

True Light Girls' College
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ECH



迴響



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Empowering Journeys:

Game On! Your Guide to Health, Fitness, and Mental Strength.

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Interviewing Our New Teachers

4D Chui Tsz Ning Rainbow, 4C Kan Wing See Karissa, 4C Lai Chung Yan Katie

Interview with Mr. Chan Jian Heng

Student Reporter: *Can you share your experiences and insights from teaching at True Light so far?*

Mr. Chan: Teaching at True Light is a bit like going through a time warp (like in Star Trek). At the end of every flight of stairs is a wooden archway, and on each one are letters in white paint with font dating back to the 1980s. Then comes the hypnotising school song where 'we sing of a school where we're happy as can be' – a stark reminder of how Presbyterians are sowing seeds of Christianity in the



late Victorian era, I mean, even the piano arrangement sounds like something out of an Oscar Wilde novel. In the meantime, let's not forget the giggly ladies in cheongsam darting around every corner. I cannot tell you how difficult it is to suppress the urge of wearing a pair of round glasses and a mandarin jacket whilst cycling to school with a basket filled with apples.



▲ Mr. Chan Jian Heng

Student Reporter: *What are your interests and hobbies outside work?*

Mr. Chan: Theatre, watching theatre, reading literary works. I also love actors with good diction. My favourite thespian is an actor called Derek Jacobi who is a maestro at acting with text. You can savour the text through his acting, with every syllable, vowel and consonant brought over to you like musical notes. There is a primal quality to his delivery of sophisticated literary language which makes you understand what the character is going through.

Interview with Ms. Cheng Yee Wan

Student Reporter: *Can you share your experiences and insights from teaching at True Light so far?*

Ms. Cheng: Since I studied at a band one secondary school myself, teaching at a band one school like True Light gives me a sense of belonging. For example, seeing the students here wearing a similar blue uniform reminds me of the joy of my youth. One of the things that amazes me at True Light is the friendship between local students and NCS students. Seeing local students having harmonious relationships with NCS students is a unique and joyful experience for me. This pleasant campus has made a wonderful impression on me.



▲ Ms. Cheng Yee Wan

Student Reporter: *Do you have any messages for our current True Light students?*

Ms. Cheng: I have noticed that many students go to bed very late. Since I am a class teacher of 3B, many parents have told me that their children struggle with this habit. I know that many of these students have to attend numerous extracurricular activities, which take up much of their time. Therefore, I would like to advise our students to manage their time and work within their abilities. If the student



is extremely busy, she should put off some of the time-consuming activities because sufficient rest is essential for growth. On the other hand, some junior level students may lag behind their peers because of the COVID-19 pandemic. Personally, I think that learning always involves improvements. Therefore, I hope these students do not feel discouraged.





▲ Ms. Ho Yin Fan

Interview with Ms. Ho Yin Fan

Student Reporter: *Can you share your experiences and insights from teaching at True Light so far?*

Ms. Ho: Teaching at TLGC brings back fond memories of my days in girls' school. Time flies, but the memories remain vivid, as if they were just yesterday. The cultures are very similar. The girls at TLGC are both endearing and independent. They are eager to learn both during and after lessons.

Student Reporter: *Would you like to share with us some interesting teaching experiences?*

Ms. Ho: I've taught students ranging in age from 3 to 30. Many of my students have called me 'mummy' during lessons. Perhaps when they see me, they are reminded of their mothers. It's fascinating to observe their growth during puberty, from innocent kids to mature individuals. Most of my students are aware that I have difficulty recognising and remembering their names. They try various ways to catch my attention and 'persuade' me.



Interview with Ms. Ho Yiu Lam

Student Reporter: *Can you share your experiences and insights from teaching at True Light so far?*

Ms. Ho: I am eager to challenge myself by teaching in a school where English is the primary medium of instruction for most subjects. While this is not my first experience teaching humanities in English, I am excited about the opportunity and was glad to have the chance to teach in TLGC. The girls at TLGC are friendly and engaging, and I have learnt a lot of Generation Z slang from them. I am also impressed by the quality of their assignments; many students have clearly put in a great deal of effort.

Student Reporter: *What do you usually do in your leisure time?*

Ms. Ho: Since starting my job at TLGC, I haven't had much spare time, but I'm eager to incorporate workouts into my routine to build muscle. That is why I participated in the 1,500m run at the athletics meet. I'm grateful that most students were supportive, even though I ran at a leisurely pace—it's one of the things I appreciate about the girls at TLGC. In my leisure time, I enjoy watching anime as well! One of my all-time favourites is Violet Evergarden. It reminds me of the beautiful power of letters to convey people's thoughts and feelings on paper.



▲ Ms. Ho Yiu Lam



Interview with Ms. Leung Ka Yi

Student Reporter: *Can you share your experiences and insights from teaching at True Light so far?*

Ms. Leung: As a new teacher at True Light, it has been a challenge for me to adapt to the new environment, school culture, and students. Being a class teacher of 4B and responsible for teaching maths, M2 and computer literacy are my main duties at True Light. Although I am busy at work, I feel satisfied. I have been enjoying my time as a teacher at True Light. The students are warm-hearted, and my colleagues are kind and friendly. I am excited and looking forward to creating more memories with all of you at True Light.

Student Reporter: *How do you balance your work and rest time?*

Ms. Leung: I believe “Doing the right thing, in the right way, at the right time” is always the key to success. I always separate my work from my rest. During working hours, I will focus completely on my tasks, putting aside my phone, snacks, and drinks, and working in a quiet room to avoid distractions. I will also allocate time for rest. At night, I enjoy watching TV and scrolling through my phone, while on the weekends, I hang out with friends and have dinner with my family. These activities help me to relax and recharge for work.



▲ Ms. Leung Ka Yi

Interview with Ms. Wu Tsz Ning

Student Reporter: *Can you share your experiences and insights from teaching at True Light so far?*

Ms. Wu: I find teaching here to be quite rewarding. I am a huge fan of gamifying English lessons, and it is so delightful to see that girls here enjoy this style of learning and become more confident and active when they are under a gamified environment. Honestly, I was quite surprised because I initially thought the girls would not like it at all.

Student Reporter: *Why did you choose teaching as your occupation?*

Ms. Wu: The reason why I chose teaching was that I've always been passionate about it. I remember when I was in secondary school, I had this wonderful English teacher who remained passionate after years of teaching, and she never gave up on any of us. This hugely inspired me to be just like her—to help students to achieve their dreams by supporting them academically and taking care of their mental health. Of course I do understand that not everyone likes English or is good at it, however, it is an important skill, and I want to help students to learn better. Since she was such a huge inspiration, I started making my own notes to help my friends out and took English Education as my major in university. Even though my journey had some rough patches, I have never regretted this decision, and I hope my passion continues.



▲ Ms. Wu Tsz Ning

The Athletic Spirit of Our Teachers

4C Kan Wing See Karissa, 4C Lai Chung Yan Katie, 4D Chui Tsz Ning Rainbow

Often seen as dedicated educators focused solely on their academic subjects, our teachers possess a remarkable array of athletic talents and passions that extend far beyond the classroom. In a bid to uncover their hidden athletic talents, we set out to interview three teachers: English teacher Ms. Li Hiu In, Chemistry teacher Mr. Lam Sin Tat, and Chinese teacher Mr. So Pak Chung, to shed light on their athletic pursuits and experiences outside the classroom.

Interview with Ms. Li Hiu In

Student Reporter: How did you start taking an interest in hockey? Why did you continue playing hockey?

Ms. Li: I first started playing hockey overseas in secondary school during PE lessons but never got into teams. When I returned to study at The University of Hong Kong, I joined some inter-hall competitions and got into clubs outside school. I continued because it was an uncommon sport in Hong Kong, and I couldn't join the teams for mainstream sports at that time, so I thought I could excel in playing hockey instead.



▲ Ms. Li Hiu In

Student Reporter: How do you balance playing hockey and teaching?

Ms. Li: We practise once a week, then have a game every Saturday. I also go to the gym two to three days a week to do some running. I think balancing work and life is all about priority and discipline. Playing hockey started as a hobby at first, then slowly morphed into my identity. There are so many times I could have said no to training, but I remind myself that I'm working towards an outcome, if not for a specific goal, then a sense of achievement. We all have 24 hours each day; it's about



prioritising what's important, and how you put stuff at the top of your list. I prioritise having exercise after work, so I sacrifice my time in socialising and resting.

Student Reporter: What are the benefits hockey brings to your life?

Ms. Li: Playing team sports taught me a lot of things that I probably wouldn't gain from work. It's all about trust and building bonds with others. It's a team effort in whatever you do, and scoring a goal isn't down to a person's ability; it's about the team. I switched from a local team to a multicultural team after a few seasons, and I've learned so much more from them, the people there are very confident in their abilities, whereas the local people lack that quality. Even though local players perform very well in games, they tend to be humble and often don't acknowledge their successes. However, when I play with my teammates now who are mainly foreigners, they celebrate their sense of accomplishment. I think life isn't just about winning or losing, students often focus too much on grades, but that's just the result. Even in a hockey game, the first rule is to enjoy yourself; life is more about enjoying the process rather than obsessing over the outcome.



Interview with Mr. Lam Sin Tat

Student Reporter: How did you start taking an interest in attending the teachers' and parents' race event during the athletics meet?

Mr. Lam: First of all, since the number of parents joining the athletics meet is increasing, the atmosphere of the event is very good. I've also discovered some parents would take the event very seriously. For example, they deliberately wear professional sports shoes for the races rather than ordinary ones. Some of the parent competitors were very fast, which made me enjoy the entire event even more. What's more, the students were very excited and encouraged their classmates and teachers to participate in future events.



▲ Mr. Lam Sin Tat

Student Reporter: Why are you so proactive in participating every year?

Mr. Lam: I believe that the athletics meet is a great opportunity to assess whether I am capable of running races. It is also a chance to win some prizes and medals even though I don't get them every year. This motivates me to join the races each year in pursuit of the prizes. If I cannot win the race this year, I will practise harder for the races next year. I think running races is like a test, just like how students always have them, this serves as one for me.

Student Reporter: How do you prepare before the race? Do you have any specific routine or ritual?

Mr. Lam: I usually run during the summer holiday or on the weekends. To stay consistent, I usually measure the time I run. For example, I usually run for around an hour for each practice. Since it is comfortable for me, I keep up with the routine. I treat it as doing exercise to build a healthy body.

Student Reporter: Do you think running has any correlation with teaching? Have you learnt anything from your running experiences?

Mr. Lam: In a great way: running teaches me persistence and perseverance as well as the mindset to keep improving myself. Running is like doing experiments, when errors occur, it is crucial to understand what mistakes you have made and how to correct them. I see myself as a subject of experimentation in my running, for example, reviewing my progress on running steeper routes, or adjusting my pace. I believe it is important to keep reflecting while running for consistent improvements.



