

與生活連結的英語專題探究學習

~為生活而學習，也要運用所學在生活中~

國際處主任 倪瑋君

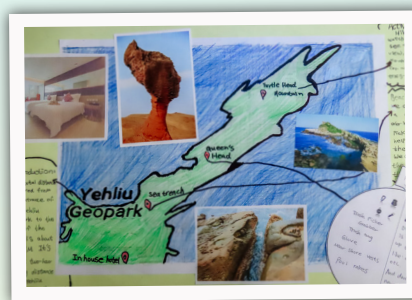
新冠肺炎疫情打亂世界各地的生活步調，相信這是任誰都意想不到的事。許多國家政府宣布全國性封鎖後，影響的不只是世界經濟、社會及人際關係，各國的教育單位也開始積極思考能透過什麼樣的方式讓孩子的教育權不受影響。感謝政府的防疫措施，幸運的台灣學子有一年的時間可以對線上學習做準備，而康橋的超前佈署，也於去年就幫老師及孩子奠定好線上教學及學習的能力。當面臨重塑教育環境，身為家長的我們準備好面臨挑戰了嗎？我們幫孩子裝備好該有的能力了嗎？

因應21世紀的到來，美國在多年前即針對孩子未來可能會面臨到的挑戰做了相關研究。研究指出孩子除了須具備基本的學科知識能力外，更需要將21世紀跨學科的主題學習能力融入這些學科的學習中。這些主題包含：全球意識、財務、經濟、商業及創業素養、公民素養、健康，以及環境素養等等，而這幾個主題也是聯合國「全球永續發展目標」持續推動中的重要議題。

康橋的英文專題參照這些相關主題做發展，思考孩子目前可能面臨到的問題，讓孩子學習在社會上須具有的謀生基本技能，並能積極面對挫折或是解決問題。在低年級的課程規劃，我們讓孩子試著探索自我、認識自己學習的環境以及社區組成的成員；到了中年級階段，他們學習將美麗的臺灣介紹給其他國家的孩子認識；而高年級及中學階段則更深入探究性別及種族平等這些具爭議性的議題，甚至是水資源缺乏、貧窮以及難民等全球性議題。

KCFS(康橋未來技能)的專題設計更是跨領域的統整學習，將中英文課程習得的領域知識，應用到日常生活中，適應社會生活。透過六階段的探究歷程，在小組中腦力激盪，解決各個有趣的任務。低年級進行三週循環的迷你專題，透過實作及發現，融合基本知識理論，讓孩子用探索的方式找到問題解決的方法，激發孩子對求知的渴望。中、高年級的學習是以學期為單元設計，進行兩個大專題，並利用故事做串聯。以三年級為例，這學期的主題為北極圈，孩子化身成北極探險家，試著建造出最保暖的冰屋以及高塔；而四年級的孩子要到木星冒險，因此需要設計火箭以及軌道降落裝置。在學習過程中，孩子透過大量思考、判斷、設計、找資料、與同學協作、創新等解決真實世界的問題。他們學會提出問題、找答案、並且動手解決，這些都是他們未來將會在职場面臨的考驗。

在老師的引導下，康橋的孩子嘗試從不同角度了解事情並動腦思考，用心聆聽小組成員不同的想法，不僅開拓學習視野，更學會對彼此包容與尊重，享受學習的樂趣，並在潛移默化中，點滿自己的學習技能！



中小學重要行事

2021年6月21日-9月01日

7/02 休業式

8/02~8/13 G7暑期輔導

7/19~8/13 G8、G9暑期輔導

8/02~8/13 小一先修班

9/01 110學年度第一學期開學日

賀 榮譽榜



★ 賀！本校學生參加【新竹市第39屆國民中小學科學展覽會】榮獲佳績
團體賽：國中團體乙組第一名、國小團體乙組第一名！
分組賽：國中組第二名、佳作3件；國小組第一名、佳作3件！

★ 賀！502何青憲、502溫義弘、601沈靖凱參加【2021年國際網界博覽會】榮獲「金獎」！

★ 賀！702王宥程、7A洪翔恩 參加【109年度中華民國國中生活科技創作競賽】榮獲創意設計組 創意獎！

以上佳績，感謝教師們的用心指導；詳細名單，請上學校【官網→新竹榮譽榜】查詢



Making Project Learning Real Life Experience

CET Curriculum Coordinator Jimmy Wei

Do you remember what it was like for you when you were still an elementary student? What was the purpose of study? Did you learn because you were really interested in exploring new knowledge, or it was just because you were told to do so? It is hard for us to think about these things when we were little, but now as a parent or even an educator, we can't help but wonder the purpose and meaning of receiving education. If we want to make sure our offspring is building up the competencies and skills needed for their future, we have to provide them with the right kind of education. That is why in the International Department Hsinchu Campus, we strive to develop English projects in a way that is both educational and authentic. An authentic project takes our students into the journey of exploring and experiencing the real life and world scenarios that help to cultivate the 21th century critical thinking and problem-



Designing an authentic English project is not an easy task. The key is to make sure that students are motivated because the making of the project has a strong connection to their lives. In each Language Arts and Kang Chiao Future Skills project, there is a real-life problem waiting for our students to solve. Take one of the Language Arts projects as an example, our grade four students aimed at designing fun Childrens Day activities for the students in lower grades. Being able to pitch their ideas and proposals to our DSA staff motivated them from the very beginning of this project. While brainstorming the ideas for the activities, our students were trying to recall their memories about the activities they used to play when they were in grade one and two. Some even thought about the activities and games they had played at night markets. Our students then modified those activities by adding their own creative ideas to make them safer, more interesting and age-appropriate. In order to make sure that our students in lower grades really enjoyed their activities, grade four students even invited them to their classrooms to play these activities. Thus, our grade four students were able to get the first-hand feedback from their observation of the little ones playing those activities, and they were able to propose their final activities to the DSA with more persuasive arguments and details.

