

Hangzhou International School · Winter/Spring 2021

DragonNews

An Inclusive IB World School (Early Years-12)



**Celebrating More Than
700 Students!**

Onward and Upward
Beyond an Hour of Code
Kindness





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From the Director

Dear HIS Community and Friends,

The Spring season has finally arrived and we welcome the beautiful weather; the blossoming of cherry trees, and the promising beginning of the Year of the Ox. And as the grass has slowly turned from tan to green, so too has HIS continued to grow and thrive despite a year of considerable challenges. It is a time when we can all acknowledge the community efforts to protect our students' access to learning and to continue keeping HIS a safe and welcoming school. In this edition of DragonNews, we celebrate this year's commitment in moving the students, programs and school 'Onward and Upward'!



In the beginning of the year, we gathered together as a faculty and staff to reset our thoughts and shift from a problem-focused to a solutions-focused team. We agreed that we owed it to our students to be prepared for times of greater volatility, further uncertainty, and more complexity and ambiguity. We shared our thoughts, looked further out, considered future scenarios, and designed strategic actions coming from those insights. The process helped our educators to develop a more agile and flexible mindset that has been prepared for past challenges and those to come. Central to this campaign was a refocus on our mission and setting simple, clear goals that would lead to more complex, intelligent decisions and actions. And we have shared this process and these efforts with our students, which has helped them continue to thrive, enjoy their learning, and share the experience with classmates.

The HIS Mission Statement:

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.

The key goals we set for this year to keep us moving 'Onward and Upward' were to:

1. **Act with fidelity** to the HIS Vision, Mission, and Core Values
2. **Be solutions-focused** in our approach to the challenges
3. **Act with courage, optimism and resilience** in the face of uncertainty
4. **Provide continued access** to opportunities
5. **Maintain communication, agility, and community**
6. **Continue to prioritize student, faculty, staff, and parent health, safety and well-being**

Spring has also brought forth a number of events that we should also celebrate: the 100th uninterrupted day of school, the sharing of learning during student-led conferences, sporting tournaments, our school musical (Tut Tut) and news of university admissions. We are so blessed to be moving 'Onward and Upward' in our little corner of this world. In fact, HIS just set a new milestone as it welcomed in more than 700 students! It is a great time to be at HIS and it is great to be an HIS Dragon. GoooOOO Dragons!!!

Onward and Upward!

Jeffrey R. Stubbs
Director

Student Council Moves Onward and Upward



John Koski
Lower School
Vice Principal

Our HIS Student Council reconvened last year following a one-year hiatus. As a new council under the guidance of new teacher facilitators (Mr. Dobson, Ms. Ehling, Ms. Dierker), the group took a critical look at the HIS Mission Statement and drafted their own Mission, from which all plans and decisions were based. This year, the Student Council is striving to be just that, a council made up of and led by students with the teacher facilitators (with the addition of Ms. Jessie) taking an even further step back. Fifth graders Allison Wang and Bella Meng, along with Mr. Dobson, provided some great insight into the new council.

The council revisited the Student Council Mission Statement, finding that it still provides clarity, focus, and direction to guide their decisions and actions. While last year they had monthly, working lunch meetings, this year the council of representatives from Grades 3 through 5 meet as a group twice a month after school. Additionally, the Grade 5 reps meet two times a week during lunch. The most prominent change is the shift in leadership from the teachers to the Grade 5 students. The senior students meet during their lunch to plan and develop presentations to lead the upcoming full council meeting. While both Allison and Bella cited the new responsibilities and obligations are of the biggest challenges, they also find it most rewarding.

Last year the Student Council sponsored a spirit day (Dress Like a Friend) to promote an inclusive atmosphere on our campus. This year

they are back at filmmaking once again. While not yet planning another spirit day (could there be one in the works down the line?), the students are preparing videos that help teach our school rules. Again, they plan to share their work with all Lower School classes.

At the end of my interview with Allison and Bella they related that "Just to be in Student Council is a huge honor." And likewise, it is indeed a huge honor to work with such bright, articulate, and responsible students.

Student council members: Yasmin Ye, Henry Tang, Grace Burns, Tiffany Yang, Irene Shan, Jiyu Kim, Mingeon Kim, Vidhan Jain, Elly Hwang, Christina Cheung, Seo-In Hong, Ella Li, Lydia Yu, Aditya Sharma, Gaia Sangalett, Fiona Hong, Tina Liu, Abi Fryer, Andrea Juarez, Naomi Xia, Allison Wang, Bella Meng, Jessie Tang



Reflection and Success

A friend sent me a message recently that read, 'Are we seriously welcoming March back, after all the trouble it caused last time?'. In attempting to find humour in the events of the last year, it is impossible not to reflect on how far we have come and how much has changed in the last thirteen months. This is natural, and healthy. When one climbs a mountain, it can be inspiring to look back at the territory covered to gain a sense of accomplishment and scope. When winning a race, considering the hours of training and miles of roads travelled can make the victory sweeter. Every year at graduation, our Grade 12 students relish sharing war stories about the rigors and stresses of the Diploma Programme with something akin to affection, talking about their 'survival' and 'endurance'.

As educators, we know that an essential part of successful learning is the process of reflecting and evaluating what has been learned, and considering how the planning and execution of those plans have led to the final outcome. Looking back is important. It is one of the reasons for the emphasis in the Upper School on reflection opportunities in lessons and Student-Led Conferences. It is also why we maintain contingency plans in case a campus closure is ever necessary again, and why we support student attainment recovery through Office Hours and Homework Club: we have learned. Reflection provides the foundation for our next steps; the enormous task of priming our students for the unexpected challenges of a world that has shifted under their very feet. In these, we find the real value of looking back;

not to ruminate on mistakes or the insecurities created by them, but as opportunities for growth and preparedness.