Interview with Mr. So Pak Chung

Student Reporter: How did you start taking an interest in fencing? When did you start learning?

Mr. So: It began in Primary Four when my teacher introduced an extra-curricular fencing class during an assembly. At the time, I didn't think much of it; I just thought it would be fun to join with my friends. Little did I know that this would mark the start of my fencing journey. What I appreciate about fencing is that it offers a one-on-one challenge against an opponent, involving both technical combat and critical thinking. As someone who is more active than academically inclined, I found fencing to be very rewarding.



▲ Mr. So Pak Chung (right)

Student Reporter: What are the biggest difficulties in learning fencing?

Mr. So: As you can see, I'm not very tall, and in fencing, even a slight difference in height or arm length can significantly impact performance. Back then, I faced opponents who were around 1.8 metres tall, which meant that I had to be extra cautious. This has always been a congenital challenge for me. Another challenge is dealing with feelings of discouragement during the learning process. If my performance isn't satisfactory, I easily become disheartened. I believe overcoming these mental hurdles is often more difficult than the physical aspects of the sport.

Student Reporter: How do you balance teaching and fencing?

Mr. So: Currently, I still take the time to fence on Tuesdays and Fridays. Even though it can be difficult and exhausting carrying heavy equipment to the fencing clubs at 6 pm after work, I believe in maintaining a good work-life balance. Fencing is an important part of my life, if I give it up by focusing solely on work, I will lose that balance.

Student Reporter: Do you think fencing has brought you any benefits that are related to studying or teaching? Why?

Mr. So: In the past, when I was falling behind in fencing, I would get frustrated and lose my temper, however, I constantly reminded myself that we are the masters of our emotions, not the other way around. This mindset applies to learning and teaching as well. Whenever my students struggle to understand my lessons, I focus on managing my emotions, projecting them in a constructive manner, rather than letting them get a hold of me. This allows me to come up with better solutions and think in a positive direction, ensuring I'm not easily swayed by my feelings.



Athletics Meet: On Stage and Behind the Scenes

**5D Ng Hoi Yan Elsa, 5C Law Hoi Kiu Gusta,
4C Kan Wing See Karissa, 4C Lam Hiu Tung Serena**

The Athletics Meet has long been a highly anticipated annual school event, offering students a thrilling glimpse into the world of athleticism. Participants engage in track and field events while their peers cheer on the competing athletes. Let's delve deeper into the event to learn more about the athletes and cheering teams on stage, as well as the student helpers working behind the scenes.

Student Athletes

In the athletics meet, the student athletes are undoubtedly in the spotlight. In an interview with Lam Ching Tung Vilas from 4D, who participated in the 200m sprint, 400m sprint, inter-class 4x100m relay, and high jump, she shared some of her experiences from the athletics meet. "I often worry that my progress is not evident on the sports field, and I sometimes doubt myself even though I put in a lot of hard work. However, it is crucial to believe in yourself, because if you don't, who will?" Aside from the physical training and preparation, she learnt that striving for excellence is pivotal to improving her athletic performance. "I broke my personal record in both my 400m and 200m sprint. Although I didn't win a gold medal, I achieved a new personal best! It's proof of my hard work and motivates me to try harder and be better than my previous self." Despite not winning the gold medal, her new personal record serves as a milestone for Vilas, marking her progress in her performances in sports.



▲ Inter-house relay student athletes

"In the Alumni Cup, my class finished second but there was a foul committed by the winning class so both classes ended up sharing the prizes. I got the opportunity to compete alongside my classmates and teachers. Our class successfully invited 5 teachers! Usually, there won't be so many competitors on a track but this special event allowed that, thanks to all the helpers and teachers." said Lovely, a student athlete from 6C, who demonstrated a sense of teamwork and camaraderie. The unusual circumstances of sharing prizes due to a foul reflect a spirit of fairness and sportsmanship over individual victory.

Eto KC Mayumi from 5C has also attained remarkable track achievements in inter-house 4x100m relay, winning gold medal. When asked about how exercise affects her academic performance, she replied, "The biggest benefit of participating in sports throughout the week on my school performance is that it reduces stress and anxiety. Such engagement in exercise serves as a distraction from the pressures of school, leaving me with



▲ Parents and teachers track event



▲ Student athlete Lovely

a clearer mind afterwards. It has also improved my sleep quality, which is crucial for managing the stress that comes with academics.” Not only does exercise help to relieve stress and improve sleep quality, but frequent exercising and training can also foster perseverance in students. “I believe that exercising improves my performance at school because it has trained my perseverance and taught me to relax. These 2 qualities allowed me to perform better at school,” said Mayumi.

Another student athlete Maggie Chan from 5C, also achieved astonishing results in the inter-class 4x100m relay, as she won gold. When asked about how she balances schoolwork and training, she replied, “I work out frequently to increase my endurance and muscle strength. As a huge fan of sports, I think that consistent exercise improves my academic performance instead of making me feel worn out afterward,” showing her love for sports and how training can boost her performance in school instead of wearing her down. On the other hand, Mayumi shared a different opinion. “Planning is key to balancing anything. I had two tests the same week as the start of the Athletics Meet, so I carved time out of the weekend before to focus on studying for my tests. That left me a whole week before that weekend to train for the athletics meet. I trained for two days and rested the other days to prevent sore muscles,” she said. This shows the importance of knowing your schedule and learning how to incorporate schoolwork and training sessions into your agenda in a way that is effective and healthy, without draining yourself. Also, rest days are not just important for training, but for schoolwork as well.

Cheering

Needless to say, one of the most widely anticipated events every year is the house cheering performance. To be able to shape the collective spirit and energy of the house is no easy feat, the role of the house cheer captain is crucial for orchestrating this spectacle of school pride. In an interview with Regene Ho from 4D, the house cheer captain of the Red House, she candidly shared the challenges and triumphs of her position.



▲ Red house cheering team



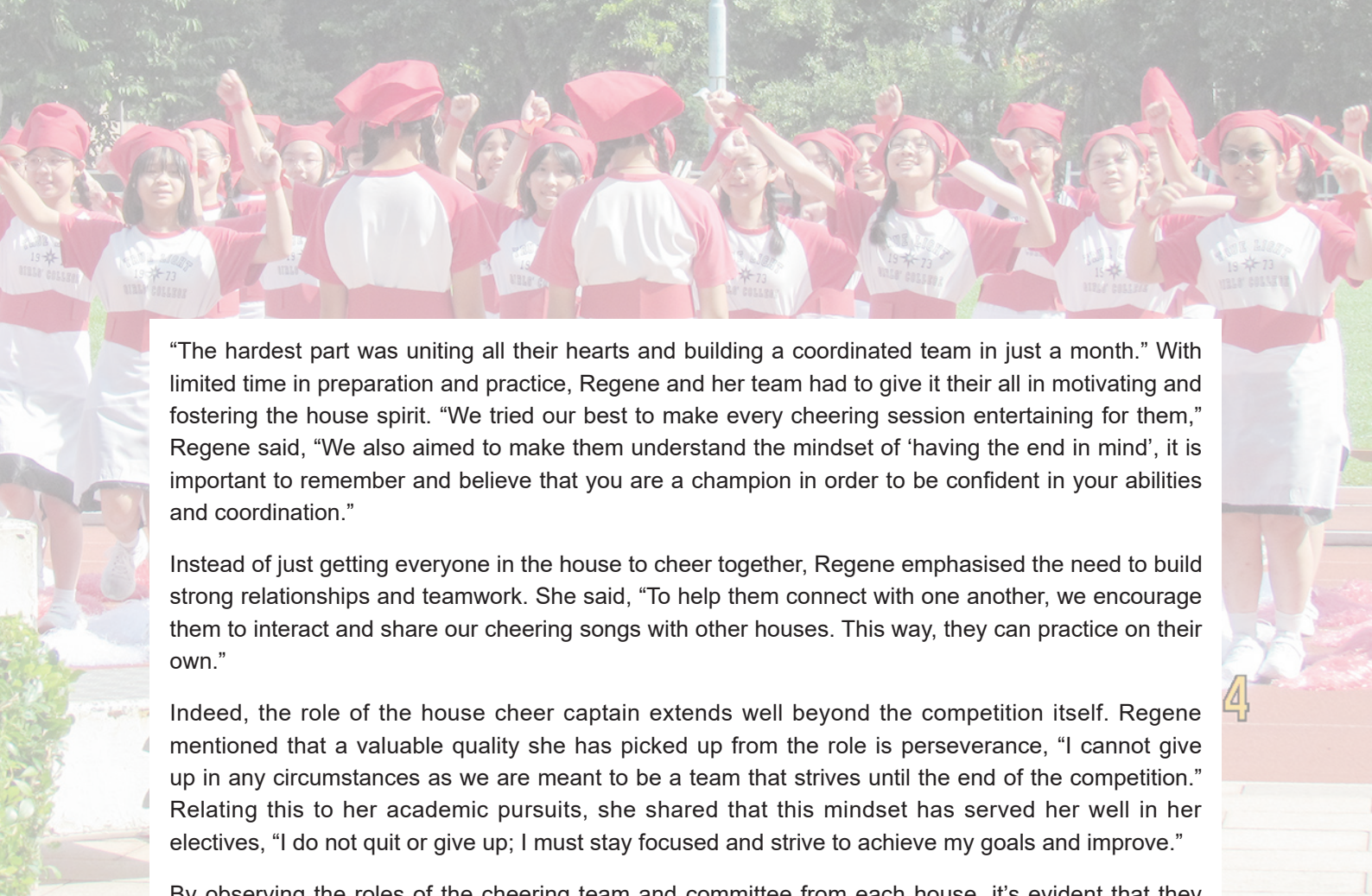
▲ Green house cheering team



▲ Yellow house cheering team



▲ Blue house cheering team



“The hardest part was uniting all their hearts and building a coordinated team in just a month.” With limited time in preparation and practice, Regene and her team had to give it their all in motivating and fostering the house spirit. “We tried our best to make every cheering session entertaining for them,” Regene said, “We also aimed to make them understand the mindset of ‘having the end in mind’, it is important to remember and believe that you are a champion in order to be confident in your abilities and coordination.”

Instead of just getting everyone in the house to cheer together, Regene emphasised the need to build strong relationships and teamwork. She said, “To help them connect with one another, we encourage them to interact and share our cheering songs with other houses. This way, they can practice on their own.”

Indeed, the role of the house cheer captain extends well beyond the competition itself. Regene mentioned that a valuable quality she has picked up from the role is perseverance, “I cannot give up in any circumstances as we are meant to be a team that strives until the end of the competition.” Relating this to her academic pursuits, she shared that this mindset has served her well in her electives, “I do not quit or give up; I must stay focused and strive to achieve my goals and improve.”