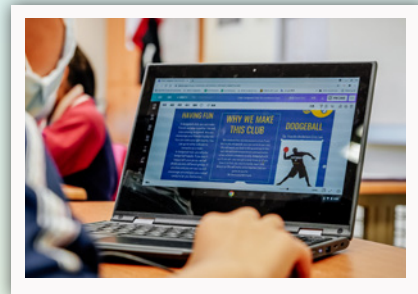


Apart from the Language Arts projects, our KCFS projects also required students to think critically and solve a real-life problem using their knowledge in STEAM. For instance, our grade five students had to design bridges that can withstand at least two kilograms. With this in mind, they began to take a look at the bridges with different shapes around them, and learned how bridges with different shapes withstand the forces of tension and compression. They also looked at various bridge designs before choosing their own type of bridge and drafting their designs. During the process of building their own bridges, they applied their knowledge of force and metric systems. Once the bridges were completed, they were put to test to see the effectiveness, and our students also used the data to improve their initial designs afterwards to make the bridges stronger and more stable. Our students felt extremely accomplished after this project, and they were even more confident than before when it comes to solving problems and presenting what they have learned during the entire project learning process.

In Kang Chiao, we value the connection between learning and students' real lives. We tried our best to make sure that our students are preparing themselves for the future world through the education provided here. To achieve our goal, the authenticity of our English projects has always been our main focus when planning our curriculum. We believe that only when the students feel they are learning something practical and useful, will they show great interest in exploring more knowledge and skills that can assist them in solving their problems in real lives. In Kang Chiao, our students learn because they want to, not because they are told to.

The Connection Between Me and the Outside World - Creating the Clubs of Our Own

By YuTing Hou



Reaching the age of ten or eleven, the kids are in search of their individuality and independence in their everyday life. Sharing time with peers and friends has also become more important than ever. Valuing and developing their common interests became one of the best ways to examine personal enthusiasms which leads to self-growth and self-understanding.

As an active participant and recipient of daily interaction with the people, messages, information and knowledge around each individual fill up their school days and everyday life. The students have formed an abundance of creativities and ideas waiting to be shared. It is crucial to bear in mind that each individual has to unify and organize their thoughts and experience carefully before sharing and connecting themselves with the outside world.



The project KCIS Clubs is a precious opportunity for the grade five students to work with peers who share similar interests and then propose a new club that isn't currently available on campus.

Upon hearing the exciting opportunity to create a club of their own, the students reflected back on their personal interests and skills. The teachers guided the students through the process of self-discovering and dug deeper for the elements and interests which they felt comfortable sharing by asking themselves "What do I like to do the most?" "What is special about my skills? And how can I share with the others?"

Grouping up with peers who have interests in the similar field has been a wonderful journey for the students to explore the possibilities of their clubs. Students were thrilled and they discussed with enthusiasm about the schedules and activities they planned for their newly founded club.

Each founder of the "Multiple Sports Club" is particularly skillful about a certain sport. One is good at swimming, one loves rock climbing, and the others run as fast as a leopard. They proposed this club not only to remind people the importance of exercising, but also to bring honor back for themselves and Kang Chiao. Students came up with meticulous plans for their training and the prestigious coaches they expected to invite, such as Michael Phelps for swimming and Stephanie Davis for rock climbing. Aiming high and wide has become a clear and achievable goal for those young athletes from Kang Chiao.

The project allows the students to make good use of their personal abilities and experience. They are also able to make deep personal connections between themselves and the people around them. The language and visual aids they choose and use are particularly important when writing up the persuasive texts and imputing the eye-catching picture for their club brochures. The persuasive strategies they learned in classes and the observation for the store brochures, event pamphlets in their everyday life came to their aid.

Through each process of the project, the senses of being understood and acknowledged were booming among each student. The students were eager to tell a little bit more, add some more information to enrich their own club, trying their best to attract and persuade the others to join their clubs right away! The teachers were also amazed by the students' vibrant creativities and passionate vibes they had for creating such lively, pleasurable and educational clubs. It was also a meaningful chance for the teachers to stand in the students' shoes once in a while.