This time last year, I was beginning the dissertation for my Masters degree in international education. The COVID crisis and campus closure provided an opportunity for a piece of research into the impact of online learning on student attainment at HIS. The investigation considered the attainment levels and standardised test scores (NWEA) of students in Grades 6-10 across both semesters. With notable exceptions, and accommodating for natural growth, HIS students attained higher outcomes in the second semester than anticipated despite the campus closure. Overall improvement even outweighed the loss experienced by those whose performance was less positive. Students in the sample study indicated that the challenges of online learning had taught them resilience, self-management, and independence; they acknowledged the difficulties they experienced through lack of socialisation and the ability to work



*Patricia Long
Upper School
Vice Principal*

with classmates, but overall found that the experience had unexpected benefits to their learning.

This is not to say that they want to repeat the experience, of course! Instead, it is an indicator that in the midst of adversity, our students build skills that will lead them to greater success. We can wish for nothing more from our children. As they continue to move forward to new heights, they can be inspired by their journey and enjoy the vistas it provides.

(More findings from the dissertation, along with results from studies conducted by Dr Koenig and Dr Baxter, will be shared at a parent session on March 25th. Details will be provided in Upper School WeChat groups.)



Empowering Kids In The Kitchen!



Lisa Bistretzan
Lower School
Kindergarten



Sarah Scanzoni
Lower School
Pre-Kindergarten

One of the most popular after school Co-Curricular Activities among our young learners at HIS is the Mini Chefs program. Why is that? Well, everyone loves food! Preparing and eating food together is one the most basic ways that we commune with each other while meeting our primary needs. And, let's face it, who doesn't love a tasty snack after a long day of learning?

Kids can learn this valuable life skill both at school and at home! One of the key benefits of children learning to prepare food is that it increases their sense of agency. This means that they feel confident that they can make their own choices and are able to do things for themselves. All children like to feel included and to feel capable. Feeling that they can take care of themselves in this way becomes a source of pride, especially when they share what they have made with others. Adults communicating to them that they are in fact doing important work when they help with family chores increases their sense of responsibility and self-worth. When their contributions are valued, you will see them beam with pride and confidence! This positive attitude can be carried well beyond the kitchen into other areas of their lives.

Learning to prepare food is healthy for children and increases children's interest in healthy snacks. Including

children in food choices, in food buying and in food preparation will have them eating healthier foods that they might not otherwise choose to eat. It is also a wonderful way to introduce new foods, as well as encourage children's open-mindedness to a variety of ingredients and flavors.

Learning to cook food teaches children to make the healthier choice of preparing their own fresh foods, rather than relying on packaged and take away foods. Spending this time with your child provides the opportunity to read food labels on packaging together and to talk about making nutritious food choices. Developing these healthy habits at an early age makes children more likely to continue with this healthy lifestyle into adulthood.

While preparing food, children unknowingly practice a variety of academic skills in a real-world context. They practice key mathematics skills when they count and measure ingredients. Letting them make some yucky mistakes teaches them the importance of being precise in those measurements, though as their confidence develops, they may begin to express their creativity when experimenting with ingredients and flavors. When they read and follow recipes, they are practicing reading skills for a practical purpose. When they cook with a parent, they are gaining valuable language and communication skills, learning to follow step-by-step instructions, practicing staying focused on a task and enhancing their vocabulary as they learn new terms. Additionally,



they develop their skills as a scientist, making observations and predictions as the texture or form changes by adding certain ingredients.

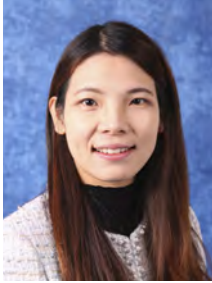
Children learn the importance of safety when using tools and maneuvering throughout the kitchen. They learn how to protect their body, how to hold kitchen tools correctly and how to safely turn on and off appliances. This helps improve concentration, focus, and awareness of their surroundings. When cooking with young children, it is important to choose age-appropriate recipes, and supervise your child when he or she are using appliances or sharp utensils. Cooking brings us together. It bridges generation gaps and provides quality time together away from screens. It provides a chance to talk about your day as you wait for food to cook and then share a snack or a meal together. Preparing food and eating together

as a family is a terrific way to connect with our kids!

Teaching kids to cook also teaches them to be thankful. Once they learn firsthand the effort that is put into meal preparation, they are more likely to appreciate the efforts of others who prepare meals for them. They may also think twice before quickly declaring that foods are yucky! So, take a deep breath and dive in. Let them get messy. The benefits will be well worth the effort. Who knows, you might even get them to even do the dishes afterwards!



Chinese New Year in Lower School Mandarin



Amy Yi
Lower School
Mandarin



May Peng
Lower School
Mandarin



Recently in Mandarin our students have been exploring the Chinese language and culture through a unit on Chinese New Year to gain a deeper understanding of how culture is expressed during the New Year Period.

Students researched and participated in a variety of traditions through the medium of dance, music, symbols, and art. Students were exposed to the history and meaning behind these traditions through activities. One of the activities that students enjoyed most was experiencing the Chinese ink brush to write character "Fu" which is a word for good luck. Students practiced their writing skills on the red paper. They loved the meaning of hanging the "Fu" upside-down to bring good fortune and send best wishes for the new beginning year.

