女士 (學生事務處助理處長)	24 Jan 2015
活動六：「危機處理」工作坊	SACS / 黃錦翔先生 (盈力僱員服務顧問之企業培訓顧問)	29 Jan 2015

Student Counselling and Development Service, OSA (Tel: 3943 7208 / E-mail: scds@cuhk.edu.hk)

Student Development Programmes for Postgraduates		
Events	Organizer / speaker	Date
Workshop on Understanding Self through MBTI	SCDS	Dec 2014
"Resilience-Building" board display and information booth	SCDS	1 - 8 Dec 2014
Mental Health First Aid Certificate Course for Postgraduate Students	SCDS	2, 5, 9 & 12 Dec 2014
Workshop on Stress Management	SCDS	3 & 8 Dec 2014
Student Development Programmes for Undergraduates		
Events	Organizer / speaker	Date
uBuddies Handover Ceremony	SCDS	16 Jan 2015
uBuddies Adventure Camp	SCDS	23 - 25 Jan 2015
#CUsmile Campus Wide Mental Health Promotion Campaign		
Events	Organizer / speaker	Date
#CUsmile Slogan Folder Design Competition	SCDS	Early Dec 2014
#CUsmile Instagram Contest	SCDS	Early Jan 2015
World Smile Day Charity Photo Booth	SCDS	Early Jan 2015

Social and Civic Engagement Section, OSA (Tel: 3943 7980 / E-mail: sces@cuhk.edu.hk)

Events	Organizer / speaker	Date
I • CARE Hong Kong Civil Society Workshop	I • CARE	29 Dec 2014 - 3 Jan 2015
Application of I • CARE NGO Internship in Greater China	I • CARE	Jan 2015



救救地球：共享閱讀樂趣！愛護環境，閱讀後請傳給他人分享，或投入廢紙回收箱內。
此外，您亦可瀏覽網上版 www.cuhk.edu.hk/osa/market.htm
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Please also read the magazine at www.cuhk.edu.hk/osa/market.htm



環保紙印製