Developing a Critical Stance

By Frank Wolf

Invention and problem-solving aren't just for laboratory thinkers hunkered down away from the classroom. Students from elementary to high school can wonder, design, and invent a real product that solves real problems. "Problem-solving" involves finding answers to questions and solutions for undesired effects. The Kang Chiao Future Skills program integrates STEAM education concepts; science, technology, engineering, art and mathematics in a unit-themed way, allowing students to learn basic concepts in various disciplines, develop their ability to judge and observe things, and use these skills to think about and solve problems they may face in the future. These lessons revolve around the engineering design process (EDP) — an organized, open-ended approach to investigation that promotes creativity, invention, and prototype design, along with testing and analysis, and can be further explained by using the project "Power On" as an example where students worked with basic circuits to understand how they connect to illuminate a light. They had to apply their knowledge to make a wand with an on/off switch attached to an LED at the tip.



The project begins with the first stage – Ask; students were introduced to the problem that they needed to solve; a young wizard required a wand that could illuminate when switched on. During this stage critical questions were raised and discussed. Next is the second stage – Imagine; this stage generally involved researching and gathering of facts to better enable students to solve the problem presented to them. Students learned about the basic elements of a circuit, the symbols used for bulb, wire, switch and battery as well as how they worked together. Continuing on from there is the third stage – Planning; the students collaborated and shared ideas on how they were going to solve the problems. In this case, students studied the material for the wand and drew a plan as to how they thought it should be put together to work. This takes us into stage four – Create; without a doubt a favorite stage amongst many. The wand required a step by step approach to ensure all parts were connected; students had the opportunity to first showcase their ideas prior to any assistance from facilitators thus guiding the students in the right direction. After all the hard work, it is time to move into the critical stage – Improve; where it's important to learn that not every creation works the way we planned. This particular project allowed for testing and correcting during the create stage allowing for sufficient time at the end to identify any problems with the connections of the wand if it didn't work. The project if concluded in the last stage – Communicate; students needed to be able to show understanding of the learning concepts. We introduced an interactive smartboard activity where the students took turns to connect virtual circuits on the board, providing a practical method for them to show what they learned and how they understood the project.



Grades one and two have 12 projects through the academic year with each project completed over three weeks; this allows for broad spectrum topics setting a good foundation for their eventual step up to grade three and beyond. It is also important that these projects are connected to students in a real life practical way enabling them to take their learning outside the classroom. Some projects address important issues such as renewable energy where we explore responsible ways to utilize our natural resources, the sun, wind and water to generate electricity. Projects like "Matter" are also aimed to educate students on their daily habits such as personal hygiene especially important in the current health climate, students learn about why soap molecules are so effective in destroying germs thus they understand why it's important to wash hands instead of just being told to do it. We also venture into outer space while exploring technology, this lesson made the students aware of how different and difficult it is to live and survive on the ISS.

Educational outcomes in traditional settings focus on how many answers a student knows. We want students to learn how to develop a critical stance with their work: inquiring, editing, thinking flexibly, and learning from another person's perspective."The critical attribute of intelligent human beings is not only having information but also knowing how to act on it."

Grade 3 FET Reading Project – Natural Wonders

By Ms. Jolene Pienaar

Do you like to travel and explore? Have you visited any of the spectacular natural wonders we have right here on our doorstep in Taiwan? This semester, the grade 3 students did a project about Natural Wonders in Taiwan. Since we are currently living in a worldwide pandemic, international travel is severely restricted so the grade 3 teachers decided to "travel around" the island we live on with our students through this project.

We read the story, "Hottest, Coldest, Highest, Deepest" which tells many facts and details about natural wonders found all over the world. In class discussion, students shared their previous experiences visiting natural wonders in Taiwan and around the world. They were very interested in learning about others' experiences of visiting places they have been to before. They described what they saw as well as what they had learned about the place from their visit. The focus was to recall facts and details about the places they already knew. Then we presented the big question for this project: How can we introduce a natural wonder in Taiwan?

For the next stage of the project, we had to establish a reading-writing connection. First, we explored different research categories we could use when learning about places. They were given four categories to research about their chosen natural wonder. We looked at the physical characteristics of the natural wonder. They couldn't believe that Jade Mountain was Taiwan's tallest mountain at 3,952 meters tall. We also learned more about the history of these places. It was interesting to learn that one of the three remaining mountain railways in the world was right here in Taiwan in Alishan National Scenic Area. They had to research fun activities for visitors to take part in when they visit the natural wonder. They asked themselves would visitors rather take a gondola ride over Sun Moon Lake or experience a boat ride around the lake. We also encouraged them to give visitors some advice before traveling to the natural wonder. One thing they considered was which mode of transport would be better to use to visit Yangmingshan National Park, a public bus or your own car.



We encouraged students to integrate their prior knowledge about their chosen natural wonder with their research. They set off visiting the library and researching at home with the help of parents to gather some information and pictures about their place. The grade 3 teachers also helped them to find information by giving them fact sheets about the different places.

Now the students were ready to start creating their brochures to showcase their natural wonder. They organized their information to complement the pictures they decided to include. They had to carefully plan the layout to ensure sufficient space on their brochures for the captions and creative details. We were very enthusiastic about working together to complete our projects. The students helped each other by sharing their unique ideas with their classmates to help improve their own designs.

After finishing up their brochures and double-checking their work, it was time for students to present their final projects to their classmates. They enjoyed sharing different pieces of information about each of their natural wonders. Students appreciated learning new facts about places they have visited before and started imagining these natural wonders from different perspectives. It was easy for them to relate their previous experiences to these new details they have learnt. It was important for the students to be able to relate to their project and connect it with their real-life encounters. In the end, the students were really invested in their brochure and they were motivated to tell others about the natural wonders found right here in Taiwan.

