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The Bridge 親橋

Issue 16 第十六期

Published quarterly for parents of the school.

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感謝

Thank you to all who contributed
to make this newsletter possible

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Critical & Creative 理性與創意

Imagine the year is 2020. The Skynet prediction from the movie series *The Terminator* has become self-aware and enslaving the human race has come and gone. Our current Morrison sophomore class has just finished their final year of university and is preparing to enter the workforce. What type of job awaits them? Will they work as a therapist managing relationships between humans and artificially empowered machines? Will they be environmental engineers tasked with the cleanup of our planet? As humorous as these predictions seem, it's easy for the imagination to run wild when trying to imagine what the future will be like. Often described as the 'Einstein of our time,' Michio Kaku, a futurist and best-selling author, claims that there is one thing we can be certain of: Our students will need to be creative problem solvers and innovators if they want to thrive in the world of tomorrow.

Here at Morrison Academy, we're constantly looking for ways to give our students the tools they'll need to succeed in the future. As our superintendent, Mr. Tim McGill, states, "It is the school's goal to equip the whole student, helping them to acquire the knowledge, discernment,



想 像一下現在是2020年! 電影魔鬼終結者中所預告的天網 (Skynet) 已經有自我認知的能力, 而且也曾經奴役人類。目前馬禮遜學校的十年級學生才剛剛唸完大學, 正準備進入職場。在他們眼前的是什麼樣的工作? 他們會成為治療師, 專門處理人類和人工智慧機器之間的關係嗎? 或是他們會成為環境工程師, 清理我們的地球? 這些預測可能乍看之下很幽默, 然而當我們試著想像未來會是什麼樣子時, 我們的想像力就很容易變得天馬行空。加來道雄 (Michio Kaku) 常被描述為「這個時代的愛因斯坦」

, 他是一位未來學大師, 也是許多暢銷書的作者。他宣稱, 有一件我們一定有把握的事, 那就是: 如果我們的學生要在明日的世界生存下去, 他們將需要更有創意地解決問題並成為改革家。

在馬禮遜學校, 我們持續地尋找方法, 提供我們學生未來成功所需要的工具。正如總校長孟欣睦所說: 「學校的目標是提供學生全人的裝備, 幫助他們獲得知識、辨別力、與能夠主動且有效地為基督影響世界的的能力。」馬禮遜學校幫助每位學生都有創造力與適應力, 讓他們能在這個快速變化的世界生存。我們對學生的願景列在學校的“VFOLs” (Vision for Our Learners) 上, 這些海報在學

and ability to dynamically impact the world for Christ.” Morrison Academy is preparing each student with the creativity and adaptability they will need to thrive in our fast changing world. The schools’ vision of our students is spelled out in the VFOLs, or “Vision for Our Learners,” that are listed on posters throughout the school. These statements have recently come under reexamination by the school’s administrators and Board to ensure that they accurately embody what our students will need to dynamically impact their world. One of the VFOLs, “rational and critical thinker” has been updated to “critical and creative thinker” to better reflect Morrison’s goal for students.

The dictionary defines creative as “imaginative, creating something, and original ideas.” Often times, creativity is associated with the

visual and performing arts, such as creative arts or creative expression. But what does creativity look like in a school or a professional career or in life? Creativity, as defined by educator Ken Robinson, is “the process of having original ideas that have value.” It is not limited to the arts; it is innovating. Roger L. Firestien, a Buffalo State professor and author of several books on creativity, maintains the key to creativity is to learn techniques “to make creativity happen instead of

校到處可見。學校的行政主管及董事會最近重新檢視了這些願景說明，以確保我們的學生真的能夠在學校學到讓他們將來能影響世界所需的知識。其中一個願景「理性與批判的思考者」已經更新為「批判與創意的思考者」，以便更真實地反映馬禮遜學校對學生的期許目標。

