



# 維多利亞(寶翠園)幼稚園

## Victoria (Belcher) Kindergarten



Autumn &  
Winter  
2010



### INDEX 目錄

- 2 Chief Principal Message 總校長的話
- 3 Action 行動
- 4 Learner Profile 學習者培養目標
- 5 Knowledge 知識
- 6 Attitudes 態度
- 7 Concepts 概念
- 8 Skills 技能

香港卑路乍街8號西寶城三樓(幼稚園)

Portion of Level 3 (Kindergarten Area) The Westwood, 8 Belcher's Street, Hong Kong Tel: (852) 2542 7001 Fax: (852) 2542 7006

[www.victoria.edu.hk](http://www.victoria.edu.hk)

# CHIEF PRINCIPAL MESSAGE

## 總校長的話



今年開放日的主題為「啟發探究、鞏固學習」。能令孩子對知識、技能及理解有探究的渴求及學習投入，這是作為教師的最大成就。資深的幼教專家，Lillian Katz，曾說過，教師必須提供學習情境令孩子的學習可以從社交、思維及情緒三方面被啟發、鞏固及變得豐富“Engaged, challenged and enriched”。以往不斷技巧訓練(skill's drill)及重複練習和呆板單向(chalk and talk)的教學模式，已不足夠去滿足孩子在智能啟發要求，需要用其他方法去啟發他們對自我的經歷和環境有更深入的了解，以加強他們在思維方面的自信心及令他們愛觀察及探究。在維多利亞學與教環境下，我們不會低估學生的思維能力，更會灌輸IB的優質教育培育目標。我們盼望孩子會成為一個思考者、交流者、敢於冒險、知識淵博、有原則、富同情、胸襟開闊、全面發展及反思的人。

不論在課室內或外，我們透過不同的項目去幫孩子建立他們的公民責任感，先要建立他們的心，才可繼續去建立他們的思維。早前，維多利亞鼓勵學生參與「無止橋」的計劃，學生製作了超過200道模擬橋，又透過角色扮演，以赤腳行過模擬河流，藉以表達「無止橋」背後的意義。最近，我們派出我們的小學生和幼稚園生到甘肅省天水縣去作親身的體驗，並為當地的村民送上馬賽克板塊設計的模擬橋。整個計劃便是一個很好的例子，說明我們希望孩子先用心去關心別人的需要，才可延伸到他們思維上的發展，當然我們亦需要有足夠的資源和合適的知識才可做到。

在這兩天的開放日，我們會展示孩子的學習及擴闊我們的思維以打破知識的界限。請聆聽不同的講解及讓自己投入於活動中，我們期待你熱心的支持及參與。

**總校長 孔美琪博士**

This year's Open Day theme is engaging children's minds. A teacher's greatest achievement is to create in children the desire and disposition for wanting to seek knowledge, understanding and skills. As Lillian Katz, a highly regarded educator on Project Approach, has noted, teachers must provide the context in which children's minds can be "engaged, challenged and enriched", be it socially, intellectually and emotionally.

The 'skill and drill' and 'chalk and talk' approaches are not enough to nurture children's intellectual goals, let alone engage them in ways that deepen their understanding of their own experiences and environment, strengthen their confidence in their own intellectual powers and their disposition to observe and investigate. At Victoria we do not underestimate our children's intellectual abilities, but nurture them by instilling the qualities of the IB learner's profile, so that they grow to be inquirer, thinker, communicator, risk taker, knowledgeable, principled, caring, open-minded, balanced and reflective individuals.

Concrete projects in and outside the classroom help build a sense of civic responsibility in our young, for to engage the mind one must first engage the heart. Victoria has encouraged our students' participation in the Bridge to China (Wu Zhi Qiao) foundation's work. To date, we have had a bridge building activity, have role-played wading through the river barefoot, and have built a bridge model. More recently, we have sent our primary and kindergarten students to the Gansu province (甘肅天水縣) for an unforgettable firsthand experience crowned by the giving of a mosaic message to the villagers. The entire project has been an example of how we engage our students' minds by warming up their hearts to the needs of other human beings and to what is possible when the right knowledge and necessary resources come together for a good cause.

