

True Light Girls' College  
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ECH



# 迴響





# CARING 關愛

There are two ways of spreading light:  
to be the candle or the mirror that reflects it.

Edith Wharton (The Pulitzer Prize Laureate 1921)

傳遞光明有兩種方法：  
一是成為發光的蠟燭，二是成為反射蠟燭光芒的鏡子。

伊迪絲·華頓（普立茲獎得獎者1921）

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#### 中文校報

主編：5D吳依璇  
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記者：5D謝芷臻  
4B周凱盈  
4B鍾美思  
4B馮靖彥  
電腦繪圖員：4B馮靖彥

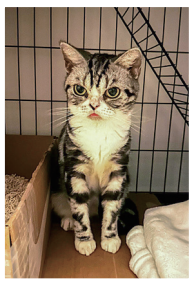


# Welcoming Our New Teaching Staff: Building Connections Through Care

5A Ting Sum Yuet 5D Chui Tsz Ning

## Interview with Mr Cheung Jason

**Student Reporter: What are your first steps in creating a caring and serving classroom?**



Mr Cheung: I always believe that mistakes should be allowed in the classroom. A supportive and warm learning atmosphere should accept students making mistakes. Allowing students to make mistakes leaves a stronger impression. Especially when learning a language, students may find it embarrassing to make mistakes and may lack the confidence to try because of peer pressure. They're often worried about being laughed at. Therefore, motivating students is one of the most essential parts of being a teacher. The first step would be to identify topics students are interested in. This can be divided into physical rewards and mental motivation. Physical rewards can be small gifts, while mental motivation involves encouraging students to learn English beyond the classroom.

**Student Reporter: What do you do when you get stressed out or have a bad day?**

Mr Cheung: I believe that seeking support is important, so I pray or search for explanations and answers in the scriptures and the Bible. When we encounter challenges, they may be blessings in disguise. Sometimes we overcome them, and sometimes we learn from them. Personally, listening to music and sharing with my family are also ways I cope. I have two cats at home, so I often relax and enjoy my time with them. I think looking for people who understand you and having spiritual and emotional outlets are both essential.

## Interview with Ms Lau Sum Yu

**Student Reporter: What is your first step in creating a caring and serving classroom?**

Ms Lau: I think the first step is to recognise the uniqueness of each student. I'm a Secondary One class teacher, and my class comprises students from a wide range of ethnic and cultural backgrounds. To create a harmonious environment, it's important to understand and appreciate different cultures. Cultural sensitivity is the first step in creating a caring classroom.

**Student Reporter: What is the most rewarding aspect of connecting with students beyond the classroom?**

Ms Lau: The most rewarding experience I've had is when students share their problems with teachers and establish a bond beyond the classroom. I think that students sharing their hardships and challenges with teachers requires a lot of courage and trust. Therefore, I'm very impressed by them because asking for help or discussing hardships is a significant step. I'd also like to encourage students to voice their thoughts more. Don't always hide your problems and emotions. If you encounter any difficulties, please do not feel burdened to ask for help.







## Interview with Mr Li Kin Lok

**Student Reporter: What is your key message to inspire students about 'Caring and Serving'?**

Mr Li: My key message is that caring benefits both those you help and yourself. Especially in Mathematics, some students may think that helping their peers would give their competitors an unfair edge in tests and examinations. However, teaching others can actually provide insights into your own weaknesses. For example, when I teach, I gain a clearer understanding of how to address common difficulties my students face and adjust my instructional strategies.

**Student Reporter: What is your favourite part about being a teacher?**

Mr Li: I love mathematics and enjoy sharing that joy with my students. Seeing them develop skills and succeed in assessments is truly fulfilling.

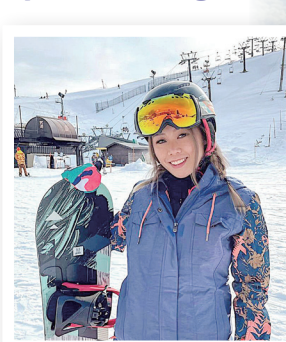
## Interview with Ms Lui Lok Tung

**Student Reporter: What is your key message to inspire students about 'Caring and Serving'?**

Ms Lui: My key message is that caring is a conscious choice to be considerate of others' feelings. Students often focus on their peers and forget that teachers appreciate care, too. A simple way to show this is to help maintain a positive learning environment. Teachers prefer a quiet, prepared classroom, as a disruptive one can hinder effective teaching. By being considerate, students can contribute to a better lesson experience for everyone.

**Student Reporter: What do you see as the most challenging aspect of being a teacher?**

Ms Lui: The greatest challenge is catering to each student's individual needs in a large classroom. Each student has unique difficulties and pursuits, which can be hard to manage during class. That's why I spend time after class following up with those who are struggling. My goal is to understand their specific needs, whether they require more time to adapt or a different kind of support, rather than simply assigning detention. I aim to provide understanding and time to help them succeed.



## Interview with Mr Lam Chi Ho

**Student Reporter: How do you fulfil the school year theme—caring and serving in school or out of school?**

Mr Lam: For me, caring as a teacher means actively caring for students. This involves simple greetings and asking about their day. On a deeper level, we can create more meaningful conversations by showing concern for both their academic and non-academic matters during recess or after school.

**Student Reporter: Could you share a remarkable experience that inspired you to become the person you are today?**

Mr Lam: The most important experience I had was being a member of the debate team. I participated in debate competitions in both secondary school and university, and now I'm in charge of our school's debate team. Debate changed my life by broadening my horizons. It made me care more about global issues, and allowed me to view things from diverse perspectives. It greatly strengthened my organisational, critical thinking, and presentation skills, which have been helpful for my academics, career and interpersonal communication. I believe participating in debate competitions was a life-changing experience.





## Interview with Mr Ng Wing Chun

**Student Reporter:** *How do you fulfil the school year theme—caring and serving in school or out of school?*

Mr Ng: As a new teacher, not many students know who I am, even among senior students, some of whom I teach. Therefore, I often greet and smile at students I meet in the corridor, like what the school's Smiling Programme advocates. When I walk past my students, I also greet them.

**Student Reporter:** *What are some interesting things you've discovered since becoming a part of the True Light family?*

Mr Ng: One thing that stands out is how energetic and active the students in True Light are. I've noticed that they are much more active and positive than those in the schools I taught at before. At the start of school in September, I shared this observation with my class teacher partner after hearing students' screams and laughter during recess. I also remember overhearing two students planning to go to Disneyland after the examinations. Students here are really lively and spirited.



## Interview with Mr Yu Lok Hin

**Student Reporter:** *How do you fulfil the school year theme—caring and serving in school or out of school?*

Mr Yu: Caring is essential for everyone. As a teacher, I not only care for the needs and academic pressure of my class, but also care for those of students from other classes. Some who sit far from the teacher's desk may be too shy to ask for help. I often walk around the classroom to check if all students have grasped what has been taught, regardless of where they sit, to see how I can help. Beyond the classroom, I help with unexpected situations, such as illness or injury, by contacting the General Office and finding other students to assist. Caring is a two-way process; I sometimes receive sweets and treats from students, showing that both teachers and students can care for each other.

**Student Reporter:** *What would students be surprised to find out about you?*

Mr Yu: Students may know me well, but a fun fact about me is that I played various sports in secondary school, including swimming, volleyball, and bowling. I was also a scout and a member of various societies' committees. I am particularly fond of swimming; I was a member of the YMCA Swimming Team for seven years. Our most hectic schedule required training six days a week, and I almost fulfilled my wish of crossing the Victoria Harbour in the Hong Kong Cross Harbour Race, which, lamentably, was cancelled due to the pandemic. Now I can only cross the harbour by bus. With a busy teaching schedule, it's hard to spend time on sports, so this fun fact can only be reminisced about with a sigh of pity.





# Building Bridges: A Caring Journey to the UK

5D Ho Yui Chun

## Embarking on a New Journey

From 15<sup>th</sup> to 31<sup>st</sup> July 2025, 19 Secondary Two students joined an exciting journey to England with fellow sisters from other True Light schools. They enjoyed the mesmerising scenery and experienced the daily lives of UK students, learning beyond the classroom. To learn more, we spoke to Chan Yik Yan from 3A, one of the 19 participants.



▲ Big Ben

## Scenic Spots, Cheerful Gatherings, and Life-Changing Lessons

Chan shared some unforgettable moments from the trip, including a visit to Big Ben and exciting nights around the campus. As a prominent symbol of Britain, Big Ben is a common item on many people's bucket lists. 'The feeling of standing in front of one of the most famous buildings in the world, which I had only seen in textbooks, was indescribable,' she commented about the iconic landmark. Apart from picturesque buildings, student gatherings, such as the Karaoke Night, added to the rewarding experience of the UK tour. 'We wore Teletubbies costumes, walked around the campus, and sang a lot of songs from different countries,' Chan elaborated. These unique events outside the True Light campus broadened participants' horizons, enabling them to explore and learn beyond their classrooms.

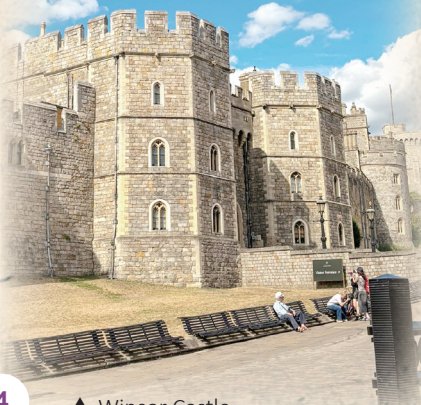
Through these cultural exchanges, students developed independence and social connections, but, above all, they learned to be independent and the importance of caring. Chan, on her first trip without her parents, said, 'I've learnt how to be independent. During the 15 days, I learnt how to take care of myself.' She also built friendships with local students and sisters from True Light, with her passionate Italian classmates inspiring her to pick up some Italian and expand her learning.

## Extending the Spirit to 'Caring'

Despite the enriching experiences, the journey was not smooth sailing. She said, 'In the first week of the trip, I got ill due to the sudden change in environment and time zone.' With support from schoolmates and counsellors, Chan felt cared for within the group, which prompted a sense of community. Caring is not forced, but appears naturally through small acts of kindness. 'The warmth they showed me will stay in my mind, and I'll pass it on to those in need,' Chan said, reflecting on her journey. Small acts of caring have lasting effects. So don't hesitate—take the opportunity to contribute to this spirit of kindness.

## Check It Off Your Bucket List Now!

'These tours give us a precious chance to see the world,' Chan said. Overseas tours offer golden opportunities to broaden your horizons and become more independent, catalysing the maturation of your personalities and characters. Register whenever opportunities come up. Take advantage of them to blossom, spread goodwill, and let kindness grow. Take the initiative and help spread the spark of caring.



▲ Windsor Castle



▲ On London's Eye





# Cultivating Community: A Caring Approach for Resilient Refugees

*4B Fong Shun Ki 4D Gurung Esme*

Every two seconds, someone is displaced from their home. These staggering figures are more than statistics—they represent the harsh reality of a world where wars are waged on all fronts. Amid escalating global tensions, countless refugees endure perilous journeys, the loss of loved ones, and uncertain futures. For many, the hope for stability grows dimmer with each passing day.