按照字典的定義，「創意的」意指「有想像力、能創作某事物、與原創概念」。創意常與



視覺和表演藝術聯在一起，例如：創意藝術或創意表達。但是，在學校裡、職業生涯中、或生活各方面，「有創意」到底是什麼意思？根據教育學者 Ken Robinson 的定義，「創意」就是「產生有價值的原創概念過程」，它不只限於藝術方面，而是創新。水牛城州立大學教授 Roger L. Firestien，同時也是好幾本有關創意書籍的作者，認為維持創意最重要的是學習科技「來產生創意，而不是等著創意冒出來。你不需要靠沈思來尋找創意。」

世界不斷改變，而預備學生面對一個不可知的未來實在不是件容易的事。在這個科技的年代，網路上的資料垂手可得，教育不再只是幫助學生蒐集並評估資訊，而是要引導學生學習創新。重要的是，學生需要學會「過程技巧」，這有助於學生解決問題、鼓勵他們重新

waiting for it to bubble up. A muse doesn't have to hit you.”

The world is constantly changing, and preparing students for an unknown future is no small task. With information easily accessible on the internet in this technological age, education is no longer just about helping students collect and evaluate information -- it's about guiding students to learn to innovate. It is important that students are taught “process skills” which aid problem solving, encourage students to rethink challenges, sort information, and manipulate information to determine the solution. The school seeks to continue to foster creativity in students, not just in visual and performing arts, but across all disciplines. For example in an English class, students are asked to create a piece of art in response to a reading of Jane Eyre. Students in middle school are challenged to be innovative in their science by asking meaningful questions, conducting careful investigation, and solving problems using the various tools.

Creativity can be nurtured in a wide range of methodologies. For example, a public service announcement project in Health allows students to incorporate their knowledge with technology to foster greater understanding, while exercising creativity. Presenting students with relevant, real-world problems for them to solve is another way creativity is fostered. As students proceed to solve the problem with trial and error, it takes away the stigma from making mistakes and students are then more willing to take risks and try

思考所面臨的挑戰、將資訊分類、並運用資訊來決定解決之道。學校繼續在學生的各方面學習中加入創意，不只是在視覺與表演藝術課程上，而是應用於所有的科目上。例如：在英文課堂裡，學生被要求創作一件藝術品來回應所讀過的簡愛一書。中學生則被挑戰在自然科學課程裡創新，例如：要問有意義的問題、進行仔細的研究調查、並使用不同的工具解決問題。

有許多不同的方法可以培養創意。例如：在健康教育課程中，學生應用他們的電腦知識更多地了解該科目。在過程中，當學生一起分組製作公共服務的公告時，他們也學習加上他們的創意。另一個培養創意的方法是給予學生現實生活會發生的問題，讓他們去

Ken Robinson

“Being creative does usually involve playing with ideas and having fun; enjoyment and imagination. But creativity is also about working in a highly focused way on ideas and projects, crafting them into their best forms and making critical judgments along the way about which work best and why. In every discipline, creativity also draws on skill, knowledge and control. It's not only about letting go, it's about holding on.”

「有創意通常包括咀嚼一些概念想法，而且樂在其中；享受並想像。但是創意也需要高度專注在想法和方案中，精心製作為最好的形式，並在過程中用批判的角度評判，找出何種方式最好，以及原因。在每個科目上，創意也應用在技巧、知識和節制各方面。不單只是有想法源源不絕的跑出來，而是要知道如何掌握運用它。」

new things. In an elementary science unit, students demonstrate their understanding of electrical circuits with yarn then build their own with real wires and circuits! As students are given opportunities to solve problems in an unconventional manner, it fosters creativity and innovation in students. It expands students' minds to be able to problem solve.

