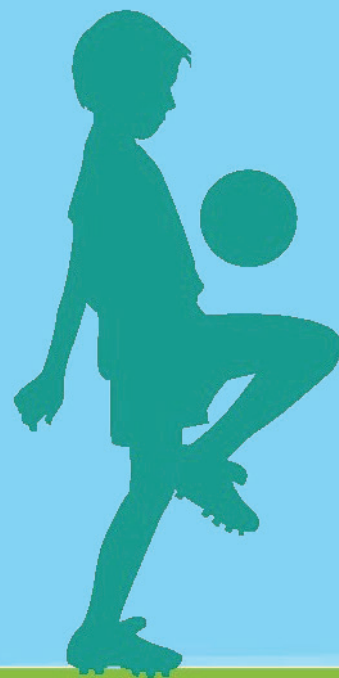
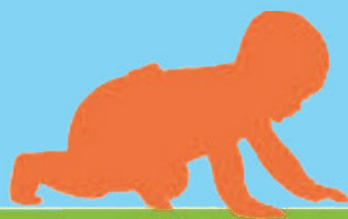


Hangzhou International School · Summer 2018

DragonNews



Stepping Forward

Transitions

College Acceptances

Summer Break Activities

Family and Alumni Spotlights

Dragon Run 5K



HIS
HANGZHOU



Table of Contents

From the Director

Stepping Forward

Admin Desk

Future Planning in the Upper School

Flexible Classroom Environments

School Highlights

PYP, MYP, IB Diploma

After School Activities

Madagascar: The Musical

Four Square

An Unforgettable Language Experience

Spanish Class Trip to Spain

Creative Arts

Visual Arts, Drama, Music

Sports

Soccer, Badminton, Volleyball,

Basketball, Track and Field

Counselor's Corner

Mental Health Week

Transitions

Library

Author Visits

Tech Pagoda Wisdom

International Day

Alumni and Family Spotlights

Dragon Moments

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From the Director

Dear HIS Community and Friends,

An old Chinese proverb states that “A journey of a thousand miles begins with a single step”. Over the past months, HIS has been celebrating the achievements and accomplishments of our students for this school year. There have been musical productions and performances, student-led conferences, exhibitions, award nights, promotion ceremonies, athletics banquets and, of course, senior graduation. We know by the long list of achievements that our students have been engaging in challenges and opportunities that allow them to pursue academic and personal excellence. At HIS, we provide a caring community environment for students to take risks and begin new journeys, so this edition of DragonNews celebrates “Stepping Forward in 2017-18”.



Stepping forward as a community of learners, the students, parents and faculty have done well to support our learning environment. This year the school hosted a number of forums on parenting and expanded its initiative to provide support in the transition of new, departing and returning families. The results of these efforts have been remarkable, and it is clear that our students are more supported at home and at school, which gives them the right state of mind to focus on learning and to work more confidently in collaboration with others. We hope that a strong year leads to a very welcome summer break that allows families to spend quality time together, reconnect with relatives, and travel to new or favorite places; and we challenge our lifelong learners to continue exploring, exercising, reading, and writing, and perhaps do something new or daring, and get plenty of rest. We have great plans for 2018-19, but summer is a precious time to enjoy as a family and continue learning new things.

It is hard to believe that the 2017-2018 school year has come to a close. I wish all of our graduates great happiness and continued success in their life pursuits. I want to thank all of our dedicated teachers, parents, and students for many more wonderful memories. No doubt some of you will be leaving us at the end of this year. I wish you all the best and hope you will find your new school as equally warm and caring as HIS. We hope you stay in touch and come back for a visit. And remember: Once a Dragon, Always a Dragon! For those returning next year, we look forward to celebrating our seventeenth year and creating many more wonderful memories to share. Have a great summer!

A handwritten signature in cursive script, reading "Jeff R. Stubbs".

Jeffrey R. Stubbs
HIS Director



Future Planning in the Upper School



Pat Long
*Upper School
Vice Principal and
MYP Coordinator*

and expectations of daily life at a busy school.