In particular, students investigated the cultural significance and meaning of dances from various geographical and historical places and times. Students learned the steps of how some of these dances are performed together with other grade levels and recorded special performance videos.

Students have developed a deeper sense of how Chinese culture is expressed through the medium of dance, as well as how costume design and music. Xin nian kuai le gong xi fa cai!



Stories of Migration: Grade 4 Living Museum

Whether you take part in the largest yearly human migration of Chinese New Year or you've left your home to find a new one abroad, all of us in the HIS community have a migration story to tell. Students in Grade 4 delved deep into stories of migration from those in the past such as the settlers in the United States who migrated along the Oregon Trail, to more current events like the Coronavirus, which impacted many of our community members.

The students read many stories in both fiction and non-fiction books, watched videos of personal accounts, role played, and called upon family and friends to share their own experiences. Individuals mapped out their personal migration story, some of which started with grandparents or even great grandparents. Each family had a unique experience to share with the class that provided learning through story telling. Students determined many push factors that helped people make the decision to leave their homes behind including war, famine, both natural and man-made disasters, and disease or illness. Grade 4 students decided and discussed whether the opportunities outweighed the risks and whether they had the courage to take a chance at a better life.

As a summative project, each student took part in the Living Museum. Students created a character with a special migration story to share based on the past, present, or a future scenario. As members of the school attended the museum, the Grade 4 students shared their migration story from their character's perspective,



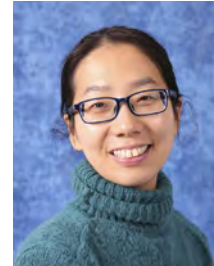
Kaitlin Hooper
Lower School
Grade 4



Brianna Riani
Lower School
Grade 4



Jessie Xue
Lower School
Grade 4



Vicky Gao
Lower School
Grade 4

including the push and pull factors, risks and opportunities involved in their journey, and challenges upon arrival to their new home. Students also wrote historical recounts in the form of a diary from the character's perspective, which supported them to make the character come to life for their audience. The community

was brought together to celebrate the students' success and move forwards with a better understanding of those who have chosen to migrate around the world, including into our community and home at HIS.



Visit to Guangxi Orphanage



Lydia Yu
Lower School
Grade 5 Student

During the winter break, two family friends and I went to Guangxi to help orphans. I was shocked to see that Guangxi had such a place to help.

I was there in the woods with my friends meeting a five-year-old boy who does not know how to speak. The boy has six fingers on his left hand, and six toes on his left foot. He has his grandpa, the only family member. I wanted to help him very much and so I wonder when he grows up, with six fingers on the left hand, six toes on the left feet, won't he feel different in school and will other kids bully him? My friend and I gave oil, rice, spaghetti, and other snacks for the boy. Once I came in

the boy's little house, made by brown bricks and no polished floors with no curtains or any other things like that, I felt lucky that I had a nice home to live in, and a nice family with me and I also knew that this was only the beginning of my trip of orphans that needed help

The next family we went to is a boy and a girls' house. They have no parents, no grandma and grandpa too. With no one taking care of them, the two doesn't know how old they are. Sometimes, but not so often neighbors will visit and help the siblings. The boy is about the same height as me while the girl, the boy's big sister, looks like the height of a six grader. The boy likes to play basketball while the girl likes to draw. They actually have another sister that is about twenty who has a job already and doesn't visit the siblings. With these reasons, students in his school bullied him, causing him to be scared and not coming to school. Before we came, the boy didn't come to school

for a week! In order to give him confidence, my mom asked him what interests he has. He only said "basketball". After he said that, my mom told him that as long as he knows what he is interested in, he must follow his dream. This teaches me to follow my dreams too.

The last stop I came to was the main part of my trip, the whole entire orphanage of Guangxi. There are forty-five orphans there, boys plus girls. First, we had dinner with them. When I looked at my bowl, all I saw was vegetables and rice. I look at the orphans, they were all happily eating their meal. I felt sorry for them because all day, they just eat vegetables and rice. They never get to taste meat once! My mom later asked them what they want to eat. They only shouted out sausages and fruit. That was all they told us. I was surprised that they only asked for the basic things, meat and fruit. After the question of what they want to eat, we passed on to the gifts. The first gift was supplies for education. We gave each a bag for books, a box of markers, two notebooks, a pad of stickers, and a jump rope. They all liked the gifts very much. Then they sang "jingle bells" while I matched them with my violin. I have not been learning the violin for a long time, but I did it because I want to let them feel joyful for Christmas. The next morning when I came back to the orphanage, it was time for another gift, the toys that were donated to me from HIS students and families. I bought the whole stack and put it in a cardboard box. The orphans gather around the box, looking at all the toys and playing with them. They felt happy



and I felt happy too that they had something to play with from now on in their free time. I wanted to thank the HIS community for providing toys for all the members of Guangxi orphanage as Christmas presents.

Visiting place after place of orphans in Guangxi not only help the orphans but also taught me a lot. This makes me learn a lot from them too. For example, It taught me that I should be thankful for what I already have, follow your dreams, and making others happy can make yourself happy too. Again, I thank the HIS community for making the orphanage more of a home to them!



Process Over Product



Jacqueline Caraglor
**Lower School
Art**

"The basic law of children's creativity is that its value lies not in its results. Not in the product of creation but in the process itself." -Lev Vygotsky

Process based art lessons are about discovery, investigation and enjoyment of materials without a preconceived thought of the end result. Students will naturally discover techniques and methods to produce their desired results through trial and error. This provides the freedom and opportunity for students to create unique and meaningful art. The learner is firmly placed at the center of the learning experience.