We are here on this Open Day to showcase our learning and to open our minds to the boundless possibilities of knowledge. Please listen to the explanations and allow yourself to become engaged. Look forward to your keen support and participation.

**Chief Principal, Dr. Maggie Koong**

# ACTION

## 行動



「愛與關懷」是連繫人與人之間的重要元素，我們的孩子備受關愛，獲得細意栽培。在成長的過程中，培養孩子懂得關愛別人是重要的學習課題，父母師長當然是很好的典範，但讓孩子透過行動(Action)體會學習是重要的，如果孩子懂得表達心中意，他會容易被接納及被肯定。老師們致力製造學習機會，家長亦支持協作，高班的孩子為海外貧困兒童準備禮物盒，慷慨地選取新的、自己喜愛的玩具文具等放進盒子內，在聖誕節為有需要的人送上喜悅，這過程對於五歲的孩子來說是一種學習，懂得把好的、自己喜愛的物品送贈給人，這是培養捨己為人精神的初階。進行各項「愛的教育」學習活動時，教師記錄孩子的一言一行，這也是「行動」的最佳見證。在一月二十一及二十二日這兩天本園舉行活動日，主題為「展示及匯報我們的學習旅程」，貫徹啟發探究、鞏固學習的學與教態度，全體師生向外界展示及匯報學習的過程及所得，好讓孩子在實踐中學習表達，作出行動。期盼家長支持及成為教師的好夥伴。

### 何綺玲校長

"Love and Care" are the very essence of connection between us. Throughout their childhood, it is important for our children to learn to appreciate the significance of compassion. Of course, parents and teachers are undoubtedly their role models, however experiential learning is also a crucial way for them to learn. If children know how to express themselves, they will naturally be accepted and hence, assured. For this very reason, our teachers endeavor to provide various learning opportunities for the children. With immense support and assistance from their parents, our K3 students had prepared gift boxes for the less-fortunate children overseas. Demonstrating the concept "Love and Care", they had generously selected brand new toys and their favourite stationery and sent to those in need during Christmas, a festival of blessings. To a 5-year-old child, this is the first step in learning about sacrificing and helping people in need. And thus, these benevolently filled boxes are undeniably the fruits of their learning experience.

We are currently organizing an open day under the theme "Exhibition – Presenting our PYP Journey" which would be held on the 21st and 22nd of January. To engage young minds, our teachers and students are going to present their learning process and outcome to visitors. Children can then learn to express themselves and act out what they have learnt through participating in this activity. We look forward to receiving your support and collaborating with our teachers soon.

**Principal, Lovan Ho**

# ACTION

## 行動

SUCCESSFUL INQUIRY  
LEADS TO THE CHILDREN  
INITIATING RESPONSIBLE  
ACTION.

English Head Teacher  
Miss Maggie

4

### How?

The student takes time to reflect on what they have learnt and chooses to take action, to deepen their learning or making a personal commitment eg: a child has been looking at insects through a magnifying glass, they then choose to create their own insect using playdough.

### WHAT?

Action can be large or small, can be with themselves, within the family, classroom, school wider community or world.

### WHY?

By taking action the student shows commitment to the attributes of the learner profile.

### AFFECTS:

This can be simply a demonstration of a sense of responsibility and respect for self, others and the environment.

Taking action helps the child to grow, the process helping to build their own set of personal values. Seeing the results of their action will ensure these affects grow.

### PARENTS:

You as parents are often involved in the action children take as a consequence of their learning. That home school link is crucial so that we can share the results of each child's learning together.



In the unit "Where we are in Time and Place", we had been discussing weather around the world. To help us understand the shape of the world and where various countries are located, Jacqueline decided to share her atlas with the class. When asked why she had brought the book into class, Jacqueline said that she 'wanted to share it with her friends.'