Morrison continues to nurture students to critically and creatively face the challenges in front of them, so they will be better equipped to face a fast-paced world. As the teachers continue to make use of technology and cultivate creative thinking, students will have the tools to face an unknown future! ■



想出解決之道。當學生開始用嘗試錯誤的方法解決問題時，就不會有做錯時不好意思的感覺，學生也就比較願意冒險和嘗試新的方法。在小學的自然科學課程裡，學生用毛線展現出他們對於電路的認知，然後用真的電線和回路建立他們自己的電路! 當學生有機會用非正規的方法解決問題時，就是在培養創意和創新了，這也開拓了他們的視野，有解決問題的能力。

馬禮遜學校持續教導學生能用批判並有創意的方式面對在他們前面的挑戰，讓他們能更預備好面對這個步調快速的世界。當老師們不斷使用電腦科技並教導創意思考時，學生們將擁有正確的工具來面對未知的將來! ■

Tindog* Tacloban 塔克洛班市

On November 8th, 2013, Typhoon Hiyan, known locally as Yolanda, slammed into the central Philippines as the strongest storm in recorded history. It is estimated that over 4 million people are now without homes and over six thousand lost their lives. In the weeks that followed, life became a struggle to find shelter, water, food and to reconnect with families and communities that had been shattered.

With a heart for service, Taichung campus Bible teacher Teresa Gibson immediately began recruiting volunteers here in Taiwan who would be willing to serve on a relief trip during the 2014 Lunar New Year holiday. "When I first found out about the trip, I was interested but wasn't sure I should commit," remembers Natalie Farough a kindergarten teacher at the Taipei (Bethany) campus, who has made several trips to Boracay island in the Philippines with Morrison's mission classes. "But it hit close to home for me. Hearing about the commitment from KIM and First Love Ministries to work and invest in the people of Tacloban, I suddenly felt that I just HAD to go and be a part of it! Sometimes saying 'yes' is an easy decision." Gibson coordinated with Kids International Ministries (KIM), a ministry partner of Morrison since 2006, to send a team into Tacloban, one of the hardest-hit cities in the region.

Twenty seven team members, including adults from all three campuses and seven student volunteers, traveled to Tacloban for eight days hoping to share Christ's love in a tangible way with the residents and workers in the Philippines. The team focused on three major projects: feedings, construction, and daily medical clinics. "The needs around us were so severe and so overwhelming," Gibson ob-



2013年11月8日，史上有記錄以來最強烈的颱風海燕猛烈侵襲菲律賓中部，估計超過四百萬人無家可歸，六百多萬人喪生。接下來數週，人們為了尋找庇護地點、水源、食物等生存的必要條件而掙扎，也努力想與失散的親人朋友再度取得聯繫。

台中校區的聖經老師 Teresa Gibson (吉芮莎) 一向有顆願意服務的心，在得知海燕颱風所造成的影響後，她立刻開始在台灣招募志工，計劃於2014年農曆春節假期前往當地服務，協助救援工作。台北校區幼稚園老師 Natalie Farough 曾參與過幾次馬禮遜學校的短宣隊，到菲律賓長灘島服務。她回憶說「當我知道有一個團隊將前往菲律賓時，我有興趣參加，但不確定我是否應該報名。然而，對於他們的遭遇，我感同身受。聽到 Kids International Ministries (KIM) 和 First Love Ministry 兩個機構對塔克洛班市居民的承諾和工作內容，我突然覺得我必須加入他們的團隊！有時候說“yes”其實是一個很容易的決定。」馬禮遜學校從2006年開始就和 KIM 成為合作夥伴，吉老師組織了一個團隊前往塔克洛班市 (受海燕颱風影響最大的城市之一)，和 KIM 一起配合服務。

served, “As they drove us from the airport through the city, everyone on our team was just looking at this twisted metal and rubble that used to be homes and churches and businesses and thinking ‘what can we possibly do for these people?’”

Students worked primarily with the feeding teams, each morning spending hours preparing garlic, onions and ginger to add to cooked rice, making a kind of porridge. While the work was simple, team members were able to give local workers a much-needed break. Cheryl Enoch, current parent, tearfully shared the words of one Filipino workers with the team during a nightly meeting, “She told me that ‘it may not seem like much to you, but you’re saving our tired hands.’”

