

Hangzhou International School · Summer 2019

DragonNews

Uniting more than 50 nationalities!



Global and
Community Appreciation
Arts Night
International Day
Future Planning





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From the Director



Dear HIS Community and Friends,

Since 2002, our HIS community has grown from only 9 students to over 650 students from over 50 nationalities. Now in the seventeenth year since our beginning as one of the first truly international school in the region, HIS continues to provide access to educational excellence within the most diverse of school communities. We are not surprised when students, parents, and faculty comment that HIS is the most diverse environment they have experienced. The reason why is because this is an intentional characteristic we have developed for our school over these years. As a fundamental aspect of school vision, we believe in the value of diversity in learning. In this edition of DragonNews, I invite you to enjoy the rich colors and unique spirit of the HIS community as we are 'demonstrating global and community appreciation', one of our key General Learning Targets (GLTs) for all students.

It is truly an exceptional experience to be a part of such a diverse center for learning. While research supports that biodiversity is fundamental for healthy ecological systems, so do studies support that diverse student populations promote learning skills and concepts that can be applied in a more interconnected and interdependent global community. Hangzhou International School provides a unique opportunity for students to explore within a safe and supportive environment where they learn tolerance, compassion, communication, appreciation, and cooperation. In this endeavor, we welcome students whose language background or prior schooling system is different than ours. By including more students with varying backgrounds, skills, talents, and needs, we strengthen the learning experience and opportunities for all. We fundamentally believe that preparing students for an ever-shrinking global community of tomorrow requires helping them today to develop soft-skills, diplomacy and intercultural understandings that our global society and workplaces will need.

Another important aspect of learning at HIS is our commitment to local community service and respect for the host country language and culture. A major goal is to foster a sense of service to others. So, whether a student is in Kindergarten or Grade 12, we guide students to engage in service opportunities that are valued by the community and reinforce the attitudes and habits of mind that promote generosity, contribution and community involvement. This commitment also extends to learning about and respecting Chinese language and culture. At HIS, we know this can take place in many ways, but in particular, we aim to provide strong Mandarin language programs with afterschool enrichment opportunities, Chinese aesthetics within our school facilities, and excellent onsite and offsite experiences where our students are actively involved in Chinese culture.

I hope you enjoy this final edition of DragonNews for the 2018-19 school year. Have a great summer!!!

Jeffrey R. Stubbs
Director of School

Future Planning with Grade 9



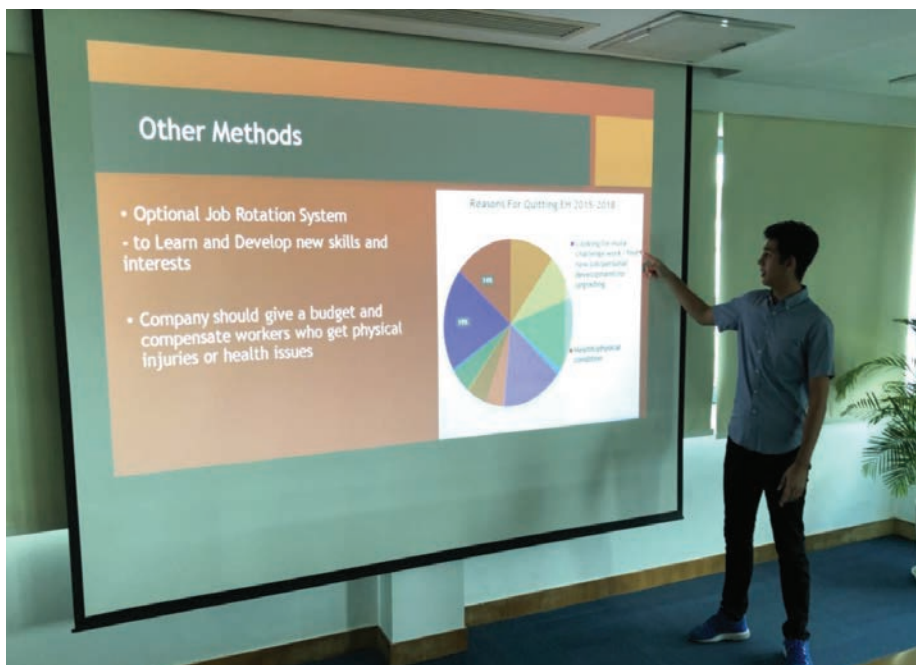
Pat Long
*Upper School
Vice Principal and
MYP Coordinator*

I am surrounded in my office by the trappings of two of my favourite events from the school year: the Grade 9 Parenting Project (evidenced by a wide assortment of baby clothes and two old-fashioned alarm clocks on the shelf behind me- ask any Grade 9 student what these were for!), and Work Experience. The Parenting Project, affectionately known as 'Rice Babies', was the subject of my article this time last year. With the theme 'Global and Community Appreciation', this edition is a great opportunity to wave the flag for our Work Experience Programme! Those who have spent time in public education in many home countries will be familiar with careers preparation activities, usually in the later years of school. I remember my own Work Experience day in the 12th Grade, when I was sent to the local newspaper office, where I spent the morning tucked awkwardly in a corner, stamping envelopes and envying my classmates who had been sent to far more exotic locations. As a teacher and administrator in the UK, all my Year Eleven students would spend two full weeks at work placements that they had sought and arranged completely independently of the school. We would always see a real change in their attitudes to school when they returned to lessons; things suddenly seemed more serious in the final push to examinations.