K3 A3 PM



PN

In the unit "My body", Monica constructed her daddy's face using playdough. She could identify two eyes, a nose and a mouth while describing what her father looks like. Taking action and reinforcing her learning.



During our inquiry in the unit "Who we are" swung to inquire about animal families. Liam took action and brought in this book linked to our inquiry about a monkey trying to describe his mother.

K2

K3s took action to support children less well off than themselves. They decorated and packed a shoe box with gifts that will be sent to deprived children in Hong Kong and Asia.



'When you give something to poor people it will be a surprise and make them happy.'

ETHAN BROUG

Ethan brought in a Christmas CB to share with his class. It included our Christmas Show song 'Santa Clause is coming to town'. We all enjoyed listening to the songs. A great example of independent action!



CARLA - ACTION - K2A2PM

## 從行動中學習

「老爺爺應該住在哪裏呢？」 「老爺爺住在低一點的地方。」 「為甚麼？」 「他太老了！會累！」

低班幼兒在自選活動中正忙著給家庭成員設計房子。行動就是透過實際的行動，以顯示對學習重點深入瞭解。幼兒在設計房子的時候，會考慮到不同的人有不同的需要，鼓勵幼兒解決問題及表達自己的見解，從而讓幼兒健康穩步發展各項學習目標。

行動過程中強調不應該只給幼兒一個答案，要讓幼兒自己去探究、去發現，學習解決問題的能力。但是普通話作為幼兒的第二語言，幼兒在不熟悉的語言環境中，如何去探究，老師又充當怎樣的角色呢？

老師的角色就是授權幼兒選擇自己的行動，促進他們的行動，提供幼兒在行動中的需要。作為普通話老師，在教授普通話時要了解幼兒的興趣，教導幼兒基本的概念；其次，環境是幼兒的第二任老師，用豐富的學習環境能激發幼兒學習；探究行動往往在解決問題的過程中不斷地得到衍生，老師用關鍵問題可以誘發幼兒不斷思考，使他們成為主動的學習者，在這樣一個學習環境中，語言能力的提昇也會事半功倍。

普通話教師 — 何小燕

透過下列不同的活動，幼兒、教師及家長均表現出他們是一位付諸行動的學習者。



Children, teachers and parents participated in different kind of activities, showing that they are Active Learners and will take Action after they have learnt in order to deepen their understanding.

於感恩節中，我們透過捐贈活動，以行動表達我們的心意，對社會上有需要的人表現關懷。我們分別將不同的食物、文具用品捐到聖巴巴會之家及善普施國際救援事工。

We took "Action" in our community by donating food and stationary to people who are in need during the Thanksgiving festival and those presents were donated to Saint Barnabas' Society and Home and Samaritan's Purse.



今年聖誕節我們以天使為主題，並誠邀家長與幼兒運用可再用的物料一起進行親子天使製作，以行動表現他們的創意、對聖誕的歡愉。

Angel is the theme Christmas for this year, we invited parents and children to be creative with their ideas, expressing the Joy of Christmas in their home made angel.



制服團隊進行覆誓典禮，包括快樂小蜜蜂和小童軍，他們藉著平日集隊學習到如何尊重別人和社會上不同的成員。

Little Scouts and Happy Bee groups show their respect for their friends and other members of the community.



「香港維多利亞學校無止橋」籌款活動，幼兒及家長利用循環再用物料建構橋樑模型，以行動支持內地兒童安全上學。

In 'Victoria Wu Zhi Qiao Bridge Building' fund-raising activity, children and parents used recycled materials to make model bridges, to show their care for the community of Zhi Qiao.



2010年9月，本分校校護向老師提供一個「最新急救資訊」工作坊，讓老師瞭解最新的急救處理方法及配套。此外，10月時，老師們透過「國際文憑課程之國際視野」(International Mindedness in IB)工作坊，反思如何在學校、課室中促進國際情懷。

In September 2010, our school nurse provided a workshop 'The Latest information in First Aid'. Nurse showed the updated emergency treatment to teachers. In October 2010, teachers participated in the 'International Mindedness in IB' workshop, we reflected on how to promote International Mindedness in school.



