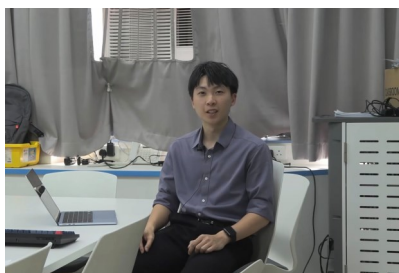


What's UP?

STFA LKKC English Newspaper



Interviewing new teachers



Rearrange Your Time



Chinese Culture

Interviewing a new teacher: Mr. Yuen

5C Leung Pui Yin, Agnes & 5D Szeto Hei Lam, Helen

Q: Why did you choose to be a teacher in LKKC?

A: Well, when I was a student, I had already heard about LKKC. I also knew that LKKC has a sterling reputation, an unbeatable performance in track and field and an outstanding academic performance. At that moment, I thought that was the school for me where I would be willing to teach in. I'm happy that I've been given the chance to be here.



Q: What made you want to teach ICT instead of other subjects?

A: I studied computing in university and that is the reason for me to teach ICT now. Moreover, in my secondary school life, my ICT teacher was so kind to us. He would never ignore any of our questions and teach joyfully instead of reading aloud from textbooks. Teaching more about the concepts behind is very important for students who are studying ICT. At this point, I can say my teacher is the reason why I'm interested in ICT. Last but not least, I love teaching others. ICT is a subject that has more things to teach than just reciting by students. Overall, those are the reasons why I have chosen to become an ICT teacher.

Q: How do you wish your students to behave in your class?

A: I think I will accept my students to be a bit talkative in lessons as long as they can behave well when I am teaching something important. To be honest, I do not like my lessons being too quiet because in my eyes, ICT has numerous things to be discussed. Time flies and nowadays, technology changes every second. Today *Chat GPT* is the trend, and the next day *Deepseek* may have already taken over. I hope my students can understand this and are willing to talk more about new technology and topics.



Q: What advice would you give to the students who are struggling with ICT?

A: Students could first find their weaknesses before doing more exercises so as to overcome them. In my opinion, for ICT, any weaknesses can actually be conquered one by one. Moreover, if you face difficulties in discovering your own weaknesses, you may come to me or other ICT teachers. Never leave yourself and the problems alone.

Q: What will you do in your free time? And why do you like it?

A: As people always say, doing exercise is good for our health. I usually play volleyball in my free time. I have been playing volleyball since S2. In my secondary school, there was only the girls' volleyball team. So, my friend and I formed our own team with other kindred spirits. Since then, we have always played volleyball together and created great memories. That is why I am still playing volleyball now so as to recall those nostalgic moments.

Celebrity effect

5C Yu Ka Ching, Kara

Honestly, before I looked into this, Li-Ning was just "my dad's sportswear brand" in my head. Turned out I was way off.

The obvious example is Dwyane Wade. His "Way of Wade" line isn't really a shoe anymore — it's kind of its own thing. And then there's Stephen Curry, who announced a long-term partnership with Li-Ning in June 2026, with his Curry Brand set up as a co-creation rather than any other endorsement deal, covering basketball, athleisure and even golf. He'd apparently already been testing things out in Wade's and Jimmy Butler's signature shoes before that.



What actually got me thinking, though, is the school team angle. When putting on the same model your idol wears, it's not going to give you his three-point shot skills, but I'd argue it changes how you walk onto the court. And when half the squad is in a matching kit, it stops feeling like a list of names and starts feeling like an actual team.

The other thing people forget is the feedback loop. If a pro complains about something during an NBA game, that issue can filter down and improve the version a regular club player buys months later.

So celebrity effect isn't really about a brand borrowing someone's fame. If it's done properly, everyone in the chain gets something out of it — and that's the part worth talking about.