Ensuring that those rituals, routines and expectations are geared towards preparing our students for the important landmarks of school and

around their 'Rice Babies', created to expose them to a small part of the responsibilities borne by parents. For two school weeks, the students cared for these 'babies', following a routine of feeding and napping, as well as responding to random care alerts sent by faculty members. They were expected to ensure that the babies were supervised at all times and were protected from harm. Many of the parents of the 9th and 10th graders were actively involved as well, providing clothes and baby-sitting services. As teachers, it was entertaining and heartening to interact with the students during those two weeks. We observed many occasions when the 'parents' placed the needs of the baby first, and it was great to see the ways our students planned around the added burden of carrying the babies or scheduling overnight care. Most pleasing was the good humour the students exhibited throughout the unit, evident in the reflections they posted on ManageBac and in the WeChat group. Most have a greater appreciation of the obligations of parenting, and several have commented that they now plan never to have children of their own!



It is a strange feature of school life that as the year draws to a close everything speeds up. We look ahead at the short weeks before the summer break, and already feel the whirl of all the events, activities and milestones that are beginning to crowd our calendar so pleasantly. In the next month, the Grade 5s will leave behind the Lower School, the Grade 8s will become High Schoolers at last, and our Grade 12s - with a mixture of nostalgia and expectation - will reach graduation and say their final good-byes to HIS. In the midst of these important rituals of transition are their usual trappings: proms and exams, course selections and awards ceremonies, greetings and farewells - all combined with the usual routines

the life after it has taken an added dimension this semester with the advent of a Life Skills programme in Grades 9 and 10. Members of our community will have seen some of our High Schoolers carrying





Another element of the Life Skills programme is the introduction to career planning, with the upcoming Grade 9 Work Experience event from June 25th to 27th. The purpose of this unit is two-fold: first, we want to encourage the students to make a clearer connection between their

learning in school and their paths once they leave it. Not only can such an experience help focus the adolescent mind on future goals, but it can add relevance to the students' classroom experiences. Also, the unit allows us to teach highly relevant skills with practical outcomes within our

nurturing community environment. In addition to the understanding of the world of work and certain career options they will acquire on their placements, students will be writing resumés/CVs and application letters, and undergoing 'interviews' for the positions they wish to fill. We are excited by this new venture because of the real-world learning it provides, and are thrilled by the number of HIS community members who have offered placements within their businesses and organisations for our Grade 9s. We look forward to continuing to develop this programme in coming years, and making Work Experience one of the essential High School landmarks at HIS.



Flexible Classroom Environments



*Robert Hyndman
Lower School
Principal*

What do you notice about these classroom images?

Many of us might recognize classrooms like these from our own primary school experience. You probably notice that the front of the room is the focal point - where the teacher stands and spends most of his/her time. The desks are arranged to minimize interaction between students. These classrooms are very teacher centered, telling us something about the kind of teaching that is going on. The teacher will be doing most of the talking, imparting knowledge, and directing the learning. The black and white photos are from days gone by whilst the color photos are more modern – yet there is very little difference in the layout of the rooms. The student reactions in one of the photos suggest that traditional classrooms inspire a low level of enthusiasm in the children.

Traditional ▼



Modern ▼



What about these classrooms?

They look quite different. These rooms do not have one focal point. There are several places in the room where a teacher might be able to work with a group. The desks and tables are arranged to promote interaction between students. They are various shapes and sizes. Some students can be on the floor while they work, others stand at tall tables, and others sit and work at desks or tables that can be arranged in different configurations. These classrooms are student centered. This tells us something about the kind of teaching and learning that is going on. The students are active learners, thinking and discussing, asking questions and taking more responsibility for their learning.

At HIS we are moving towards making our classrooms more student centered. There is less emphasis on the teacher as the center of attention and the imparter of knowledge. We want our student centered classrooms to be flexible spaces that allow students to collaborate and explore. The rooms should be geared towards the teacher working with small groups or individual learners. We want our students to have choices about the size and shape of the space and furniture they want to use.

We are excited about designing a new campus with flexible, student centered learning environments. We are also thinking about the kind of furniture we want for these learning spaces. Next year our 5th Grade classes will trial new types of furniture that will support our student centered, inquiry learning vision. This trial will help inform our future decisions about learning spaces.