By observing the roles of the cheering team and committee from each house, it’s evident that they represent the school with dignity and dedication. They truly embody the spirit and pride of our school.

Student Helpers

While most students participated in track and field events, some senior level students chose to volunteer as helpers. Tajudeen Thawseefa from 4B was an announcer for the athletics meet. When asked about the reason behind her volunteering as a student helper, she replied, “I’ve always been fascinated by announcers. Ever since I was little, I’ve watched them with wide eyes, thinking, ‘How do they manage to be so confident and cool?’ It’s like they have a secret superpower! So, when the opportunity arose to be the announcer for our school’s athletics meet, I jumped at the chance.” As the emcee and an announcer, Chau Hiu Ching Jasmine from 5D shared a different perspective, “The reason I wanted to be a helper is that I find it interesting to experience and learn how a school activity is run, and I hoped to contribute somehow in the athletics meet.”



▲ Announcer Jasmine with student reporter

Undoubtedly, volunteering as a student helper provides a unique experience. “This year, I had the chance to be both an athlete and an announcer, and while both were fantastic, being a helper really opened my eyes to all the behind-the-scenes fun,” said Thawseefa, “Plus, where else can you enjoy the thrill of the event while staying cool in an air-conditioned room? I’d happily trade running on the tracks for cracking jokes and cheering on my friends any day.” On top of the pleasure and enjoyment, being a student helper brings along a precious learning opportunity that students cannot gain elsewhere. “From being a helper, I have learnt more about leadership and how to cooperate with others,” said Jasmine, “And these are important social skills.”

YOUR GUIDE TO PEAK FITNESS AND HEALTHINESS!

4C Lai Chung Yan Katie, 4C Leung Lok Yin Ruth (Illustrator)

Embarking on a journey to fitness is daunting, to say the least. Many associate staying fit with going to the gym or doing hardcore workouts every day, however, the truth is that staying fit doesn't have to be a struggle. It can be easy and enjoyable in the comfort of your own house. The road to fitness is different for everybody; it's about finding what works best for you. So here are a few moves to get you started on your fitness journey!

Working out doesn't have to be hard—you just have to commit to it! Here's a simple routine that you can easily do at home! Start by doing a session per day, then slowly increase the amount of time you spend working out.

1. Cobra stretch

Warm up your body with the cobra stretch! Hold this position for about one minute each session. Ensure your hips stay on the floor while you gently lift your upper body upward.



2. Plank

Now it's time to strengthen your core muscles! Begin by holding the plank for 30 seconds, gradually increasing the duration in subsequent sessions. Remember to maintain proper posture, keeping your body in a straight line from head to heels.



3. Squats

To enhance your joint health, perform 30 squats each session. Stand with your feet shoulder-width apart and lower your body as if you're about to sit in a chair to ensure correct form.



4. Push-ups

Build upper body strength, particularly in your triceps, by doing 30 push-ups each session. Start in a plank position and lower your body until your chest nearly touches the floor.



5. Corpse pose

Finally, relax your muscles by lying on your back with your arms at your sides and palms facing up. Focus on your breathing for one minute during each session.



By incorporating these simple exercises into your daily routine, you're making significant strides toward improving your well-being and fitness. Your journey to fitness may have its challenges, but remember that persistence and consistency are essential. Stay committed to your goals, and don't give up!



A Champion's Blueprint: Unveiling the Secrets to an Olympian's Success

▲ Cheung Ka Long Winning the Gold Medal

4C Lam Hiu Tung Serena, 5C Law Hoi Kiu Gusta

Featuring 40 sports events and over 200 teams, the Olympics is often regarded as the most prestigious sports competition in the world. With an exceptional opening ceremony, the Hong Kong regional flag flying on the Seine River, and ranking 37th on the medal list, securing 2 gold and 2 bronze medals, the Paris Olympics was destined to be different. The topic of sports reached a new height in Hong Kong. We interviewed Mr. So Pak Chung, a fencing athlete, and Lam Ching Tung Vilas from 4D, a member of the school basketball team, to gather their insights on Hong Kong Olympians and the secrets behind their success.

"Don't look down on yourself just because you live in a small place," said Cheung Ka Long, a Hong Kong left-handed foil fencer, two-time Olympic champion and two-time individual Asian champion. He is the first man in 68 years to successfully defend his title in the Olympics men's individual foil fencing competition. In the final match, the title point was contested three times and Cheung was finally announced as the winner of the title. "Cheung Ka Long's comeback victories in the quarterfinals and the title fight against the strong French and Italian opponents made me nervous. Although I have learnt to keep calm in my years of fencing, our gold medal fencer still demonstrated perseverance to us, this gave me a new insight," said Mr. So.

Despite the rising tension among Hong Kong citizens during the match, Cheung Ka Long remained unwaveringly calm. He believed in himself and was fully prepared for the next strike. In the finals, when he and his Italian opponent scored near-simultaneous hits consecutively, he still believed that he had won. "In a different venue, or with a different referee, things might not be the same, but every fencer thinks the point belonged to them," said Cheung. Cheung and Kong Man Wai Vivian, both fencers and gold medalists, were celebrated as 'regional heroes' for their victories, bringing pride to Hong Kong. The media attention has clearly increased the popularity of fencing among children, inspiring them to aspire to be the next fencing star. "In the past, fencing was regarded as an inaccessible sport due to its high costs and steep learning prerequisite. But after the Tokyo Olympics, it was obvious the popularity of fencing had risen, and the Hong Kong fencing team is filled with talent. As a fencing athlete, I was very invigorated," said Mr. So.



▲ Interview with Vilas Lam

Regardless of their results, Olympic athletes have never failed to demonstrate great sportsmanship and Olympic values. When reporters asked whether she was let down by her result in the Olympics, Siobhan Bernadette Haughey replied with a bright smile, "I just want to do my best and enjoy the process." Being a high-profile athlete in Hong Kong, Haughey is always under intense pressure and scrutiny. Under immense expectations of Hong Kong fans, Haughey was still able to maintain her focus and composure, delivering medal-winning performances. "She showcases dedication and resilience through her remarkable achievements in swimming. Her performances at the Olympics exemplified hard work and determination, motivating others to pursue their goals. Her ability to excel under pressure and her sportsmanship encourage aspiring athletes to believe in themselves and strive for greatness." said Vilas Lam.

Aside from Haughey, another great example of sportsmanship is shown by Ng Ga Long Angus, a rising star in badminton who participated in the Olympics. "Every point is a new beginning; no matter what happened before, I will give it my all," said Ng. This shows a resilient and determined mindset, emphasising the importance of maintaining focus and giving one's best regardless of the outcome. Ng maintained a positive mindset and never lost hope, even in the face of hardships. Ng's hard work and dedication to badminton paid off as he has become one of the most recognisable faces in Hong Kong sports and has been participating in numerous tournaments as the representative of Hong Kong.

As the Olympic Games come to an end, the excitement they bring continues to inspire Hong Kong citizens. Athletes like Ng have shown what can be achieved with hard work and dedication, bringing pride and joy to many people in the city. Their success has sparked a new interest in sports among young people, encouraging them to get active and try out different sports. The Olympics have not only instilled pride but also increased the popularity of sports in Hong Kong, fostering hope for the future.

▼ Interview with Mr. So Pak Chung



Mindfulness: Cultivating Awareness in the Present Moment

5D Ng Hoi Yan Elsa

“School can be extremely stressful at times, especially when I am now a secondary six student who is about to take the HKDSE,” said Tung Sum Yi Lovely from 6C, and there is no doubt that most senior level students resonate with her. But have you ever slowed down from your hectic schedule, let go of all worries, and directed your focus onto the present moment?

“It is of paramount importance that I learn to understand and manage my emotions, in my opinion, so that I can fully develop my academic potentials,” explained Lovely, “Therefore, I joined an activity called ‘From Mindfulness to Kindness’ to seek relaxation and get to know myself better.”

At lunch time every Wednesday, participants in the activity lay out yoga mats in the Future Classroom to practise mindfulness, finding serenity under the projection of aurora lights, the soothing scent of aromatherapy oils, the warmth of steam eye masks and comforting music. “How stressful is studying! This is what I concluded

from observing my S5 and S6 students,” said Ms. Chow King Yee (Mrs. Cheuk). When asked about the objectives of organising the mindfulness activity, she replied, “I believed that balance of life is essential for well-being! Afternoon breaks are so rare in teenagers’ routine, so I thought that mindfulness would be a good practice for them to refresh, refocus and re-energise, especially amid a busy day. I discussed this idea with Ms. Chow Sze Ling and Ms. Wu Chun Lee, who fully supported it. With help from Ms. Tam Sau Lai, who is the teacher-in-charge of affective education of the Gifted Education Committee, the “From Mindfulness to Kindness 靜中得力” programme was launched successfully on 25 September 2024.”



▲ Aurora light projector



▲ Aurora light projections on the ceiling

Having trained by the Department of Psychology of the University of Hong Kong, both Ms. Chow and Ms. Wu are qualified mindfulness instructors. “Mindfulness is the purposeful and non-judgmental act of bringing your attention back to the present moment, and becoming aware of one’s own thoughts, emotions, and bodily reactions. With the practice of mindfulness, we hope that our girls could take a moment to recharge during lunch time, which could reduce their stress, and ultimately enhance their academic performance,” explained Ms. Wu. “Mindfulness is a lifestyle,” said Ms. Chow, “We can practise it every day and anywhere, for example through mindful eating and mindful walking. In the process of practising, we pay attention to the here and now by focusing our breathing and five senses. It is a good way for relaxation”

The practice of mindfulness has indeed impacted students in a way that aligns with the teachers’ initial intentions. “Learning mindfulness has improved my attention span in lessons, enabling me to focus even when I have 3 lessons of elective subject in a row straight after lunch. This improvement in concentration has helped me understand the topics more thoroughly. Moreover, learning mindfulness has improved the quality of my sleep. I no longer struggle to fall asleep as I would shift my focus to my breathing whenever lingering thoughts start popping up in my head, and this reduces my tendency to dwell on my thoughts before going to sleep,”



▲ Student practicing mindfulness



▲ Ms. Chow King Yee (right) and Ms. Tam Sau Lai (left) of the Gifted Education Committee

shared Lovely. Law Hoi Kiu Gusta from 5C has also experienced similar benefits from learning mindfulness, "Practising mindfulness not only improved my focus in lessons, but also helped to reduce anxiety, and improved my mental health by helping me to relax and relieve stress built up because of school work."