After lunch, teams would deliver around 500 meals, calling from the trucks to announce the feedings. Children ran to greet the team with smiling faces, bringing empty vessels of all shapes and sizes. Their response was always the same “Salam! (Thank You)”

One group focused their efforts on building a house for a family in one of the rural communities outside the city. The dwelling was



這個團隊共有27人，包括來自三個校區的教職員、家長和七個學生志工。他們在塔克洛班市待了八天，希望能用比較實際的方式和當地居民與工作人員分享基督的愛。他們的工作分為三個部份：分送食物、建築、和每日的醫療處理。吉老師分享說，「我們看到非常多的需要。從機場到市區的路上，我們團隊裡的每個人看著原本是房子、教會、商業區的地方，現今只剩扭曲的金屬和瓦礫堆，心想：我們能為這些人做什麼？」

學生主要協助分送食物，每天早上花幾小時將大蒜、洋蔥、和薑加入煮好的米飯中，煮成類似粥的食物。雖然這個工作看似簡單，成員們卻能讓當地工作人員有他們所急需的休息時間。家長 Cheryl Enoch 流淚分享了一位菲律賓工作人員在其中一天晚上開會時所說的話：「她告訴我，你們也許覺得自己所做的並不多，但你們卻正在拯救我們疲累的雙手。」午餐後，團隊成員從卡車上宣佈發送食物的消息，一共約送出 500份食物。孩子們帶著笑容和各種不同形狀與大小的容器，向我們的團隊飛奔而來，歡迎我們，而他們的回應也總是同樣的“Salam”（謝謝！）

第二個團隊主要在協助一個市區外的農村家庭蓋房子。他們的居住條件很簡單，建築工具也很陽春，但一星期後，團隊成員的努力讓這個家庭有一個安全的庇護所，並朝生活重建之路往前邁進了一步。建築團隊也在每天去工作的時候，和社區住戶建立了關係。台中校區十一年級學生 Micah Bettinger 每天和建築團隊一起出門，但大部份時間都與村裡的孩子一起玩。他說：「這是整個旅程中最棒的經歷，這些孩子充滿喜樂和笑容。然而，如果你看到他們所住的環境，一定很難理解為什麼他們會如此快樂。」



simple and the building tools were very basic, but by week's end, their efforts allowed the family to have a secure shelter and moved them one step closer to rebuilding their lives.

The construction

team was able to build some relationships with the residents of the community as they returned each day to work on the house. Micah Bettinger, a 11th grade student on the Taichung campus, traveled with the construction team each day, but spent most of his time playing with kids in the village. "It was the highlight of my trip," Bettinger recalls, "they were just so full of joy and smiles. It's so hard to understand when you see the situation they're living in."

The remaining team members put their medical skills to use offering care and encouragement to the residents of Tacloban. "So much of what we saw looked like it was the result of stress" said Dr. Cynthia Lim, High School Administrative

Assistant on the Taichung campus. "Most of the people who came to the clinics complained about muscle soreness, coughs, lack of sleep. So much of the diet now is salty canned foods from donations, hypertension is everywhere." Just the basic tasks, like getting water, is now a major task of carrying containers long distances to and from clean water sources. Team members with training in physical therapy and counseling also worked with the medical staff to help residents identify ways to cope.

Team members returned home with a profound understanding that the work in Tacloban is far from over. Many have begun to look for ways to continue serving and offering aid to their new-found friends in the Philippines. "Several of our team members down [in Kaohsiung] have been talking about getting another group together to go back. I really hope we can!" said Laura Foster, Kaohsiung Humanities and ELL teacher. For those who traveled to serve, words and pictures seem insufficient to convey all that they experienced, but all agree that they were changed by the opportunity to share Christ's love in Tacloban. ■

第三個團隊成員運用他們的醫療技能，提供塔克洛班市的居民照護和鼓勵。台中校區高中部行政助理 Cynthia Lim 醫師說：「我們所看到的極大部份看起來像是壓力造成的結果。大多數到醫療站的人抱怨肌肉酸痛、咳嗽、與睡眠不足。許多人的飲食是他人捐贈的鹹罐頭食物，所以高血壓的患者非常多。」一些基本的工作，如獲取飲水，也成為主要的工作，大家需要攜帶容器，來回走很長一段路才有乾淨的水。受過物理治療和輔導訓練的團隊成員也和醫療團隊一起，幫助居民找出處理的方式。