Sharing the Planet



Jacqueline Cloete
Lower School
Pre-Kindergarten

In Pre-Kindergarten, we are currently working on the transdisciplinary theme, "Sharing The Planet" with the key concepts of form, function, and responsibility. The central idea is that small creatures are essential for the survival of the ecosystem. As



an initial provocation, we planned a special 'small' day for students. Their whole day was something out of the ordinary whereby they had a chance to experience life through the eyes of a small creature. The main objective for the day was for students to understand how it feels to be small and to realize that small things are important too.

Students were exposed to different environments where they found various challenges that influenced their ability to complete or enjoy activities and games set out for them. Some of the activities were; a human tunnel created by Grade 3, 4, and 5

students leading from the class to the ballroom, Grade 6 and Grade 12 students playing with students in the ballroom, high tables with their favorite activities on them, playing in the balloon and candy bamboo forest, and taking turns to carry a watermelon throughout the day. We are thankful to everyone that made the provocation day possible.

At the end of the day students had fruitful discussions about the activities that took place throughout the day. Some students came up with statements like: 'I am so small; that is why I do not reach' and 'The big children are too big to play in here, this is for small children'. Students showed their understanding of the concept 'small' and could explain how they think small creatures also feel being surrounded by so many things bigger than them.



One of the lines of inquiry 'the importance of small creatures for the environment and other living things' lead to the first activity where students went outside with magnifying glasses ready to find as many small things as they could. They were

excited to start discussions with their friends about all the small things they could see.

It is clear that Pre-K students understand that small creatures have a place in the ecosystem. Although the unit only started now, students already showed great enthusiasm and involvement throughout the activities done so far. We are excited to see all their ideas arising after more discoveries and investigations about the importance of small creatures. We are looking forward to document how they share their learning with each other.



Tables


What did you do?
How did you feel?

Vivian: The table is tall.

Yuma: The feet of the table are very tall.

Daniel: Yun Chu can't reach. I tried to lift her.

Valentine: I cannot reach it. I put it down and played it.



How the World Works



Michelle Dierker
Lower School
Grade 1

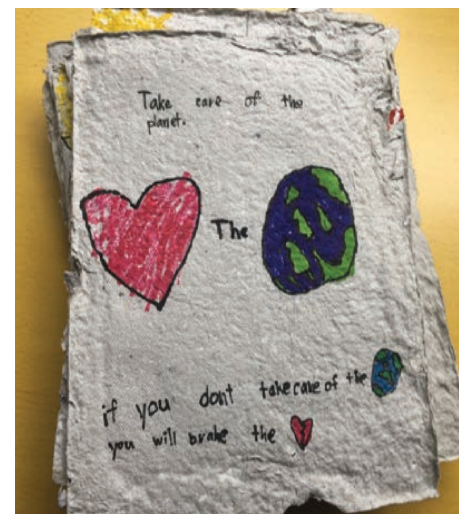
collecting data at home on how they could make a personal difference, to answering the student inquiry of how we can create new paper using the paper in our classroom recycling boxes.

Overall, we have seen our students grow through this unit as both thinkers and communicators. The compassion they have demonstrated in caring for the planet and the living things that are a part of it has been moving and inspiring. They have walked away from this unit feeling confident in their ability to effect change in small ways, which we know can lead to a greater impact overall. We are proud of the personal responsibility they have taken in their learning this term! Overall, this unit has been an absolute blast that inspires us all to be thinkers and inquires!

In Grade 1 this term, students learned about how human waste negatively impacts the planet. We began our unit by taking a walk to the river to see if students noticed any ways that humans impact the world around us. Students were simply asked to draw pictures and write about the things they saw along the way. Very quickly, the children began to make associations between the “good” and “bad” parts of the environment surrounding them. It was exciting to see their ideas begin to form. Some students instantly saw the negatives and felt angry about their impact on the environment. Others were instead drawn to the beauty around them and found it easier to overlook the negatives.

As a connection to our persuasive writing unit, students used this provocation as a way to formulate their opinion about whether humans make a positive or negative impact on the planet. The children engaged in a “Tug of War” and wrote reasons with evidence supporting their opinions. Formulating their opinions helped them in the beginning stages of writing persuasive letters to someone who might need encouragement to better care for the earth.