Having experienced the advantages it brings, both participants highly recommend the practice of mindfulness. "I would definitely recommend the practice of mindfulness as it comes with a lot of benefits, such as improving your mental and physical health, reducing anxiety, enhancing your attention span and even aiding your memory," said Gusta. "In a fast-paced world, we often get overwhelmed by pressure from work, school, family, friends, and neglect our mental health. Therefore, it is vital for us to take regular breaks and learn to observe our surroundings in a peaceful manner through the practice of mindfulness," added Lovely.

What are the benefits that mindfulness offers compared to sleep? "Sleeping can be purely resting while mindfulness is a practice to breathe, calm down, slow down and focus on the here-and-now feelings of your body, so that you can rest in a peaceful mind," Mrs Cheuk answered, "To rest is to prepare for the journey ahead. Through mindfulness, I hope that teachers and students alike could achieve well-being: to maintain a peaceful mind, be kind to one another, and refresh, refocus and re-energise with the spirit of God. May God bless you and give you rest!"

Knowing how the practice of mindfulness brings numerous benefits ranging from relieving stress to improving concentration, why not give it a try? Just get into a comfortable position, direct your attention to your breathing, and focus your awareness on the present moment!



▲ Ms. Chow Sze Ling (right) and Ms. Wu Chun Lee are both qualified mindfulness instructors

From mindfulness to kindness 靜中得力



Improve attention & resilience, manage stress & emotions
提高專注力和復原力，管理壓力和情緒

Self-practice on mindfulness

Date: Every Wednesday (25/9, 2/10, 9/10, 16/10, 13/11, 20/11*, 27/11, 4/12, 11/12)

*reserved for "From Mindfulness to Kindness" course

Time: 1:30-2:00pm

Venue: Future Classroom

Target group: S5 & S6 students

Quota: 10

Enrolment: Sign up on Gifted Education Committee notice board on 3/F near main staircase.

Instructors:

Ms Daisy Chow & Ms Janey Wu

Teaching Mindfulness Instructor

Department of Psychology

The University of Hong Kong



Co-organized by Gifted Education Committee & Learning Support Committee
Gifted Education Committee: Chow KY & Tam SL; Learning Support Committee: Chow SL & Wu CL

▲ Poster of From Mindfulness to Kindness

The Vault of Ambition:

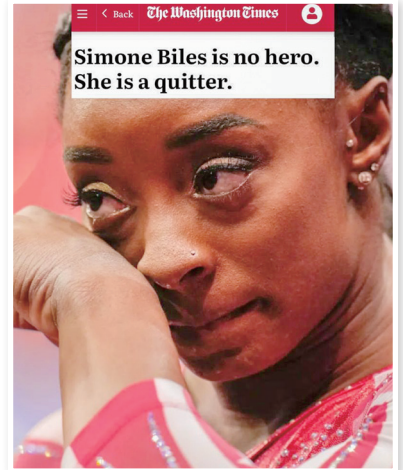
Simone Biles' Story

4C Leung Lok Yin Ruth

When you think of Olympic legends, names like Cheung Ka Long and Kong Man Wai Vivian might come to mind, especially after their triumphs at the Paris 2024 Olympics. However, in the United States, a young gymnast has been hailed as one of the greatest: Simone Biles.

The Invincible—Simone Biles and Her Origin Story

Simone Biles is one of the most decorated athletes in the world, boasting thirty gold medals. Her impact on gymnastics is undeniable, marked by her remarkable achievements and the invention of new elements in the sport. Born in 1997 and raised by her grandparents, Biles showed a passion for gymnastics from a young age, dedicating countless hours to mastering balance beams and vaults. At just sixteen, she debuted at the 2016 Rio Games, winning four gold medals and highly regarded as a legendary figure in gymnastics.



▲ Simone Biles criticized for bailing out the Tokyo Olympics

Biles has also been open about her mental health, speaking candidly about the pressures athletes face. The Netflix documentary "Simone Biles Rising" explores her journey, shedding light on the criticisms she endured in attempting to break the conventional perspectives of gymnastics by publicly voicing and advocating for athletes' mental health.

A "Nightmare" Chapter at the 2021 Tokyo Olympics

Every individual has a defining quality that shapes their identity, and for Biles, her extraordinary talent in gymnastics made her a global icon. However, during the 2021 Tokyo Olympics, she faced a significant challenge: the loss of her defining ability. After the Games were postponed due to the pandemic, expectations mounted for her to deliver a flawless performance, especially as she contemplated retirement.

Without the support of a live audience due to COVID restrictions, Biles felt increasingly tense, resulting in numerous unpredicted errors in her performances, as she failed to synchronise her body and mind together and concentrate on perfecting her movements. Prioritising her mental health, Biles withdrew from the competition, shocking fans across the globe.

Invisible Wounds—The Mental Health Crisis of Athletes

Reflecting on the global response to Simone Biles' bailing out of the Olympics, I realise that there is a tendency for many to overlook the humanity of athletes. Critics often focus on their mistakes, disregarding the fact that these athletes are ordinary

people who, like everyone else, make mistakes and are imperfect. This pressure to be perfect can lead to athletes' desperation for recognition and fear for disappointment, ultimately causing mental health issues.

Biles mentioned her idol Kerri Strug, who, in the 1996 Olympics, became the last hope for the U.S. after her teammates faltered. Battling previous ankle injuries, Strug was pressured by her coaches to perform a challenging vault. After reinjuring her ankle on her first attempt, she was told to try again despite her visible pain. On her second attempt, she landed perfectly, but the impact worsened her injury. As she crawled off the mat, the audience saw only a champion, overlooking the reality of an athlete struggling under immense physical and mental pressure, highlighting the neglect of mental well-being in gymnastics.

The Courageous—Simone Biles Leading by Example

Fast forward to today, while coaches are more supportive than in Strug's era, the public struggled to understand Biles' mental block during the Tokyo Olympics. Shouldering immense societal expectations, she recognized her limits and chose to prioritize her health, allowing herself time to recover. Biles' decision to advocate for mental well-being, breaking a long-standing taboo in gymnastics, is both surprising and inspiring, paving the way for more open conversations about mental health in the sport.

The Ambitious—Simone Biles' Redemption at the 2024 Paris Olympics



▲ "Simone Biles Rising" is a documentary on Netflix

we can take Biles' example to heart. In our academic and personal pursuits, we may encounter criticism and setbacks, but like Biles, we should strive to embrace these challenges with resilience. Her story encourages us to persist and stay true to our goals. Overall, Biles' perseverance is not just about enduring hardships, but about transforming them into stepping stones toward success.

In conclusion, Simone Biles' journey is more than just about gymnastics; it's about courage, advocacy, and perseverance. Her legacy will inspire future generations to prioritize mental health and pursue their passions, no matter the obstacles.

Despite the world scrutinising Simone Biles for her Tokyo Olympics performance, she was determined for a powerful comeback. While some suggest she seeks the spotlight, her four Olympic medals speak volumes. Biles's return is a testament to her ambition, demonstrating the importance of prioritising mental health. Her bold comeback emphasises that healing is essential for long-term success in sports. By leading through her experience, Biles advocates for mental health awareness and promotes healthier relationships between athletes and their sports.

The Persevering—Simone Biles and True Light Qualities

From experiencing "twisties" in Tokyo to reclaiming her world championship title in Paris, Biles exemplifies an unwavering spirit and dedication to overcoming obstacles. This determination to rise above societal negativity teaches us that failure is not the end, but rather an opportunity for growth and improvement. As True Light students,



▲ Simone Biles being one of the most decorated athletes of all time

探討真光師生的偶像文化

4C 周嘉怡 4D 呂卓妍

在成長的過程中，幾乎每個人都有過偶像。在我們真光大家庭中，老師和同學分別喜愛哪些偶像呢？他們對追星的想法有沒有不同？筆者向全校同學發放不記名的電子問卷，收到112份回應；又向全校老師派發紙本問卷，收到25份回應。讓我們一探究竟吧！

真光師生的偶像

同學們最喜愛的偶像最多來自韓國，其次是香港。韓國偶像則包括各種著名的團體組合，如BTS、Stray Kids、BLACKPINK和NewJeans等。香港偶像包括：個人歌手MC張天賦、林家謙，以及男子團體組合MIRROR、Dear Jane等。而大部份的同學是透過社交媒體、偶像的專輯及歌曲，及朋友介紹而認識自己的偶像。

老師們則較喜愛香港偶像，包括有：張敬軒、洪嘉豪、呂爵安、方皓玟、陳奕迅、張國榮、樂隊Dear Jane、馬浚偉等。華語歌手有周杰倫和林俊傑。韓國偶像則有：BLACKPINK、BTS、BIGBANG、(G)I-DLE、Seventeen等。來自歐美的則有：Taylor Swift、One Direction、Coldplay、Derek Jacobi等。另有老師的偶像是國父孫中山和乒乓球運動員孫穎莎。

才華橫溢得同學歡心

問到喜愛偶像的原因，56%同學較看重才華與個性。受訪者表示，偶像的「個人性格魅力」最吸引她們。其次是欣賞其「歌藝非凡」及「具有音樂創作天賦」。

然而也有27%同學看重外表，她們欣賞偶像「外貌出眾」，其次是因為偶像「身型完美」和「衣着品味出眾」。只有不足8%同學受偶像的品格修養所吸引，看重偶像「品格高尚」和「對社會有貢獻」。

另一方面，約9%同學表示喜歡偶像並沒有特殊原因，只因為「受朋輩影響而喜歡」，或是「尋找精神寄託」，這些同學可能仍在探索階段，還未清楚自己的喜好。



▲韓國女團BLACKPINK打破年齡界限，無論師生都喜愛她們。

各出奇謀為撐偶像

同學會透過不同的途徑支持偶像，約四成半同學會選擇較低消費方式，當中以「購買偶像周邊（如小卡、立牌等）」最多，其次是「購買偶像專輯」和「加入偶像粉絲團或歌迷會」。

另有近四成同學選擇精神上支持偶像，當中最常會「瀏覽偶像社交媒體動態」，其次會「到與偶像有關的地點，如巨型裝置打卡」，也有同學「收集偶像的海報、簽名、剪報、照片等」。

近一成半同學花在偶像身上的開支甚高，其中最多同學會「購票欣賞演唱會」，也有個別幾位同學會「付費參加粉絲見面會」和「付費參與非官方的應援活動，如地鐵站或巴士廣告之偶像應援」。



▲同學們最愛的本地男子團體是Mirror。

至於花費在偶像的金錢方面，約六成半的同學平均每周花費少於50元在支持偶像的活動上；有約兩成同學每周花不多於100元；但也有約一成同學每周花費100元以上，其實也算一筆巨大的開支。