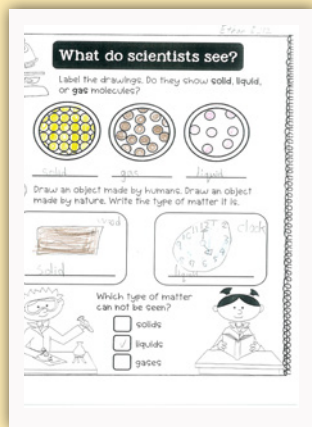


Kang Chiao Future Skills

102 李馥安 Ann Lee



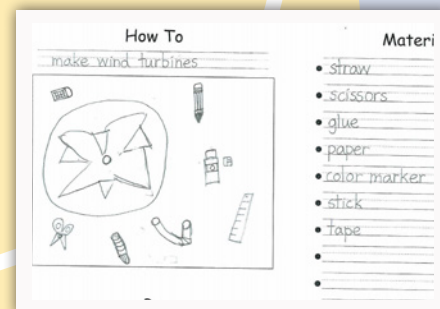
203 賴琨云 Ethan Lai



203 陳彥行 Rex Chen



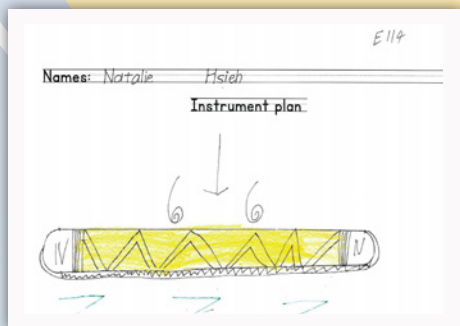
201 林曉庭 Christina Lin



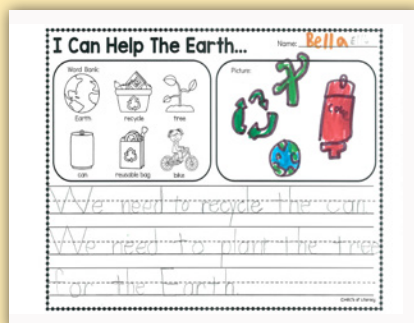
106 陳鈺安 Angela Chen



107 謝知宸 Natalie Hsieh



106 張毓婕 Bella Chang



Multiple Sports Club 502 鄭妍允 Amber Cheng

Multiple Sports Club is a club that you can enjoy if you like to try different kinds of sports. Throughout the tryouts of different sports, you may learn much different knowledge of different sports! But, if you don't have the mindset to work or practice with each other, I'm sure that you won't have a good time during the class.

We will invite different coaches or athletes from different sports to teach us rules, tips, and how to play it! Like for swimming, we might invite Michael Phelps to teach us how to improve our four strokes and the positions when we are getting ready to dive. And because we are not only focusing on swimming but also running and rock climbing, we will invite..... Let's keep it a secret. That will make it more interesting for you to come!

And also, we will compete in different competitions for different sports because we have great coaches, and we need to prove that we are really taught by them! So, we will first start with the Hsinchu competitions because it's easier for the people who just learned how to swim to achieve some good grades. Then, if you have a good grade in the Hsinchu competitions, we will take you to the National competitions, which will make you realize you are really ready to achieve great honors!

From the Multiple Sports Club, you may learn the quote, "Make yourself a better person!" The Multiple Sports Club is waiting for you, but we only have limited membership for you to sign up! Thus, sign up quickly by telling the founders of this club- Amber, Alice, and Mindy!

Badminton Club 503 周家瑜 Kitty Chou

Do you want to join a new club? Here is an amazing club for you - the Badminton Club! This is a club for students who like to play sports. You can have a lot of fun with us, too! You can learn how to play badminton and become a good player! When you join this club, members commit to learning badminton hard. Are you excited to join?

Badminton club promises that you can have a stronger, healthier and taller body if you join us! It is also a club for students who want to work their muscles! At our club meetings, members often jump high to hit the ball hard, run and bend to retrieve the ball from the floor, and form a good habit by doing warm-up activities before playing badminton.

Joining our club allows you to make a lot of friends and have fun with them! Club members work together with their friends and enter badminton games. At club meetings, we spend time working together practicing playing badminton. With the support of our club members, you will have a lot of fun at Badminton Club!

To recap, our badminton club will guarantee you a healthy and taller body, help you have more friends, have fun with them and learn badminton's basic rules. We know that you are very excited! Badminton Club is the best club at school! What are you waiting for? Hit a powerful serve to me!

KCIS Clubs

Triathlon Club 501 魏宇澤 Aston Wei

Triathlon Club is for kids who want to be good at sports. We noticed that some students needed help in running and swimming, so we started it. When you join our club, members commit to practicing sports at school, and we guarantee them to be healthier.

Joining the Triathlon Club makes your body stronger and healthier. At our club, members are required to swim for an hour every week. We run 1 km every day and go bicycling for forty minutes every week. We practice sports together every week so that everyone can have a strong body. Come and join us!