In international schools, careers education still forms an important part of on-going programs of study but tends to be more focused on university preparation rather than practicality. Work Experience placements are difficult to arrange, with language barriers, differences in expected outcomes, and timetable constraints preventing their organisation.

At HIS, however, we are blessed with an extraordinary community, one that rallies around our students to make sure that our provision is as rich and full as any in a national system world-wide. Once again, we have had more offers of placements for students from our community than we actually need- and this is a large 9th grade.



The range of opportunities is also growing: from hotels and restaurants to law firms and textile factories; from entrepreneurial start-ups to banks and vets; from the aeronautic industry to engineering firms and elementary school classrooms. Our community has once again got on board with supporting student learning, and we are deeply grateful. Our students will have many great stories to tell when they return, and we have the HIS community to thank.

In these last weeks of school, the students are busily writing their first resumés and application letters and nervously preparing for their Mock Interviews. The three days (June 17-19) will be challenging and tiring days for them; 'real-life' learning. With the support of the community around them to guide them through, they will emerge better and stronger for it.

*** Photos with this article are from last year's Work Experience. For this year's photos, keep an eye out for Ms Koenig's weekly newsletter to parents in the week beginning June 24th.



Global and Community Appreciation



Robert Hyndman
Lower School
Co-Principal
(Pastoral)

International schools will often refer to internationalism, a term that sounds great – but what does it actually mean? Shynara Reddy of the International Centre for Excellence suggests it is a focus on global issues rather than the issues of a particular country or culture. She talks about students becoming 'global citizens'. Oxfam suggests that a global citizen is someone who is aware of and understands the wider world - and their place in it. A global citizen, they suggest, will have the knowledge, skills and values needed to engage with the world, and will develop the capacity to make a difference.

At HIS we aim to develop internationally minded students who become global citizens. We want them to be able to function across cultures and be able to relate to a wide range of people. We acknowledge and celebrate the differences between our various backgrounds. We teach our students the value of contributing, of giving back, of making a difference in the world.

A great example of this is the recent fundraising effort for the Library Project, a charitable organization that provided library books for rural Chinese schools. Our parent community led by example, joining with enthusiasm in the Dragon Run and its related fundraising activities. Our high school

students have been actively working for this project, modelling to the lower school students what it means to contribute and share, to be a global citizen. Our lower school students can see how it's possible to contribute by helping others. They have been learning about global ecological issues and coming up with ideas about the difference they, as individuals, can make. They are internationally minded and are becoming responsible global citizens.

Becoming a global citizen at HIS does not mean that we downplay our various national heritages. We celebrate them and take pride in the rich variety of our varied backgrounds. This was particularly evident at International Day where we wore our national colors with pride and shared our cultures with one another. The beauty of that day was the way we could come together as one community and acknowledge and respect our varied backgrounds. Many of our students will settle back in their home countries. We want them to have a strong

sense of who they are, as this will help them to be well grounded. By being part of the HIS global community they will also have the attitudes and skills to interact with other cultures and nationalities, to respect them, be able to communicate with them, and, maybe, to do business with them.

What is Global Citizenship?



Shynara Reddy
International Centre for Excellence



MakerSpace



*Erika Huayanca
Lower School
Pre-Kindergarten
Teacher*



*Jackie Cloete
Lower School
Pre-Kindergarten
Teacher*

In Pre-K, we have been inspired by a recent Reggio Emilia professional development seminar. Reggio Emilia philosophy promotes active, hands-on learning. As a result, we established a makerspace in one of our classrooms.

What is a MakerSpace?

There are many different ways to define a MakerSpace but essentially it is a place where students can come together to use and learn to use materials as well as develop creative projects. A MakerSpaces promotes learning through play. It is a place that can be used for a range of activities with changing and flexible educational goals and creative purposes. A MakerSpace will:

- Foster play, exploration, and participatory learning
- Facilitate informal learning opportunities where connections between home, school, and community are enabled and encouraged.
- support collaborative learning
- develop a culture of creating
- help students explore their own interests

- teach students how to use tools and materials
- MakerSpaces fosters curiosity and creative thinking.

We believe firmly that this learning environment fosters enthusiasm for learning, student confidence, and collaboration. Ultimately the outcome of a MakerSpace leads to determination, independent and

creative problem-solving. When we allow children to experiment, take risks, and play with their own ideas, we give them permission to trust themselves. They begin to see themselves as learners who have good ideas and can transform their own ideas into reality.



Learning the Importance of Sharing our Planet.



*Ben Milburn
Lower School
Kindergarten
Teacher*

Teaching children about global issues and encouraging them to see the world through multiple perspectives is very important. For instance, research indicates that when students learn about global issues they are twice as likely to take action. In Kindergarten, we have been learning about weather patterns and climates which has challenged us to think beyond our local community and consider how weather differs in various parts of the world.

Having developed this understanding, the students were then able to tackle the even bigger issue of sharing our planet.

By considering what different factors make up a habitat, the students have been exploring both living and non-living items in our local environment as well as further afield. The students were curious as to whether a zoo was a natural habitat, so we took a trip to find out more and see what animals need in order to survive. By the end of the unit, it was great to see the students develop an understanding of the impact that we, as humans, can have on our planet and the responsibilities that we have in order to protect the planet that we live on.