支持偶像的時間方面，最多同學每周花1-2小時；也有約四分之一同學花2-3小時。

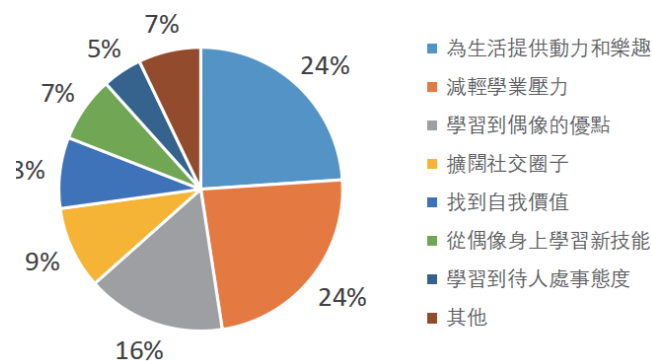
調查也發現，個別受訪者表示會「在偶像有機會出現之地點，例如機場和上下車處等候見面」。這種追星方法較費時又危險但不一定成功，筆者不建議同學這樣做。

偶像帶來生活動力

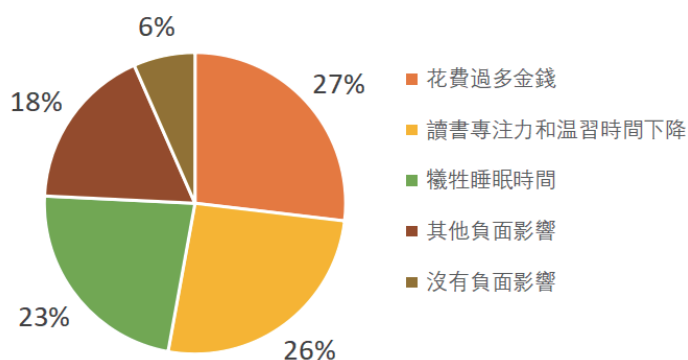
約四分之一同學反映支持偶像可以「為生活提供動力和樂趣」，也有約四分一同學覺得可「減輕學業壓力」，為生活注入新鮮感。約一成半同學在偶像身上「學習到偶像的優點」，如：堅忍不拔、才華橫溢、刻苦自律等特質，都可以對同學們的行為帶來積極的影響。

此外，近一成同學認為支持偶像可幫助她們「擴闊社交圈子」、「找到自我價值」，和「從偶像身上學習到新技能」，例如外語、攝影、穿衣技巧等。同學可能會參與一些「應援」活動，結識到一群有相同愛好的朋友，增強自我認同感；此外，支持偶像的活動形式多樣，攝影、繪畫等都很常見，同學可以從中學到相應技能，擴闊生活經驗。

支持偶像的正面影響



支持偶像的負面影響



追星可致身心俱疲

不過，支持偶像也會帶來反效果。佔比最多同學認為支持偶像會令她們「花費過量金錢」，佔約27%。其次有約四分一表示會導致「讀書專注力和溫習時間下降」。無可否認，追星可以耗費大量時間、精力和金錢。同學們學業繁重，又未必有足夠零用錢，支持偶像會或會帶來錢財上和精神上的負擔。除此之外，也有近四分一同學認為支持偶像會「犧牲睡眠時間」，在不耽誤日常學業的情況下，追星的活動，如觀看偶像節目等便要在休息時間進行，因此支持偶像會剝奪睡眠時間。

另外，有少數同學認為支持偶像會「容易被情緒影響」、「減少與家人朋友相處的時間」、「荒廢學業」、「被人網絡欺凌等」。因此同學們要提醒自己節制，才能享受追星的樂趣。

老師們的追星經歷

問卷也邀請不少老師分享追星經驗，部分回應如下：

老師甲：「在網上用了四至五小時排隊購買演唱會門票，打算一年後飛往英國欣賞演唱會。即使門票價格十分昂貴，但仍選擇購買，且對演唱會十分期待。」

老師乙：「曾每日在Facebook群組查看是否有人出售張國榮告別演唱會門票；某次在深水埗找到他的照片和簽名版相片集。」

老師丙：「曾為看Taylor Swift的演唱會用盡自己所有的電子器材去搶票，又叫朋友一同搶票。」

老師丁：「曾希望模仿偶像團體的外表及身材而造成焦慮；熱情過後有過多專輯在家中佔據空間。」

以上老師的真情流露是否有共鳴？總括而言，任何年齡的人都可以追星作情感的寄託，支持偶像本身並沒有絕對的好與壞，關鍵在於我們該如何平衡這份熱情。在享受偶像帶來的快樂和動力時，我們也要保持理智，切勿成為過分沉迷的「追星族」。



▲不少老師十分欣賞美國歌手Taylor Swift的音樂才華。

圖片來源

1. https://commons.wikimedia.org/wiki/File:Taylor_Swift_%286820732492%29.jpg

2. https://commons.wikimedia.org/wiki/File:MIRROR_members_2020-07-07_am730.jpg

3. <https://www.goodfon.com/music/wallpaper-kimjennie-kimdzhisu-roseblackpink-roze-kimjisoo-lalisamanoba.html>

探討造星過程與偶像辛酸

5A 黃筠瑜



▲韓國男團BTS防彈少年團由練習生起步，七位成員初時住在一起，每天練習十五小時，於2013年出道。

去年，《星夢學園》十周年大電影上映，勾起了不少中學生的童年回憶，亦勾起了筆者小時候希望與女主角一樣，進入一所偶像學校，成為頂級明星的回憶。

目前世界上的偶像產業，又稱「愛豆」(idol)產業，較為發達的國家是中國和韓國，而兩國的偶像選拔各有特色，例如韓國偏向直接從練習生學校中培訓成員，中國則偏向透過選秀節目產生偶像，總括而言，偶像可以從「練習生培訓」和「選秀節目」中誕生。

練習生公司：人人可成偶像

現今的著名偶像中，絕大部分都是由「練習生」起步的，例如韓國女團(G)I-DLE、中國男團TFBOYS (The Fighting Boys加油男孩)等。韓國較為有名的練習生公司有「SM娛樂」(代表為男團Super Junior)、「YG娛樂」(代表為女團BLACKPINK)、「JYP娛樂」(代表為男團GOT7)、「HYBE」(代表為男團BTS防彈少年團)等。中國練習生公司則有「時代峰峻」(代表有少年偶像組合「時代少年團」)、「樂華娛樂」(代表為男子音樂組合NEXT)、「哇唧唧哇」(代表為男子演唱組合「X玖少年團」)等。

練習生公司會定期舉行公開面試，讓有意成為偶像的年青人申請。通過面試後，練習生會被安排進行各種培訓，每月會有一次考核，練習生通過考核後，便可以在公司的安排下，以團體出道。

選秀節目：突圍而出成偶像

參加選秀節目也是成為偶像的另一途徑。近年來，中、韓都有較為有名的選秀節目，任何人都可以通過海選進入節目，當中大部分參賽者為練習生，其餘的參賽選手多是獨立唱作人和網絡紅人等。

淘汰類選秀節目一般會以「初舞台」作為首集節目，由評判對選手評級，令觀眾對選手有初步印象，隨後進行主題曲競選、「小考」，再有數次公演，由選手自行組隊、選曲、表演，增加「粉絲」、積累「人氣」。一般選秀採用淘汰制，每次公演後根據票數淘汰一定人數，直到決賽，俗稱「出道夜」，以排名決定可組成限定團的選手，組團人數則由節目製作組釐定，通常為九至十二人，但為了賺取更多利潤，團隊通常在一至兩年後解散作獨立發展。其餘未有成團的選手，亦可獨立出道。

粉絲參與成商機

選秀節目中，「粉絲」數量為選手成團的重要因素，所以節目中會具備唱、跳以外的綜藝環節，例如加插花絮、小綜藝、直播等「營業」，粉絲亦會積極為選手宣傳，例如刷播放量和「控評反黑」，即透過控制評論，減少選手負評，以爭取更多節目鏡頭。投票上，內地選秀節目投票方式複雜，比如需要購買廣告產品，再掃描產品上的二維碼才可投票，粉絲可以加入「打投組」，成為「打投女工」，以多個帳號投票，讓每一個二維碼發揮更大的作用。節目、選手各自以不同方式吸引「粉絲」，所以「粉絲」可謂構成整個節目的重要一環，亦是誕生偶像的必要條件。

付出可以沒有收穫

我們常說偶像易當，但其背後的辛酸我們又知道多少呢？在成為練習生後，公司一般會根據練習生的特長安排課程，例如最基本的跳舞、唱歌，每天至少要訓練六小時，除此之外，還有作曲、演技、時尚、健身、禮儀等課程，可見練習生的日程極為忙碌，所耗費的時間和心力只會比我們所見到的更多。



▲韓國女子團體(G)I-DLE隸屬Cube娛樂，六位成員於2018年出道，現餘五人。

但令人惋惜的是，在一個並非實力主導一切的世代，資金、時勢、運氣這些才是真正影響練習生出道的因素。因此，縱使付出極大的努力、或已擁有可出道的實力，不少練習生亦可能被公司放棄，虛度光陰。練習生大多為藝術生（中學修讀藝術類課程的學生，例如舞蹈、表演等），如果錯過了黃金的年齡，不但星途暗淡，更難以從事娛樂圈以外的工作。所以成為練習生可謂一場賭博，勝敗三分看人，七分看天，一方面要為未知的將來而忐忑，一方面因培訓要求嚴格而兢兢業業，可想而知他們的心理壓力極大。

參加淘汰類選秀綜藝的辛酸更是難以想像。選秀綜藝中，除卻拼實力，背景、運氣、觀眾緣、粉絲量亦缺一不可。某些製作組更會為炒作話題而「惡剪」參賽者，即「惡意剪輯」，例如只播出參賽者部份發言，斷章取義，令該參賽者陷入爭議，為節目提供「熱度」。而用財力強捧某參賽者，或在比賽中途被公司放棄等事情亦屢見不鮮。此外，節目的賽制極為緊湊，參賽者通常要在兩星期內準備好一個包含跳舞、唱歌和表演的舞台，雖然節目組會為參賽者提供編舞和編曲，但其中的舞台效果設計、每人負責的歌詞和舞蹈的分配等，皆由選手一手包辦，參賽者在練習上已付出極大心力，更要提防遭節目組「惡剪」，又要顧及不同粉絲對偶像不同的要求，例如「CP粉」會希望兩名選手有更多互動、「媽粉」希望偶像像兒子一般乖巧、「女友粉」希望偶像能滿足她們對男朋友的一切幻想……所以參賽者的工作量巨大。

粉絲無情 有苦自知

在選秀節目中，綜觀芸芸「出道」條件，「粉絲」可謂決定性因素。但「粉絲」來得容易，去得亦快，偶像會因粉絲支持而一步登天，也可能會因一個錯誤發言或動作而被誤解，出現「大規模脫粉」，星途「一命嗚呼」。所以偶像的言行舉止，都有可能出現難以預料的影響，「小心翼翼」四字，可以總結偶像的生活。