In the face of this crisis, a global network of care has emerged. The international community has mobilised humanitarian aid through organisations such as the United Nations High Commissioner for Refugees (UNHCR), which works tirelessly to provide millions with shelter, food, medical care, and legal protection. Yet, despite these vital efforts, the sheer scale of the crisis and the limitations of available resources mean that many refugees continue to face dire conditions. This gap underscores the urgent and ongoing need for greater global support and solidarity.

## Local Action: The Role of Hong Kong

So, what is being done locally? The UNHCR's Hong Kong branch actively supports refugees and asylum seekers in the region through legal assistance, advocacy, and integration services. Local organisations such as Christian Action further complement these efforts with essential community outreach, helping refugees access education, healthcare, and safe housing. Together, these initiatives form a crucial lifeline for those seeking refuge far from their homelands.

This reality brings us a critical question: how can we, as students, lend a helping hand with limited resources? We can start by raising awareness on our campuses, supporting fundraising campaigns, volunteering with local refugee organisations, and advocating for inclusive policies. Seemingly small actions—from organising discussion forums to sharing personal stories of the displaced—can amplify marginalised voices and foster a deeper sense of empathy within our communities.

As the poet Warsan Shire powerfully wrote, 'No one leaves home unless home is the mouth of a shark.' The statement captures the dire circumstances that force people to flee. It is a truth worth sitting with and a starting point in understanding the complexities of displacement and our role in building a more compassionate world.





# Fostering Compassion: The Bonds between Teachers and Students

4A So Wing Sze 4D Gurung Esme

## The Human Heart of Education

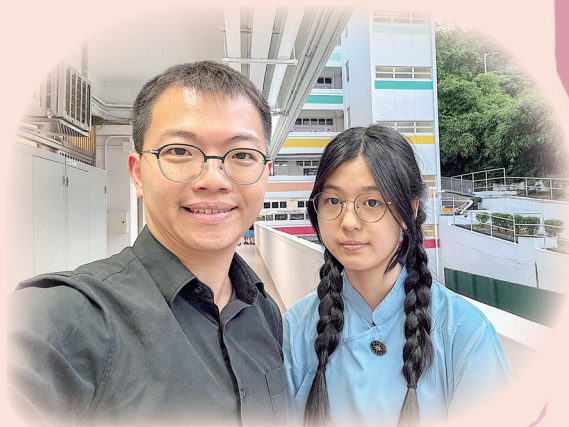
The relationships we develop with our teachers become part of the fabric of our daily school life. We greet them, engage in class, and socialise in the hallways. However, a close teacher-student bond is not merely a social nicety: it is widely regarded as the cornerstone of effective education.

Think of this connection as the foundation on which learning is grounded. Even if the best seeds are planted with a rigorous curriculum, the latest technological aids, and adequate resources, without fertile soil, growth will inevitably be stunted. An affectionate relationship indicates that we view our teachers not only as professionals in their fields but also as supportive mentors who offer encouragement and guidance. Establishing this relationship is not merely a 'nice-to-have'; it is a fundamental element of a successful learning environment.

## Voices from the Classroom

This reality is evident in our school community. Recent student survey data indicate that teachers' subtle actions affect students' perception of teachers. Over 90% of students reported having at least one teacher who genuinely cared for them. The survey further showed that remembering students' names, interests, or birthdays was ranked as the most meaningful way for teachers to express genuine care and concern. When asked to describe an unforgettable experience of teacher care, most students highlighted that it was when teachers spent time outside of lessons to chat with them about school or personal matters. This clearly illustrates that students value teachers giving extra time and a listening ear in times of need, rather than grand gestures, as a sign of utmost care.

Teachers, in interviews, emphasised that a quality relationship is the critical 'first step' for effective learning. Mr Peter Liu fondly shared, 'The bond that teachers share with their students is important because a lot of students draw motivation and morale from this bond. It can even affect the overall atmosphere of a class, and that is one of the things that can make or break a class's academic performance.' Mr Cheung Kwok Him, on the other hand, described school relationships as 'harmonious,' adding that teachers go beyond the basics, 'We don't just teach you the curriculum we're given. We impart to you the skills that led to our academic success. We check up on you when we see you're having a hard time, and we instil in you our life lessons in the hope of passing on the positive values that we've learnt.'



▲ Mr Cheung KH





When it comes to quieter, passive students, teachers try to be creative without pushing too hard. 'I'm usually pretty easygoing, so it's easy for introverted students to talk to me,' Mr Liu shares. 'But generally, I try to notice how they are doing in the classroom. If there is something an introverted student needs help with, there are indirect ways of assisting them, such as getting them to participate in activities that I run.' Teachers also tackle misunderstandings arising from different backgrounds by teaching respect: 'Teach students as much as possible to respect each other and accept others' opinions.'



▲ Mr Liu P

Classrooms buzz with constant chatter and laughter, creating a comfortable, cosy atmosphere where students subconsciously feel seen. 'A lot of banter happens in my classrooms. All sorts of conversations can happen, and in the midst of those, I love to get everyone's opinion,' Mr Liu explained. 'Everybody is so different and has something to say that can contribute, add value to, and further enrich a conversation. Through this, I ensure that everyone is given the same equal voice to express themselves without fear of negativity or repercussion.' Mr Cheung emphasised organising activities to build confidence: 'Organise different types of activities, help them build confidence, encourage them to try, and praise students' strengths more.'

## Lasting Effects Beyond the Bell

The influence of a healthy student-teacher relationship reaches far beyond the classroom doors and leaves a lasting impact on our educational and personal development. Intellectually, it paves the way for long-term achievement by boosting participation, encouraging perseverance in the face of adversity, and fostering a mature mindset. On an individual level, a supportive relationship serves as a model of empathy, communication, and mutual respect, significantly contributing to our social and emotional well-being. Self-esteem is fostered, curiosity is stimulated, and future goals are created in this relationship.

A prime example is Mr Liu, who once noticed an S6 student in his class struggling with homework while still being active in class. 'I asked her what was wrong, and the 'nothing' she replied with alerted me that something must be affecting her outside school. I offered to have a chat with her after school when she felt comfortable, and let her talk without judgment about the family issue that was stressing her out.' Trivial but heart-warming moments like these show how caring turns challenges into chances to connect.

For teachers, these strong bonds reaffirm the importance of their profession, leading to increased job satisfaction and enthusiasm for teaching. Good relationships mean 'mutual learning and growth', as Mr Cheung put it. And the big takeaway? 'I hope that when things get rough or difficult, they know there are people who care for them and who are on their side.' Or, as Mr Cheung summed up, 'Personality determines fate, mindset determines realm.'

In essence, despite changes in curriculum and technology, this teacher-student bond remains the perpetual motive of education. Looking back at these connections, we recognise that while a bit of information or knowledge might be forgotten, we will never forget how a phenomenal teacher made us feel heard, understood, and capable of accomplishing great things.





# TENDING THE FLAME: THE LIVING LEGACY OF CANTONESE OPERA

5A Ting Sum Yuet 4A So Wing Sze

## Steward of a Living Heritage .....

Against Hong Kong's iconic skyline, the Xiqu Centre glows like a lantern within a sculpted shell. Its curving façade, like parted stage curtains, makes a deliberate architectural statement. Here, in venues for performances and educational programmes, the city's drive toward the future meets a whisper of tradition. As past and present blend, a critical question emerges: what place remains for the intricate art of Cantonese opera?

The answer unfolds through Dr Boaz Chow, a lecturer in Cantonese Opera at the Hong Kong Academy for Performing Arts, who bridges Western classical music and Cantonese opera. His journey began with curiosity, leading to profound dedication. His mission reveals a crucial truth: The survival of intangible heritage depends on dynamic, active stewardship, which is now being extended like a baton to a new generation.

## Caring as a Personal Calling .....

What motivates people to care about Cantonese opera? Dr Chow believes it isn't dramatic events like birthday candles or New Year's fireworks. Instead, it's the meaningful moments of connecting with others that inspire people to cherish and preserve the art. Dr Chow says, 'Cantonese opera is not just a business. Its unique artistic value is why it deserves our attention.' When someone faces difficulties, showing empathy and lending a helping hand helps protect this fading cultural heritage. Even in tough times, caring actions bring out gratitude and happiness from the heart.

## Caring as Seeing Beyond Stereotypes.....

'Boring', 'grandparents' mantra' and 'tears of the times' are some reductive labels that cling to Cantonese opera like stubborn lyrics. For many young people, their only exposure to Cantonese opera is in music lessons, and its cultural depth is overshadowed. An older audience, likewise, can only glimpse it through the dwindling number of shows. Are these the authentic sides and the destined ending of Cantonese opera?

'Although Cantonese opera has a long history, its presence has faded over the past 30 years,' Dr Chow says, explaining his determination to prevent its disappearance. 'We rely on art festivals, competitions and education to preserve the culture for younger generations.' Cantonese opera is a heritage, not a forgotten genre, and caring begins by seeing beyond stereotypes and challenging our prejudices.

Cantonese opera's fascination is in its blend of arts: not just singing, but a spectacle—acrobatics, martial arts, and costumes united. Dr Chow's career lets him highlight this beauty. 'I grew up around Cantonese opera,' he says. 'When studying classical music, I saw how Cantonese opera merges Chinese and Western influences through friends. That is when my interest truly grew.'

The iconic painted face masks are a language in themselves, instantly revealing a character's nature—whether loyal, rebellious, or even fiery. Not only are the performers' appearances mesmerising, but their use of falsetto singing techniques also creates ethereal, otherworldly voices that resonate with the audience. This multi-sensory art form is a living, breathing archive of southern Chinese culture, where every gesture and note tells a centuries-old story. 'The Cantonese lyrics deliver a myriad of vivid and mesmerising tales, while the unique music techniques, like the ornamentation playing technique, raise listeners' enjoyment to new heights, creating a perfect blend of emotions and meaning,' Dr Chow exclaims. It is a shame that such art, which offers profound insights and valuable inspiration, is disappearing in the crucible of time. Caring means recognising the immense skill and artistry required to maintain the relevance and impact of the art form for a modern audience.





▲ Dr Boaz Chow

## Caring as Active Stewardship.....

But what does this respect entail? Is the goal to preserve the tradition in a perfect, untampered form? Or is it to nurture a living entity, ensuring it continues to breathe and evolve? This distinction lies at the very core of Dr Chow's work.

He advocates stewardship that is both reverent and revolutionary. For him, the art's vitality depends on conversing with the present. 'The industry should strike a balance,' he states. 'Traditional forms may not satisfy younger generations, so Cantonese opera can incorporate modern effects, Western influences, and new storytelling and dance approaches. However, preserving the Cantonese language and unique techniques like jiahua is crucial.' This philosophy is embodied by the Xiqu Centre, a hub for a living community around the art form, not just a museum.

'The Xiqu Centre, part of the West Kowloon Cultural District, is more than a performance venue,' Dr Chow explains. 'It is a platform for Mainland and local groups to showcase their work and foster cultural exchange. Mainland groups often bring innovation, while Hong Kong's tradition makes the art form accessible and relatable for younger generations. This blend of new and old—different takes on the same culture—helps nurture a sense of belonging and identity among Hong Kong's youth.' Here, the idea of caring finds physical space, inviting young people to become active participants in the art form's story.

## Caring as a Shared Inheritance .....

As we consider the broader context, a pressing question arises: what role should we play? Cultural legacy can feel overwhelming, but it is a burden best shared together. Inheritance is a shared project that forges identity.

