主題：打機影響學業？

A. 內容撮要：

1. **一項美國的研究要點**
   - 美國研究（約 2000 名 9–10 歲兒童）：每日打機者在控制衝動與記憶力上表現更佳
   - 打機非「百害無一利」；個別差異仍存在，需視乎孩子特質與情境
2. 教養重點：適度與善用
   - 設定時間界線與固定時段，避免干擾睡眠與學業
   - 挑選合適年齡與內容的遊戲（策略、解謎、合作型）
   - 配合規律作息與運動，保持生活多元而平衡
   - 把遊戲當訓練場：專注、解難、自我管理、情緒調節
3. **本地榜樣：鄭業楷（蝦皮）**
   - 2024 年奪得 Pokémon GO 世界冠軍，最年輕兼亞太區首位冠軍
   - 2025 年放榜成績達標，計劃升讀商科，追求學業、事業與電競的平衡
   - 以經驗破除偏見：電競訓練自律、團隊合作、時間管理、在壓力下專注與復盤
   - 勉勵同學：跌倒不怕，重整再上；持之以恆可見成績，同時兼顧學業以鋪長遠
4. **家庭實務建議**
   - 共訂「遊戲合約」：時段、時長、可玩類型、完成功課/運動後再玩、違約後果與復盤機制
   - 設檢視點：每週 10 分鐘回顧表現、情緒、對學業與睡眠的影響，調整規則
   - 轉化學習：讓孩子以遊戲例子說明策略、溝通、分工；將復盤方法套用到學習與生活
   - 設定「停玩儀式」：定時提醒、結束任務點、伸展/喝水，降低衝突
5. **風險與介入**
   - 留意徵兆：熬夜、情緒波動、功課退步、社交退縮、失去興趣
   - 出現過度使用跡象時：先處理情緒、再談規則；必要時與學校/專業合作

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B. 家長反思題：

1. 我家現行的「遊戲合約」哪一條最有效？哪一條最難執行？這週可以如何微調使之更具體與可操作？
2. 我如何把「復盤」變成習慣？例如每次遊戲後用 3 分鐘回答：今天學到什麼策略？哪一步可在功課或人際合作中試用？

Subject: Do Video Games Affect Academic Performance?

A. Content Summary:

1. **Key points of a U.S. study**
   • U.S. study (about 2,000 children aged 9–10): daily gamers performed better in impulse control and memory
   • Gaming is not “all harm and no benefit”; individual differences remain and depend on the child and context

2. **Parenting focus: moderate and make good use**
   • Set time limits and fixed time slots to avoid disrupting sleep and schoolwork
   • Choose age-appropriate, suitable-content games (strategy, puzzle, cooperative)
   • Keep regular routines and exercise to maintain a varied, balanced life
   • Treat games as a training ground: focus, problem-solving, self-management, emotion regulation

3. **Local role model:** 鄭業楷（蝦皮）
   • Won the 2024 Pokémon GO World Championship; youngest and first champion from the Asia-Pacific region
   • Met admission standards in 2025; plans to study business, aiming to balance academics, career, and eSports
   • Uses his experience to challenge bias: eSports trains discipline, teamwork, time management, focus under pressure, and after-action review
   • Encourages classmates: don’t fear setbacks; reset and try again; persistence brings results while keeping up with studies for the long run

4. **Practical family tips**
   • Create a “gaming contract” together: time slots, duration, allowed game types, play after homework/exercise, consequences for breaking rules, and a review mechanism
   • Set review points: 10-minute weekly check-in on performance, emotions, and effects on school and sleep; adjust rules
   • Transfer learning: have your child use game examples to explain strategy, communication, and division of work; apply review methods to study and daily life
   • Set a “stop-playing ritual”: timed reminders, finish at a mission checkpoint, stretch/drink water to reduce conflict

5. **Risks and intervention**
   • Watch for signs: staying up late, mood swings, worse schoolwork, social withdrawal, loss of interest
   • If overuse appears: handle emotions first, then discuss rules; work with school/professionals if needed

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B. Parent Reflection Questions:

1. Which rule in our current “gaming contract” works best? Which is hardest to follow? How can we tweak it this week to make it more specific and doable?

2. How can I make “after-action review” a habit? For example, spend 3 minutes after each game: What strategy did I learn today? Which step can I try in homework or teamwork?