而由於「粉絲」是偶像的命根，粉絲的行為是會影響偶像的名譽，被粉絲連累的偶像屢見不鮮，例如2020年的「肖戰事件」，內地偶像肖戰因粉絲的過激行為，導致一段時間內個人代言產品被抵制，所拍攝的劇集亦受到牽連。雖說偶像本人並非完全沒錯，但整體事情對其造成名譽上和收入上的損失，還是沒有人可憐，有苦只有自己知。

偶像長期活在鎂光燈下，面對的巨大壓力非一般人能承受。筆走至此，有沒有令夢想成為超級偶像的你望而卻步？



▲內地偶像肖戰參加選秀節目，於2016年以男子演唱組合「X玖少年團」成員身分出道。2020年因粉絲行為過激牽連大波，星途大受影響。

圖片來源：

1. https://commons.wikimedia.org/wiki/File:181201_BTS_at_the_MelOn_Music_Awards.jpg

2. https://commons.wikimedia.org/wiki/File:%28G%97%AC%EC%9E%90%29%EC%95%84%EC%9D%B4%EB%93%A4_%28G%29I-dle_10%2BStar_Summer_04.png

3. https://commons.wikimedia.org/wiki/File:Xiao_Zhan_-_Big_Show_1.jpg

師長也追星？

與老師暢談偶像文化

4D 李珈睿

相信大眾普遍認同，現今社會的「追星族」不少都是青少年，那麼師長們真的對偶像文化認識甚少嗎？是次有幸邀請到任教音樂科的何燕芬老師以及任教公民與社會發展科的何曉琳老師進行訪談，了解她們對此主題的見解。



▲ 何燕芬老師（右）及記者李珈睿（左）合影。

道阻且長——何燕芬老師的追星之路

當被問及追星的對象是誰時，何燕芬老師的答案是「H.O.T.」。「H.O.T.」是韓國第一代的男子偶像團體，被譽為「韓流的開山元祖」。何老師因喜歡「H.O.T.」的歌曲而成為他們的粉絲，但她的追星歷程卻充滿各種挑戰。時間回溯到千禧時代，據何老師描述，韓流文化當時尚未於香港興起，互聯網的發展亦未成熟，追星的難度很高。「不是沒有追星，而是沒有機會！剛開始追星時，『H.O.T.』已經處於瀕臨解散的地步了。」何老師如是說。

何老師又提及，在缺乏充足網上資源的情況下，她只能從信和中心購買光碟來聽偶像的歌，周邊產品則只有幾份得來不易的明星雜誌。不斷循環播放歌曲、珍藏僅有的雜誌，何老師就這樣從學生時代起，走過多年的追星之路，直至步入職場後才遇上難得的追星機會。

圓夢的盼望，知足的喜悅

時間推進到科技發達與偶像文化興起的二零一六年，「H.O.T.」與「水晶男孩」等初代韓國偶像團體宣布復出，他們於韓國舉辦演出活動。此類偶像的復出表演很可能只舉辦一次，與當紅團體能定期舉辦各式大中小型的活動不同，這對昔日沒有追星機會的何老師來說是千載難逢的機會。何老師說自己最終成功購買門票，如願以償到韓國觀賞偶像的演出。她分享道：「一隊偶像團體解散十年後再復出真是非常難得，所以希望出席演唱會支持他們。出席演唱會期間，當然會購買手燈與唱片，但無太大作用的產品則沒有購買。」採訪期間被問到與偶像相關的問題時，何老師的臉上都會浮現出滿足的微笑，可想而知，了卻學生時代的未圓的「追星夢」，對她來說應有一定的意義與價值——而這種價值想必只有同道中人才能體會和明白。

何燕芬老師對追星的想法：量力而為

在現今社會，不少「粉絲」以偶像為自己的精神寄托，他們希望以實際行動支持偶像，因此會購買周邊產品及演唱會門票。對此現象，何老師亦提出了兩項個人見解。

第一，默默地支持偶像亦是追星的一種方式；第二，喜歡不代表一定要擁有。在現今這個網絡資訊流行、交通方便的世代，購買海外直運的官方產品比以前更容易，不少粉絲籌辦的應援團亦會提供各式各樣的周邊產品，要將它們全部收入囊中是近乎是不可能的任務；而過量購物亦容易導致入不敷支。總而言之，購買相關產品宜量力而為，方為上策。

非典型可愛偶像——何曉琳老師的追星日常

當何曉琳老師被問及她追星的對象時，只見她興奮地拿出了一張合照。照片中，一隻毛茸茸的灰白色小貓正安坐於何老師懷中。何老師的偶像為於社交平台YouTube上坐擁超過一百五十七萬粉絲的八隻貓咪，頻道名稱為「黃阿瑪的後宮生活」——誰說「明星貓」不能被定義為偶像？

據何老師分享，她的追星歷程由最初認識八隻明星貓，乃至成為牠們的粉絲，至今已走過六年的光陰。「我的舊同事亦是一位『貓迷』，在他跟我分享一段相關頻道的影片後，我便被貓咪之間可愛的相處模式吸引了，牠們就像懂得開口說話一樣。」與一般「追星族」相同，何老師指自己會追蹤貓明星於網絡上的社交媒體賬號，藉此關注「偶像」的動態。而對於周邊商品，何老師則表示沒有購入任何相關的產品。「我有考慮過到台灣購買……但我最終仍沒有。因為有太多選擇了，我擔心會愈買愈多。」



▲何曉琳老師（左）及記者李珈睿（右）合影。



▲何曉琳老師及與貓合影。

以明星貓為偶像的原因

當筆者瀏覽相關的社交平台頻道時，不難看出八隻明星貓各有牠們的性格特質，與典型的偶像相比，兩者在本質上並非如想像中般存在太大差異。

何老師認為，貓咪除了擁有惹人喜愛的外表，牠們也是很有個性的動物，表面看似高傲，實際上亦有溫柔的一面。牠們不僅能敏銳地察覺人的心情變化，普遍亦不會像一般受人類馴化的寵物般展現過份黏人的特質；牠們能溫柔地與人保持適當的距離，盡量表現友好的一面。由此可見，不論是哪種類型的偶像，其「內在美」依然值得我們欣賞——當然，牠們的內在價值與外在特質也是同樣重要的。

追星好與壞：何曉琳老師的見解

有部分喜愛偶像文化的年輕「粉絲」或會以為師長「八九不離十」，對追星均抱有「一面倒」的負面看法，而從與何曉琳老師的訪談中，筆者卻得到了預料之外的答覆。

何老師指出，現時有些「追星族」因為接觸偶像文化而對學習多國語言產生興趣，他們反而能從中得益、增長知識。除此之外，何老師認為步入中學階段的子女與父母之間的溝通會較以往減少，若彼此之間能因追星產生共同話題、交流心得，相信能為改善家庭關係帶來正面影響。然而，任何事也是一體兩面的，若於追星期間投放過多時間及金錢、因而忽略個人學業與事業發展，則有機會帶來不良影響，例如令成績下降、開支失衡，甚至會影響健康。

結語

筆者從兩位老師的訪問中明白到：不論處於何種人生階段、有何追星對象，追星也有其價值和樂趣。追星實際上並不存在年齡與職業等界限，只有社會大眾潛移默化地對偶像文化賦予的框架。只要抱着知所節制的心態追星，合理安排時間與金錢等資源，追星的經歷亦能成為人生中一段充滿意義的旅程。最後，十分感謝兩位何老師的分享，令同學可一窺老師的追星歷程，從而了解老師對追星的想法。希望同學透過這篇訪談能夠對「追星」文化有更深入的認知和反思。



▲ 孔康淳姑娘的辦公室位於三樓。

孔姑娘和許多人一樣擁有自己的偶像，臺灣樂團「五月天」最讓她著迷。她一開始被五月天的歌詞吸引，後來深入瞭解每位成員的性格特質，被團隊深厚的感情所打動。由中三開始，五月天陪伴孔姑娘度過了許多難忘的時光。長大後，她曾為了觀看演唱會，不遠千里前往臺北、高雄、北京等地，那份對偶像的熱愛與執著，成為她美好的回憶。

吳姑娘也比較喜歡偶像團隊，而非單人偶像。中學時期，她特別鍾愛日本大型女子偶像團體「AKB48」等48系列的偶像團隊。吳姑娘之所以喜歡她們，是因為團隊傳達了一個理念：即使是普通女孩子也可成為偶像！看到AKB48的小女生從一開始什麼也不懂，一步步的成長，慢慢變得成熟，與自己一同進步。她親眼見證了她們從青澀到成熟的蛻變，仿佛自己也參與其中。

據孔姑娘觀察，真光的同學會用各種各樣的方式支持偶像：有些不惜花費很多金錢購買偶像的周邊產品，有些會為追星購買專業攝影設備為偶像拍攝，有些更會到外地欣賞演唱會和參加見面會。孔姑娘說：「雖然同學們對偶像很熱愛，但也要量力而行，這樣追星所費不菲，在未有經濟基礎下大量花費，容易形成錯誤的理財觀念。」



▲ 日本女子團體AKB48陪着吳姑娘成長，一直驅使她成為更好的自己。

如何精明追星？

學校新社工專訪

5B 陳煒琳 賴穎桐

偶像文化在現今社會，尤其是青少年群體中佔據重要的地位。但部分年青人未必懂得衡量輕重，因追星帶來不少困擾。今年學校來了兩位新社工——吳雪青姑娘和孔康淳姑娘，我們有幸邀請到兩位接受訪問，瞭解她們對偶像文化的見解，探索追星對青少年的深遠影響。

社工姐姐的追星之路

兩位社工都不反對年青人追星，只要能找到生活的平衡，追星是一種簡單的娛樂，也是一種情感的寄託。



▲ 吳雪青姑娘也是一位動漫迷。



▲台灣樂團五月天是孔姑娘的偶像。

偶像與粉絲間的距離

「人與人之間總要保持一些距離。」吳姑娘認為偶像和粉絲之間需要保持合理的距離和健康的界限。「粉絲當然很想瞭解偶像在鏡頭背後的样子，但也應該尊重偶像的意願，畢竟偶像也需要私人的空間和生活。」尊重偶像的意願，給予他們私人空間，並以正當積極的方式支持偶像，是粉絲與偶像相處的不二法門。

兩位姑娘認為，如果青少年能夠理智追星，是百利而無一害的。追星能夠為青少年提供動力，鼓勵他們去學習，去進步，去成長。偶像的性格、能力和內涵等特質，往往成為青少年成長過程中的指路明燈，為他們人生旅途添上絢麗獨特的光彩。以孔姑娘為例，她喜歡五月天的阿信，覺得他的話很有深度，故樂於思考其中的意義，以此反思自己。在聽歌的過程中，孔姑娘亦會思索歌詞的深意，瞭解阿信填詞時所借鑒的詩詞典故，豐富自己的文化底蘊。