The call to action need not be daunting. Contribution can begin with a single, accessible step. 'The first step is simple: step away from the virtual world and engage with the real one,' Dr Chow suggests. 'Hong Kong offers rich culture—visit a museum, attend a talk, or watch a live performance. Often, we let these chances slip by as we focus on our screens. By pausing to discover artistry in our city, we expand our horizons and deepen our appreciation for this art form.' There is also reason to be confident in the art form's appeal to the next generation. Dr Chow's interactions with young people give him a hopeful glimpse into the future.

'After teaching for over 18 years, I've seen a positive shift,' he says. Today's youth are more energetic and proactive. The 'slasher culture' lets them pursue this passion alongside other interests. Most promising is how they weave Cantonese opera into their cultural expressions, such as cosplay and figure-making. These diverse perspectives help break stereotypes and secure the art form's future.' Their curiosity, digital fluency, and desire for authentic expression are not obstacles, but powerful tools for revitalising this ancient art.

## Passing the Baton .....

The future of Cantonese opera is shaped by deliberate action. Dr Chow's journey, from curious observer to devoted advocate, shows that preservation is not about building a museum but tending a living flame. This requires curiosity, commitment, and courage to reimagine tradition for a new era.

He is a key link in the chain of knowledge, passion, and duty spanning from past to future custodians. That chain now includes you. When you hear the gaohu or see an embroidered costume, you have a choice: dismiss it as the past or embrace its legacy. The next chapter awaits your answer.



# Exploring the Medical Industry: Illuminating Moments of Care and Encouragement



▲ Dr Ching Yau Wong

**5D Chui Tsz Ning 5D Ho Yui Chun**

The medical industry is a cornerstone of a healthy society, dedicated to caring for patients, aiding the vulnerable, and healing the sick. Though often taken for granted, its significance endures. Medical professionals consistently serve with quiet dedication, working through difficult times—such as the COVID-19 pandemic—and enduring exhausting shifts with little personal time. How can the public appreciate its dedicated workers and support the patients they serve?

The medical industry anchors a healthy society by caring for patients and healing the sick. Though often taken for granted, its significance endures. Medical professionals serve quietly, especially during crises like COVID-19, enduring exhausting shifts with little personal time. How can the public support and appreciate these vital workers and those they serve?

## The Drive of an Aspiring Doctor

For many medical students, working on the frontline of healthcare is a lifelong dream. This ambition is often ignited by a profound desire to care for others—a spark that guides them onto this demanding path.

To understand these motivations, we interviewed Mr Chow Kwong Yu Jason, a second-year Bachelor of Medicine and Bachelor of Surgery (MBChB) student at the Chinese University of Hong Kong.

‘I believe that caring is undoubtedly the most essential value in this career. It’s what drives people into the profession,’ Jason said. ‘It comes from the bottom of your heart, so you are determined to help your patients.’

He also highlighted the importance of this principle when interacting with patients’ families. ‘Doctors adhere to the ethical principle of “do no harm”. It is crucial to balance this with patients’ rights, as families often request the strongest and the most effective treatments without fully considering the potential physical and mental risks to the patients. Therefore, we have a responsibility to provide clear explanations and support to them.’

Jason also shared his hopes for the public’s perception of the industry. ‘The public often focuses on negative news, such as bed shortages or medical blunders,’ he noted. However, the medical ecosystem relies not only on public resources but also on the hard work of staff across multiple departments. Greater public recognition and appreciation for their daily efforts could significantly boost morale and reinforce our commitment to this career.’



## A Glimpse into the A&E Department

Despite the airing of copious medical TV dramas, they rarely capture the overwhelming reality of a doctor's workload. To learn more, we spoke with Dr Ching Yau Wong, a resident doctor in the Accident and Emergency Department at Queen Mary Hospital.

She recalled: 'A vivid case involved a young, seemingly healthy HKU student who collapsed during a sports practice warm-up. The student arrived at the hospital without a pulse, requiring our team to respond immediately.' Reflecting on the scene, she added, 'Outside the resuscitation room, her teammates waited in tears—a stark reminder that emergencies can strike anyone, at any age.' This underscores the immense pressure medical staff face daily in their mission to save lives.

## Our Role: From Bystanders to Supporters

Supporting these professionals is a responsibility we all share, and simple acts of consideration can help alleviate their burdens. As Dr Wong explained, care takes many forms.

'A sincere thank-you and courteous behaviour help to sustain us during long, demanding shifts,' she stated. Words of gratitude and encouragement provide vital fuel for those facing constant stress. Additionally, public patience allows medical teams to concentrate, enhancing efficiency in often understaffed environments.

Appropriate use of health services, especially emergency rooms and ambulances, preserves precious resources for those in need. Learning basic first aid allows citizens to move from passive bystanders to active helpers, offering necessary aid before professionals arrive. Dr Wong stressed that public involvement can save lives.

## A Lifelong Commitment

Every day, hospital staff pour their hope, passion, and determination into saving lives and protecting the community. Their work is not merely a job, but a lifelong commitment. The silent contributions of these individuals have left an indelible and profound mark on our society. Now is the time for each of us to take action: express gratitude to medical professionals, use health services thoughtfully, and consider learning basic first-aid skills. By actively supporting the medical industry, we can help ensure a healthier, more compassionate future for all.



▲ Dr Wong (left) with her team

# 從街頭到安樂窩

## 專訪毛守救援，了解領養的意義

5C 鄧皓晴 4B 鍾美思

在現代城市生活中，不少寵物主人把寵物視為孩子或家庭成員，在選擇寵物時更重視和寵物的情感連繫。近年來，公眾人士對動物福祉的關注也日益增加，越來越多人願意對流浪動物伸出援手，「領養代替購買」的觀念也逐漸深入人心。然而，在這個轉變的過程中，仍有許多誤解與挑戰存在。不少人對領養動物的做法存疑，擔心動物的健康、性格或背景，憂慮牠們來歷不明，在飼養時須面對各種風險；儘管流浪動物的議題逐漸受到關注，但社會對流浪動物的處境與對牠們的救援工作的認識仍然有限，甚至存在誤解。兩位筆者是次有幸親身到訪動物救援組織「毛守救援」位於火炭的基地，訪問義工代表林家宏先生，了解毛守救援的工作和使命、以及他對守護流浪動物的看法。林先生在組織的日常運作中擔當着重要角色，不但參與實地救援，更長期投入公共教育與數據整理的工作，致力提升社會對動物議題的理解與關注。透過他的分享，我們得以一窺流浪動物的真實處境、救援工作的挑戰與意義，以及領養所帶來的改變。從街頭到安樂窩，每一隻動物的轉變背後，都是一群人持之以恆地默默付出的成果。而每一位市民的選擇，也都是改變流浪動物生命的關鍵。



▲ 毛守救援位於火炭基地內的住院部

### 一、毛守救援：流浪動物的守護者

在香港這個高樓林立的城市裡，有不少流浪動物拖着弱小的身軀在不同角落中掙扎求生，牠們的命運往往被忽略。毛守救援的誕生，正是為了改變這種現象。林先生指出，毛守救援於十年前成立，由陸家捷先生一手創辦，他從一開始就肩負著一個明確而堅定的使命——幫助位於社會最底層、最被忽視的流浪動物，尤其是貓與狗。一直以來，陸先生全身投入前線救援工作，每日接收來自市民的電話和WhatsApp訊息，無論白天黑夜，只要有動物需要幫助，他都會親自驅車前往現場救援。

林先生指出，從處理流浪動物的方式而言，毛守救援與香港主流的動物機構截然不同。漁護處作為政府部門，雖然負責處理流浪動物，但其行動多以市民主動投訴為前提，而處理方式多為人道毀滅。例如，當有居民投訴某隻貓或狗在社區造成不便時，漁護處便會派員捕捉。若動物等待數日後無人認領，便會根據動物的健康狀況與性格判斷牠是否適合被人領養。如果動物傷勢嚴重或性格兇猛，出於較難被領養和醫療費用高昂的考慮，便可能被人道處理。由於漁護署需要平衡各方面的資源分配，以及回應市民需求，因而無法全面照顧流浪動物的福祉；相較之下，毛守救援則把焦點放在動物的福祉上，以拯救牠們的生命為大前題。

作為一支全天候運作的前線部隊，毛守救援在火炭、元朗及深水埗均設有基地，分別負責不同類型的救援工作。火炭基地是最新設立的，主要負責醫療與復康的工作，有獸醫當值，並設有動物住院部和領養部，以減低照顧動物而產生的醫療開支。服務包括絕育手術、疫苗注射及住院照顧；元朗基地則收容已康復的動物，當中包括已成功康復的60多隻流浪貓狗；而深水埗基地則負責救援狗隻的工作。

毛守救援每日平均救回6至8隻動物，其中大約有3至4隻能夠接受治療並進入領養流程。可是，即使毛守救援嘗試利用多種方式推廣領養工作，包括舉行領養日，又或是和寵物美容店或貓咖啡店合作，領養率並不理想。林先生坦言低領養率導致很多等待領養的貓狗囤積在基地。他提到在貓和狗當中，貓被領養的數量是多於狗的，因為狗的體型一般比貓大，而香港的居住空間普遍較小，難以容納狗隻；而且很多屋苑不允許住戶養狗，再加上養狗需要每日帶狗散步，這些因素皆增加了狗隻被領養的難度。



雖然領養情況並不理想，但毛守救援仍不遺餘力地接收和照顧流浪動物，他們親身走進街頭和社區，將受傷或被棄養的動物帶回基地。這些動物在被救回後，會先安置於接待區，然後按緊急程度安排動物進入住院部；到了住院部，牠們會接受獸醫診斷與治療。在康復後，動物會被安排進入領養部，接受絕育手術和預防疫苗注射，然後就要等待有心人為牠們提供一個新家。

除了領養，毛守救援亦設有暫託制度，讓未能長期對動物負責的市民也能短期照顧動物，幫助動物適應和人類共處的家庭生活，同時讓動物在暫託家庭中撫平過去經歷的創傷，使其性格變得溫馴和更易與人接觸，增加日後被領養的可能。暫託制度不僅為基地騰出空間，也提供機會讓暫託家庭嘗試照顧寵物，以便他們評估自己是否適合領養動物，部份家庭甚至會出現「暫託失敗」的情況，最終成為了領養家庭。這亦讓在短期內會移民或離港的人也可以為照顧動物出一份力。在暫託期間，動物的醫療與伙食費用由毛守支付，以確保動物在外亦能獲得妥善照顧。

## 二、流浪動物的困境與領養的意義：以生命影響生命

在日常生活中，我們可能鮮有把目光聚焦在周遭的流浪動物身上，但其實流浪動物的生活充滿不確定與危險。林先生說，在香港，雖然部分社區人士會餵飼流浪貓狗，但這並不足以保障牠們的安全與健康，原因如下：第一，流浪動物或會為爭奪地盤和食物而打鬥，又或是遇上交通意外；第二，即使已絕育，若無人餵食，牠們可能會誤食垃圾或已變壞的食物，因而患病甚至死亡；第三，街頭上充滿人為的危險或意外，例如新界北區有很多非法捕獸器，動物被夾傷後需截肢的案例屢見不鮮；公園裏亦噴灑了殺蟲水或放置了老鼠藥，動物誤服後會死亡。此外，人類虐待動物的個案亦令人震驚，例如將其肢解或毒殺牠們，這些都是人為造成的悲劇。而未絕育的流浪動物更會不斷生育下一代，令問題延續下去。