# ATTITUDES

## 態度

6

### **English Director Early Childhood Enthusiast**

What a tremendous amount of good things have happened in this past year at Victoria!!!!

It has been my honour and pleasure to be part of them all in my role as Director of English Studies.....

the memorable 45th anniversary celebrations, Homantin campus being confirmed as an IB World school, Causeway Bay campus embarking on this journey too having been accepted as a Candidate school, and the opening of Upper Kornhill to cater for our very youngest students,.....to name but a few.

Also, this academic year we have continued to recruit high quality and well qualified English speaking teaching staff to our ranks to underpin our drive to deliver a curriculum characterized by strong teaching which results in positive learning for our students. New teachers have been welcomed and mentored by our superb returning teachers

On a more personal note, it has been a great privilege for me to meet many of you during the Graduation dinners, Sports days and numerous Parent meetings and so further develop an understanding between us on our mission in educating your children in their formative years.

What a difference a year has made in another respect!!!.....on my visits to all of our schools I am now warmly greeted by most of the children with a cheery "Hello Jeni" and recently I was hailed by a family at a concert that my husband Alistair and I attended at City Hall.....it is a joy to be thus considered part of the Victoria family.

My very best wishes to you all,

**Jeni Fieldhouse**





我們要培養具備國際情懷的人才，除了對幼兒在知識、概念和技能的培養外，還將重點放在培養幼兒對待他人、環境和學習的個人態度上。

在「國際文憑課程 — 小學項目」，幼兒應具有欣賞、投入、自信、合作、創意、好奇心、同理心、熱誠、獨立性、正直、尊重、寬容共十二項態度，而這些態度有利於個人身心健康的發展。

我們不難從幼兒的日常生活中發現這些態度的真實體現：如在「我們是誰」的單元中，高班幼兒不但懂得遵守遊戲規則，還充分發揮創意思維，與同伴合作設計小組的遊戲，透過討論、思考、驗證遊戲的可行性，最後分組介紹遊戲內容，從中可看出他們具有合作、欣賞和尊重的態度；低班幼兒則透過與父母一起設計獨特的家庭相框自信地向同伴介紹家庭成員或利用不同物料製作手偶在「小舞台」上表達；幼兒班則透過相互測量身高、比較等活動，從而認識自己與別人的不同之處，滿足其與生俱來的好奇心。只要我們做一個「有心人」，你還會在幼兒的身上發現更多的、值得欣賞的學習態度。

**黎倩文老師**



幼兒互相量度身高，以滿足他們天生的好奇心。



幼兒一起協商、合作設計遊戲玩法、規則，並分組進行介紹遊戲內容，盡顯他們互相合作、互相欣賞及互相尊重的態度。



## 家長與態度

國際文憑課程世界學校之協作團隊都是社區的學習者，即是說學生、教師和家長都是這社會的一部分。

國際文憑課程之小學項目其中一個重要元素便是培養學生12個態度。這些態度必須為他們學習的藍本，透過實踐，從而鼓勵他們學會自我反思，最後發展成自己的一套價值觀。教師隨著教學活動模擬這些態度，是學生的模範；同時，我們還呼籲家長，與孩子一同學習這些態度，亦當孩子的模範。

對孩子熱情及讚賞他們的工作和努力可讓他們感到被受重視，以增強他們的信心。家長藉著承諾參與協作活動，例如抽空到訪校園與幼兒進行引導閱讀活動或協助帶領社區參觀活動，可讓孩子知道您們尊重他們的學校生活；對他人的寬容與接納不同的思想和文化亦能使自己明白他人的需要；鼓勵孩子獨立處事更有助於他們發展自我管理能力。