此外，孔姑娘和吳姑娘也提到，追星過程中，青少年可以提升自己，例如訓練自己的統籌能力、規劃能力以及創造力。通過組織應援活動、設計應援物品、成立應援網站等經驗，青少年能從中發掘到自己的潛能，也能在和其他粉絲相處的過程中擴寬自己的社交圈子，為未來奠下堅實基礎。不過兩位姑娘強調，這一切都需要建立在理性的基礎上，所謂「理性」，是時間上量力而為，金錢上量入為出，不會因追星影響學業和人際關係，不會盲目跟風和過度消費。

偶像文化的未來之路

近年，虛擬偶像的數量逐步上升，線上表演也變得更加普及。吳姑娘指出，隨著科技發展，虛擬偶像能與真人偶像一起進行表演，為人們帶來精彩的演出。虛擬與現實的結合為表演形式帶來無限可能，讓觀眾得到新奇的體驗。或許在未來，人們甚至能通過科技，製作屬於自己的偶像。同時，偶像文化也有多樣化和全球化的趨勢，人們追星不再局限於本地，而是樂於支持來自世界各地的偶像，使偶像文化變得更多元化，粉絲們選擇更多，有什麼精明追星的辦法呢？

精明追星小貼士

孔姑娘再三提醒：「大家要在生活、學業和追星中取得平衡，合理分配時間，避免過度消費。」「同時，也希望大家能夠從偶像身上學習到積極的東西，將他們作為榜樣，激勵自己成為更好的人！」吳姑娘笑了。

偶像或許是昏沉夜晚中的那抹星光，在黑暗中給予我們前行的勇氣和方向。但在追星的路上也應保持真我，更勿忘「爾乃世之光」，比起追星，你自己才是世界上更值得追求的光。

圖片來源：

1. [https://commons.m.wikipedia.org/wiki/File:-%E4%BA%94%E6%9C%88%E5%A4%A9_%E4%BA%BA%E7%94%9F%E6%97%A0%E9%99%90%E5%85%AC%E5%8F%B8-%E9%95%BF%E6%B2%99_\(4\).jpg](https://commons.m.wikipedia.org/wiki/File:-%E4%BA%94%E6%9C%88%E5%A4%A9_%E4%BA%BA%E7%94%9F%E6%97%A0%E9%99%90%E5%85%AC%E5%8F%B8-%E9%95%BF%E6%B2%99_(4).jpg)

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探討虛擬偶像

現實與幻想 的交匯

5B 賴穎桐

某日傍晚，走在回家的路上，筆者在地鐵的廣告燈箱上遇見了三位「虛擬偶像」。

可愛的髮型，明亮的眼睛，親切的微笑，她們有着精緻完美的外表以及獨特鮮明的性格，這皆有賴幕後團隊的精心策劃。這些虛構而不存在於現實的偶像獲得了許多人的喜愛，支持者會如同喜愛真實人偶像般追捧他們，甚至會為他們舉辦應援活動……究竟這種虛擬偶像文化為何會如此盛行呢？

答案或源自於虛擬偶像的本質，以及人們對於某些美好事物的真誠嚮往。

何謂「虛擬偶像」？

虛擬偶像，即是以繪畫、動畫、電腦圖學等方式創作出來的虛構角色，其外型由電腦製作，揉合了當代各式審美元素，力求盡善盡美。這些角色每個都具有獨特的人設，他們由幕後團隊精心設計，為其創造出可愛有趣的「靈魂」。這些虛擬偶像「真實」地生活於現實中，藉發佈影片、唱歌跳舞、傾談討論等方式與人互動。這種做法本身有趣，於觀眾而言更可謂新奇，吸引了不少人追捧，虛擬偶像文化亦因而日漸流行。

虛擬偶像受歡迎的原因

筆者訪問了兩位中五同學，希望了解她們喜歡虛擬偶像的原因。

就讀中五的曾康妮同學表示，喜歡虛擬偶像是因為其「形象很吸引」。創作者先是設計人物原型，再配合各式電腦技術，組合各種細緻的外貌細節，構成契合大眾審美要求的外觀。而且即使時間流轉改變，其外表亦不受影響，長久保持着完美無瑕的狀態。這正是虛擬偶像的優勢，亦是其討人喜愛的獨特之處。

雖說外表吸引是虛擬偶像文化盛行的重要原因，惟人們的喜好亦會隨時間變化，或會一併帶走曾經為其着迷的支持者。然而，現實的情況卻是觀眾不散，羈絆長存。在新鮮感消退之際，人們仍然為虛擬偶像傾心，可見虛擬偶像有其不朽的價值。曾同學指出，她喜愛的虛擬偶像「唱歌好聽，性格很友善，也很討人喜歡」。優秀的能力和討喜的性格特徵皆是構成虛擬偶像動人「靈魂」的重要元素，此乃虛擬偶像的魅力所在。

另一位不願透露姓名的同學（下文稱為甲同學）則認為，虛擬偶像是一種比現實偶像「更永久、更美好的東西」，期望能藉着追捧偶像，暫時逃離昏沉晦暗的現實世界，她希望能「從虛擬世界中尋找桃花源，寄情於長久美好的事物」。生活紛紛擾擾，人於其中或顯迷惘困惑。情感與精神的寄託，於人而言十分重要。虛擬偶像正是這種寄託的完美對象。他們純淨美好、完美無瑕，「因為有距離感，在虛擬偶像身上也看不到人性的惡，所以感覺上是沒有缺點的。」同學如是說。而在現實中的真人偶像往往不如虛擬偶像般十全十美，這使得虛擬偶像格外使人嚮慕。



▲筆者在路上遇見的虛擬偶像音樂會宣傳海報。

現實中的夢幻——韓國虛擬男團PLAVE

在虛擬世界中，有着許多偶像。

PLAVE正是其中之一。他們是一隊名為VLAST的團隊，以網絡漫畫風格打造的韓國虛擬男子團體。他們於2023年3月12日「出道」，開展他們的「演藝生涯」。這個團體的獨特之處，在於每位成員背後都有真人參與，在演出、直播、創作之時，會採用相關電腦技術，捕捉背後真人的一舉一動，以展現出每個成員獨一無二的特點，建構他們各自特有的形象。

PLAVE的名字由「Play」及「Rêve（夢）」二字組成，意為「為了實現自己的夢想而創造新的世界」，在夢幻之中創造他們獨有的故事；粉絲則名為「PLLI」，由「Play」及「Reality」二字組成，意思是在現實之中與他們作伴，見證這場現實中的夢幻。

融合韓流與漫畫風格，模式新穎的PLAVE出道之時便受到不少關注。隨着知名度的提高，PLAVE的優秀實力亦逐漸被公眾發現。他們藉着一首首動人的歌曲，吸引更多人去了解這個獨特的團體。他們在音樂產業掀起一陣風潮，亦為觀眾帶來更多的創新與驚喜。

公主殿下與綠衣騎士——日本虛擬偶像初音未來與她的支持者

「虛擬偶像中有個團體叫作『VOCALOID』，初音就是裡面的成員。她來自日本，2007年出生。初音唱歌好聽，性格也很討人喜歡，會熱烈回應粉絲們的支持，是個很愛粉絲的偶像。」談到初音未來，曾同學興致勃勃地介紹起了她鍾愛的虛擬偶像。

束着蒼綠色雙馬尾，身穿具未來感的服裝——初音未來是以Yamaha的VOCALOID聲音軟體為基礎所創造出來的人物，被暱稱為「初音」、「公主」、「公主殿下」，是一位虛擬女歌手。儘管這位「公主殿下」是虛擬的，但她卻為她的支持者帶來超越虛擬世界的影響。

「初音」的意思是指「第一次的聲音」，而「未來」則是指「未來音樂的可能性」。初音未來的出現吸引人們接觸電子音樂。初音希望透過音樂連接他們，打動他們，啟發他們，並陪伴他們於生活中探索，發掘音樂帶來的無限可能。或許，初音未來不僅是一位虛擬偶像，更是人們熱愛音樂的真實憑證。



▲ 曾同學家中的初音未來模型手辦。

「你會一直支持初音未來嗎？」

「會呀！」曾同學十分堅定地說。「她是我最最最喜歡的偶像了！」

虛擬YouTuber

在虛擬偶像行業中，除了虛擬歌手，另一類流行的虛擬偶像被稱為虛擬YouTuber，又稱虛擬實況主（簡稱VTuber）。他們是一群以虛擬人物形象在網絡影片平台上載影片或進行直播的創作者，他們由兩個部分組成，包括虛擬人物形象（稱為「皮」）及背後的操作者（稱為「中之人」）。通過電腦技術捕捉背後操作者的動態，將之投射至虛擬人物形象上，虛擬實況主便由此誕生。一般認為，來自日本的「絆愛」是世上首位虛擬實況主，她開啟了虛擬實況主的潮流。

2016年11月29日，絆愛開始了她的虛擬世界活動旅途。由創作者精心設計角色形象，配合幕後「中之人」的動態，這位日本虛擬實況主便誕生了。初「出道」的絆愛藉發佈影片、進行直播、開設社交賬號等方式與觀眾交流接觸，於網絡世界中逐漸廣為人知。

絆愛曾出演各種電視動畫、電視節目及網絡節目，更曾出版書籍及音樂作品。她的出現鼓勵了不少虛擬實況主的加入，例如未來明、輝夜月等等。他們在虛擬世界中嶄露頭角，各自發揮影響力。他們跨越虛擬與現實的界線，在虛擬世界中與真實世界的支持者以不同的方式建立聯繫。



來自現實的禮物

「你們會如何支持喜歡的虛擬偶像呢？」

「我會買偶像的周邊產品，例如公仔、衣服等等，還會參加虛擬的演唱會。」曾同學回答。虛擬偶像有着許多周邊產品，例如小鐵片、小咕片、鎖匙扣、襟章等，設計精美。支持者也樂於為他們心愛的偶像應援。地鐵燈箱上的海報、巴士車身上的廣告、購買虛擬演唱會門票、租用餐廳舉辦應援活動……人們支持心愛偶像的方式數之不盡，對偶像的愛亦非常深厚。素不相識的支持者也會因虛擬偶像而結緣，他們雖不曾見面，卻會在現實之中一同分享對偶像的喜愛，互相支持，建立友誼。



▲ 世上首位虛擬實況主絆愛。

「因為虛擬偶像接受所有二創，所以很多人會畫同人圖以示支持。」甲同學提到。同人圖的意思是指二次創作，且不受商業因素影響的圖片。同人圖的分享使更多人認識虛擬偶像，也促進人們的討論與交流，表達支持者對偶像的喜愛。藉着為心愛的虛擬偶像創作，支持者為虛擬偶像送上來自現實的禮物——源源不絕的愛慕與創意。