當團隊成員回家後，大家都清楚地知道，在塔克洛班的工作離“完成”還有一段距離！許多人已經開始尋找其他的管道，繼續服務並幫助他們在菲律賓的新朋友。高雄校區的老師 Laura Foster 說：「幾位在高雄的成員討論要再組一團回去，我真的希望我們能夠成行！」對於那些參與這次服務的人來說，文字和照片並不足以形容他們在當地的經歷，但所有人都認同，因為這次在塔克洛班分享基督之愛的機會，他們都被改變了！■

A Sophomore Ascent 合歡山之旅

By: Jason Chou and Ann King
Kaohsiung Campus Gr. 10 Students

On November 5th, the sophomore (Grade 10) class attended a six-day expedition trip to Hehuan Mountain, a popular mountain destination in Taiwan. This trip was hosted by an outdoor education organization called Outward Bound (OB), which shares many of the goals with MAK's high school program, the Impact Program.

Mr. Joe Torgerson¹, who helped lead the trip, shared some of his thoughts on the Program. "The main purpose of the Impact Program is to combine the students' academic growth with their personal growth so they can have a lasting impact on the world. The secondary purpose is that we want MAK to be competitive and unique in its college preparatory environment," he said.

Because the sophomore year is an important year of transition, a mountain trip focusing on leadership was chosen. "A mountain trip helps the sophomores to learn how to be leaders. By presenting the sophomores with an experience that challenges them to have courage, have perseverance, have the ability to work with a group of peers, it promotes leadership," Mr. Torgerson said.

Before departure, some of the preparation was made. The Outward Bound crew members came to MAK and talked to both the parents and

高雄校區十年級學生於11月5日參加了一個為期六天的合歡山探險之旅(合歡山在台灣是一個很受歡迎的登山景點)。這趟旅程是由台灣外展教育發展基金會(Outward Bound)所規畫,而這個組織的許多目標都和高雄校區的高中課程(Impact Program)吻合。

Joe Torgerson(陶祖義)協助安排此次旅程,並分享了一些自己的想法。「Impact Program的主要目標是結合學生在學業上的學習成果與其個人的成長,讓他們能在其所處的環境有持續的影響力。第二個目標是我們希望高雄馬禮遜學校能在學生預備進入大學的申請階段更具有競爭力及獨特性。」

因為十年級是關鍵的一年,所以學校選擇了主要目標為“領導能力訓練”的登山之旅。陶老師說:「登山可以幫助十年級學生學習如何成為領袖。在挑戰他們有勇氣、能堅忍不拔、並和同儕互助合作的過程中,也培養了他們的領導能力。」



出發前有一些必要的準備工作。如:外展教育發展基金會的團隊成員到校向學生及家長簡單說明此次行程的重點。學生對於此一特別行程雖擔心,但也很興奮,他們期待藉著這個特別的機會,學習彼此合作,也更認識自己的同學。陶老師希望這個活動能讓學生學到「當面臨看似無法克服

students about the basics of the trip. Both worried yet very excited about the unique experience, the sophomores looked forward to working together while learning more about their classmates. Mr. Torgerson hoped that the trip would help students learn that “when faced with an obstacle that may seem insurmountable, through working together and through leadership they are able to achieve that particular goal.” We were absolutely ready for fun with friends and for a challenge, or so we thought!

The day of the trip finally approached. It was late afternoon when we arrived at the base of Hehuan Mountain. We stepped down from the bus, and began marching toward the trailhead. It was cold and foggy, and everyone was in high spirits but nervous at the same time. We ventured up through the first few hundred meters of stone steps easily, poking at shrubs



的障礙時，藉著團隊合作及領導力，他們仍能達成一個特定的目標。」我們完全預備好（我們以為自己已經預備好）和朋友一起享受這段時光和面對挑戰！

終於到了旅程開始的日子！當我們抵達合歡山下時，已經是傍晚了，下了車便開始朝登山口前進。那天很冷又起霧，然而每個人都興緻高昂但同時也很緊張。我們輕鬆走過了前幾百公尺的石階，也對路上的植物、石頭下了一些有趣的註解，如：「看哪！那塊石頭的形狀真好笑！」

然而，當我們繼續前進時，路卻愈來愈陡，雨也愈下愈大，因此歡樂的氣氛開始減少。有些人開始用oreo餅乾和泡芙讓大家保持快樂的心，這些小點心對疲累的登山客來說真是美味！不幸的是，



along the path and making some random comments: “Hey, that’s such a furry rock!”