Learning opportunities abounded for us throughout this unit. The natural curiosity of the students led us into many exciting, hands-on learning experiences, from writing letters to our leaders for better compost and sorted recycling bins, to



Who We Are



David Young
Lower School
Grade 2

At the beginning of April Grade 2 embarked on an inquiry adventure: "Who We Are." For the unit of inquiry, our central focus was on the human body; "how the lifestyle choices we make affect us."

To activate our students' prior knowledge, we had them outline a human body on white paper: detailing, labeling, and captioning, in groups, any information they knew. Once the groups finished constructing what they knew of the human body, they enthusiastically presented their understanding to their peers.

One activity that Grade 2 enjoys, and that helps shape and scope the forthcoming unit while fulfilling our



goal of student-driven activities, are the "I wonder" questions. From these questions, teachers gain an insight into what the student is curious about in our unit. Here are a few examples: Guy writes, "Why is the skin so important?" Emma pens, "I wonder how my ears work?" Also, these student-composed questions show the inquiry, enthusiasm and prior knowledge level of our community of diverse learners

From our initial discussion about my knee surgery, one interesting writing activity emerged and was agreed

upon by our class: tell, write and illustrate about an injury you had. Everyone had a story to share.

Another student driven activity was when the students had to create their own healthy meal on a paper plate with classroom materials. Based on the outcome of their finished products, diversity and commitment were quite evident.

As we stride towards the finish line of "Who We Are," the students will be able to choose from an array of final products to show their learning such as planning a goal and making a personal change, developing a poster about healthy choices, or creating a commercial to raise public awareness regarding health issues.



Sharing the Planet



Abbey Ehling
Lower School
Grade 3

Our Grade 3 students were completely engaged in our most recent unit of inquiry called Sharing the Planet. Students explored plants as natural resources and the purpose they serve in our lives. Their sincere

interest throughout the unit led to a deeper understanding of the function of plants and to many great conversations about our responsibility to protect nature. We developed questioning and research skills while we explored the causes of problems in the environment and thought about possible solutions to those problems. It was interesting to compare and contrast images of problems in nature with images of people collaborating to solve those problems.

At the conclusion of the unit, the students created their very own unique plants! These plants came from their own imaginations and were designed to serve a purpose in our world. Students built models to represent their plants using recycled materials! Yes, recycled materials! We have been talking so much about how important our responsibility is to protect the natural environment. With this project, students were not allowed to go out and purchase anything. They needed to use only

recycled materials. That was the whole point - using things that have already been used and using them again. It was fun to share these creations and our learning with our school.

Using recycled materials in our classroom to create art was also a passion for the third graders this term. In appreciation of nature, students collaborated to create nature-inspired mosaics using paper scraps from our classroom. These would have otherwise have been thrown away. This project was inspired by a clothing designer in New York who has built his company around using scrap fabrics to create a new, and innovative clothing line with a responsibility towards nature in mind. Students had a blast making the mosaics together and felt proud that they were able to use recycled materials to create a beautiful work of art.

This is one of those units with an increasingly important theme; humans' responsibility to protect nature, not just while doing the unit, but in every day life. Knowing that our students apply this learning to real life situations brings hope for our planet's

future. We hope that our students will remember the lessons learned and continue to take action in even the smallest ways for years to come.



Sharing the Planet



Simon Dobson
Lower School
Grade 4

Over the last month in fourth grade we've been thinking about how we, as humans, share the planet with one another. In this inquiry unit we've focused on human rights, equality, and how access to opportunities can help or hinder our lives. We began this unit by looking at the UN Rights of the Child and determining whether or not our rights were being met. We then looked at the stories of families from countries where, arguably, their rights were not being met and the students