這些不過是僅僅幾個方面我們展現當中態度的例子。我們希望與您們合作，創建一個豐富的學習環境，幫助學生成為自信和快樂的學習者。

**陳建雯 主任 (幼小項目協調員)**

# CONCEPTS

## 概念



8  
幼兒透過不同的探究活動，將他們所學到關於建築物的概念展示於圖畫。

### 概念學習有助加深幼兒認識及理解事物

我們經常提及「學習」，究竟「學習」是什麼呢？幼兒又是怎樣學習的呢？事實上，學習（Learning）這個詞語最早可追溯至孔子在論語中所言：「學而時習之，不亦悅乎？」「學」是指知識和經驗的累積，「習」則是指知識和經驗的實踐。從中可見，知識的增長與經驗的累積和實踐有著重大的關係。而透過本校的「國際文憑課程」（小學項目），幼兒正正能從經驗的累積和實踐中學習到不同的新事物。

在每天的課堂活動中，教師會先透過討論，從中了解幼兒對單元已持有的基本概念，再從中協助他們學習，而引發幼兒已有的概念可說是他們學習的起步。正如在「我們身處何時何地」的單元中，幼兒提出了「香港的高樓大廈是什麼樣子的？」這個關鍵性的問題，再透過不同的探究活動，幼兒從中理解到不同的大廈有其不同的結構、特色及其存在的形式。相關概念的學習有助加深幼兒認識及理解事物的不同變化，同時亦提供了更多的機會讓幼兒在學習的過程中建立不同學科之間的聯繫。

### 紀建茵老師

數學的概念：

▼ 功能～如何運用間尺？



數學的概念：

▼ 形式～我們可以如何分類？



▲ 個人教育與社交教育的概念：  
連系～通過遊戲我們能夠學到什麼？



▲ 科學的概念：  
功能～星體如何運作？

### 概念如何驅動課程？

概念是課程的核心，並以關鍵性問題提問出來，從幼兒已有的知識著手，透過不斷的提問，不但可進一步發展他們早期形成的概念和固有的觀念，更可讓幼兒能夠領悟每個學科領域的精髓，有助幼兒延伸不同的探究活動。

由此可見，關鍵性問題是一些寬泛的開放式提問方式—要求進行調研、討論，並做出完整的、經深思熟慮回答，在跨學科單元的情境中對這些概念會有不同的詮釋與應用方法。

### 陳慧姿老師

What is the difference between knowing something and understanding it? 'To know' is simply to recall something you have learned from memory, but to understand something you have to be able to apply or transfer that knowledge within different contexts and situations.

In this rapidly changing world we believe students need to understand and use their knowledge.

Concept-driven learning not only helps students develop an understanding of broader themes such as "How the world works" and "Where we are in place and time", it also helps students to become critical thinkers and to think about learning as something that has lasting and significant meaning for their lives, rather than as a list of facts to be memorized and skills to be performed. Concepts put learning into a context that is meaningful.



### Miss Jessica



If I cut the hands it will fall apart.

Hailey, Making connections between human



Through the story 'Goldilocks and the Three Bears', students have learnt the maths concept of big, medium and small. Valerie found the matching size items for Papa bear, Mama bear and baby bear

### Causation

We discussed the different seasons and concluded that it was now Autumn. The children were intrigued by the changes taking place, and often asked 'why the leaves were changing colour and falling off the trees, and how this was related to the change in weather?'



Darin said he needs to wear a helmet on the horse incase he falls off to protect his head.



Families and the roles each member plays and animal families.



The K1 students were learning about body parts and their functions for the "Who Am I" unit. Maya was able to explain the functions of her body parts as she told the teacher "Eyes are for looking, nose for smelling, ears for listening, mouth for eating, and we can use our hands to pick-up toys!"

### Concept - function



You learn to read words.

Jacob is explaining the function of his game – how it works, how to play, how to win and the learning that takes place in so doing.



You use your memory to remember where the cards are.

Talisa was also able to identify one element of the learning was

### Perspective



When asked to decide the best place to travel, the K3 students shared their opinions on the matter. In the end, their beliefs were all respected and it was decided that the best place to travel really just depends on personal preference.