How Grade I is Creating a Better Environment for Tomorrow



Cilla Giannopoulos
Lower School
Grade I Teacher

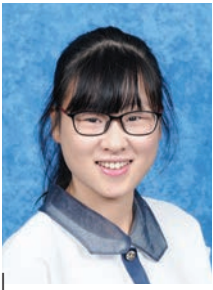
Ending their assembly with a stirring performance of 'We Are The World,' the students reminded the audience that it is everyone's job to make a difference. The best units of study are ones that make a real change in all our lives. If you use a plastic straw or litter be prepared to have a Grade I student persuade you to rethink your impact on the environment.

Have you ever stopped to consider the impact we have on our planet? Do our actions have positive or negative consequences? This is precisely what Grade I has been investigating during our Sharing The Planet unit of inquiry. To provoke the children's thinking about their daily habits and how they affect the planet, teachers collected food waste from the cafeteria. The children were then given an opportunity to view the amount of waste collected. This experience sparked a passionate journey into how they can make a difference. Throughout the unit, the children learnt about the effects of human actions – like pollution and animal health – and how they can persuade people to make a change. For their assembly, the children were asked how they wanted to demonstrate their learning. They chose to create four groups; the 'Dance Group' performed a shadow dance to show the effect of littering;

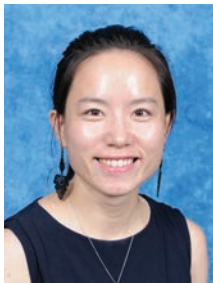
the 'Singing Group' sang a song about recycling; the 'Drama Group' wrote and performed a play about maintaining a perfect world and the 'Background Group' created the props and background for the show.



Chinese Language and Learning

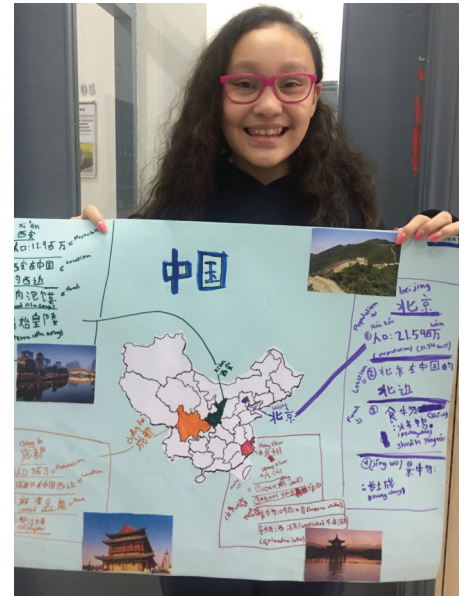


Lucia Wu
Lower School
Mandarin
Teacher



May Peng
Lower School
Mandarin
Teacher

Throughout these activities, students have been exposed to the history and meaning behind traditions and learned key vocabulary and characters to support their language development.



Learning the local language is essential to students building a relationship with the greater community. From these relationships, students gain a deeper understanding of Chinese history and creativity. For Literacy, Chinese geography and history are included throughout different language levels. Poems from ancient China are part of the curriculum, which is a very important way that people express themselves. Students look through the lens of Chinese poets to create their own artistic interpretations of what's happening around them.

Students and teachers also discussed the uniqueness of Chinese culture through Chinese ink-painting which is a great opportunity to appreciate traditional culture. Local Opera is another way of exploring local cultural heritage which strengthens the connection with the regional community. Making traditional Chinese snacks as a culinary tour of Chinese food has helped students to develop a sense of Chinese culture.



STEAM (Science Technology Engineering Art Math)



Zoë Woodcock
Lower School
STEAM
Coordinator

both 2D and 3D, and manage their time effectively.

Grade 4 also had to work together to create a model dragon for Chinese New Year. The learners had to work in groups to create a dragon with a working mouth and eyelids that could be used by Grade 2 students to celebrate the new year. Learners had to develop the whole project themselves, only being given the materials: two meters of fabric, seven pieces of dowel, chicken wire, coloured paper, a photocopy box and two lids. The finished designs now hang from the ceiling in the STEAM room.

Students learn to think, to be problem-solvers and risk-takers, and be resilient as well as being empathetic and consider sustainable living. After all these will be the vital

The STEAM curriculum is another new programme for HIS for the current academic year, one that does not just ensure that learners are able to integrate their understanding of major 'subjects' within learning Science, Technology, Engineering, Arts and Maths, in a multi-disciplinary way — but also to cover all the attributes of the learner profile, and gain an appreciation of global culture and community too. Primarily STEAM is a process of thinking. Two projects so far this year illustrate this.

During Grade 4's inquiry into Migration, I shared my personal experience of witnessing the European migrant crisis of 2016. Alongside the Grade 4 students we investigated the solution that was developed in Vienna of providing

refugees with tiny, sustainable housing. Learners had to consider what aspects of living are essential to life and what is nice to have, which produced some interesting discussion! The project developed many STEAM skills: students had to work to scale to develop a model of their tiny house, make accurate measurements, plan in



Math League



Alex May
Upper School
Mathematics
Teacher

Students at Hangzhou International School participate and excel in athletic, musical, arts, and academic competitions. Nine of our students recently had the opportunity to demonstrate their mathematics problem solving skills in the Math League International Grade 7 Contest. Sera Bajaj, Mateo Del Valle Barrospaez, Catherine Fang, Sikata Gehani, Justin Ji, Jessica Kim, Leanne Lin, Arnav Maheshwari and Felicity Wong each dedicated time after school in February to practice their math skills and solve a variety of problems that required critical thinking and application of math knowledge in unfamiliar situations. The "Dragon Day" problem is a sampling of questions from previous Grade 7 contests:

On the day of the contest, students had 30 minutes to answer as many of the 35 questions as possible. Questions ranged from moderate to very difficult. The information from the Math League states that a score of 14 or greater should be commended and very few students will score above 28. Our students took the contest seriously and did very well. Our top five participants all scored over 14 points for a team score of 106 points. This score placed HIS as the 10th place team in the International Division and 3rd place in China. Our top three participants

Dragon Doug reads a prime number of books each month. If each prime is different, which of the following *cannot* be the total number of books he reads in 3 months?