I want to develop agency in my students to think creatively, independently, and imaginatively. Through repeated exposure to art making materials students learn the limitations and possibilities of media and perhaps even discover new and innovative ways of making. Critical thinking skills are developed

as students overcome challenges through problem solving. I find that students are more prideful of artwork that is their own conception and gain confidence from their achievements. As a result, I see students who are intrinsically motivated to ask questions and experiment in pursuit of their own vision. Mistakes are embraced as a part of the learning process and students naturally become more fearless when taking risks. In this way, student's character is developed alongside their creativity when engaged in process focused learning.

Children are capable, creative and intelligent. I believe the role of the teacher is to support these qualities while challenging students to develop their innate abilities. In focusing on the process of creation, other aspects of domain thinking are not abandoned. Instead, they are used to enrich the experience. Students find inspiration for their own art when exposed to historical and contemporary art. Their visual literacy is developed as they have opportunities to hone their abilities as art viewers. I work to facilitate meaningful learning experiences by carefully setting up the environment to provoke engagement. My goal is for students to encounter the materials and lesson provocations in an intuitive way so that less time is needed for direct instruction and we can quickly move on to the art making process. Throughout the lesson, students are not asked to simply demonstrate mastery of techniques but are instead encouraged to use them as tools to achieve their desired result. When students approach me with frustrations, I take this time for one-on-one skills instruction as

suggested ways to solve problems. I use reflection as an opportunity to reinforce students' domain vocabulary. When language is learned in context, students can form a stronger grasp on its use and meaning. Above all, I want my students to love thinking like artists. I believe it is important to encourage students by evaluating the experience, not the result. I see this approach boost self-esteem and foster positive attitudes toward art making.

Most of the time, even though my lessons are process focused, there is also a product. Each child's art is distinctive and represents their personal interests and skills. However, sometimes there is no product. In these photos, my Kindergarten students are experimenting with primary-colored watercolors as a part of my Color Theory Unit called "Color Lab." In this unit, students have many opportunities to mix primary colors in a variety of media including oil pastel, watercolor and colored clay. They notice through their experimentation that the certain combinations always produce the same result and therefore form a foundational understanding of color theory based on personal experience. In this activity, students sometimes make something worth keeping and other times they have taken the investigation to the extent that they discover a big puddle of brown and do not feel they need to keep the evidence. Every experience is equally valuable. As Maria Montessori said, "Education is a natural process carried out by the child and is not acquired by listening to words, but by experiences in the environment."



Winter Arts Festival



Anna Zhou



Felicity Wong



Jamie Sanchez
Upper School
Visual Arts

Last semester, the Arts and Design Department exhibited some of the many talents of our Upper School students during the Winter Arts Festival. Rather than letting the pandemic stifle our passion for showing off the gifted students of HIS, we changed our format and streamed the live performances of Drama and Music throughout the school and to the families at home. During the intermissions, the audience enjoyed a virtual exhibition of 6th and 8th Grade Design projects as well as a variety of artwork from 7th through 10th Grade Visual Arts students. The format of the Winter Arts Festival may have adapted to our current circumstances, but because of this, the students' creative triumphs shone brighter by reaching a wider audience. We hope to "see" you at our Spring Arts Festival on May 25 and June 1, 2021.



Jerry Cheng Grade 10

Mathematics



Simon Lamplugh
Upper School
Mathematics

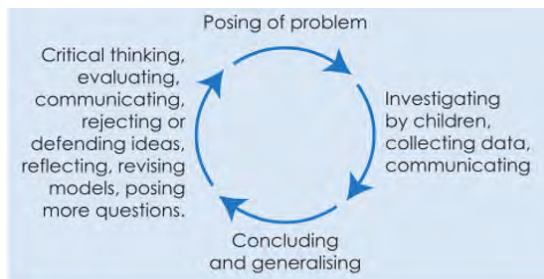
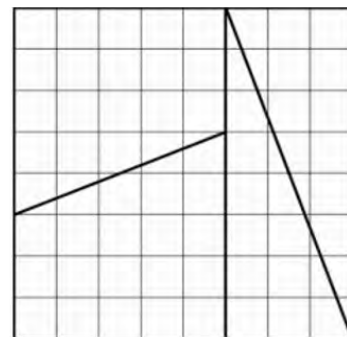


Figure 1. Diagram of the investigative approach.



Much research points to the centrality of incorporating rich, challenging and engaging mathematical investigations and problem solving in the classroom. “Research studies show that when students discover mathematical ideas and invent mathematical procedures, that they have a stronger conceptual understanding of connections between mathematical ideas.” (Quinnell, 2010) It was therefore affirming that in a recent survey I conducted with my Grade 10 mathematics class, that when asked to comment on what lessons or classroom activities they felt had been most beneficial for learning this semester, that many respondents indicated a strong preference for an investigative approach to maths learning. Students said that they learned best and were motivated when presented with different, unique, fun tasks in which they were encouraged to think critically in their application of mathematics to solve problems in real life situations. Effective investigations are open-ended in nature and can focus on real life problems or social and environmental issues. Moreover, they draw on and integrate mathematical skills and knowledge from a wide range of content areas to discover things for themselves, and they support students to reinforce key vocabulary and the unique language of mathematics.