The Chance to Glow: Elite Schools vs. Estate Schools

5C Zeng Xian Qi, KiKi

There is always an ongoing discussion about where young people can truly flourish. Prestigious elite schools, with their long-standing reputation and abundant resources, are commonly seen as fast tracks to success, offering students remarkable exposure and countless opportunities. Meanwhile, estate schools cultivate quiet, underrated talents. Many students here may lack early privileges, yet they harbour genuine potential waiting to be unlocked. Ultimately, the ability to shine never belongs to a certain school type. It belongs to those who are willing to work hard and grow.

Elite schools certainly deliver top-tier facilities, well known platforms and competitive learning environments. Even so, their intense pressure and high expectations often overshadow average learners. Students who cannot stand out instantly may feel discouraged or overlooked. In contrast, ordinary schools foster equally precious qualities: perseverance and modesty. Free from overwhelming competition and inherited reputations, students gain more room to explore, take risks, and discover their genuine interests. They grow steadily without being rushed to meet unrealistic standards.

So how can every student shine, regardless of their background? Students should maximise online resources, extracurricular experiences and every chance to broaden their horizons. Most importantly, they must trust their own abilities. True success is never determined by the name of one's school. If students measure their value merely by institutional prestige, they will fail to recognise the strength built through challenges and setbacks.

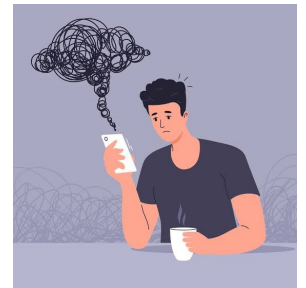


A school only marks the starting journey of growth, not the final outcome. Whether studying at a renowned campus or a simple estate school, every student carries the potential to succeed. After all, **stars do not choose where to shine, they simply ignite.** So fellow LKKCers, we've got what it takes to shine! Good luck on the first UT!

Harmfulness of the Misuse of Social Media

5D Chu Cheuk Fung, Felix

In this world where social media is widely used by people for social connections, doomscrolling and sharing information, it has become an indispensable bridge linking source of information and the public. Yet, as an audience, it is difficult for us to really know if the information shared is true. This typically leads to misinformation.



Then you may ask what is **misinformation**?

Misinformation refers to the false or inaccurate information that spreads without any intent to harm. Usually, it is shared by people who genuinely believe the information is true. Examples of misinformation include sharing an outdated statistic, repeating incorrect data, or passing along a false health tip found on social media by mistake.

You might think misinformation can be easily identified, but we tend to believe a new piece of information is true with our own minds, even if we don't know its validity. According to the American Psychological Association (APA), people are significantly more likely to believe the misinformation that targets strong emotions like fear, anxiety and moral outrage. During periods of societal instability, false narratives "scratch an emotional itch" by offering simple explanations. Even if an individual initially doubts a piece of misinformation, seeing it multiple times across net-



works makes it feel true. Therefore, social media plays a crucial role in spreading misinformation without fact-checking, and since social media is a powerful tool connecting people in the community, it makes it much easier to spread the misinformation before it is verified.

So what harm does misinformation exactly give? It directly jeopardises the public health as a whole. For example, a piece of misinformation regarding an incoming calamity would create chaos. People would stockpile essential necessities for preparation while no actual threat is actually approaching. This would misdirect emergency aid, overwhelm responders and drain public trust. Furthermore, it would lower the cognitive defence of the public, processing the misinformation as a reliable recommendation from a peer rather than unverified data. Hence, if we misuse social media, it would create intangible damage and conflicts within social media, while also lowering the reliability of information that are actually true, even if your intention was well-meaning. So LKKCers, before you pass on anything you see on social media, do a fact check!



Chinese Culture

4A Justin Leung Chun Shek



Chinese culture preserves its deepest values not through decree but through ritual repeated across generations, and the Mid-Autumn Festival is one of its clearest carriers of legacy. Rooted in Shang and Zhou dynasty moon-worship over 3,000 years ago and formalized as an imperial celebration during the Tang dynasty, the festival has survived by attaching itself to something unchanging: the full moon itself. Its emotional core is the legend of Chang'e, who swallowed an elixir of immortality to protect it from theft and ascended to the moon, forever separated from her husband Hou Yi. Rather than fading into myth, that story of sacrifice and longing was folded into ritual — villagers offering food to Chang'e evolved into today's mooncakes, whose round shape still encodes the idea of wholeness and reunion.