Triathlon Club members can teach you when you need help. We participate in sports events. At club meetings, members will learn how to run faster, how to swim, and how to get better at biking. With the support of our club members, you will become a good sport player.

Our club guarantees you to have a strong and healthy body. We help you do well in sports, and teach you how to run, swim, and ride a bicycle. What are you waiting for? The Triathlon Club is the best club in school! If you don't join us, you will regret it. Let's play sports!

Ceramics Club 502 黃心妍 Elly Huang

In the Ceramics Club, you can enjoy the fun when you are making ceramics. In the Ceramics Club, you can make anything you want. Besides making ceramics, you can also paint, draw, and play throughout the day.

You can use ceramics everyday in your life, and it is very useful and beautiful. When you see it, you will feel very cheerful, too. You can put flowers in your beautiful and colorful flower pot and you can also put a self-made cup on your own coaster, so the water won't drip on your table. Also, you can make some ceramic decorations to decorate your home.

You can paint your drawing on ceramics, like elaborate patterns, animals and plants. You can also design what shape you want it to be. If you sign your name or self-portrait on it, your ceramics will be very special and unique. You can make any style you want, and design with the pictures you like, such as nature, planet, star, and many more.

After seeing all these fun things you can do in the Ceramics Club, I believe you would want to make one of your own ceramics and put it at home! Come to the Ceramics Club, you can draw, design, and make anything you want!

Sign Language Club

504 吳宥宏 Yoyo Wu

This is a perfect club for kids who want to use sign language to help people who can't speak or hear. We realized that more and more people need help in communication because they can't talk or listen, so we created Sign Language Club. Our club members spend their time learning and practicing sign language hard. We believe you will be a good sign language user quickly.

Sign Language Club entertains you and enables you to communicate with people who can't talk and listen. Our club members play sign language games to practice using sign language. We also help the elders because the elders can't hear very well, so we teach them to use sign language and practice the language with them. We teach students who don't know sign language, too. We practice together every week so that we can move our hands easier and faster. Come and join us!

With the support of Sign Language Club, you can become a great sign language user. That's why we have sign language projects. At project meetings, we make videos of ourselves using sign language and discuss the mistakes we made. You can be famous on TV and earn money if you become a master of sign language.

At our club, we guarantee you to be a great sign language user, help you to be professional, and improve your body's strength. Everybody is learning sign language and everybody loves it. Come and join us!

Youtubers' Club

501 何一然 Megu Ho

Is Youtube an option for you to relax? If so, have you thought about filming your own video? Let us guarantee you that this is the Eden for you. You can film all the topics that you are interested in.

For us, technology is everything. You can learn to edit, film, and other epic skills. Trust me, this is the best and only chance for you to be famous. It feels like wherever you go, there is always FUN! You are never too late. Do you dream about reaching 20 million subscribers in just one year? Other people can do it, so can you! Join us, you will never regret it.

Do you follow the path of making money? If this is the case, you have got it. You can make money if you have a thousand comments and subscribers. You are going to get the money flow from the bank. You are doing what you are fond of and getting rich! It's definitely the best for you.

Join us to fit in the zone where all the cool kids are. Are you waiting for the sunset? Join now before it is too late.

Biography

Stephen King Autobiography

702 陳宥齊 Chester Chen

Who will you think of when reading horror novels? Don't tell me it's Joe Hills; that young man basically learned all his skills from me, and his work isn't half as good as mine. Of course the grand horror novelist award belongs to Stephen King-!!

I was born on September 21st, 1947, in Portland, Maine. Wow...coming to think of it, I'm old. Up 'till today, I'm seventy-three years old, maybe older than your grandfather. Once, my dad and my mom had this row and they split up, not even considering me and my brother's thoughts. We were only children back then, forced to leave each other. How happy I was, without my annoying brother! (We meet each other once each year) But being a loving son, I moved back to Maine for my mother. Unfortunately, my brother also came. There I graduated from Lisbon Falls High School, and attended the University of Maine. After graduating with a degree in English (naturally) in 1970, I went to find a job. Being a teacher is on the top of my list, though my luck was running short, so instead of teaching, I got a chance of working in a laundry. Finally, in 1971, I found a school that accepted me: the Hampden Academy.

It was also the year I met my wife, Tabitha Spruce. We had three children, and now we live in Maine, my home town.

During the time when I was teaching, I was also working on a book, which is now a popular one. Everyone should thank dear Tabitha for this, as it was her who dug this book out of the trash can at first. You see, as I was working on it, it didn't come out as good as I wanted it to be, and finally, after getting really drunk, I threw it into the trash can. Then Tabitha accidentally found it (she didn't search trash cans for fun during

free time) and encouraged me to finish it. After getting it published, it became a huge success and sold far better than I expected. The name of the novel is Carrie. There are some other books that are also very popular, such as the world-famous It, the Stand, The Shining and a few more. Though actually, I have written a lot more books. I have published at least 82 books, and when I was younger, I could finish three to four books each year. Furthermore, one of my novels, The Stand, lasts about 1100 pages, and it totally took my life out writing it. My favorite book, Lesley's Story was inspired when one time I was taking a walk, a clumsy van driver tried to drive his car over me. I got injured heavily, and while I was in the hospital, Tabitha redesigned my studio. In Lesley's Story, the plot is kind of like that, only sadder.