當動物被拯救或被領養，牠們便不用再面對上述的風險，獲得一個安樂窩。這段從街頭到家庭的轉變，對流浪動物而言是一種重生，除了在現實層面上解決了生存的威脅；在精神層面來說，更能帶給牠們尊重與撫慰。林先生指出：「動物亦是生命，而毛守救援的工作正是出於對生命的尊重。香港有很多社會問題，例如民生問題和經濟問題，為什麼不優先處理這些問題，而去處理動物的問題呢？這個問題我們思考了許久，其實這不只是道德或情感的問題，更是公共衛生的議題。這個觀點來自世界衛生組織於2003年提出的「統一健康」概念。2003年沙士疫情爆發，而沙士病毒的爆發源頭正是來自野生動物。世衛提出傳染病原於環境，源自於不同的野生物種，因此我們不應只關注人類的健康，也應關注環境和動物的健康。」這個觀點強調人類、環境與動物健康互相依存。因此，若果流浪動物的情況不被關注，最終會演化為一個公共衛生議題，為人類帶來負面影響。林先生總結道：「流浪動物的問題和民生問題並沒有優次之分，從健康的角度來看，我們有充分的理由關注流浪動物的情況。」公共衛生是社會的一大重要議題，而流浪動物的情況和社會公共衛生息息相關。可見，關注流浪動物，不止是對生命的尊重，更是在保護整個社會的健康。

對領養者而言，動物不只是寵物，更是家庭的一份子。香港出生率低、家庭結構不斷簡化，越來越多人選擇飼養寵物陪伴自己。在少子化的趨勢下，沒有生育的家庭或單身人士會選擇視寵物為孩子或家庭成員。現代人對「家庭」的觀念改變了，領養動物既為領養者提供情感寄託，也促使人們更關注動物福祉。



▲ 林先生與記者合照（左）記者鄧皓晴；（中）林家宏先生；（右）記者鍾美思 ▲ 毛守救援位於火炭基地內的領養部

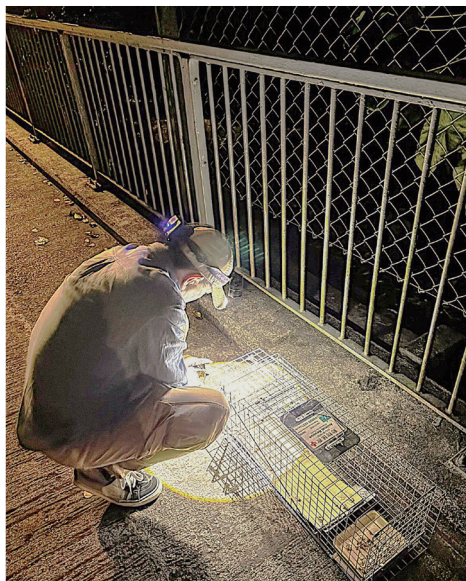


### 三、領養代替購買：改變從一個選擇開始

在香港，領養與購買寵物之間的選擇，往往反映出人們的價值觀與心態。林先生表示，有些人養貓狗，會追求特定品種，他們養寵物是有象徵含意的，他們視名種寵物如名牌手袋，用來炫耀地位；至於真正關心動物的人，則不在乎品種。這兩種心態的差異，決定了一個人是否願意領養流浪動物，而前者是很難被人說服去領養動物的。

林先生期望，對於流浪動物，人們可以不愛，但請別傷害。無論喜歡動物與否，都不應傷害無辜的生命。他指出，政府有提醒市民在飼養寵物前應三思，不要於黑心繁殖場購買貓狗，更要負責任地照顧寵物。這包括要了解動物的基本需求、具備醫療常識、了解何謂居住安全（如養貓需要安裝窗網），以及飲食禁忌（如養貓應避免餵食巧克力、放置水仙和蘭花）等，這些知識並非人人天生具備，因此毛守救援鼓勵所有有意領養或暫託的人要主動搜尋資料和學習。他強調：「養寵物不只是愛牠，更要負責任地照顧牠一生。」

毛守救援希望透過教育與溝通，改變人們的觀念，同時推廣領養。他們會詳細記錄動物的來歷，讓領養者了解牠們的故事，提升人們領養的意欲。毛守救援不但會解答領養者的疑慮，亦鼓勵他們親身到基地了解被領養的動物。此外，毛守救援亦會舉辦領養日，讓市民親身接觸動物，了解牠們的性格與需要，這比單靠照片和文字更能讓人與動物建立連結。



▲ 毛守救援義工救援工作實況

毛守救援不鼓勵人們一有領養動物的興趣便立刻領養動物，林先生建議人們先參與義工工作或試行暫託，逐步了解照顧動物的責任與挑戰。動物義工可以參觀動物中心及庇護所，在與動物相處的過程中學習如何照顧動物；若果其後想領養寵物的初衷仍然不改，便要思考自己是否有信心和有能力陪伴動物度過生老病死的各個生命必經階段。例如在寵物離世時，自己是否能夠接受牠的離開。確認了領養的想法後，亦需評估自身客觀條件是否適合，包括居住環境、經濟能力以及和家人是否有共識等。若家中未安裝固定窗網，貓咪可能墜樓；若家人不重視動物，亦可能影響家庭和睦和對動物造成傷害。因此，領養並不是一時的決定，而是一個永久的承諾。

林先生指毛守救援申請領養的流程十分嚴謹。申請者會先被邀請到基地參觀，初步了解動物，之後需填寫表格，當中包括個人的基本資料、希望領養的動物、以及領養原因等等。然後，申請者需錄製家居影片，以便評估家居環境是否適合寵物居住，如果不合格，可能需要改裝。在正式領養前，申請者須接受實地家訪，以確保環境安全及準備充足。暫托家庭亦需遵守類似程序，以保障動物的安全與福祉。這些措施不僅可以保障動物的安全，也讓領養者更清楚自己的責任。

對於無法領養但仍希望為流浪動物作出貢獻的人，毛守救援提供了其他參與方式。除了暫託制度，有心人可以成為義工，協助基地的日常運作或是舉辦公眾活動。義工的工作範疇非常廣泛，包括在庇護所餵飼動物、清理籠舍、照顧動物等，或是在領養日或公眾活動中擔任攤位工作人員、負責物資運輸或宣傳推廣等工作。至於未成年的中學生，林先生認為雖然他們未必具備足夠條件成為領養者，但可以透過申請成為義工，投身保護動物的工作，學習和了解如何照顧動物。倘若要成為領養者，他們必須先和家人達成共識，確保家人願意共同承擔照顧動物的責任。此外，普通市民亦可在日常生活中幫助流浪動物，例如，當他們在街頭發現受傷或疑似被棄養的動物時，可以主動聯絡毛守救援，提供準確位置，清楚交代相關情況，讓救援團隊能迅速行動。

「領養代替購買」不只是一句口號，更是一種價值選擇。它代表著我們願意給予被遺棄的生命一個重生的機會，也代表著我們對動物、對社會、對自己的責任。毛守救援的故事告訴我們，每一個選擇都能改變一個生命，而每一個人的參與，都是守護這些生命的重要力量。從街頭到安樂窩，這段旅程需要我們每一個人的並肩同行。



# 「寵」伴一生

## 探討真光師生飼養寵物的現況

4B 周凱盈 5D 謝芷臻

每天傍晚，當你們背負着沉重的書包，疲累地歸家的時候，可能會瞥見一個熟悉的身影正在門前靜候你的歸來。這些畫面，是不少真光師生生活中平凡卻溫馨的一幕。據筆者所知，不少真光師生也有飼養寵物，究竟大家飼養寵物的情況是怎樣的呢？兩位筆者向同學發放電子問卷，收到147份回應；同時也採訪了全校老師，收集了62份回覆。下面就讓我們一起探索真光師生充滿溫暖與愛的寵物世界吧！

### 真光師生飼養寵物概況

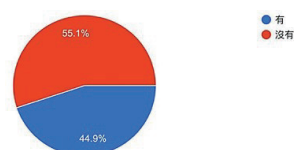
在同學之中，有55.1%的同學飼養了寵物。她們所飼養的寵物種類多元化，其中以貓最受歡迎，佔32.8%；其次是魚，有20.9%；烏龜與狗則分別佔19.4%和11.9%。此外，也有少數同學飼養倉鼠、天竺鼠、鸚鵡等寵物。不少同學飼養寵物的時間超過十年，寵物已成為他們成長過程中不可或缺的一部分。

在老師方面，有25.8%的老師有飼養寵物。他們飼養的寵物類型同樣豐富，而貓同樣是最受歡迎的寵物，共有12位老師飼養；其次有2位老師飼養烏龜，而兔子和天竺鼠則各有1位老師飼養。

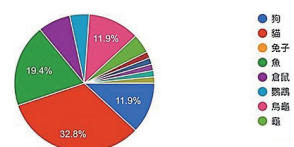
究竟這群家庭成員為大家的生活帶來了甚麼影響？為此，本文專訪了校內多位老師與同學，從他們與寵物相處的點滴中，探尋答案。

真光師生飼養寵物的統計數據

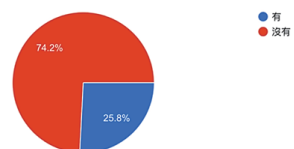
受訪學生飼養寵物人數比例



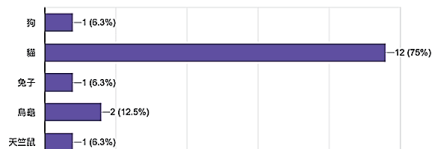
受訪學生飼養寵物種類



老師飼養寵物人數比例



老師飼養寵物種類



### 「老師訪聞篇」

#### 蔣肇麟老師：與貓為伴，責任與溫暖並存

##### 問：請問你飼養了哪些寵物？你從何時開始養寵物？

**蔣老師：**我飼養了兩隻美國短毛貓，分別是十一歲的Coffee和四歲的布甸，還養了三隻龜。十一年前因太太喜歡寵物，所以買了可愛的Coffee。第二隻貓是領養的，也是女兒的生日禮物，希望培養她的愛心和責任感。

##### 問：請問養寵物後對你和家人帶來什麼影響？

**蔣老師：**寵物給我們帶來了許多快樂和驚喜。我的女兒學會了甚麼是同理心、責任感和時間管理。即使再累，她也會餵食、清理貓砂，陪她們玩樂，幫牠們梳毛和洗澡。至於養龜則需要定期換水。寵物是人的伴侶，有時貓會靜靜趴在桌邊陪我們工作學習，讓人倍感溫暖。

##### 問：如果有同學也想養貓，你會給予甚麼建議？

**蔣老師：**貓對人比較有距離感，不會過度打擾人，但牠偶爾主動親近時，我又會感到很開心。我認為養寵物是「一生的承諾」，必須照顧牠一輩子。

##### 問：你認為社會在「寵物友善」方面可以如何改善？

**蔣老師：**香港現行的法規禁止一般狗隻進入食肆，我希望政府能修訂不合時宜的條例，鼓勵社會提供更多寵物友善的公共空間。



▲ 蔣老師與小貓Coffee





## 余樂軒老師：與柴犬阿樂的成長之旅

**問：請問你飼養了什麼寵物？你從何時開始飼養牠？**

**余老師：**我養了一隻柴犬叫阿樂，是2018年開始養的，現在大約七歲。

**問：養寵物對你和家人的生活帶來哪些影響？**

**余老師：**我們無時無刻都會想着牠，關心牠吃飯、散步的情況。阿樂初到家時頗為頑皮，甚至曾咬傷我的手，但相處久了，我發現牠其實很可愛。當家人不開心時，牠會主動靠近、挨着我們，像是在安慰我們。此外，養狗也訓練我們自律，因我和家人每天早晚也要輪流帶牠去散步。