在虛擬的世界中，偶像並不寂寞，來自現實的人們為他們送上各式禮物，虛擬與現實之間的界線，從此不再黑白分明。

虛幻與現實

甲同學表示：「（喜歡虛擬偶像）大概類似於李白跟月亮影子做朋友的心態吧。」虛擬的偶像美好而夢幻，看上去比真實人物理想得多。

「人人都需要情感寄託，想要去找一些更永久更美好的東西。」甲同學說。其實不論虛幻或是真實，虛擬偶像與真人偶像在支持者眼中同樣美好，同樣擁有重要的價值——成為支持者的情感寄託，讓支持者感覺活在美好中。

結語

在未來，虛擬偶像將如何演進呢？他們或許會更加盛行，成為偶像產業中不可或缺的一部分。然而，不論虛擬偶像的未來如何，他們都仍然是使人嚮往的美好存在。

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《任我行》歌詞賞析

在規則中尋找自由

文：5B 陳煒琳 電腦繪圖員：4C 潘予澄 5B 陳煒琳

《任我行》是香港流行歌手陳奕迅的作品，由林夕填詞，澤日生作曲，被收錄於2013年的專輯《The Key》中。這首歌有別於普遍的粵語情歌，轉而探討一個永恆的主題——自由。

「自由」二字，從來是人心所向。無人甘願被牢籠和枷鎖束縛，皆希望能夠無拘無束、隨心所欲地過活。可在現今社會中，面對種種現實的束縛與壓力，我們是否還能堅持這份對自由的執著和追求？又是否真的能夠擁有隨性無羈的生活？《任我行》一詞，就是在嘗試探討這個命題。

《任我行》歌詞如下：

(一)

天真得只有你 令神仙魚歸天要怪誰
以為留在原地不夠遨遊 就讓牠沙灘裡戲水
那次得你冒險半夜上山 爭拗中隊友不想撐下去
那時其實嚐盡真正自由 但又感到沒趣
不要緊 山野都有霧燈 頑童亦學乖不敢太勇敢
世上有多少個繽紛樂園 任你行
從何時你也學會不要離群 從何時發覺沒有同伴不行
從何時惋惜蝴蝶困於那桃源 飛多遠有誰會對牠操心
曾迷途才怕追不上滿街趕路人 無人理睬如何求生
頑童大了沒那麼笨 可以聚腳於康莊旅途然後同沐浴溫泉
為何在雨傘外獨行

(二)

這麼多好去處 漫遊到獨家村去探誰
既然沿著尋夢之旅出發 就站出點吸引讚許
逛夠幾個睡房到達教堂 仿似一路飛奔七八十歲
既然沿著情路走到這裡 盡量不要後退
親愛的 闖遍所有路燈 還是令大家開心要緊
抱住兩廳雙套天空海闊 任你行
從何時你也學會不要離群 從何時發覺沒有同伴不行
從何時惋惜蝴蝶困於那桃源 飛多遠有誰會對牠操心
曾迷途才怕追不上滿街趕路人 無人理睬如何求生
頑童大了沒那麼笨 可以聚腳於康莊旅途然後同沐浴溫泉
為何在雨傘外獨行

(三)

親愛的 等遍所有綠燈 還是讓自己瘋一下要緊
馬路戲院商店天空海闊 任你行
從何時開始忌諱空山無人 從何時開始怕遙望星塵
原來神仙魚橫渡大海會斷魂 聽不到世人愛聽的福音
曾迷途才怕追不上滿街趕路人 無人理睬如何求生
頑童大了沒那麼笨 可以聚腳於康莊旅途然後同沐浴溫泉
為何在赤地上獨行

(四)

頑童大了別再追問 可以任我走怎麼到頭來又隨著大隊走
人群是那麼像羊群

歌詞中的孩子渴望自由，他將神仙魚放在沙灘上，這看似賦予其自由的舉動，固然讓魚兒脫離魚缸的束縛，但卻只會讓牠步向死亡。詞中又提到孩子與同伴半夜上山探險，在隊友們離去之後獨享寧靜。詞人問道：「身邊沒有其他人的約束，不正正能讓人逍遙快活嗎？」可舉目無親之時，孩子卻只感到索然無味。

原來自由並不等於快樂嗎？孩子有些迷茫了。

詞人安慰他不必擔心，因為路上總有光亮，即便不再勇於冒險，也還是會有自己的安身之所。只不過處於這「安身之所」中，人又是否真正自由呢？

到了歌詞的第二部分，詞人直言：「既然沿著尋夢之旅出發，就站出點吸引讚許。」他發現社會中人們所謂尋找自由，看似是追尋自己的夢想，實則只是想要吸引別人的注意與目光。

「逛夠幾個睡房到達教堂，仿似一路飛奔七八十歲。」孩子逐漸長大了，步入社會，結婚生子，一眨眼就到了七八十歲。他發現相比起冒險，還是跟隨潮流，迎合大眾的喜好更重要。「闖遍所有路燈，還是令大家開心要緊。」世界上那麼多去處，為何要踏上那條人跡罕至的自由之路呢？獲得財富地位、安度餘生，才是自己的棲身之地。此時的孩子已經無法放下所有去尋覓自由，不再是以前為自由奔走的自己了。

細雨綿綿，他想起了曾經在雨中肆意奔騰、拋下一切到山上尋覓自由的自己。不知何時起，他開始緊貼社會的步伐，遵守社會條框，享受與大眾同行的安穩快樂，更「學會不要離群」，也開始害怕離開這個群體後難以生存，無法再追上步伐匆匆的行人。孩子最初爭先恐後地握著名為「自由」的鑰匙，踏入世俗眼光所構建的牢籠，然而經歷人生的洗禮後，自由的真正意義，似乎已被逐漸淡忘乃至扭曲。

不過，詞人卻跟孩子說：「既然沿著情路走到這裡，盡量不要後退。」詞人所擔憂的從來不是孩子失去對自由的執著和追求，他只是害怕孩子將自由變成吸引他人注意和讚賞的工具，讓自由失去了應有的簡單和純粹。詞人鼓勵孩子不需要為失去尋覓自由的本心而憂慮，因能繼續沿著自己選擇的道路走下去，已是一種難能可貴的勇氣。

然而到了歌詞的第三部分，漸漸長大了的孩子就更疑惑了。「從何時開始忌諱空山無人？從何時開始怕遙望星塵？」為什麼明明年齡增大了，自己卻越發膽小？害怕獨自上山會遇危險，不敢遠離城鎮的燈火去觀看星辰，更沒有勇氣再離開去找尋自由跟自我，就像神仙魚永遠離不開魚缸，難道他也注定無法脫離人群嗎？

此刻，詞人沉默了，因為好像每一個長大了的成人，都能從孩子身上找到自己的身影。我們在時間的洪流中行走過不知多少個日與夜，在水流沖刷之下，沖淡了幼時的記憶，洗盡兒時的衝動，外表的棱角被磨得平滑，順從地任由水流在身上流淌，對於其他一些異軍突起般的石塊，反倒投以不解的目光。

「頑童大了別再追問，可以任我走怎麼到頭來又隨著大隊走，人群是那麼像羊群。」這就是詞人的答案。孩子愣神片刻，不再糾結，隨眾人消失在雨霧之中。

其實想要離開人群並非難事，只要走進下一個轉角處，便能輕易找到屬於自己的空間。可是每個人都在擔心

離開群體之後，自己是否還能找到避難所，如果在廣漠之野中無所依靠，要獨自承受風吹雨打，那倒不如繼續舒適地跟隨著人群，至少在暴風雨來臨的時候能夠抱團取暖，就算受傷，也會有人與自己一同承受。

至於大眾所走的路是否正確，那已經不再重要了。雖然從眾或許意味著失卻自由、失去自我，可也意味著不必獨自承擔一切。畢竟在茫茫人海中，火焰也不一定能燒到自己的衣擺，野狼也不一定只咬到自己。

「人群是那麼像羊群。」詞人看著孩子離開的背影，不由得發出感歎。人們像羊群一樣不顧一切地盲從與追隨，可心中的那份不安與恐懼，正是通向自由最大的阻礙啊！

詞中的孩子，其實就是現實中的我們。兒時的我們也曾肆意張揚、毫無顧忌地去冒險，仿佛世間萬物都無法束縛住那份純真與自在。然而隨著年歲增長，我們的心智越發成熟，開始畏懼周遭不解與疑惑的目光，擔心失去身邊的一切，以至於我們開始變得膽小，不敢再如往昔般無拘無束地冒險奔跑，而是逐漸淹沒在人潮之中，規束在社會的制約之下。那份對自由的深切追求，也慢慢地在記憶的長河之中被淡忘。即使偶爾憶起，也只將之當作年少輕狂的往事，一笑置之。

可若這樣就斷言我們已失去自由，卻未免有失偏頗。

自由是什麼？是掙脫法律的枷鎖？是逃離工作與學業的束縛？抑或是無度的自我放縱？在這個時代，這些行為都顯得不切實際。我們無法不計後果地摒棄一切、肆意打破規則，因為人類社會的法則早已明確規定：一旦犯錯，就要接受懲罰。自由絕非肆意妄為的藉口。即便我們用這樣的方式求得片刻逍遙，脫韁奔襲的馬兒也就離萬丈深淵不遠了。正如羊兒離群，在山野上肆意奔跑，卻不知身後的野狼已窺伺多時。駿馬亦需韁繩的牽引，方能日行千里；就算大如鯤鵬，也無法脫離風力翱翔於天際，人類又怎能拋棄群體和社會獨自逍遙自在？

然而，倘若自由並不是以行為來界定呢？《莊子·齊物論》中提到：「一受其成形，不亡以待盡。與物相刃相靡，其行盡如馳，而莫之能止，不亦悲乎！終身役役而不見其成功，忡然疲役而不知其所歸，可不哀邪！」意思大概是：人是由精神與形體共同構成的，形體負責體驗與感知，而精神則負責定義和判斷世界。雖然二者缺一不可，可如果終其一生只執著於形體和外的事物，不斷追求而無法停下，卻找不到成功和心靈的歸宿，最終只會疲憊不堪，既可悲又可歎。既然如此，又何必將隨心所欲的行動視為得到自由的唯一定義呢？

那麼究竟如何才能獲得自由呢？歌詞中其實已經給出了答案：「親愛的，等遍所有綠燈，還是讓自己瘋一下要緊。馬路戲院商店天空海闊，任你行。」只要心中懷揣一日千里的渴望，便能在韁繩的鞭策下擁有馳騁原野的自由。如果心中嚮往自由，懂得享受被約束下的自由，那麼即使被困於籠中，亦自有只屬於我們的天地。

於制約之中，心懷自由，方能盡享自由。



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