- A) 10 B) 12 C) 13 D) 15

The number halfway between 45 674 567 and 67 896 789 is

- A) 55 443 322 B) 55 556 666
C) 56 565 656 D) 56 785 678

$$\sqrt{49} - \sqrt{16} =$$

- A) $\sqrt{33}$ B) $\sqrt{25}$ C) $\sqrt{9}$ D) $\sqrt{3}$

were Mateo with 19 points, Justin with 23 points and Felicity with 29 points! Felicity was the 37th student overall in the International Competition. These students, along with their classmates, continue to challenge themselves to develop deep understandings of math concepts and use them to find innovative solutions to real-world problems.

Currently, our 8th grade teams are preparing for the Math Olympiad, a day-long competition which will be hosted by HIS on May 25th. They will compete against 16 other teams, coming from international schools in Hangzhou and other parts of China.



Theory of Knowledge (TOK)

When entering the International Baccalaureate Diploma Program (IBDP), Grade 11 students have a choice of options for courses they want to study. However, there is one subject that all IBDP students around the world must take: Theory of Knowledge (TOK). The TOK course explores concepts of knowledge: what it means to have knowledge

There are two types of assessments at the end of the course: an oral presentation and a 1600-word written essay, approximately five pages. Students are given a choice of six titles, 'questions', from which they will respond to one. The titles for 2019 are shown in each of the Grade 12 photos.



*Terry Strombeck
Upper School
Social Studies
Teacher*



and limitations there are to claiming to have knowledge. After exploring general ideas of knowledge, the course turns its focus to the various subjects offered in the DP program. Students explore the methods of gaining knowledge in each subject and the extent to which knowledge is certain or uncertain.

Past and present TOK students agree that TOK essay assessments are among the most challenging of the IB assessments. Requirements for top scores include the demonstration of expert understanding how complex claiming to 'know' can be. Grade 11 students practice the skills needed for writing these essays. Below are the titles Grade 11 students have chosen.

Additionally, there is an exploration of general ways for acquiring knowledge along with some of the limitations of these 'ways of knowing.' These general 'ways of knowing' include knowing through experience, rational thought, emotional interpretation and the use of language as a tool for knowing.



Service Learning



Tom Jenner
*Upper School
Science Teacher*

At HIS we believe that learning occurs not only in the classroom, but beyond the boundaries of the school. Community service is an integral part of the MYP, and Grade 10 students have been getting more involved this year.

On their China Trip to Inner Mongolia they planted trees as part of a project to prevent desertification in the region. They also taught an English lesson to students at a local school, which was a great opportunity to develop international-mindedness.

Currently, they are helping Pre-kindergarten students by teaching them sports, reading stories, creating arts, and exploring science. They have also been helping them make simple snacks. A secondary benefit is that the Grade 10 students will develop some simple food preparation techniques of their own, before they head off to college. Many have also been involved throughout the year in MUN and GIN, while others have been planning projects of their own - something they will need to develop further in Grade 11.

Service learning is not just about helping others, it is important for our students to appreciate what they also gain from the experience. They improve a variety of skills, work collaboratively, and learn about their

own strengths and areas for growth. Our students are always asked to reflect on what they have done, so that they appreciate how they have benefitted along with those they have helped.



Hangzhou Student Film Festival



*Matthew Baxter
Library Media
Specialist and
PD Coordinator*

become a year-round culture at HIS, and I am excited to continue this passion," said Tia Sharma, one of the students nominated for Best Actor in her role as Orsina in "Love Bond."

Since the inaugural 2018 Hangzhou Student Film Festival, the event has expanded to include 44 screenings of student films, as well as workshops and seminars on the art and craft of the film industry. This year, visiting artist, Hammond Peek, shared his stories and talents with our school and community.

On Thursday morning, the 2019 festival began with a workshop presented by Hammond Peek, a two-time Academy Award winner for Sound Production in both "King Kong" and "Lord of the Rings." Students at Hangzhou International School participated in workshops throughout the day that included hands-on work with recording sound when shooting a film, sound design, and the video production process. Hammond focused on proper sound recording techniques while reviewing the substantial technology changes that have and will continue to occur within the industry. Additionally, he spoke about work ethic and attitude, emphasizing the importance of teamwork, enthusiasm, and passion. The day closed with screenings of all 2019 submissions in eight

different venues around the HIS campus. At the concluding ceremony, awards were announced for genres such as drama, comedy, science fiction, documentary, horror, and art. Awards for different categories were also announced, including best edits, sound, director, actor and best overall film. The winner for Best Film was "The Bench." This documentary, directed by Grade 7 student Leanne Lin, was part live-action and part animation.