This is the mechanism of legacy: an abstract value like family unity becomes durable only when it is made edible, visible, and repeatable. Every mooncake shared under the full moon reactivates a 3,000-year-old lesson without anyone needing to read a history book. Even today, in Hong Kong homes and diaspora communities abroad, the pull to gather under one moon proves that legacy survives not by being taught, but by being tasted and lived every year.



Rearranging Your Time

4C Chan Hoi Ching, Gladys

Balancing multiple subjects for your upcoming 1st Uniform Test can feel overwhelming, but approaching your revision with a clear schedule and using effective study methods can bring you to success.

To manage your time effectively, start by planning backwards from your test dates and mapping out key topics over the preceding weeks. Instead of cramming at the last minute, incorporate weekly revision into your routine by setting 30 to 45 minutes every day to review what was covered in class that day. To maintain peak focus, leverage the **Pomodoro Technique** by working in intense 25-minute study sprints followed by 5-minute breaks. Taking a longer rest after four intervals prevents mental fatigue and keeps your energy consistent throughout long study sessions.

When it comes to mastering course material, one of the most effective tools is a personal Error Book. Use a dedicated notebook to record every mistake from past quizzes and practices, documenting the correct solution along with a brief note on why the error occurred. Review this book right before your exams so that you won't repeat the same mistakes. Combine this with active recall—testing yourself with flashcards or explaining concepts out loud—rather than passively re-reading notes. Stay consistent, get plenty of rest, and trust your preparation as you tackle your 1st UT!

Growth Mindset

4B Tam Hoi Ching, Hannah

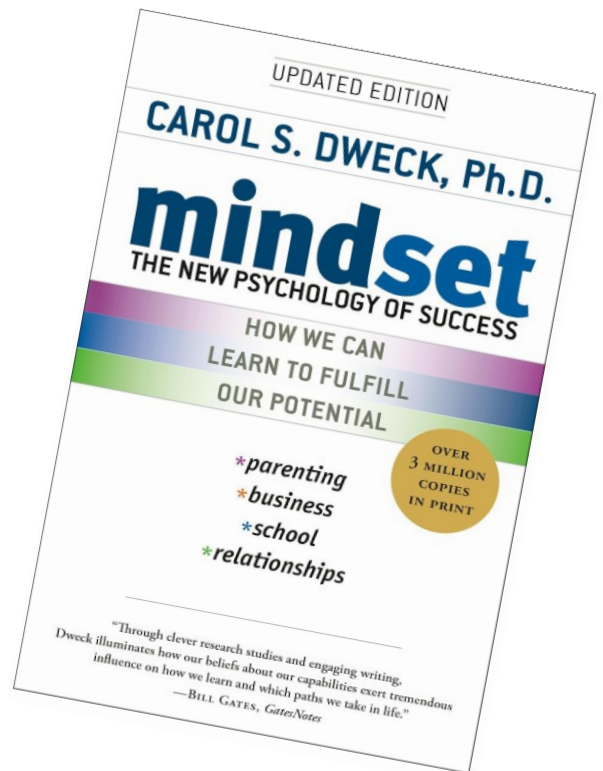


I know mock results can hit hard. One envelope, a few numbers, and suddenly your whole DSE future feels decided. But please take a breath. The mock is not the finale — it's feedback. If the results hurt, that's okay. Disappointment means that you care. Don't rush to say "I'm bad at this" or "I'll never make it," because that's a fixed mindset talking.