Yet, as we proceeded, the slope gradually became steeper, the rain began to drizzle heavier, and our cheerfulness began to fade. Some of us managed to cheer ourselves up with the oreos and puffs. How delicious those treats were for tired hikers! Unfortunately, the feeling of comfort didn’t last long. Our legs only ached more and more, and our line of hikers became longer and longer. This was also when the front group began to look eagerly for the next sign that indicated our distance from the campground, hoping it would somehow appear miraculously. But just as time flows slower than usual when one stares at a clock in class, the harder we searched for the next sign, the more endless the trail seemed. Finally, we somehow managed to drag our weary legs and bodies to a narrow campground tucked in a tiny clearing on the mountainside. The small drops of rain began to fall quicker and heavier. This was when I realized how important it was to keep my head dry and warm with my hat. Though the drops of rain were small, they pierced into our bones as we cooked with freezing fingers in the dark. That night, sleeping in the tent that my group struggled to set up, I smiled to myself as I remembered the bus that carried us up the mountain, its warm air, its soft seats, and its fresh water supply. Who would ever think that a bus could seem like a paradise?

But the second day on the mountain was different. Maybe it was because of the pleasant weather, maybe it was just that we had adapted to the environment, or maybe it was the beautiful sunrise. As one sophomore

這種開心的感覺並沒有持續很久。我們的腿愈來愈痠，隊伍也愈拉愈長。走在前方的隊員開始期盼下一個指標出現，告訴大家露營地點會很神奇地出現在不遠處。然而，正當時間似乎愈過愈慢時，我們卻更難尋找到下一個指標，登山步道也似乎愈來愈看不到盡頭。最後，我們終於拖著沉重的雙腿和身體抵達山腰的狹小露營地。雨勢開始變大，我才明白用帽子保護我的頭，不被淋濕並保持溫暖有多麼重要。後來雖然雨比較小了，但當我們摸黑用凍僵的手煮晚餐時，仍覺得冷到刺骨！當晚，睡在我的小組努力所架設的帳篷內，我微笑著想起今天載我們到山腳下的巴士 - 溫暖的空氣、柔軟的座椅、通的巴士此刻竟感覺像是天堂一樣？

也許因為天氣變好了、也許只是我們比較熟悉這個環境了、或者也許因為日出太美了，總之，在山上的第二天大家的感受非常不



later recalled his amazement that day, “Watching the sunrise that was happening right in front of me, during that moment it felt like we were at the same eye level as the sun.” “It was really quite a view.” After a day’s hike, we arrived at the second campsite early in the afternoon. Here we finally had some extra time to rest. Here I realized something new: it is awesome to use the toilet in the wild. No matter how disgusting you might think such action is (and I did before I went up the mountain), the view was the best I’ve ever seen. The dusk, the layers of differently colored clouds, and the blurry moon were just dazzling.

That night I enjoyed the best dinner that I ever had on the mountain. The curry that our cooking group made, with a mixture of sausage, veggies and rice, was just the right reward for us to celebrate our two-day survival. This was also the night when we could finally relax a bit and enjoy the view above us: shiny stars. They were everywhere and of various formations, lighting up the bare ground beneath us with a silver hue.