▲ 余老師與柴犬阿樂在生活中互相陪伴，一起成長

**問：請問你每天花在照顧寵物方面的時間多嗎？**

**余老師：**如果當天我負責散步帶狗，早上六點便要起床帶牠出去。我也會抽五到十分鐘和牠玩拋接球遊戲。有時候牠會因為玩具卡在家中沙發底而吠叫，叫聲也有點打擾我們的工作。另外，牠喜歡咬紙巾，雖然這對牠的健康影響不大，但地上總是有紙屑，清理起來很麻煩。



**問：如果有同學也想養狗，你會給予什麼建議？**

**余老師：**我會建議要從幼犬時期開始飼養。幼犬時期是重要的訓練階段，應多教牠服從指令。另外，離開家時不應對牠說「再見」，因為牠會將大門與主人離開的畫面聯繫起來，導致主人一離開門口就會亂衝亂跑和焦慮地吠叫。

**問：請問你對建立寵物友善的社會有甚麼建議？**

**余老師：**現時政府正逐步提供寵物友善設施，例如是寵物公園和寵物友好巴士。我認為可以考慮在部分工作場所容許主人帶寵物上班。

## 劉芯好老師：與小兔Kiwi的溫馨時光



▲ 劉老師乖巧懂事的小兔Kiwi

**問：請問你飼養了什麼寵物？你從何時開始養寵物？**

**劉老師：**我養了一隻叫Kiwi的小兔，牠是荷蘭侏儒兔，在大約半年前開始飼養的。我一直想擁有一隻屬於自己的寵物，所以在寵物店購買了這隻小兔。

**問：請問養寵物對你和家人的生活帶來哪些影響？**

**劉老師：**家人開心了很多，空閒時不再只是看手機，多了生活的趣味。我放學後會和牠一起玩，我做任何事時，牠也會待在我身邊。我覺得在照顧上並不辛苦，因Kiwi乖巧懂事，不會咬電線或亂排便，為我的家庭生活注入了新的活力。



▲ 劉老師與乖巧懂事的小兔Kiwi

**問：如果有同學也想飼養小兔，她們需要考慮甚麼因素？**

**劉老師：**要考慮是否有心飼養和經濟能力。我發現很多被棄養的高齡兔都有疾病，牠們很可能是因高昂的醫療費而被棄養。因此飼養寵物前必須先想清楚，是否無論生老病死，都要有能力去照顧牠。

**問：請問你對在校園推動寵物友善方面有甚麼建議？**

**劉老師：**我認為學校可以設立寵物區，例如香港有些學校的圖書館有養貓，讓牠們與學生互動；國外也有學校讓小兔陪伴學生早讀。我希望香港政府和教育局能推廣這類措施，讓學生有更多機會接觸動物。





## 「同學訪聞篇」

### 5D何睿津同學： 與倉鼠的相伴相依

#### 問：請問你飼養了什麼寵物？

**何同學：**我養了一隻黃金鼠，牠是淺啡色的，名字叫「阿獺」，寓意牠可以更勇敢，但牠的性格卻與牠名字有落差，總是很膽小。



▲ 可愛的倉鼠阿獺

#### 問：請問你何時開始養這隻寵物？

**何同學：**我是2025年3月5日接牠回來的。我原本想領養，但相關機構沒有可領養的倉鼠，所以選擇了在一間自家繁殖的店鋪購買。

#### 問：可以分享你和寵物之間最難忘的回憶嗎？

**何同學：**阿獺每次出來活動時，全家人都會圍觀。我們會把提子切成細塊給牠吃。牠吃東西時，前兩口很斯文，接着就會把食物塞滿嘴巴，樣子非常可愛，這畫面成為了全家人溫馨的回憶。現在每當我們看到提子或蔬菜時，都會想切點給阿獺吃。

#### 問：你和家人在離港旅行時，會如何照顧寵物？

**何同學：**之前是由工人姐姐代為照顧的，我們會事先交代注意事項。這次聖誕假期，工人姐姐要回鄉，家人也會去旅行，我便選擇留在香港一面照顧牠，一面溫書。我不覺得這是負擔，而是我應盡的責任。

#### 問：請問飼養寵物的開銷大嗎？



▲ 何睿津同學與牠的倉鼠阿獺

**何同學：**許多人以為養倉鼠開銷小，但若想買高品質的籠子和配件，開支其實也頗大的。現在我會節省自己的生活開支，例如想買歌手專輯或書時，會先考慮阿獺的需要，再決定如何安排支出。

### 4A呂安悅同學： 與松鼠狗「波波」的五年情緣

#### 問：請問你飼養了什麼寵物？

**呂同學：**我養了一隻叫波波的松鼠狗。牠原本是姨姨養的，後來交由我飼養。我從五年級開始養牠，牠看起來很乖，而我也一直想養寵物，所以決定收養牠。

#### 問：你與波波之間有沒有難忘的回憶？

**呂同學：**我們第一次帶牠去沙灘，讓牠下水游泳，牠的泳姿非常有趣和惹笑，讓我印象深刻。

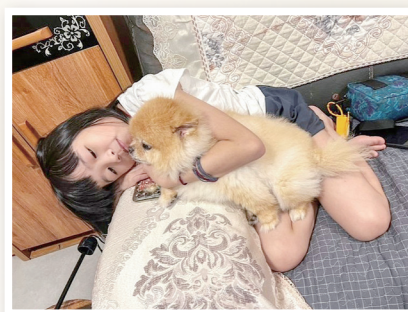


#### 問：請問你平日和外出旅行時，是怎樣照顧牠的？

**呂同學：**波波不喜歡散步，所以不需要花太多時間帶牠出門。考試或外出時，我會把牠送回姨姨家暫住。

#### 問：請問在飼養寵物後，你覺得自己最大的改變是什麼？

**呂同學：**我的情緒變得更穩定。雖然牠不會說話，但我慢慢學會了與牠溝通，讓牠明白我的意思。我也學會理性地消費，不會衝動購買玩具或食物，因為牠已經有很多了。



▲ 呂安悅的松鼠狗波波不喜歡散步，在家中的寧靜的相伴就是最好的時光

## 期望實現「人寵共融」的社會

從蔣老師的貓與龜、余老師的柴犬、劉老師的小兔到何同學的倉鼠和呂同學的松鼠狗，每一隻寵物背後，都有一段獨特的故事。不論是甚麼種類的寵物，牠們也能為我們帶來歡笑，教會我們承擔責任，陪伴我們成長，是我們的好朋友、好家人、更是好老師。

要真正實現「人寵共融」，社會各界應給予更多的理解與支持。願我們齊心協力，將愛護動物的觀念傳達給每一個人，為視我們為全世界的寵物，打造一個更溫暖、更友善的社區和未來！



# 我的寵物是條蛇？ 揭示香港異寵文化

5C 鄧皓晴 5D 吳依璇

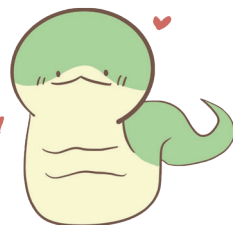
## 引言：結緣——從普通學生到蛇主

在現今社會中，飼養寵物是十分普遍的情況。「你是否有養寵物呢？」對於這條問題，相信有不少人的答案是肯定的。不少人飼養的都是貓、狗、龜、兔一類的主流寵物，但這其中總有例外。每當有人提起蛇、沖蛛、蜥蜴，這一類「非主流」的寵物，不少人幾乎下意識將「冷血」、「恐怖」等形容詞與其「牽線」。然而，在金魚街不為人知的「閣樓」裏，卻藏匿著一片或許能顛覆這些既有觀念的小天地。

穿過一道舊式大廈的走廊，登上狹窄的樓梯，推開一扇不起眼的門——彷彿打開了一個魔法盒子，一方奇妙的「綠洲」（店鋪名）就出現在眼前。這裡，便是我們這次探訪的目的地，也是我與爬蟲動物緣分的起點。店主黃溢霖先生於我而言更是香港異寵文化的啟蒙老師。2023年，懷抱著對蛇的好奇與對父母偏見的忐忑，我身著校服，「單槍匹馬」闖入這片未知領域。當時，我夢想飼養一條蛇，在黃先生的介紹下，我如願以償，從這家店接回了我的第一條墨西哥王蛇，正式成為了一個「蛇主」。

如今，我與同學以校報記者的身份重訪舊地，採訪黃先生，從這家店鋪與他的故事開始，探討香港的異寵文化。

吳依璇同學



## 從業二十載：一位「爬蟲傳道者」的初心與堅持

坐在飼養器材堆疊的店鋪一隅，黃先生向我們講述他如何與爬蟲類動物結緣。

「小時候與父親爬山，會去捕捉『金絲貓』（一種本地蜘蛛），覺得牠們顏色鮮明，很有趣。」黃先生的故事始於童年山野間的樂趣，這份對爬行動物的熱愛，為他日後的事業埋下伏筆。成年投身社會工作後，他決定延續這份興趣：「出來工作之後，才開始深入接觸這些。我覺得很新奇。」他選擇了以性情溫順、飼養相對容易的豹紋守宮（一種壁虎）作為入門寵物。

「打個比方，二十幾年前，守宮哪有現在這麼多品種？來來去去就只有最普通的幾種基因。」他用手掃過一整面牆的飼養箱，裡面是形態各異、色彩繽紛的守宮。「而現在瑪瑙、謎、川普白化（豹紋守宮的基因）……各種各樣，真的好像進化了一樣。」他的眼神中流露出從業者的自豪。



▲ 兩隻站在樹枝上的變色龍

店鋪的由來，則是一場機緣巧合。

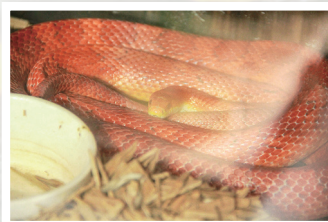
「為什麼會有這家店呢？我過去一直飼養爬蟲類動物，後來有個老闆說『這家爬蟲店我不做了，你要不要考慮接手？』」約十年前，他偶然得知一位爬蟲同好打算轉讓店鋪，他幾乎沒有猶豫便接手了。「我重新裝修過，與之前的格局、擺設完全不同。」黃先生從爬蟲動物愛好者到經營者的身份轉變，意味著要承擔更大的責任，他希望透過自己的店鋪，能改變大眾對爬蟲動物的刻板印象。

## 破圈與嬗變：飼養爬蟲動物的本土化過程

黃先生認為，香港的爬蟲文化在過去二十年，尤其是近十年，發生了翻天覆地的變化，這主要體現在三方面。

「首先是受眾群體的根本轉變。以前這個圈子很窄，飼養者基本上都是成年人、以男性為主，很少見到有小朋友或學生。」黃先生回憶，當時爬蟲類動物，特別是蛇，極難被家庭接受，「我一說想養蛇，家人十有八九會反對，覺得不可思議。」