In the end, I don't write much now, and a lot of my books went up to the cinema, and that is enough for me. Now what I can do instead of writing is to keep fans away from my house. They are more annoying than my brother.

Sun Zhongshan

7A 賴又禎 Astrid Lai

My name is Sun Zhongshan. I was born on November 12, 1866, in Xiangshan country, Guangdong. I lived in a small house in the south of Guangdong, and my family was really poor. My family had a cultural background of Hakka and Cantonese. My father owned very little land and worked as a tailor in Macau, and as a journeyman and a porter. At the age of 10, I started to go to school and met my childhood friend Lu Haodong. I finished primary school at the age of 13 in 1878. After finishing primary education, I moved to Honolulu in the Kingdom of Hawaii, where I lived a comfortable life of modest wealth supported by my elder brother, Sun Mei.

While I stayed at my brother's house, I went to Iolani School where I studied English, British history, mathematics, science, and Christianity. At first, I couldn't even understand English, but after a battle with English, I received a prize for academic achievement from King David Kalaauna before graduating in 1882. After that, I attended Oahu College or people will say the Punahou School for one semester. When I was 17, in the year 1883, because my brother was worried that I was beginning to embrace Christianity. I was sent back to Guangdong. In 1885 I studied medicine at the Guangzhou Boji Hospital under the Christian missionary John G. Kerr. I qualified as a medical doctor in 1892.

During the Qing-dynasty rebellion around 1888, I was in Hong Kong with a group of revolutionary thinkers who were nicknamed the Four Bandits at the Hong Kong College of Medicine for Chinese. I had grown increasingly frustrated by the conservative Qing government and its refusal to adopt knowledge from the more technologically advanced Western nations. I quit my medical practice to devote my time to transforming China. In 1891, I met my revolutionary friends in Hong Kong including Yeung Ku-wan who was the leader and founder of the Furen Literary Society. The group was spreading the idea of overthrowing the Qing. In 1894, I wrote an 8,000 character petition to Viceroy Li Hongzhang presenting his ideas for modernizing China.

I started lots of revolutions to modernize China. In total, I have been through 11 revolutions. The last revolution that occurred is the 1911 revolution. The 1911 Revolution, also known as the Chinese Revolution or the Xinhai Revolution, ended China's last imperial dynasty, the Qing dynasty. On December 29, 1911, a meeting of representatives from provinces in Nanking elected me as the provisional president. On January 1, 1912, this revolution established the Republic of China. On January 31, 1912, I established the Provisional Congress. I used the Gregorian calendar and used the five-color flag as the national flag.

On April 1, 1912, I gave up my seat and gave it to Yuan Shikai. The reason is that he was promised the position of President of the Republic of China if he could get the Qing court to abdicate. On February 12, 1912, Emperor Puyi abdicated the throne. After that, I never touch on things about the government; I start to concentrate on social revolution. I start to spread the meaning of people's livelihood to the property of China and have a consensus with Yuan Shikai. We proposed the establishment of a centralized government, demilitarization, opening up foreign capital, promoting party reconciliation, and stabilizing the political situation. The national party leader Song Jiaoren was assassinated, almost certainly by a secret order of Yuan Shikai, on March 20, 1913. The second Revolution took place where KMY military forces and I tried to overthrow Yuan's forces of about 80,000 men in an armed conflict on July 8, 1913. The revolt against him was unsuccessful. In August 1913, I fled to Japan, where I later enlisted financial aid via politician and industrialist Fusanosuke Kuhara. January 1914, I changed the Chinese Guoming Party to the Chinese Revolutionary Party. The Year of 1915, on October 25, I married Soong Ching-ling. 1919, October, I established the Chinese Kuomintang Party. In the meantime, I did two guardian movements. On 1925 March 12, my heartbeat stopped, at the age of 58, and before I died, I kept repeating "Peace, strive, save China".

Natural Wonders in Taiwan



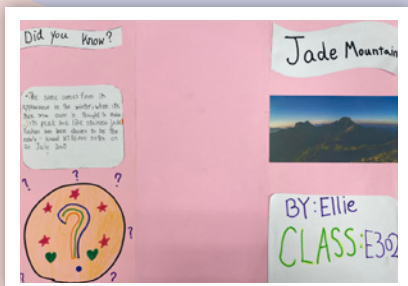
302 吳舒綺 Bella Wu

The Alishan National Scenic Area is a mountain resort and nature reserve located in Alishan Township, Chiayi County, Taiwan. It is important to take warm clothes since it can be quite cool in the mountains even during summer. Alishan is 415 square kilometers in area. The area includes mountains' wilderness, four villages, waterfalls, high altitude tea plantations, the Alishan Forest Railways, and a number of hiking trails.

One of the three remaining mountains' railways in the world is in Alishan. It was built to transport wood in the past but nowadays it has transformed to a tourism train.

Fenqihu near Alishan is famous for its production of high-altitude food products such as bamboo shoots and aiyu jelly. Alishan is well known for its sunrise, and on a suitable morning one can observe the sun that comes up on a sea of clouds.

Driving might be the easiest way to travel in Alishan. If you do not plan to drive, Chiayi county bus is also a great choice.