A judging panel of 34 teachers, students, community members and industry experts selected the winning films. A committee of 14 teachers and students organized all events. "Film has

The festival provided a wealth of opportunities for students, not just in seeing what other filmmakers have created, but in learning more about the realities of the production process and fostering a community of artists. HIS Upper School Music Teacher, Kyle Kresge, said this about the festival. "My favorite part of the festival this year was seeing our students walk away with smiles on their faces. They had such a great experience. They really connected with people from around the community and they loved showcasing their films."

Work for the 2020 Hangzhou Student Film Festival has already begun.



Middle School Basketball



David Young
Assistant Coach
Middle School
Boys Basketball

The HIS Middle School Basketball team exemplified wonderful commitment, cooperation, and communication skills that are essential for success in sports and life throughout the Spring season.

At the start of the season, the players focused on basic basketball skills such as dribbling, passing, shooting, and rebounding. They trekked to Wellington International School in Hangzhou on Friday, March 22. While there, the team was able to show tremendous sportsmanship towards their competitors, tolerance of a fluid situation and enthusiasm for the game. At the practice after the tournament, the teams completed a self-reflection evaluation of their performance at Wellington. Not surprisingly, the teams were honest, open-minded and optimistic. From that reflective moment, there was a vast improvement in their cooperation and commitment to their teams.

During Spring Break, the players received some home learning to hone their knowledge, skills, and understanding of basketball by watching how five players work together to succeed. Some of their activities included observing March Madness, an American college basketball tournament, which showcases teamwork, competition,

and sportsmanship. From observing their selected basketball games, players began taking notes of rebounding techniques, shooting motions, dribbling, passing, game strategies, decision making, and basketball plays.

Back in April, Coach Baker introduced his now HIS standard for basketball skills improvement, "Baker's Dozen." In this basketball routine, there are twelve carefully developed basketball-focused stations that were modeled by our high school basketball players and coaches. As the players rotate around to the various individual centers, they are timed and challenged in all aspects of their play.

Towards the end of the season, Coach Baker and Coach Young initiated modeling and implemented two basic offensive plays: Pick-n-Roll and Pick-n-Pop.

Baker's Dozen

Zig Zag Cones

- Dribbling in and out of the line of cones
- Crossover at every cone
- Advanced players: between legs/behind the back

Defensive Slide

- Defensive position (knees bent, balls of feet, hands out)
- Big step - slide, big step - slide
- Take your time, proper form, do not touch feet together, or cross-over feet

Reflecting back, the coaches are impressed with our teams' commitment. Numerous players stayed after practice to further develop their skills. There was excellent team cooperation, with the level of teamwork rising each practice and the players demonstrating their risk-taking abilities. Everyone embraced listening and developing new basketball skills. GO DRAGONS!!!



Euro Rip

- Medicine balls chest level away from the body
- Big euro steps (sweeping side to side)
- Rip the ball to the side you step with

Backboard Bounce

- Keep the ball above head at all times
- Controlled catch and throw
- Can use walls and backboards

Fun Fact: A baker's dozen is 13 instead of 12 and comes from medieval England..



International Day









Dragon Run







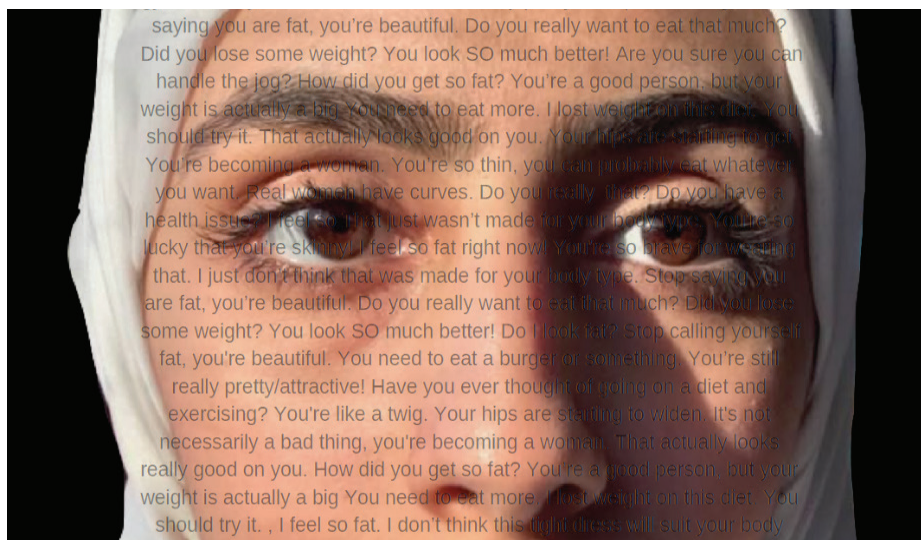


IB Diploma Programme Visual Arts Exhibition



Jamie Sanchez
Upper School
Visual Arts Teacher

Students bravely presented their artwork to the HIS community at the annual Grade 12 IB Diploma Programme. It is a daunting endeavor for students to display their art. They worry about what the audience will think about their artwork and if they will accept it. Students pour their emotions into the pieces. It is like they are sharing their private diaries with the public. As the night continues, the seniors' uncertainties gradually wash away while observing their teachers, families, friends, and peers interact with their work. They stand next to their section of the exhibition and are greeted with smiles, hugs, and handshakes. They are thanked for sharing themselves and congratulated for what they have accomplished. The event concludes with a goodbye and thank you speech given by a student. Each student is exhausted but are bursting with pride and excitement. This year five students presented over 30 works of art to our community in a variety of media including sculpture, photography, painting, and drawing. There were themes of body shaming, experiences with war, loss of loved ones, exploration of identity, and more. It is my favorite time of the school year and it is a priceless experience for the students. Our supportive community makes the event a memory that the students will carry with them on their future adventures.