如今情況已大不相同，社會上開始有更多人接受爬蟲類動物，而當中學校的推廣和教育是功不可沒的。「現在很多學校設立了『爬蟲角』，讓學生在學校飼養爬蟲類動物。而且我也見到很多學生和爸爸媽媽一起過來店鋪。」黃先生笑著說：「以前是沒有這種情況的。」更顯著的變化是女性飼主數量的大幅增加。「現在男女比例接近一比一，有時甚至女生更多。而且，女性飼養者通常更細心，問的問題更深入，出現飼養問題的機率更小。」



▲ 店主飼養的血紅粟米蛇



▲ 排放在置物架上的守宮飼養盒



▲ 恆溫飼養箱中的卡羅萊納箱龜



其次是社會接受度的提升。過去，爬蟲幾乎與「怪異」、「恐怖」等字眼劃上等號。「我養第一隻爬蟲類動物時，身邊的人看到都很驚訝，說『你為什麼養這些東西？好奇怪。』有些朋友上來見到都會說『哇，好怪異、好恐怖！』。」如今，隨著科普與社交媒體的傳播，爬蟲類動物正逐漸「入屋」，成為被欣賞的家庭成員。「店舖數量也是一個指標，以前全香港可能只有一兩間，現在多了很多，說明市場需求真的大了。」

最後，是飼養觀念的轉變。黃先生強調，飼養爬蟲類動物並非追求一時的潮流，更多是尋求一種獨特的陪伴。「他們想要有個陪伴而已，就是希望爬寵能陪伴自己。」他解釋道。「就像我們養這些爬蟲類動物，有時候很簡單。你把牠放在家裡看一整天，會覺得『哇，整個人好放鬆。』」這種通過觀賞獲得的治癒感，滿足了香港都市人內心深處對寧靜與陪伴的需求。「看著牠爬來爬去，或是趴在那裡，就會很開心。可能這就是陪伴的意義吧！」黃先生道。

## 繁榮下的隱憂：香港飼養模式與飼養倫理的反思

香港獨特的高密度城市環境，也塑造了其獨特的爬蟲動物飼養模式。「香港地少人多，家裡空間小，所以和國外很不同。」黃先生指著一排整齊的飼養盒解釋道。「國外可能用一個很大的玻璃缸做『造景』，我們就主力推廣一些體型小、可以用盒養的品種，譬如睫角守宮、肥尾守宮等，牠們不需要很大空間，很適合香港人飼養。」

然而，隨著飼養爬蟲類動物圈子的擴大和本地繁殖的興起，一些問題也開始浮現。黃先生神情嚴肅地指出了當前最大的隱憂：「現在多了很多人自己做本地繁殖，但是卻出現了『亂繁殖、過量繁殖』的現象。有些人為了快速獲利，會將爬蟲動物用很低廉的價格拋售。」

這種惡性競爭導致的後果，就是大量爬蟲動物因價格低廉而被人衝動購買。「接著由於沒有地方擺放，就只好用很便宜的價格賣出去。」牠們最終因主人準備不足或失去興趣，被迫長期關在過於狹小的飼養盒裡。「明明牠們長大後需要更大的空間，但是因為沒有地方擺放，或者賣不出去，就一直放在小飼養盒子中。」

「這完全違反了我們常說的『飼養需負責照顧牠至終老』的基本原則。」黃先生嘆息道。他語重心長地補充道：「既然你養牠、買牠回家，就有責任去照顧牠。要照顧到牠終老，不能把牠當作賺錢的工具。」

## 飼養異寵與飼養貓狗的分別

異寵與一般的貓狗在與人類的互動模式上有着明顯的差異。異寵通常具備較為獨立的性格，鮮有如貓狗般直接地表達情緒或依賴主人。黃先生說：「牠們不如貓狗般主動黏人，或是明顯地顯露情緒，牠們只會在嗅到食物氣味或發情時才會受到刺激。」由於牠們較難受刺激，所以牠們在日常生活中不需主人作大量情感反饋。於互動模式而言，異寵在表達感情時相對含蓄內斂。

其次，異寵與普通貓狗的飼養需求並不同。異寵的活動需要較一般貓狗少，因此所需的飼養空間較小，飼主並不需要給牠們預留大量活動空間或活動時間。有別於飼養貓狗時需要帶牠們外出散步，異寵更適合留在室內，頻繁帶牠們外出，牠們反而更易因溫差而生病，亦有走失和受傷的風險。因此，異寵更適合居住在狹小的空間和沒有太多時間照顧寵物的主人飼養，其低活動需求和現代城市生活模式十分契合。

## 教育與傳播：推動香港異寵文化的未來展望

對於香港異寵文化的未來發展，黃先生抱持樂觀的態度。越來越多人關注異寵文化，社會大眾對爬蟲類動物的接受度有所提高，飼養者的數量正不斷增加，學校教育和網上社交媒體的宣傳是其中的關鍵。在學校方面，由幼稚園至小學、中學的推廣令年輕一代可以親身接觸異寵，打破對異寵的迷思和刻板印象，有人在學校接觸過異寵後甚至成為了寵主。社交媒體也協助推廣異寵文化，網上流傳的有趣的短片和圖文均引起了普罗大眾的興趣，讓他們願意了解異寵。透過學校和社交媒體兩種平台雙管齊下，香港的異寵文化逐步得以擴展，融入社會。



▲ 記者吳依璇同學與黃先生合影

## 總結：異寵不異——重新定義人與動物的關係

是次採訪揭示了香港異寵文化的多重面貌：從飼養者的初心與堅持，到社會接受度的改變，再到飼養倫理的反思，我們從多方面探討了香港異寵文化這主題。異寵如蛇、變色龍、守宮等，牠們與人的互動模式雖然有別於一般寵物，但牠們仍是不少飼主的伙伴。在都市生活節奏日益加快的情況下，異寵的靜謐式陪伴，或許正是現代人所需的另類情感寄托方式。牠們的存在讓我們明白，寵物不應因品種、外貌或受歡迎程度而被分類為「主流」或「非主流」，每一個生命皆應獲得平等的尊重與照顧。



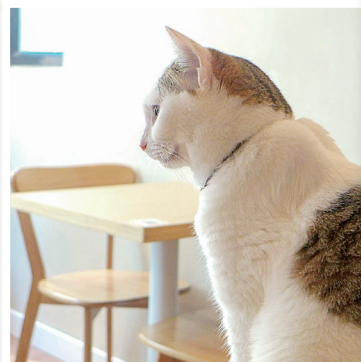


# 萌寵世界

## 探討貓咪咖啡館的成功與挑戰

4B 馮靖彥 4B 鍾美思

端起一杯熱騰騰的咖啡作為一天美妙的起點，冬天的寒意被暖洋洋的橘黃色取代，陽光悄悄透過窗戶灑在大衣上，你的手指在鍵盤上敲打着，一個個溫暖的小毛團正依偎在你的身旁，溫暖舒適的感覺蔓延全身——這美好的地方不就是現在瘋魔全球「貓奴」的貓咪咖啡館嗎？舒適的環境配上可愛的小貓，讓貓咪咖啡館成為現今人們新興的娛樂消閒地方，受到不同年齡層客人的喜愛。可是，原來貓咪咖啡館風光的背後卻蘊藏著一些不為人知的秘密，我們有幸邀請到旺角貓咪咖啡館「貓啡」的創辦人Niki進行採訪，一同揭開貓咪咖啡館的神秘面紗。



▲ 白棕相間的尤達愜意地坐着

### 貓咪咖啡館與一般餐廳的分別

其實，貓咪咖啡館的經營模式與普通餐廳大同小異——二者同樣設有廚房，為顧客製作形形色色的飲品和餐點。不過，當你將鞋脫下，邁進貓咪咖啡館的木質大門時，會發覺店鋪內多了一群毛茸茸的「服務員」，牠們或許會親暱地依偎在你溫暖的懷抱中，或許正慵懶地蜷縮在地上休憩。這群「小可愛」的一舉一動，總能贏得顧客的芳心，可以說是貓咪咖啡館營銷的「得力助手」。餐廳的工作人員除了為顧客提供餐飲方面的服務之外，還需額外承擔照顧貓咪的工作。貓咪咖啡館為「貓咪員工」提供「包吃包住」的福利，還會幫助貓咪尋找新的「歸宿」——像貓啡這一類的慈善型貓咪咖啡館，還會為客人提供領養服務及上門家訪等後續安排，為「貓店長」尋求終極「歸宿」。

### 貓啡創業的故事

大樹的茂盛總是以一顆名為「夢想」的種子作開端。Niki最初創辦這家店前，一直協助其他貓義工進行救援工作，包括救助流浪貓、為貓咪尋找領養家庭、帶貓咪就醫治療等。故事的轉捩點與一位五六十歲的動物義工婆婆有關，那位婆婆住在條件簡陋的舊村屋裏，屋內設施陳舊，連基本的衛生設備（例如廁所）都不完善，但她卻收養了30多隻貓咪。

偏僻的住處以及交通不便等因素導致領養人想要領養貓咪十分困難，再加上香港的寵物醫療成本較高，這位義工婆婆無力承擔龐大的貓咪醫療費用（對單隻貓咪而言，醫療費用少則超過三千港元，多則可達十餘萬港元）；義工婆婆甚至需要藉貸款來維持照顧貓咪的開支，僅靠愛心難以應對現實的經濟壓力。

於是，Niki等人提議在九龍區選擇一處交通便利的地點，以貓咪咖啡館的形式運作——既方便市民接觸貓咪，幫助推廣貓咪領養工作；又能透過餐廳獲利實現自給自足，承擔貓咪的醫療、日常照顧等費用。

「我們的核心宗旨是：讓每位前來用餐的顧客，在享受服務的同時，也能為保護流浪動物貢獻一分力量，將消費與公益結合，為社會公益事業提供實質助力。」Niki提及他們並非將貓咪咖啡館視為純粹的商業項目，而是希望打造一個「顧客用餐即可間接幫助流浪貓」的平台。

後來，隨著一步步的實踐，店鋪漸成雛形，設立了標準廚房與用餐區域，成了如今的規模。

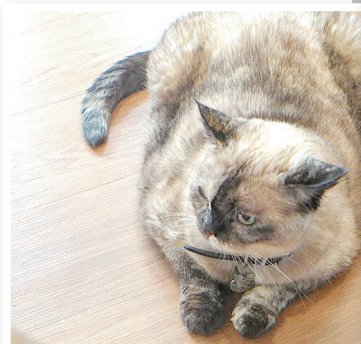
這便是「貓咪庇護所」——貓啡創立背後的故事。

### 貓啡的「貓店長」——天使的模樣與坎坷的經歷

貓啡的貓隻模樣可愛，治癒了不少客人的心靈，讓人們在繁忙的生活中得以放鬆。可是，享受在貓咪咖啡館被治癒的同時，我們又是否了解這些可愛生靈背後的故事？

Niki指出貓啡大部分的貓隻都是被棄養或曾經流浪的。這些有着天使模樣的貓咪們為何會慘遭拋棄？

Niki說，貓啡中最特別的貓咪，就是「豆丁」。從外形上看，牠體型較小，但實際年齡已近8歲。豆丁自幼患有侏儒症，情況與人類侏儒症患者相似，因此需要更為細心的照料。Niki提及豆丁之所以讓她印象最為深刻，是因當初收養牠時，並未預料到後來竟要承擔如此高昂的醫療費用，也未曾想到需要投入如此多的精力去照料牠。