There are many exciting investigations that we maths teachers challenge our students with at HIS. Two of my favourite activities I have gotten students to explore this year have been the triangle colours investigation and the missing square puzzle. The missing square puzzle examines the paradox that seemingly arises when asked to put puzzle pieces made from an 8×8 square onto a 13×5 rectangular frame. At first glance the pieces seemingly fit, but how can $64 = 65$. The investigation sets students off on a journey applying their knowledge of coordinate geometry, trigonometry and the Fibonacci sequence to explain the missing square unit. Likewise, the triangle colour problem is an easy to start investigation which simply involves making triangles with different coloured sticks. If only one colour is

used, only one triangle can be made. But what happens if there are two colours, three colours, four colours or more? For the curious, students can generalize and investigate how many triangles can be made for any number of colours. This investigation applies number patterns, quadratic and cubic functions and combination theory to solve.

The joy of using investigations as a vehicle for an “onward and upward” approach to mathematics learning, is that this platform can provide students at all levels with the satisfaction of successfully completing a challenging task and being able to explore their own problems at their own pace.

*Quinnell, Lorna, Why are Mathematical Investigations important? Australian Mathematics



Sustainability

Before our winter holiday break, I was inspired when supervising and taking part in some of the debates during the Model United Nations (MUN) interdisciplinary project for Grades 6-8 students. The conference aimed to raise awareness at our school about the United Nations Sustainable Development Goals. The conference looked at making large-scale changes for a more sustainable future, but it reminded me of how daunting the task can seem, and how that can often lead to inaction.

When we went on our China Trip to Inner Mongolia two years ago, we were walking back to our camp from lunch one day and some students and I noticed there was a lot of trash and plastic bottles left by the side of the road. A few of us started to pick up some of the trash when one student said, "What's the point? There is so much trash, it won't make a difference." After some discussion, more students joined in the cleanup, picking up four or five plastic bottles or other pieces of trash. By the time we got back to camp, we had almost collected enough trash to fill an entire trash bin. Each individual student didn't really have to do that much work, but between the 30+ people

that were out there, we made a big difference. The next day when we were driving from camp to lunch, it was very obvious where we started to pick up the trash along the side of the road, as the road was cleaner as we got closer to our desert camp. It was evident how proud the students were of the difference they had made.

When looking at huge problems like climate change and food security, it is often difficult for a person to imagine that anything they do could make a difference. Hopefully the example above shows that while major changes can't be done by individuals, they can be accomplished by small efforts by many people. I want to leave you with a short list of small changes you could make that would help move the earth toward achieving the Sustainable Development Goals. If every person in our school community makes one, two, or even three of these changes, just imagine the overall impact we could have!

Simple ways to increase YOUR sustainability:

1. Eat meat one less day per week. Meat production is a major contributor to climate change and a



Christopher Widi
Upper School
Science

strain on resources. A 15-20% decrease in meat consumption would make a huge difference.

2. Take only what you will eat in the lunch line. Take a conservative amount at the beginning. If you are still hungry, you can always go up for more. It is estimated that over 40% of food gets wasted at schools worldwide.

3. Buy a reusable water bottle. This could reduce hundreds of single use plastic bottles per person per year.

4. Buy reusable grocery bags. It is estimated that over 600 million plastic bags end up in the ocean every year. Animals can get trapped or die if they eat the plastic bags.

5. If you are going out to hike to enjoy nature, be sure you take all food wrappers and plastic you bring back out of the forest with you. Also, wear appropriate footwear that you don't mind getting wet or muddy and bring a good rain jacket or umbrella. Buying disposable rain gear or wrapping your shoes in plastic bags is an unsustainable way to stay dry which will further contribute to plastic waste in nature.

6. Ride a bike, carpool or take public transportation. These will all reduce your carbon footprint.

Hopefully this helps you see how easy it can be to be part of the solution!



Christmas Choir and Orchestra

Christmas Choir and Orchestra students, under the guidance of Ms. Joy and Mr. Kresge, performed during the Christmas Tree Lighting ceremonies at the Four Seasons West Lake Hotel and at the Intercontinental Hotel. This is an annual tradition, which started eight years ago to spread holiday joy and happiness within the community.

The Christmas Tree Lighting ceremony at the Four Seasons Hotel is made up of students, parents and faculty from different countries, cultural backgrounds, and experiences. who come together to support the Carnation School for Children with Autism.





Chinese New Year





Model United Nations

Congratulations to all the HIS MUN delegates who took part in the QISSMUN conference. The HIS MUN Secretariat did a great job training the students and providing support for our middle school students to be able to join a virtual event with schools and students from around China.

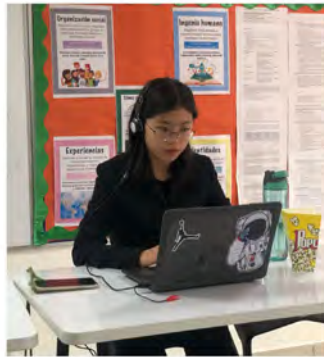
Ms. Brown and several senior students helped supervise the delegate groups from Friday evening through Sunday afternoon. During that time, they met, researched, developed proposals, debated their opinions, and collaborated to complete resolutions designed to simulate real United Nations discussions. Our students had the opportunity to practice the techniques and interactions that will help them in their future as global citizens and leaders.

We were very proud of their dedication and focus during the weekend. Many positive compliments were shared from the QISSMUN organizers for our HIS delegates' positive participation! Way to go, Dragons!