# KNOWLEDGE

## 知識

10

Knowledge is the product of what happens when an individual spends time exploring and engaging. They are not simply memorizing information rather they are engaged in the learning process through hands on inquiry and reflection. In doing so, they gain significant knowledge.

According to IB, "at the heart of the PYP curriculum are the essential elements: knowledge, skills, concepts, attitudes and action. These elements transcend subject area boundaries and forge the curriculum into a coherent transdisciplinary whole that is engaging, relevant, challenging and significant." (Making the PYP Happen; 2009)

We create our curriculum with the essential elements of the PYP in mind. We guide our students and help them gain knowledge in all areas of life.

### Miss Margaret



Ashley used her knowledge of facial features to reconstruct a new face for the empty face mat. She carefully located the eyes, nose, and mouth at the correct position.



Knowledgeable: Whilst trying to identify a family, Nicolas found this picture and said look it's a family of bats.



Mattias found these Tadpoles and brought them in to school to show his classmates, he also shared lots of information about them, telling how they turn into frogs.



Siu Ting and Rachel are using their knowledge of letter sounds to blend them together to make words.



Ethan is continuing to increase his knowledge about Hong Kong and its transportation system. He is reading a non-fiction book about the buses in Hong Kong and he is making connections to the pictures he sees with the buses that he has traveled on.



Michael is using his knowledge of Chinese characters to write words. Here the children are playing a game where they choose a picture and tries to be the first to write the correct Chinese character.



Here is an older student sharing his favourite book with Eihan and Alex. He was **knowledgeable** about the story and he could answer their questions. Eihan and Alex enjoyed the experience very much.



Timothy is sharing his knowledge on dangerous animals as he reads his book to the class during show-and-tell.



作為一所「國際文憑世界學校」中的圖書館，館內的資料當然涉獵到六個跨學科主題，好讓幼兒及教師能夠從中獲得所需，然而在圖書館中如何眾裡尋「它」呢？

圖書館館藏的分類以六大跨學科主題為基礎，所有館藏的書脊均貼上該主題的顏色貼紙，以茲識別。為著「培育幼兒成為獨立的學習者」的目標，圖書館老師將圖書館館藏分類表簡單化及圖畫化。

圖書館館藏分類表除了有顏色標籤外，更在每個跨學科主題、學習者培養目標、培養態度中插入識別的圖片，讓幼兒班至高班的幼兒也能自行從表中得悉所需的資料是屬於那個跨學科主題、那個顏色標籤，繼而在該學科主題的圖書中找到最適合的書籍、資料。

「資訊素養」Information Literacy是新世代必備的重要原素，如何在茫茫書海中尋找「它」，便是本校圖書館課程中最基本亦是最重要的學習目標，讓幼兒在圖書館課堂中實踐，成為一位獨立的圖書館使用者。

呂淑君老師—圖書館老師

# LEARNER PROFILE

## 學習者培養目標



IB課程的目的是培養學生成為一個國際化的學習者、擁有國際頭腦的人。他們能認識自己的責任是協助創造一個更美好，更和平的世界。當中包括十個學生培養目標：反思者、全面發展的人、探究者、知識淵博的人、思考者、交流者、有原則的人、胸襟開闊的人、富有同情心的人及敢於冒險的人。

學生培養目標是強調培養具有國際意識及負責任感的公民。若要成為一個知識淵博的人，就必須經過學習。讀書不代表一定學到新事物，反而親身操弄、測試、體驗及發現，就更有效地協助幼兒學習，而這個過程就是「探究」。一位成功的探究者，應具有尋找問題和解決問題的技能，他們會利用自己的好奇心主動地進行學習，從過程中吸取多元化的知識。