Spring Arts Night



***Jamie Sanchez**
Upper School
Visual Arts Teacher*



***Matt Tupper**
Upper School
Design and Drama
Teacher*



***Kyle Kresge**
Upper School
Music Teacher*

On Friday, May 31st, the HIS Visual Arts, Drama, and Music students showcased their learning and progress in a variety of exhibits and performances in the Hall. Grades 6-11 Visual Arts students presented artwork in a variety of mediums including "Textiles and Innovation in Art," "Mixed Media Still Life," "Paper Cutouts," as well as "Surrealistic Painting and Sculpture."

Upper School Drama students developed Collaborative and Affective skills as they produced two self-directed shows: "News Action Now with 10% More News," a comedy with quick changes that challenges the actors to make big choices and take risks as outlandish characters, and "Check Please Take 2," a romantic situational comedy that allows the

actors to create characters that are realistic and believable.

Grade 8 Music students furthered their instrumental technique by focusing on Self-Management skills and performed a variety of pieces that highlight contrasting expressive musicianship. Grade 9 and 10 Music ensemble presented a program of Baroque pieces that highlight the expressive nature of 17th century European orchestral music.





MYP Projects



Matthew Baxter
Library Media
Specialist and
PD Coordinator

Student learning is at the center of the MYP Projects at Hangzhou International School. MYP Projects develop personal interests and student passions during Grade 8 and Grade 10. During this year-long process, students step through the stages of the project life cycle, which includes investigating, planning, action and reflection. Throughout this process, students develop skills such as informational literacy, collaboration, transfer thinking and organization. Students select their objectives based on their curiosities, talents, and life-long goals. This resulted in a finished product or outcome that is on display annually for the HIS community. Publishing short stories, creating an art showcase, teaching others about media literacy, and raising funds for the Hangzhou Children's Orphanage were among the projects displayed this year.



University Acceptances

Congratulations to the Class of 2019! They have worked hard, completed their IBDP exams, and traveled to Sanya, Hainan, for a week in the sun! Their hard work has paid off, as many have been accepted to top universities around the world. With 18 graduates, they will be potentially going to five different countries for university. We wish them the best as Dragon Alumni.

University Acceptances

- **Alessandra Beelen** - University of Oregon, Michigan State University, Texas A&M University, University of British Columbia, University of California Davis, University of Washington, University of North Carolina Chapel Hill
- **Sophie Chen** - University of Southern California, University of California Los Angeles, University of California San Diego, Boston College, Cornell University, University of Pennsylvania, Carnegie Mellon University
- **Christian Engberg** - King's College, University of Manchester, Bristol University, University of Warwick, University of Edinburgh, Copenhagen Business College, Aarhus Universitet, Syddansk Universitet
- **Diya Harwani** - Newcastle University, Nottingham University, Brunel University, Savannah College of Art and Design, University of Queensland, Goldsmith's University
- **Andrew Ho** - McGill University, University of British Columbia, University of Toronto, University of Waterloo
- **Sahil Jashnani** - Aberystwyth University, Portsmouth University, Brunel University, Falmouth University
- **Min Kim** - Hong Kong University, Hong Kong University of Science and Technology
- **Chinyu Liu** - Rutgers University, Arizona State University, Michigan State University, University of Nebraska, University of Massachusetts, University of Georgia
- **Gabriel Tan** - University of Laverne, University of Oregon-Cascade, University of Oregon, Saint Olaf University, University of California Riverside
- **Anthony Tou** - University of Iowa, Michigan State University, University of Maryland, California College of Arts, Rochester Institute of Technology, Savannah College of Art and Design, Otis College of Art and Design
- **William Zhang** - Buffalo State University, Rutgers University
- **Manar Al-Awadhi** - Savannah College of Art and Design Hong Kong
- **Seung Yeon (Angela) Jung** - Seoul National University, Korea University, Sungkyunkwan University





▲ **ACAMIS Soccer Tournament @ HIS**

Congratulations to the ACAMIS Soccer 2019 Runner-Up teams! Both the boys' and girls' team took 2nd place in the tournament. Both games were tight matches, full of tension and opportunities for goals for and against. Players and coaches performed at their best level and came away with some great play on the field! Well done, Dragons! Players named to the Allstar Tournament were: Alessandra Beelen, Christian Engberg, Afonso Tavares, Elisa Zhang Zhan, & Lucia Zhang Zhan. Congratulations!



▲ **Dulwich Cup Swim Invitational**

The HIS Swim team swam their last meet of the season in Shanghai on May 18-19. Congratulations to the swim team for their performance and growth over the year. Dulwich Cup is a international invitational swim meet hosted by Dulwich College Shanghai. There are more than 10 international schools and swim clubs to join in this meet. Most of swimmers swam in the long course pool for the first time, but all of them achieved their personal best times this meet. Our swimmers worked hard and improved impressively in all events. Special recognition for Tommy Arditti who received three medals during the meet and attained a Personal Best Time in all events. Our 9-10 years old boys got best time in freestyle Relay. We are so happy and proud of our swimmers who demonstrated fantastic performances at this meet.