Hangzhou International School
杭州国际学校



Coping With Changes



Rachel Pekin
**Guidance &
College Counseling**

Over the last twelve months we have all experienced many changes at school, from online learning back to face-face learning and schedule changes this semester. Outside of school many of us have experienced even more drastic changes. During these COVID-19 times, it is safe to say that most of us are craving stability. Unfortunately, sometimes stability is out of our control. Luckily, there are ways we can cope with uncertainty!

There are two types of coping to get through hard times: emotion-based

and problem-based coping. Problem-based coping can be used when you need to change a situation. Examples of problem-based coping are blocking someone on social media whose content is making you unhappy or breaking up with a significant other who is causing you stress. On the other hand, emotion-based coping is focused on dealing with your feelings, such as grieving the loss of a loved one.

Tips for problem-based coping:

- Talk to a friend
- Talk to a professional counselor
- Create a to do list
- Create and stick to healthy boundaries
- Walk away from the situation causing you stress
- Time management

Tips for healthy emotion-based coping:

- Exercise
- Clean
- Squeeze a stress ball
- Go out in nature
- Write out your feelings in a journal
- Meditate
- Listen to music
- Draw
- List things you are grateful for

Next time you are feeling anxious, stressed, lonely, or angry, try one of the strategies! Remember, everyone has different coping needs and what works for a friend or family member may not work for you. It is important to try new things until you find out what works best for yourself. If you are still struggling to cope after trying different strategies, it is okay to reach out to someone for help.

Emotion-Focused Coping Skills



Exercise



Take a bath



**Give yourself
a pep talk**



Meditate

Problem-Focused Coping Skills



**Work on
managing time**



Ask for support



**Establish
healthy boundaries**



**Create a
to-do list**

Kindness



Jennifer Widi
School Psychologist
and Lower School
Counseling



In the current state of the world, when we turn on the news we are often flooded with negative stories. I find the exception to this rule seems to be when the stories are centered around kids. Every day there are young people all over the world doing what they can to make their communities a better place to be and fortunately I see examples of this at HIS every day. At HIS students are learning the impact small acts of kindness can have on their peers. In Kindergarten through Grade 3, the students are learning this concept through the metaphor of “filling a bucket”. Author Carol McCloud wrote the children’s book “Have you Filled a Bucket Today?”, which teaches children about the impact their actions have on others. In the story, everyone carries around an invisible bucket, which is the place they hold good thoughts and feelings about themselves. We can fill other people’s buckets by saying or doing kind things. The story also uses the term “bucket dipping” for actions that hurt people’s feelings.

One of my favorite aspects of this story is the sense of agency it gives children. Because so many things are often out of their control, it is important to remind them of the many things they do have control over. As part of this lesson I like to have students identify specific actions they can take to “fill someone’s bucket”. Throughout the week several students shared what they had done to be a “bucket filler” that day. For parents looking to expand on this concept with their children, below are some of my favorite books about kindness. All of the books listed can be found in the HIS library, so encourage your child to check one out to read with you at home!

Title	Author	Reading Level or Grade Levels
Be Kind	Pat Zietlow Miller	J
A Little Spot of Kindness	Diane Alber	Pre-K to Grade 3
The Invisible Boy	Patrice Barton	M
Each Kindness	Jacqueline Woodson	N
Good People Everywhere	Lynea Gillen	Q
What does it Mean to be Kind?	Rana DiOrio	L
When I'm Feeling Kind	Trace Moroney	Early Years to Kindergarten
Do Unto Otters	Laurie Keller	K

Alumni Visits to the HIS Campus



Aanchal Rughani (Class of 2018)

Aanchal sent in an update on her current progress. I'm currently starting 3rd year in my double degree of bachelors of science and psychological sciences at Deakin University in Australia. All my classes and seminars are going to be online with seminars having a more focused and personalised approach for all cloud students. Most of my friends back in Australia now can attend seminars on campus and international students will soon receive more information on when they can come back in the country, I'm currently in Mumbai studying online and working on a remote job for a digital marketing company as their social media executive and financial manager



Simon Ouyang (Class of 2019)

I came around the corner in the main office and saw a familiar face with a much longer amount of hair than he had two years ago, but was able to recognize Simon Ouyang almost instantly. He reported that he had been studying in a German university, but has been enjoying the opportunity to stay here in Hangzhou and take classes online. He hopes to be able to continue that process for the next year if possible because he finds Hangzhou more pleasant to him than Germany!



Jessie Dikki (Class of 2018)

Jesse Dikki visited earlier this year. He had been studying in Shenyang Medical University, but has transferred to Zhejiang Medical University and is happy to be closer to home. He is in his third year of university and preparing for practical application courses. He is still playing and performing music when and where possible. Great to see him!



Grade 4 Trip to LiangZhu Museum

Before the Winter Break, the Grade 4 students took a trip to the LiangZhu museum and enjoyed a packed lunch out in the sunshine.



▲ Pre-K Assembly

The Pre-K students put on a wonderful student-led assembly for the Early Years children last week. They sang songs, shared information and performed a play all about their transportation unit. After the assembly, the children invited their audience to join them for a wide range of play experiences. What a fun morning it was for everyone!



▲ Personal Project Exhibition

Student learning is at the center of the MYP Projects at Hangzhou International School. MYP Projects develop personal interests and student passions throughout their MYP journey. Starting in Grade 9, students begin the year-long MYP Personal Project. Students step through the stages of the project life cycle during this time, which includes investigating, planning, action, and reflection. Students develop informational literacy, collaboration, transfer thinking, and organizational skills as they navigate this process. Their objectives are selected based on their curiosities, talents, and life-long goals. The project results in a finished product or outcome on display annually for the HIS community at the Personal Project Exhibition. Publishing short stories, creating an art showcase, making traditional Hanfu clothing, teaching others about COVID-19, and raising awareness for mental health were among the projects displayed this year.