But as I stared up and admire the beauty of the universe, suddenly a scream of terror pierced through the vast sky. We rushed toward the source with fear, only to find out that one



同! 正如一位十年級同學後來分享那天的驚訝, 他說:「看著太陽就在我眼前升起的那一刻, 我們好像跟太陽位於同一個視覺高度。這實在是很難忘的景色!」

走了一天的登山步道後, 我們在下午提早抵達了第二個露營地點, 終於能有比較多的休息時間。在這裡, 我有一些新的領悟: 在野外上廁所實在是太棒了! 不論你覺得上廁所這件事多麼噁心 (其實在我上山之前也這麼覺得), 但當時的景色的確是我所見過最美的 - 黃昏薄暮、不同顏色的多層雲彩、以及朦朧的月色, 真是令人目眩!

我享受了在山最棒的一頓晚餐。我們烹飪小組所煮的咖哩, 配上香腸、青菜和米飯, 就成了我們慶祝兩天行程的最好獎勵。這也是我們終於可以稍微休息, 並享受耀眼星空的一個晚上。佈滿天際的星星, 組合成不同的形狀, 銀色的光芒點亮了我們身旁空曠的土地。

正當我仰望星空, 欣賞宇宙之美時, 突然聽見驚恐的尖叫聲劃過天際。我們帶著害怕的心情朝聲音的來源衝過去, 原來是一位女同學以為她看見地上有個人在注視著她。其實是她差一點踩到可憐的同學, 因為他正躺在地上, 試著和其他人一樣欣賞美景。這真是快樂的一天!

整個行程中最令人興奮的是第三天。由於時間的考量, 我們選擇從最短的路下山, 當然也就是最陡的路。在下坡一個多小時後, 我們到達一片竹林, 大家都累垮了。剛開始, 穿過那些綠色隧道

of my female classmates was terrified to have caught a glimpse of a human head on the ground staring at her. It turned out that she almost stepped on the innocent classmate, lying on the ground, trying to enjoy the beautiful view like everyone else. That totally made my day.

The most exciting of all was the third day. Due to the time concerns, we chose the shortest route down the mountain, which, naturally, was the steepest way down. For over an hour of our descent, we crashed through a bamboo forest. At first, passing through those green tunnels was quite a fresh and interesting experience. But as the hike proceeded, we came to fear the bamboo forest.

It was like swimming in a vast ocean, where we could see neither the shore nor the ground – only bamboo. After a long struggle, we laughed with joy as we caught sight of concrete roads, the sacred sign of civilization.

Although this account of the mountain trip doesn't talk much about interaction with others,



是很新鮮也很有趣的經驗，但當開始健行後，我們開始害怕竹林。這就像在一望無際的大海中游泳，看不到對岸與陸地 - 只看到竹子。過了很久，我們看到象徵文明的水泥路面時，大家都非常開心地笑了起來! 雖然這次登山之旅並未著重與他人互動，但我最大的收穫卻是學習到團隊合作的重要性。這趟旅程讓我必須放棄一些個人自私的慾望，並設身處地為他人著想。在山上，我們是一個團隊，如果其中一人受苦，大家都不好過。當一個人歡喜，全隊也都開心。我們不論在健行、烹煮食物、甚至上廁所的每個時刻都彼此互相照顧和乾淨的飲用水! 誰會料想到一輛普通的巴士此刻竟感覺像是天堂一樣?

也許因為天氣變好了、也許只是我們比較熟悉這個環境了、或者也許因為日出太美了，總之，在山上的第二天大家的感受非常不同! 正如一位十年級同學後來分享那天的驚訝，他說:「看著太陽就在我眼前升起的那一刻，我們好像跟太陽位於同一個視覺高度。這實在是很難忘的景色!」

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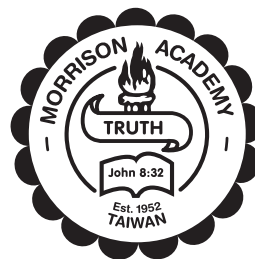
the importance of teamwork was what I learned about the most. This trip forced me to throw away some of my own selfish desires and forced me to walk in others' shoes. On the mountain, we lived as a whole. When one suffered, we all suffered. When one rejoiced, the whole group felt happiness. We looked after each other at every moment, when we hiked, when we cooked, and even when we used the toilet.



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