▲ **SISAC Badminton Tournament**

The HIS players performed very well and placed 6th out of 12 teams in the SISAC tournament! They showed dedication, resilience, and sportsmanship, on and off the court and represented HIS well with dragon spirit! We are very proud of our players for their hard work and positive attitudes throughout the season. Fantastic effort everyone! Gooooo Dragons!!!



▲ SUZMUN Conference

On Saturday 11 May 2019, 22 HIS students attended the 8th annual SUZMUN conference hosted by Suzhou Singapore International School. The theme of this year's conference was "A Moment of Action." Apart from West Lake MUN, SUZMUN remains one of the favorite MUN conferences amongst HIS MUN club members to attend. This conference allows for many of our younger MUN members the opportunity to gain valuable experience and for our seasoned MUN members, the opportunity to refine their MUN skills but also to serve as student officers.



▲ Lower School Art Show

The artwork on display is an example of how the art department coordinated with grade levels during their Sharing the Planet units of inquiry.



▲ Rumpelstiltskin

Lower School students had a wonderful time displaying their talents in the full-length Rumpelstiltskin production.



▲ ACAMIS Middle School Math Olympiad

HIS hosted the ACAMIS Middle School Math Olympiad on Saturday, May 25. This event saw nine schools from Beijing, Shanghai, and Hangzhou areas come together to compete in mathematics. The students, ranging in age from 11 - 13 years of age, worked in teams of four to calculate, solve problems, and evaluate their answers. Each round lasted 40 minutes and covered topics including arithmetic, algebra, measurement, geometry, trigonometry, statistics and probability and logic.



▲ **Career Fair**

HIS students are being given access to real-world experiences through interactions with community partners, field trips, discussions with doctors, lawyers, and business men and women, and life skills sessions. Through all of these experiences, our students are gaining perspective and insight that, tempered with their class content, will provide the foundation for their futures. Learning in the classroom is effective and relevant, but when coupled with contextualized approaches that challenge the students to make connections and apply the knowledge in different areas that make it real and effective. The Panel Discussion on Thursday, May 2, provided insight from area technology, finance, hospitality, and educational specialists. The Careers and Futures Fair on Friday, May 3, shared the experiences and program information from a wide array of HIS parents and the wider Hangzhou Community members in a variety of fields. Scientists, engineers, consultants, lawyers, advertising executives, factory owners, and more were represented. Students gained insight into fields they might study or work in.



▲ **Grade 9 Parenting Project**

Grade 9 students participated in our highly popular and educational parenting project. Students learned about early childhood development while attending to the needs of a 'Rice Baby', either individually or in pairs. The project focused on the issues and responsibilities surrounding the care of a small child, while students ensured that their own 'babies' remained safe and well-tended.



▲ **Grade 5 Transition to Middle School**

The Grade 5 students got to practice for Middle School entrance on Friday, May 10. During a busy day full of Talent Show events and House Activities, the Grade 5 students visited several different classes including English Language and Literature, Math, Science, Health, PE and Social Studies to get a taster of what Grade 6 will be like next year. Their reactions were positive and full of excitement about what awaits them in Middle School.



▲ **Spelling Bee**

The final round of the 2019 HIS Spelling Bee took place on Monday, April 20th. There were 20 spellers involved throughout all three levels of competition. The organizers were thoroughly impressed by the preparation and determination exhibited by each participant. We would like to thank all of the students, families, teachers and staff who helped make the Spelling Bee a success. We sincerely appreciate your support!

PAFA (Parents and Friends Association)



If you have any questions, please contact us:

- ✉ pafaevents@his-china.org
- ✉ pafacommunications@his-china.org
- ✉ pafatreasurer@his-china.org

Committee Liaisons

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- Treasurer

Andrea Stubbs

- HIS Community Relations



Living Library



Matthew Baxter
Library Media
Specialist and
PD Coordinator

HIS community members transformed into “books” who shared great stories to our students, the “readers,” during the HIS Living Library event.

The energy in the room was electric as students and community members checked out the “living books” at our inaugural Living Library event, “I AM the STORY.” For five hours on Friday, April 26th, 2019 Hangzhou International School Community Library became a vibrant meeting place for students to have personal exchanges with some fabulous “living books,” which included students, teachers, business managers, and parents. “I AM the STORY” is about sharing culture, perspective and experiences while building empathy, compassion, and understanding through exploring who we are and where we come from. “Books” shared stories that ranged from how they learned to type to living through war. Each of the volunteer community members brought their past experiences, knowledge of life, and cultural values to share within their 15-minute time slots. We hope that this event becomes an annual showcase of the types of experiences everyone in our community can share.

HIS was so pleased at the amount of students that volunteered their time as both stories and assistants in order to be a part of this unique event.

These Grade 8 students had this to say about the event.

“I talked to Bany because her story was emotional and gave you the feeling of being there” (Daniel Fryer).

“The Living Library was helpful to understand and know different cultures and perspectives” (Dieter Armstrong).

“The stories that were told with emotion engaged us and made us want to go again” (Yuki Chan).

Keep your eyes open for future Living Library events at Hangzhou International School Community Library.

Check out video and more pictures of the HIS Living Library by scanning the QR code below.