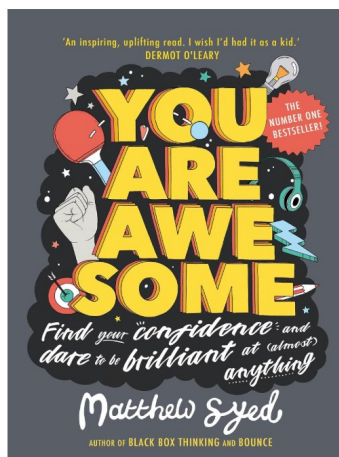
Try one small word instead: **YET**. Tell yourself, "I haven't mastered reading comprehension — yet," or "I haven't nailed time management — yet," or "I haven't reached my target — yet." Carol Dweck's growth mindset reminds us that ability isn't fixed. Your brain grows when you struggle, reflect, or adjust. A low mark doesn't mean you can't. It means not now, but still on the way.



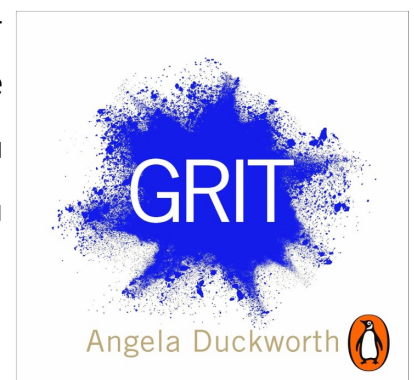
So this week, we should do more than just look at the score. Check the feedback, find two to three repeated mistakes, ask someone for help, and develop one study habit at a time. Everyone, you are not behind. You are not done. You're just not there yet, and that's exactly where growth begins. Keep going. The real story isn't the marks, it's what you do next.



If you're interested in reading more about this topic, head over to the school library and check out Dweck's book and read it for yourself.



You can also check out these other books if you need some inspiration. Angela Duckworth's *Grit* shows why sticking with a hard subject matters more than a single score, and Matthew Syed's *You Are Awesome* makes the same idea practical: confidence grows when you treat mistakes as practice, not proof you can't do it.



Phrase of the Day: *I'm beat*

Thank you to those who have submitted your sentences! Keep them coming!

1D Ting Yin Yat: *After working a ten-hour shift, I am completely beat and just want to sleep.*

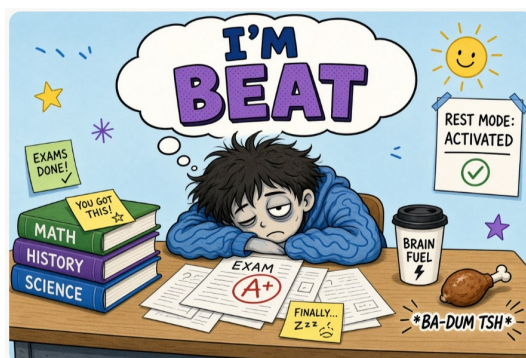
1D Liu Jenny: *I studied all week. I'm beat.*

1D Lai Yee Ting: *I ran three laps already. I'm beat.*

1D Kwong Wing Lam: *I played badminton for three hours. I am beat.*

5B Yuen Rensa: *I finally finished my homework. I'm beat.*

5B Lee Yan Pui: *I went to swim after a full school day. I'm beat.*



<What's UP> Committee



Chief Editor:

5C Leung Pui Yin, Agnes

Deputy Chief Editor:

5D Szeto Hei Lam, Helen

Technical Editor:

5A Ho Yau Lok, Kaspar

Teacher Advisers:

Ms. Jesuszette de Guzman
& Ms Mak Tse Ling
& Ms Lin Ka Yan

Senior Editor:

5C Lee Sheung, Suri
5C Yu Ka Ching, Kara
5C Zeng Xian Qi, KiKi
5D Chan Wing Kiu, Windy
5D Chu Cheuk Fung, Felix
5D Leong Pui Sze, Priscilla

Editors:

4A Justin Leung Chun Shek
4B Tam Hoi Ching, Hannah
4C Chan Hoi Ching, Gladys
4C Leung Ho Ching, Christy
4C Leung Nga Lam, Alycia
4D Kang Gaga

Reporter:

2C Lee Sum Yi, Ivy