▲ 毛色棕褐相間的瓜瓜慵懶地趴在木地板上





▲ 帶着藍白相間的軟伊利沙伯圈的豆釘

自豆丁幼年起，Niki幾乎每年都需帶牠前往寵物醫院就診；直到今年，豆丁更是因無法自主控制膀胱功能而開始需要使用寵物尿片。可憐的豆丁有幸能遇上能夠陪伴及照顧自己的Niki，可是其他貓隻則未必有如此機會。現今社會，飼養寵物可說是潮流，可是飼養貓咪真的只是滿足牠進食的需要便足夠嗎？答案當然不是。寵物是活生生的小生命，不是呼之則來，揮之即去的玩具，若決定飼養牠，便需負責牠的一切起居飲食，要付出的不只是糧食、醫療等費用，更包括主人的時間與精力。不少人就是因沒考慮清楚，才會導致棄養這一類悲劇的發生。因此，我們在飼養任何寵物前都要三思，要先衡量自己的能力、金錢和時間。或許你的世界很多姿多彩，但請記住你寵物的世界裏就只有你一個——牠的主人。

## 領養代替購買

相信不少人曾經聽說過「領養代替購買」，但你們真正理解領養背後的意義嗎？

Niki指出目前香港仍有不少繁殖場以盈利為目的繁殖純種貓，目的是利用動物獲取經濟利益。雖然她不便評論此種行為的對錯，但她認為如果香港能有更多人選擇「以領養代替購買」，便可有效減少棄養貓咪的數量，同時避免「繁殖場遺棄數十隻貓」這類事件的發生。

「那麼我該如何領養寵物？」相信這是很多準備飼養寵物人士會有的疑問。

Niki認為在領養寵物前，各位未來「主人」可以在網上搜尋有提供領養服務而且有信譽的動物機構，例如是愛護動物協會。若大家想在貓啡領養貓隻，則需要符合以下三項基本條件。

首先，領養人需年滿25歲，以確保領養人具備相應的責任感。第二，領養家庭必須安裝安全的貓咪防護紗窗，以確保貓隻的安全。第三，貓啡會安排工作人員上門家訪，確認領養人背景符合資格，以及其家庭成員願意接納貓咪作為新「家庭成員」後，才會正式安排領養。

「寵物也是生命」，若大家決定飼養寵物，則必須承擔責任，把時間、金錢、心血投放在寵物身上。請大家以「領養代替購買」，阻止更多悲劇的發生。



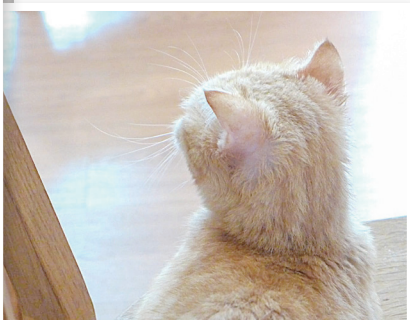
## 餐廳經營的壓力——無法逾越的障礙

然而經營一間店舖，難免會遇到瓶頸期，而對貓咪咖啡館來說，挑戰更為嚴峻——不僅需要投入大量資金，還需耗費額外人力照顧貓咪，這使得財務危機出現的風險大幅提高。

據Niki所述，疫情結束後，許多香港市民選擇前往內地消費及旅遊，導致本地的客流量明顯減少，店舖門庭冷落。同時，隨著科技快速發展，香港詐騙案件頻傳，導致不少市民對與寵物相關的機構捐款變得格外審慎。儘管很多香港人都抱有關懷動物的心，卻常因各類社會問題而卻步。民眾為貓啡捐款的意願降低，令貓啡「救助流浪貓」的宗旨難以實現。

此外，由於貓啡需負擔36隻貓咪的日常開銷，因此利潤極為微薄。每月單是購買貓咪的糧食、貓砂及常規醫療費用，支出便超過10萬港元，若個別貓咪有突發疾病，還要支付額外的醫療費用。微薄的收入抵不上巨額的支出，貓啡的營運亦因此步入了最艱難的時期。

面對如此困境，Niki卻堅定地表示：「我們無法輕易停業——店內現時有30多隻貓咪，若店舖關閉，這些貓咪將失去容身之所。因此，無論面臨多大困難，我們都會堅持營運。目前，我們已適當減少工作人員的數量，同時嘗試加強宣傳以吸引客源。雖然暫沒有更有效的應對方法，但我們仍會堅持探索，繼續走下去。」貓啡的營運確實舉步維艱。然而，如果失去了貓啡這個安穩的避風港，店內的36隻貓咪又該何去何從？



▲ 橘色的中華田園貓專注地眺望着窗外

牠們也許要再次回到車水馬龍的街頭流浪，僅能依靠人們偶爾施予的一絲溫飽度日。也許領養對於大部分人來說都是心有餘而力不足，但我們每一次的光顧，都遠不止一杯咖啡的價值，而是對流浪貓的寶貴捐助，幫助牠們獲得醫療、食物與一個暫時的家。這種經營模式，讓顧客在與貓咪的互動中得到療癒的同時，也為流浪貓伸出援手，豈不是兩全其美？

夕陽西下，一杯咖啡飲盡，訪談結束，我們輕輕掩上貓啡的木質大門，冷冽刺骨的寒風迎面吹來。回頭望去，那隻叫豆丁的小貓在窗邊蹣跚成一團，溫暖的光為牠鍍上一層茸茸的光邊。那些不像豆丁這般幸運的流浪貓，又該如何熬過這滲入骨髓的寒冷？牠們仍在等待我們的救贖，等待著一個能給予牠們歸宿的社會。



# 愛牠，不只是 餵飽牠 我的飼主 必修課

5D 吳依璇

## 引言

從倉鼠籠中的跑輪聲到鸚鵡的清啼，再到如今爬蟲飼養箱裡的靜謐，在十多年的寵物飼養經歷中，我逐漸明白到真正的愛護，遠不止於給寵物提供食物與住所，更在於讀懂牠們獨特的情感，尊重每個生命的本性。

## 第一課：倉鼠的啟示——了解行為背後的真相



▲ 糯米糍：銀狐倉鼠，乖巧可愛，喜歡將糧食囤積在頰囊中

三歲那年，在老家與小貓小狗嬉戲的時光，或許早已為我埋下了熱愛動物的種子。小學時，我的生命迎來了第一隻寵物——銀狐倉鼠湯圓。那時我以為，愛就是給牠最好的：最大的籠子、最多的玩具、最豐富的零食。看著牠圓滾滾的模樣，我以為這就是牠幸福的證明。

直到後來我才知道，倉鼠的肥胖會加重牠的心血管負擔，反而影響健康。這份以愛為名的給予，或許早已埋下隱憂。一年半後，牠便因心血管疾病去世。

我不甘心於飼養的失敗，於是請求父母再給我一次飼養的機會。但隨著第二隻倉鼠的離去，生命再一次給我上了深刻的一課。我飼養的第二隻倉鼠糯米糍晚年患上了失序症，會不受控制地重複轉圈、奔跑。家人安慰我說，這是因為牠開心。直到後來查閱相關文獻，我才明白那其實是神經疾病帶來的痛苦表現。得知真相那一刻的懊悔與無力感，讓我第一次認真思考：動物展現的行為，在人類視角下的解讀，與牠們的真實感受之間，原來可以存在著這麼大的差距。

## 第二課：鸚鵡的療愈——被看見的情緒

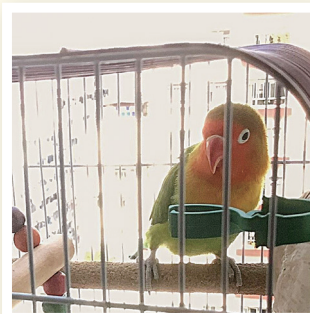
真正讓我意識到要認真照顧寵物情緒的契機，是我小學五年級時接回家的牡丹鸚鵡樂樂。初見時，牠胸口缺了一大片羽毛，我們以為牠是在花鳥市場與同伴打鬥或皮膚病所致。我們見牠可憐，便接回家悉心照顧。直到我在網路上偶然讀到一些資料，才知道鸚鵡在感到憂鬱、孤獨或渴望關注時，會出現「自殘」行為——牠們會親手拔掉自己的羽毛。

這個真相讓我深感震驚。我們為牠提供了寬敞的籠子、潔淨的水和進口的鳥糧，卻唯獨忽略了牠的心理健康。作為一種被人類馴化了的鳥類，牠需要的不僅是物質的豐足，也包括主人的陪伴及與人類的互動。

於是，我們改變了照顧方式。每天放學後，我會花更多時間與牠相處，和牠說話，呼喚牠的名字，聽牠用鳴叫回應。我們會定期打開籠門，讓牠在室內空間自由飛翔，釋放天性。

我們沒有向牠餵飼任何營養補充品，因為我們知道，心理因素才是問題的根源。在一兩個月的用心陪伴後，牠胸口光禿禿的皮膚上，奇蹟般長出了細密的新生絨毛。牠不再自殘，反而變成了一隻毛色鮮豔、性格開朗的小鳥。每當我們回家，牠都會興奮地鳴叫著，迎接我們。

這件事讓我篤信：照料寵物的情緒比物質上的滿足更重要。牠們與人類一樣，會感到孤獨、憂鬱，會渴望別人陪伴。如果牠們的心理需求被長期忽視，嚴重的話，牠們甚至會以傷害自己的方式發出絕望的呼救。



▲ 樂樂：雄性牡丹鸚鵡，活潑好動，最喜愛對著窗兒高歌

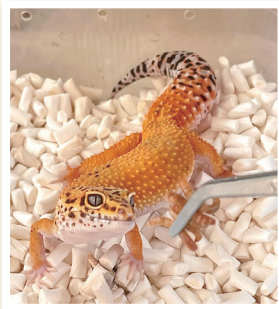


### 第三課：守宮和蛇的陪伴——「冷血」動物也有溫度

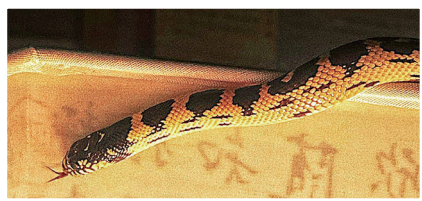
當我於2023年開始接觸爬蟲類動物——豹紋守宮與蛇時，許多人跟我說：「牠們是冷血動物，沒有感情。」然而，在與這些「安靜的夥伴」相處的過程中，我發現事實並非如此。牠們或許不如貓狗般外向，但情感同樣真實、細膩，同樣需要被尊重與理解。

以我的豹紋守宮橙子為例，牠也會用不同的方式表達情緒。

當牠看到最愛吃的活蟋蟀時，會表現出明顯的興奮狀態——肥美的尾巴歡快地高速抖動，瞳孔也因高度專注而微微放大——那是牠對食物充滿期待的模樣。而當橙子處於放鬆與信任的狀態時，牠會選擇在我的掌心或加熱墊上安心停留，並將冰冷柔軟的肚皮完全貼伏下來，那是一種全心全意的信任與託付，彷彿在告訴我牠感到安全與舒適。不過，若是我抓握的力度或姿勢讓牠感到不適，牠也會明確地表達牠內心的煩躁，這時牠的喉嚨深處會發出低沉的「咕嚕」聲。這種聲音與貓咪滿足的呼嚕聲截然不同，更像是「請勿打擾」的訊號，每當此時，我便會立刻給予牠獨處的空間，尊重牠的情緒需求。