Living Library Gallery



Balanced Play and Screen Time Over Summer Break

Screen time is a term used for activities done in front of a screen, such as watching TV, working on a computer, phone apps, or playing video games. Screen time is sedentary activity, meaning you are being physically inactive while sitting down. If you ask ten different families about how technology is used at home and about Screen Time, you will get ten different answers. Parents ask, "can we safely relax Screen Time at certain times like Spring Vacation or Summer?" The answer is complicated and it really depends. The underlying goal, which includes Screen Time, is balance. If your child is active during the day, like at a sports camp or outdoors summer-program, then "increased afternoon screen time is not detrimental. If however your child is working or studying over the summer then Screen Time is once again an issue (<https://www.additudemag.com/limiting-screen-time-for-kids-summer/>).

Learning Works for Kids proposes a balanced play diet to promote health in children. The Balanced Play

Diet begins with the premise that video games and other digital media are an essential part of academic and cognitive development for 21st Century children. "A child who spends all of his time on sports, while neglecting imagination games, never gets to just be free and be a kid. A child who spends hours in front of a screen, to the exclusion of active play, will not develop well-rounded social or physical skills."

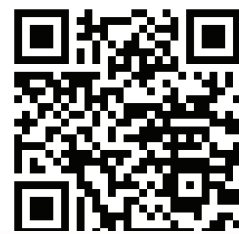
Digital play is defined as "a voluntary, pleasurable, and energizing activity that involves the use of a range of digital technologies, including video games, websites, apps, mobile phones, iPods, tablets, writing programs, cameras, and many other technologies available for kids today." This type of play prepares children for their future in a evolving highly-technical society.

"The most current research shows that the judicious use of digital media can exercise critical thinking skills, improve academic performance, and provide valuable experiences for



Karl Suits
*Director of
Technology*

social and emotional development as well." Parents need to monitor the amount of time their child spends on devices. Current research shows that two hours a day is the maximum amount of time that children should play on screens. The traditional forms of social play (eg. building a fort), active play (e.g. playing tag), creative play, (e.g. painting) and free play (playing for the sake of playing) are starting to involve more and more components of technology. Scan the below QR code for further information on the Balanced Play Diet. (<https://learningworksforkids.com/>)



Balanced Play Diet



Bad Digital Habits

- Reducing the time spent on physical activity, academics, and unstructured play as a result of excessive digital play time.
- Using digital technologies as a "babysitter," thereby reducing the amount of face-to-face time a child spends with their parents.
- Using digital play merely as a distraction or waste of time, instead of as a healthy part of a balanced play diet.
- Using digital play as a means for self-isolation or social withdrawal by spending an excessive amount of time online.

Productive Relaxation



Jennifer Widi
School Psychologist

As the school year is coming to an end, we are saying goodbye to students that we have come to know and love. Earlier this week I had the opportunity to meet with the 8th grade students who are leaving and was struck by how many different countries they will be moving to. Although many students expressed excitement about the change and new opportunities, most didn't have a choice in when or where they are moving. Because big decisions are left to adults, it made me think about how important it is for children, particularly in the middle of a big change, to feel a sense of control, stability, and knowing their voices are heard. If your family is experiencing a big change, the tips below may be helpful to keep in mind.



- Establish a routine in the evening and allow small choices within the routine.
 - o "When it's time for dinner, do you want to set the table or clean up after?"
 - o "When it's time for bed, do you want to read three or four books?"
- If possible, cook familiar foods while slowly introducing new foods.
- Bring important items along and quickly make their room feel like home.
- Recognize that changes in mood or behavior, even long after the move may still be related. Monitor changes in yourself as well.
- In an age appropriate way, talk about your own feelings related to the move.
 - o "I feel sad too when I think about the friends in China. Would you want to call your friend later this week?"
 - o "When I went to my new office for the first time, I felt nervous too. Then I reminded myself that the company was excited to hire me and that the nervous feeling would pass."
- Most importantly, celebrate the positive moments and know that the tough moments will pass!



Reading Strategies



During summer break, most students look forward to indulging in relaxation and fun. To be quite honest, most adults look forward to the same things. However, after two months of down time, everyone has to return to work or school. Yet, students are expected to maintain their academic and personal growth. How can we ensure that our students do this?

Encourage reading and make it fun

- Support your child in selecting books and reading materials that interests him or her.



Maneesha Maingot
Student Support
Services Coordinator

- Create a fun space that is specifically designated for reading. For example, you can help your child create a reading fort or a reading nook.
- Form a book club. Read the same book as your child and have book discussions over lunch. You can invite other family members or friends to the book club.

Connect math to everyday tasks

- Allow your child to pay for restaurant or grocery bills. They can estimate the cost of the bill or calculate the change.

Speak to your child's teachers

- Ask your child's teachers what he/she can do to prepare for the following year.

The recommendations above are a few ways parents can prevent the notorious summer slide. The key thing that parents can do to help is actively engage with their children. Make learning this summer fun and memorable!

Partners Spotlight



The World-class Instructional Design and Assessment (WIDA) Consortium, provides language development resources to those who support the academic success of multilingual learners. They offer a comprehensive, research-based system of language standards, assessments, professional learning and educator assistance. WIDA's trusted resources are used by 41 domestic states and territories and more than 400 international schools throughout the world. They provide HIS with access to a network of schools, and an abundance of resources and assessment materials. Diagnostic assessments are used to measure growth in English proficiency.

Hangzhou International School is proud to have hosted a WIDA workshop Professional Development for faculty in 2017 with WIDA founders. In 2018, WIDA joined the ACAMIS Early Childhood Conference held at HIS. WIDA results demonstrate that HIS students thrive within our educational program as compared with like schools in the region.

For more information on HIS Partners go to <https://www.his-china.org/support/partners>



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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