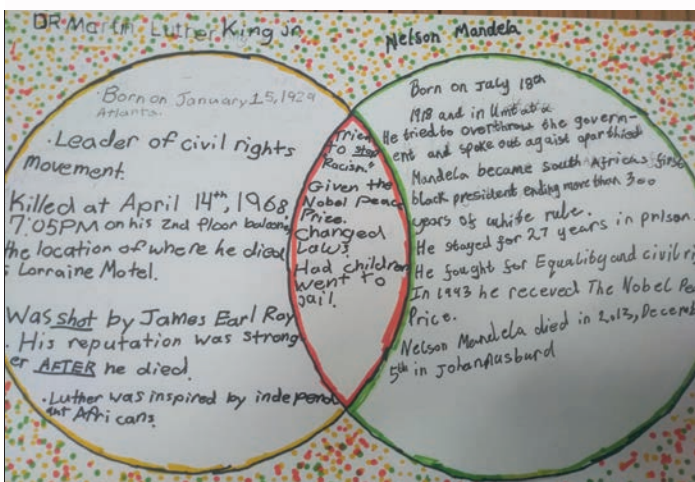
were able to reflect on how their own lives differ.

Our class then looked at differing perspectives on equality. To begin with we looked at five vocabulary words to help drive our inquiry forward, discrimination, equality, justice, unfair, and segregation. The students' questions helped to drive our inquiry classes into looking at the civil rights movement in the United States, and apartheid in South Africa. We learned about how life was under a system of segregation, and the students took particular interest in the lives of Dr. Martin Luther King and Nelson Mandela.

In order to allow the students to share their own perspectives on the

subject of equality we set up a video booth where students could share their thoughts, questions, and feelings on this subject away from their peers. Students were also given quotes from prominent civil rights activists such as Emmeline Pankhurst, and Malcolm X, as well as excerpts from Dr. King's "I have a dream" speech and asked to reflect on their meaning.

For our culminating project the students chose a civil rights leader to research and create a Pechakucha. This style of presentation usually involves a presentation of 20 slides with the presenter talking for 20 seconds on each. The students will deliver their presentations to their peers and talk about what they found out in a snappy, concise way.



Lower School Chinese



Our students are inquirers, thinkers, communicators, knowledgeable, and risk-takers.

At HIS, our Mandarin program offers a challenging, engaging and exciting curriculum for both native Chinese and non-native Chinese learners at a variety of levels to suit their needs.

This year, our students and teachers in Mandarin have worked closely with the homerooms across the grade

levels to provide connections to both literacy and inquiry. Students have undertaken a variety of investigations outside the classroom and then returned to build on and making deeper meaning what they have observed. By embedding Mandarin learning in authentic and meaningful situations, the children are developing into more confident and competent Mandarin speakers and listeners.



*Samuel Bateman
Lower School
Chinese Language*

We recognize that children use language as a vehicle for inquiry, self-expression and for the communication of ideas. Thoughtful, reflective communicators are able to understand, comprehend and appreciate the world around them. It is through the use of language that children develop responsible attitudes and take appropriate action in order to make a difference in the world.

The ability to communicate in more than one language allows students to participate more fully in their community and in the greater global community, and as Mandarin is the host language in China, we are proud to see our students engaging with the Mandarin curriculum and putting to use in a variety of ways.



Sharing the Planet



Jemma Liu
Lower School
Kindergarten

Kindergarten have been very busy with their latest unit 'Sharing the Planet'. The students were already very familiar with many kinds of animals, big and small, and showed an interest in learning more about the ecosystems all around us. At the beginning of their unit, students grabbed their clipboards and went on a nature walk to observe and record the school environment. No stone, plant or insect went unnoticed.

They enjoyed class discussions about what living and non-living things they found. To continue their 'tuning in' they visited a local pond to observe insects and animals together, and made connections between their roles in the pond as food and consumers.

The students soon turned their attention to larger animals and the habitats they live in and threw themselves into group building projects. After making lists of what they already knew about their chosen habitat, they used books from the library and researched on the computers to identify more. They explored food chains within their groups and learnt about the functions and importance of each plant, insect

and animal.

Kindergarten went on a field trip to Hangzhou Safari Park where the students took their learning a step further by searching for peoples' responsibility towards the animals. Students found that whilst they enjoyed the Zoo, it just wasn't natural. The animals relied on people to feed and clean out their habitat. They have now started to think how our actions in nature affect animals in the wild, such as the cutting down too many trees or over fishing. It's been a pleasure to watch the inquiry process as the students become better communicators with their peers and more responsible as they learn to share to planet.