HIS Dragons Around the World!



EMMA AND ELLEN HE
GUANGZHOU



IAN AND INA TAM
SHANGHAI



ISAAC AZOULAY
FRANCE



JUNE ZHANG SHEN
GUANGZHOU

All **HIS Dragons** who are continuing their journey of life elsewhere will always be connected here: in our hearts, in our minds, and in our souls.

HIS Dragons are part of the HIS community no matter where they are or how far. We miss them and that's why we always hope they keep in touch with us and let us know about their new experiences.

Once a Dragon, Always a Dragon!

Please keep in touch and send a photo to Ms. Andrea Stubbs: astubbs@his-china.org



LINTHORST FAMILY
SWITZERLAND

When you leave HIS, you never really “leave” us!



PIOTR JAKUBOWSKI
FINLAND



MICHAŁ JAKUBOWSKI
FINLAND



NAIA GRAFFIGNA SANCHO
SPAIN



SENA AND YUMA SAKATA
JAPAN



SHELTON AND SONYA BOB
USA



RICARDO AND VALENTINA NAZAR PEREZ
CHILE

Battle of the Books



Michelle Dierker
Lower School
Library & Media

It has been a busy year in the library as we have taken on the fun challenge of hosting our first ever “HIS Battle of the Books”. Battle of the Books is a reading challenge for students in Grades 3-6. At the beginning of the school year, 32 books were selected from our library and introduced to students. These books are now “facing off” in a battle to find out which book students have been read and enjoyed the most. All year long, students and teachers have been busy reading, in order to prepare for voting, which began on February 22nd.

Approximately 180 students have participated in Battle of the Books so far this year, with 92 students (at the time of this publication) currently meeting their goal of reading five or more books to land on the Wall of Fame and be eligible for voting. This number grows each week as students continue to read their way through our Battle books!

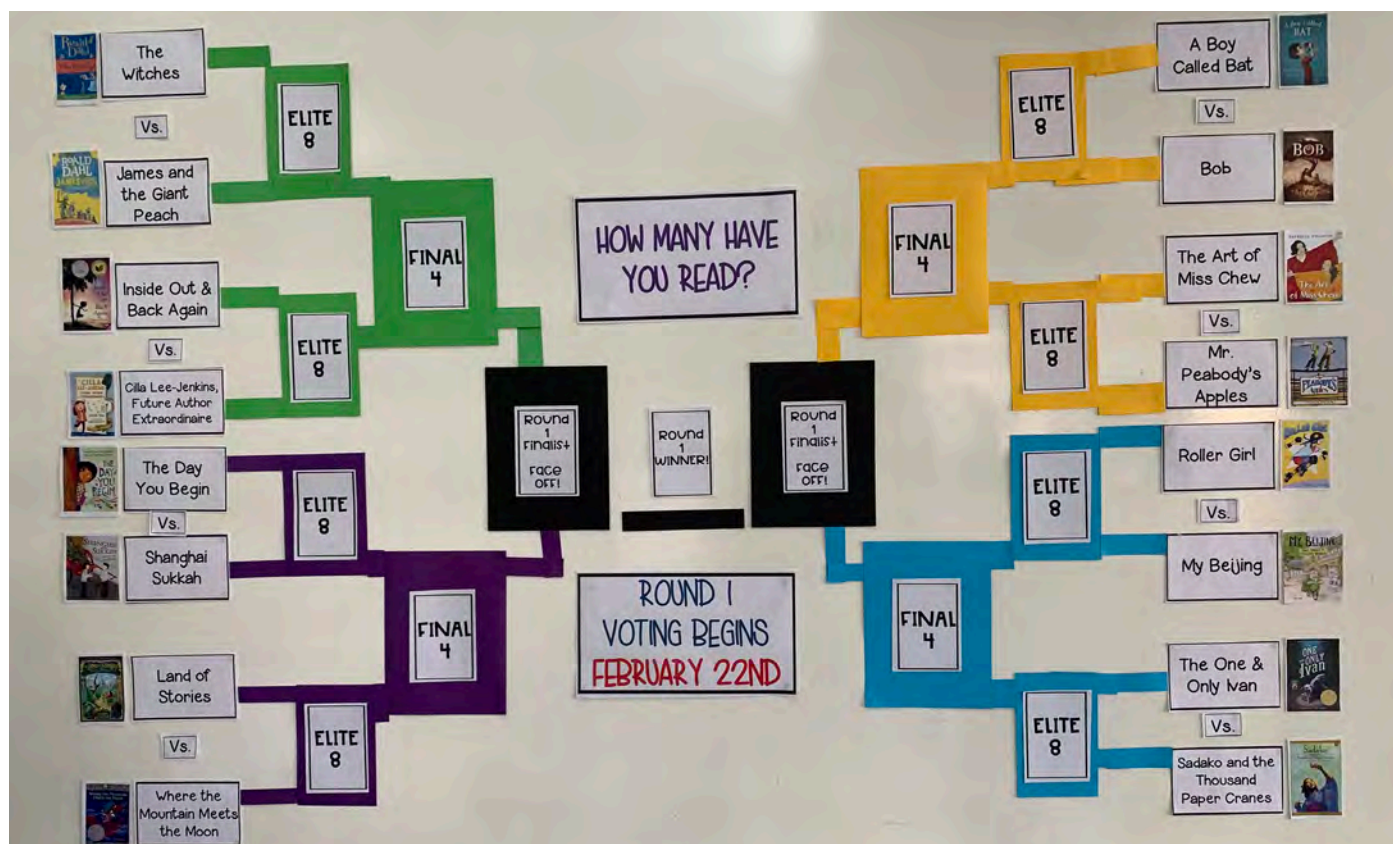
Voting is an eight-week process where students will vote on two separate brackets of books. Each round will have a winner and the last two books standing will face off against each other in the final battle. A “Book of the Year” will then be crowned the winner and student favorite. We are looking forward to selecting HIS’ first Book of the Year!