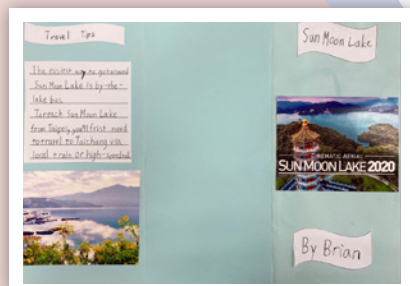
305 張詠祺 Ellie Chang

The name comes from its appearance in the winter, when its thick snow cover is thought to make its peak look like stainless jade. Yushan has been chosen to be the newly-issued NT\$1.000 notes on July 20, 2005.

Yushan National Park was established on April 10, 1985. There are mammals, birds, and butterflies, in the forest ecosystem and a variety of fish in the mountain streams, filling nature with life. The tip of Yushan is usually covered with frost from November to March.

There are plenty of places to camp or stay indoors in a hut or hostel. The park offers two types of activities to visitors: recreational hiking and mountain climbing.

The most pleasant period of climbing Yushan is in summer and autumn. From Chiayi you can take a bus to Alishan, and you need to take another bus from Alishan to Jade Mountain. Warm clothing, food and water are essential.



307 溫芄碩 Brian Wen

The Sun Moon Lake located in the middle of Taiwan. It is 748 meters above sea level. It is the only natural big lake in Taiwan.

In 1999, the 921 Earthquake destroyed the pavilion and sank most of the island. Long time ago, it was commonly referred to as Lake Candidus.

The most famous sights around Sun Moon Lake are the Itasho, Lalu Island. Festivities held include fireworks, laser shows and concerts.

The easiest way to get around Sun Moon Lake is by the lake bus. To reach Sun Moon Lake from Taipei, you'll first need to travel to Taichung via local train or high speed rail.



親職教育專欄

學務處輔導組組長 趙晉瑩

淺談創傷後壓力症候群的處遇

110年4月2日上午，台鐵一輛太魯閣自強號列車在花蓮縣秀林鄉發生嚴重出軌意外，造成近50人死亡和200多人輕重傷。不僅對受害者帶來身體的傷害，同時也對傷者、家屬、救災人員及參與醫療照護的人員，帶來心理上的傷害。就連一般人在電視、手機媒體不斷播報最新救災狀況、死傷人數等負面資訊滾動放送的情況下，也可能出現嚴重的焦慮情緒。除此類嚴重的交通意外事件，有時嚴重的天災（地震、火災）或重要他人突然離世時，人們也有可能出現嚴重的驚嚇或悲傷情緒。

當身邊的家人或班上的學生有創傷經驗時，我們可以怎麼幫助他們呢？

（一）理解創傷情緒、反應，同理對方並穩定自我的身心

我們要先對創傷產生的焦慮或悲傷情緒有正確認識，如焦慮會出現急促、易怒、猶疑、無所適從、過度擔心、失眠等狀況。悲傷會出現哭泣、心情低落、活力降低、不喜歡與人互動等狀況。同時整理好自己的情緒，能接納、同理對方在情緒上個別的需求，也能接納自我受到對方情緒牽動時，能與自己的情緒和平共處。

（二）接受創傷事件，同理、接納創傷情緒反應

不論是身體的傷害、親人的離世，當事人能接受創傷事件的事實、不逃避面對，是接納外在世界重要的環節。運用同理、傾聽、接納、開放的態度讓當事人可以安全安心的用哭泣、說話、獨處、繪畫、運動、儀式等健康的方式抒發內心情緒，表達對自己及對往生者的感覺與感受。

（三）整合周圍系統資源

不論是大人或是學生，其他親人、朋友及同儕的支持力量，對當事人來說都是重要的。我們要引導當事人周遭的親人、朋友及同儕，如常的對待當事人，以接納、理解的態度與當事人相處，增進人際扶持、信任的穩定性。不用刻意關注，但也不要排斥或標籤化。

（四）給予個別的彈性，迎向新世界

人們在調適焦慮與悲傷的過程中，難免會出現情緒時好時壞的來回擺盪狀況，良好的調適方式是允許當事人有充裕的彈性空間面對負向情緒及復原狀況，逐漸接受事實，取得平衡點適應新的生活。

創傷事件會對人們造成嚴重負向情緒，同時我們也都希望自己能夠慢慢走出此負面情緒。其輔導方法常因人而異，難有固定的標準。如果我們身邊重要他人發生重大創傷事件時，可以在事件發生的初期與學校輔導人員進行諮詢、尋求指引，靈活運用各種策略，強化自我對當事人創傷情緒的輔導知能，在協助當事人前建立自我支持度，在過程中支持、協助當事人。

如當事人經過一個月的時間仍出現失眠、惡夢、嚴重焦慮、悲傷等嚴重的情緒反應，且影響日常生活的狀態，這時他就有可能罹患了創傷後壓力症候群（Post Traumatic Stress Disorder, PTSD）。則須轉介至輔導室或至醫院、身心科診所就醫，尋求專業人士進一步的協助。



從生活課程到康橋Time

許珂毓 老師
林家蓁 老師

「康橋Time」是專為孩子規劃、極具特色的自主學習課程。在「康橋Time」課程裡，孩子會從生活中發現問題、探索解決問題的方法，培養主動求知、多元思考的能力，成為學習真正的主人。