▲ 橙子：雌性豹紋守宮，蜜橘基因，個性慵懶，睡眠愛好者



▲ 骨醉：雌性加州黑白王蛇，敏感而警惕，外觀像有點發黃的「小彈簧」



▲ 墨瞳：雌性墨西哥黑王蛇，沉穩神秘的觀察者。牠通體烏黑發亮，喜歡在靜謐中洞察四周

不僅是橙子，我從飼養的墨西哥王蛇墨瞳與玉米蛇玉嬈身上，也逐漸學會了蛇類的身體語言。當牠們感到警覺或恐懼時，尾巴便會快速抖動，這是緊張的訊號；而若牠們將身體前段弓起呈S型，並收緊頸部，這就是一種明確的警告與防禦姿態，意味著牠們感受到了威脅，正準備自衛。在這種情況下，禮貌地退出牠們的「警戒區」，不進一步打擾，無疑是最妥當的處理方式。

透過這些日常的觀察與互動，我深刻體會到，每一種動物都有其獨特的情感表達方式，而作為飼主，理解並尊重這些信號，正是與牠們建立信任關係的基礎。

這些看似微小的反應，其實正在反映牠們的感受與情緒。牠們或許不像鸚鵡那樣渴望群居的熱鬧，但牠們卻各自擁有鮮明的個性：我的王蛇敏感而貪吃，玉米蛇則溫順隨和。牠們用最直接的方式表達好惡，而我的責任，就是放下人類的傲慢，去學習牠們的語言，尊重牠們的習性——比如，不去打擾晝伏夜出的小蛇，接納牠們獨處的需求。



▲ 玉嬈：雌性雪白玉米蛇，是個性最溫馴的探索家

從2023年至今，牠們從未攻擊過我。我想，這是因為我們之間已經達至一種微妙的平衡：我小心翼翼地嘗試融入牠們的世界，牠們也逐漸適應了我的存在。我們互相磨合，彼此尊重。牠們的「生命字典」中沒有「主人」二字，我也從不否定牠們的天性，物種之間的差異並不妨礙我們成為無需言語便能心靈相通的室友。每當牠們靜靜趴在我手腕上，我就能感受到牠們涼涼的體溫和鱗片滑過的微癢；我相信，牠們也能感受到我掌心的溫度與平穩的心跳。這份無需言說的默契與安寧，於我們雙方來說，都有一種療癒的效果。

### 課堂總結：學會反思，重新定義飼主與寵物的關係

回顧我飼養過的每一個生命——壽命短暫的倉鼠、情緒豐富的鸚鵡、喜歡安靜獨處的蛇和守宮——牠們都以各自的方式，給我深刻的啟示。

牠們的壽命，短則兩年，最長也不過二十年，相對於我漫長的人生來說，牠們只是我生命中一段短暫的緣份，但對牠們而言，我從牠們出生或來到我身邊的那一刻起，便幾乎是牠們生命的全部。我們之間，是一場壽命長短不對等的相遇。

而我能給予的、最純粹的愛，是接納牠們的全部——包括牠們不同的天性：要接受倉鼠生命的短暫，要包容鸚鵡清晨的鳴叫，要體諒爬蟲類動物喜歡獨處的天性。愛牠們，就不能只愛牠們的「可愛」，更要接納牠們的「不可愛」，要理解並尊重牠們作為一個生命個體的全部特點。

我們選擇飼養牠，便成了牠全世界中的唯一。這份關係，不僅是飼養者與被飼養者的關係，更是一種雙向的生命教育。我和家人在照顧牠們的過程中，學會了觀察、耐心與同情共感；而我們在解讀牠們行為的同時，何嘗不是同時在審視自己的內心呢？關注牠們的情緒，在某種意義上來說，也是在觀照我們自己內心的情緒。這，或許就是飼主與寵物之間，最深刻也最溫柔的相互救贖。



# 人與寵物的最後一程

## 從死亡思考生命的意義

5D 謝芷臻

如今，越來越多人選擇讓寵物走入自己的生活。牠們不僅能替我們紓解壓力，更是我們孤獨時的溫暖伴侶，牠們早已成為許多人生命中不可或缺的家人。

當寵物成為家庭的一份子，牠們的離去便成為許多飼主必須面對的生命課題。香港每年有數以萬計的寵物走完生命旅程，牠們的最後一程，不僅是生命的終點，更是生命教育的起點。為探討這個課題，筆者採訪了5B班的陳淳同學和香港寵物善終服務公司「再見寵兒」，透過了解陳同學與其寵物兔「陳皮妹」的故事，以及專業人士的分享，探討如何從寵物的死亡中了解生命的意義。

### 訪問陳淳同學

#### 生命無常：從遺憾中領悟珍惜

「很抱歉忘記了你三歲的生日，我們還說好要在你四歲時為你補祝生日。」

「對不起，一直沒能帶你到外面遊玩，僅有的幾次出門也只是往返獸醫診所或暫住兔酒店。」

當那些曾經以為理所當然的事物消失時，我們才驚覺其珍貴。那幾張沒來得及拍的照片、那一年忘記慶祝的生日、那一次次被擱置的外出遊玩，這些數不清的「沒來得及」，匯成了失去後最深刻的痛。那些被擱置的計畫，成了主人心中永遠無法填補的空洞；那些尋常的午後，如今回想，竟是閃著金光卻再也回不去的曾經。

陳同學在2021年8月開始飼養第一隻兔子，此後，她開始關注領養動物的議題，並於2022年6月決定收養第二隻寵物兔，展開為期約三年的飼養旅程。「收養機構最初告訴我們牠是女孩，後來帶牠給獸醫檢查，才發現其實是男孩，但既然已經習慣了，就繼續叫牠陳皮妹。」這個美麗的誤會，成了家人間最親暱的溫馨笑談，也讓「陳皮妹」這個名字，從此承載了更多獨特而難忘的記憶。

然而，幸福的日子卻戛然而止。「牠走得很突然。」陳皮妹在三歲時突然因腸積氣，在一日後搶救無效，宣佈死亡。「在離開的前一刻，牠身處在寵物醫院，我沒能見到牠的最後一面。早上醫院曾致電給我，告訴我牠有好轉跡象，最快第二天才可以出院。但不久後卻突然收到醫院護士的通知，表示牠突然倒了下來，叫我儘快去醫院，可是不到十分鐘後，我就再一次收到電話，護士表示牠已離開了……一切實在來得太突然。」十分鐘，只夠燒開一壺水的時間，卻也足夠讓一個鮮活的生命悄然逝去。

面對陳皮妹的突然離開，陳同學在悲傷中慢慢領悟：「生命的價值不在長短，而在於過程中被賦予的愛與意義。那些曾經覺得瑣碎的日常——強行擁抱時牠的無奈、咬壞家具時自己的懊惱——在回憶裡都變得無比珍貴。」

這或許就是寵物在我們生命中給我們最深刻的一課生命教育。牠們用自己有限的一生，陪伴我們走過一段路，然後在離開時，讓我們學會如何帶著愛與回憶，更勇敢地繼續前行。

「（即使牠離開了我們）生活仍要繼續。與其沉浸在痛苦、自責和後悔中，不如樂觀面對，笑著分享曾與牠經歷的趣事與回憶。」陳同學感慨道。



▲ 陳淳同學與其寵物兔陳皮妹的合照



▲ 陳淳同學（左）與記者謝芷臻同學（右）合照



# 訪問「再見寵兒」

## 最後的溫柔：專業視角下的生命教育

我們有幸邀請到來自香港寵物善終服務公司「再見寵兒」的邱先生，從專業視角跟我們解說寵物善終服務的深層意義。

在現代社會中，寵物在家庭中的角色已從工具轉變為情感寄託的對象。「以前養狗是用來看門，養貓是為了捉老鼠，現在不同了，我們是在尋找伴侶和情感寄托。」這種轉變促使寵物善終服務應運而生。1994年，香港首家專業寵物善終機構創立，正是因為「當時香港沒有正式的寵物善終服務，主人只能用很草率的方式處理遺體。寵物對主人來說就像家人，我們都不希望牠被隨意丟棄，或是被草率地處理。」

## 告別儀式：最後的陪伴與療癒

寵物善終服務公司參照人類殯儀流程，設計了完整的告別儀式。邱先生說：「我們會派人接牠回來，幫牠做寵物美容，就像人類化妝一樣。還會提供專屬空間，讓主人能與寵物相處。」這些儀式不僅是對生命的尊重，更具有重要的心理療癒作用。

「在這個告別過程中，人類確實需要透過儀式來得到安慰。」邱先生觀察到，特別是當主人將寵物視為孩子時，心理上承受的痛苦是極大的。「這種情感投射讓失去寵物的痛苦不亞於失去親人。透過儀式，主人可以慢慢接受『我的孩子離開了』這個事實，避免陷入更深的傷感。」

許多主人面對寵物突然離世時往往不知所措。「他們從未預期寵物會這樣離開，不知道該如何處理。」告別儀式正好提供了緩衝空間，「讓主人有機會調節心情，接受生活即將改變的事實。」在這個專屬空間裡，主人可以「帶食物給牠、幫牠穿衣服、跟牠說話，或是依照宗教信仰上香和獻花。」這些最後的互動成為主人療癒悲傷的重要過程。

## 生命教育：從告別中學習珍惜

寵物短暫的生命周期，往往成為許多人首次直面死亡的體驗。邱先生認為，寵物善終在生命教育中扮演著重要角色。「這是一個很好的借鏡。有些人對待家人朋友的方式，與對待寵物的態度可能完全不同。」邱先生道。

寵物與人類的關係相對單純，「你對牠好，牠就對你好」。這種純粹的互動，在複雜的人際社會中顯得格外珍貴。邱先生感嘆：「人類社會太複雜了。你對一個人百般好，只要做錯一件事，可能就被全盤否定。」相比之下，寵物教導我們無條件的愛與付出，這正是現代社會中人們最需要學習的生命課題。

對於走出悲傷的方式，邱先生建議：「我們特別支持領養，希望主人在失去寵物後，能夠有機會開啟新的緣分。」這不是代表我們要忘記過去的寵物，而是希望透過新的陪伴關係讓人能繼續前行。

在壓力日益沉重的現代社會中，養寵物的意義早已超越單純的陪伴。「養寵物的過程不單是你在幫助牠，更是在幫助自己。」邱先生分享他的觀察：「面對社會的複雜與壓力，寵物提供的單純陪伴格外可貴。許多青少年與社會人士的心理問題，都能透過寵物的陪伴得以改善。我發現養寵物的人通常比較快樂。」

在這個不斷加速運轉的社會中，我們總被工作、學業與人際關係追趕着，彷彿稍一停歇便會落後，卻因此常常忽略了身邊最珍貴的存在。正如納蘭性德《浣溪沙》中的慨歎——「當時只道是尋常」，那些熟悉的人與事，總在無法重現後，我們才體會到其不凡與可貴。生命無常雖是老生常談，我們卻總要親身經歷過刻骨銘心的別離，才能真正領悟其中的道理。希望陳同學以及邱先生的分享，能為大家帶來一絲啟發，讓我們從今天起，學會更用心地珍惜身邊每一個重要的生命。





# 爾乃世之光



**True Light Girls' College**

Address: 54A Waterloo Road, Yau Ma Tei, Hong Kong

Website: [www.tlgc.edu.hk](http://www.tlgc.edu.hk)

Email: [mail@tlgc.edu.hk](mailto:mail@tlgc.edu.hk)

Telephone: 2385 1491

Fax: 2782 5300