Vidhan in Grade 4 said “my favorite book was Wings of Fire, because

it’s magical and I like dragons. After reading one chapter, you always want to read one more!”

Ask your child if they are participating in the Battle of the Books and if they have set any personal goals for reading a specific number of books. Many students have set goals to read five, ten, 15, or even 20 books before it’s time for us to vote in the final battle in May. My personal goal is to read all 32! At 24 books read so far, I still have several more to go!

Visit the below link to learn more about each of the books:
<https://bit.ly/3863GKE>



Beyond an Hour of Code

The Hour of Code started as a one-hour introduction to computer science, designed to demystify “code”, to show that anybody can learn the basics, and to broaden participation in the field of computer science. It has since become a worldwide effort to celebrate computer science, starting with one-hour coding activities but expanding to all sorts of community efforts.

While the Hour of Code is held as an international event right before or during the Winter Holiday, annually students are encouraged to spend an hour this second semester on a coding activity.

In addition to the coding opportunities on the HIS campus in SAM Labs, Scratch, The Foos, or App Game Kit, and more, it is possible to participate in a variety of online opportunities and go beyond the hour fo code. These activities are appropriate for all ages and levels from beginner to advanced.

Hour of Code

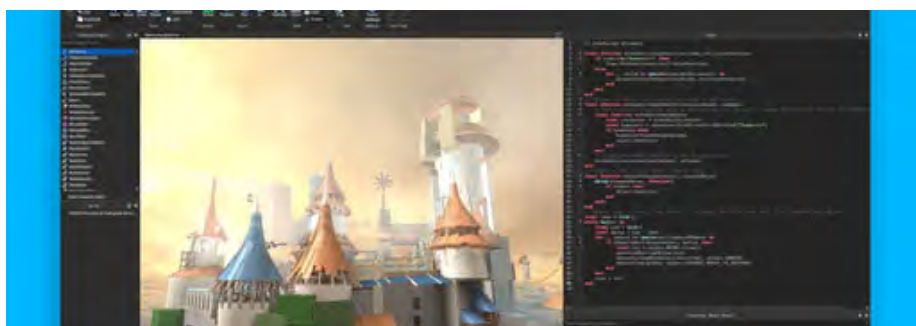
<https://code.org/learn>

Beyond an Hour of Code:

<https://hourofcode.com/hk/beyond>



Karl Suits
*Director of
Technology*



Partners Spotlight: Lead Inclusion



Lead Inclusion provides research-based professional learning internationally that facilitates equitable opportunities for all students, with and without learning differences. Their niche is to assist schools to develop individualized and personalized goal setting, research-based intervention and support, and assessment and grading of learning and behavior. Lead Inclusion supports equity, and focuses their solutions on students with learning differences and those who are at risk for or are experiencing compromised educational outcomes.

Professor Lee Ann Jung visited HIS to lead a multi-day workshop for faculty and a number of faculty have continued with semester courses and leading towards a Masters Degree in the Lead Inclusion program.

PAFA (Parents and Friends Association)

Meet the PAFA Liaisons 2020-2021

This is a volunteer body created with the aims of organizing school events inclusive of the community, sharing news and information from the parent community and support of school community activities. Special thank you to parents involved for the 2020-2021 year: Rajni Aggarwal, Renata Branham, Connie Chou, Sophie de La Chaise, Carmen Gu, Rubina Hiranandani, Yvonne Man, Zhang Jing Rebecca, Andrea Stubbs, Katie Zhang. *Email: pafaevents@his-china.org*



Our parents decorating the school for Chinese New Year



4th ANNUAL HANGZHOU STUDENT FILM FESTIVAL

Thursday, June 3 @ 5:30 PM

OFFICIAL SCREENINGS AND AWARDS EVENT

KEYNOTE SPEAKER: MARIO CAVOLO

CCTV-1 primetime star in “Crossing the Yalu River” 《跨过鸭绿江》

CGTN host of “The Soil” 《土地》 documentary series

AWARDS:

BEST COMEDY

BEST ADVENTURE

BEST DRAMA

BEST THRILLER

BEST ANIMATION

BEST DOCUMENTARY

BEST FILM

BEST ACTORS

BEST SOUND

BEST CINEMATAGRAPHY

BEST ORIGINAL SCREEN PLAY

BEST DIRECTOR

CALL FOR ENTRIES

Submissions Due to the HIS Library

by Thursday, May 27, 2021

Requirements: 3-7 Minutes, Title Card and Credit Role

See Submission Criteria, Permissions, and

PG Guidelines for Details

Contact: library@his-china.org





Once a Dragon, Always a Dragon!

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HIS Mission Statement

We provide international learners with opportunities to pursue academic and personal excellence within a caring community.



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Edited by School Administration.