莫佩雯老師

### 我是一位探究者

「探究」是孩子用自我建構的方式瞭解世界、將外在的知識內化。教師能做的，就是設計適合孩子當前發展階段的探究活動，為孩子提供足夠的支援，然後鼓勵孩子作為「冒險者」去瞭解未知的世界，作為「探究者」用自己的探索行為解答自己的好奇心。在孩子的探究過程中，教師對孩子的行為進行觀察，瞭解孩子的發展水準。而當孩子在探究過程中遇到問題時，就要適當介入，鷹架其學習從而幫助孩子達到ZPD（最近發展區）的極限。



學校會定期根據不同的跨學科主題設置學習區，當孩子走進校園中，這些學習區誘發了他們的好奇心，而教師也會引導他們加入對學習區的探索。「這塊拼板在這裡有什麼作用？」「你在哪裡見過這樣的建築？」「如果下面的地基大一點，你的房子還可以造得更高嗎？」諸如此類的對話讓孩子的思維不僅僅局限於自己的認知範疇，而是嘗試順著教師的鷹架走向更高的領域。



探究活動對成人而言可能是一個嚴肅的稱呼，然而在孩子看來，那是他們的遊戲，他們的樂趣。我們正是要通過這樣適合孩子發展的方式，培養孩子的學習能力及態度，當然亦要有策略地鞏固孩子從探究中所獲得的知識呢！

普通話教師—劉瑤

# SKILLS

## 技能

Through each transdisciplinary theme, all children will acquire and demonstrate a range of skills; Thinking, Social, Communication, Self-management and Research. These main skills are then broken down into sub headings, which give specific areas where focus can be identified. These skills are developed all the way through from PN to K3 and beyond, using a range of opportunities from inquiry based learning inside and outside of the school environment.

Here are some great examples of our children demonstrating the skills they have acquired so far.



### Self-management skills ~ Fine Motor Skills

William is able to demonstrate the use of fine motor skills. He shows precision with delicate finger muscle movements in order for him to do up his own jacket buttons.

### Miss Katrina



### Self Management Skills ~ Safety

William is able to demonstrate the use of fine motor skills. He shows precision with delicate finger muscle movements in order for him to do up his own jacket buttons.



Andy, Jacky and Cameron are playing a game of snakes and ladders. They are using their self-management skills to turn take. Cameron 'we go round this way, it is Andy's turn next.' Cameron is aware of the codes of behavior when playing a board game and is able to explain and apply them.



We started our discussion about the seasons and how the environment was affected because Summer was changing to Autumn. The children then collected leaves and brought them to school. We used our research skills as we organised the data, through sorting and categorizing the leaves.



### Social skills- Cooperating

Erica shows she can work cooperatively by sharing the rhyming cards with her friends Amanda and Carolyn. All participants show their social skills by working together in a group, being courteous, taking turns and sharing the resources.



### Collecting data

Following a 'front loading' session watching clips of animals families Belinda was particularly interested in the roles penguins had in taking care of their young, so she did some further research in penguin non-fiction books.



思考能力對於學習，猶如船隻上的舵，它能聯絡各部分的操作，更駕御著整艘船隻的航行方向。同樣地，若在日常生活中，能培養幼兒從小有靈活思考的習慣，遇上問題時，學會從多角度觀察事物，不會太快對事情下判斷，反而是透過不斷探索、分析事情、追尋答案中慢慢建立結論。這些習慣能讓幼兒變得心思細密、學會思考、善於思考，將會有效地拓展他們日後無限的思維空間，改變他們一生的學習模式。

吳映文主任



在探索香港建築物的活動中，幼兒嘗試利用大小不同形狀的積木一起建構他們眼底下之香港建築物的特色。



他們對活動感到新鮮、好奇，好奇心是萌發創造性的起點和火花，對事物好奇，才會產生思考和探索。



幼兒受到肯定和鼓勵，便會繼續探索、思考和學習。



發展思維是培養創造力的核心，也是幼兒成長重要的能力。



在這活動中，幼兒除了懂得運用思考能力外，當中更能體驗互相的協作能力、溝通能力、創造力、運算能力、解決問題能力和自我管理的能力。