當低年級生活課程遇上「康橋Time」，兩者會產生什麼火花呢？低年級的生活課程從孩子們的生活經驗出發，以五感觀察周遭的人事物，進而學會自然及人文知識。在這過程中，動手操作是不可或缺的元素，用口說方式傳授知識，知識並不會進入孩子的心中，但讓孩子們透過觀察、思考、操作所得到的知識與經驗，將深深烙印在孩子的腦海裡。

低年級的孩子處於啟蒙階段，因此老師會幫孩子們從生活課程中找到適合發展的大主題，再由大主題中訂定小主題，讓孩子創意發想。例如：「認識不同交通工具的限制，設計創意交通工具」、「觀察新校舍興建，描繪心目中夢想學校的藍圖」、「覺察環境中的環保議題，製作綠能裝置」等，一系列融入康橋Time精神的生活課程，讓學生能自己選擇想研究的主題，進行自我探究，培養孩子主動關心生活環境的態度，創造多元自主學習的機會。



低年級

從生活課中，透過教師引導，孩子在大主題下自訂小主題，拓展探究廣度。

中年級

培養孩子自訂探究主題、學習擬定縝密的研究計畫，並落實探究歷程的自主學習能力。

高年級

孩子能決定更適切的探究主題、進一步整理探究歷程，展現自主學習成果。

接續低年級的生活課程，到了中高年級，教師漸漸將學習的主導權交還給學生本身。「康橋Time」課程，孩子成為課堂的主角，而教師為協助者、引導者，在課程中協助孩子解決問題，陪伴孩子一步一步達成目標。

中年級的學生從康橋Time課程中學會自訂探索主題。學生必須從日常的觀察、對事物的興趣與疑問等，找出自己想要研究的主題及目標，開啟一場研究的旅程。學生從康橋Time課程中習得如何進行研究，經過多次研究，並將研究過程的重點加以整理及呈現，從中學習擷取重點以及解決問題的能力，並漸進式的修正自己的探究。

經過中年級的學習後，高年級的孩子們對於如何訂定研究目標與擬定研究計畫更加熟練，並且能使用多元方式展現其研究成果。透過康橋Time課程整合所學，培養孩子們自主學習的能力，並延伸到中學—Design for Change。不同於小學階段的個人研究，七年級同學們以小組討論的方式，從感受→想像→實踐→分享四階段，教師引導中學孩子先感知生活周遭有哪些問題？我們可以怎麼改善？實際付諸行動後，是否真的解決這個問題了呢？最後再進行省思與分享。透過DFC挑戰，讓中學部的孩子們更懂得主動關懷周遭的人事物，並能整合所學，實際運用來解決所發現的問題。





HAPPY
MOTHER'S
DAY



教學觀摩獻上愛



幼兒園行政組組長 劉乃菁
幼兒園教務組組長 余映璇

我們很慶幸能於疫情加劇前，順利舉辦教學觀摩活動，將老師與孩子們精心準備的教學成果呈現給家長，為小康寶與家長們留下美好的學習經驗與回憶。

舉手發言、敲打樂器、唱唱跳跳，母親節前夕，幼兒園的孩子們獻上手作禮物，給最愛的爸爸媽媽，祝媽媽們母親節快樂。

主題結合教學觀摩，孩子們除了呈現語文能力的成長外，在活動中亦表現出團隊合作的能力。無論是親水課程、音樂律動、或是主題討論，都可以看到寶貝們踴躍發言、表達意見的可愛模樣。

當教學遇上節慶活動，爸爸媽媽來到幼兒園觀看課程日常，康寶們不只送上自製卡片，更獻上愛的抱抱，也為教學觀摩劃上感動結尾。



從「新」到「心」的遠距教學Online

公關室 林佳慧

疫情延燒，全國正面臨生活劇變的挑戰，而教學現場也嚴陣以待，及時啟動遠距教學，以落實停課不停學。教學現場的沉穩應對，是孩子不間斷學習最強而有力的後盾，這是康橋新竹校區全體教職員通力合作的成果。

因應停課不停學期間的學習，老師們從之前的演練測試到正式上線，動作流暢一氣呵成。能即刻應變推動遠距教學，不是件容易的事，但老師們是有備而來的。疫情不明朗的這一年裡，學校早已做好準備，隨時能Online上陣教學，讓孩子的學習能持續不間斷。

然而，教學環境的「新」型態是否讓教學的「心」與學習的「心」因此產生了距離呢？這一端的教學現場，老師認真的調整器材與測試，如平日裡的精實殷切；彼端的連線，孩子也奮力勤學著，讓自己不落下任何學習，互動也更熱切了起來。

遠距設備的兩端，也有老師們的備課與互助的維繫，能時時調整教學模式，呈現最好的狀態給彼端的受教者。這都是從實境到遠距的教學相長例證，讓學海無涯的內涵得以有了驗證。

當人民生活與秩序受到疫情影響改變的同時，遠距教學的搭建逐漸成為輔助教學現場達到停課不停學；隔著螢幕的兩端，遠距教學或許多少帶來了點不便，然而教學及學習目標的一致，卻是心到心牢繫的來由。