Trash to Treasure, Op Art, and Tangling



The fifth graders have been working for a long time on their "Trash to Treasure" papier-mâché creatures. Drawings were made based on what recyclable items the students thought they could bring from home that would normally be thrown out. The items were taped together to create the skeleton of the creature. Similar to muscles, newspaper was added for padding, to hide the recycled materials. Finally, like skin, papier-

mâché with strips of newspaper were used to further secure everything in place and make it hard. Once the students finish with the papier-mâché, paint and other materials will be used to bring out the character of the creature from the imagination of the students.

The second graders are learning about "Op Art," illusions on paper. By curving the lines, it gives it the



Douglas Harder
Lower School
Art

look of rounded strange pipes or hoses. Pressing lightly with the colored pencils in the middle of each pipe reinforces this, as direct light makes objects brighter and lighter. The students could choose from two, three, or four colors to make each pattern. In the end, I hope the children learned a way to make something appear three-dimensional on paper.

Third graders learned about "Tangling:" creating designs and patterns inside different shapes called borders to make a mosaic. The elements of this have been around a long time, but the incorporation of it in this form has only been around for about 15 years. It allows the student to freely express themselves in the parameters of the design principles.



Growth Mindset



*Aryanna Wetteland
Upper School
Math*

In math class we focus on a growth mindset. We believe that “smartness” can be learned and the brain grows from effort, practice, and experience. Students have really done well with this idea and responded positively to new challenges such as the 7th grade class taking on advanced level work for coordinate geometry and equations of a line. They worked hard and by the end of the unit were able to play battleship by creating equations of a line, graphing lines, and guessing where their opponents ships were.

The 8th grade class has shown an immense amount of perseverance while learning about how percentages have real world applications. They completed an investigation and accompanying paper where they “invested” in specific stocks they were interested in. They tracked the progress for three weeks, compiled data about the companies they invested, and created a comprehensive look at their stocks over a three-year period.

The 6th grade class continues to surprise me with their enthusiasm and love of learning. They avidly participate in every activity such as their current group project on 3D shapes and packaging design. They have shown how creative they can be with their ideas for their product as well as



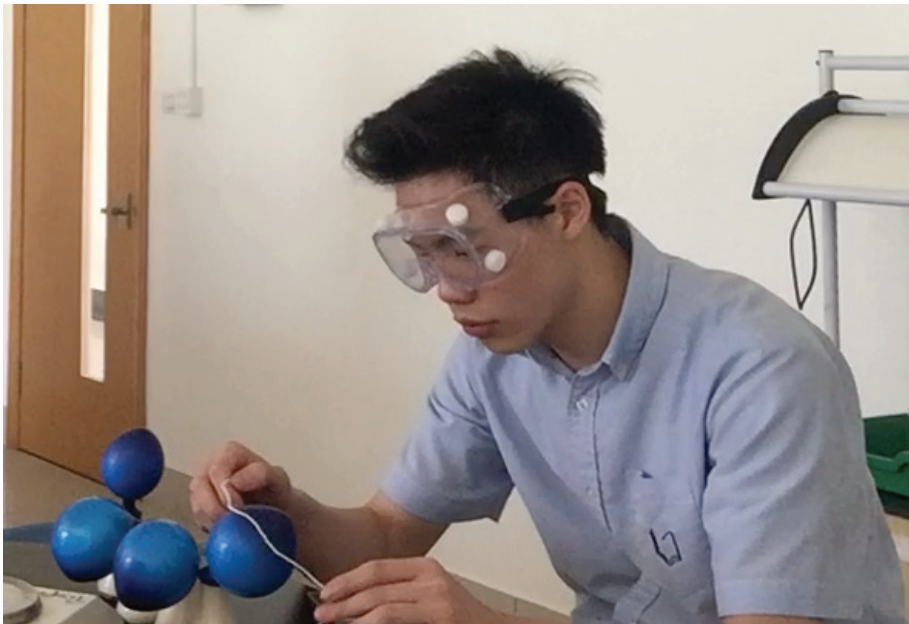
the design and shape. Students are not afraid to take risks and accept challenges. with an open mind.

This is my last year here at HIS and I will miss all of my students. I have grown to love and cherish all their silly habits, their creative and brilliant minds, and their funky personalities. It has been an honor to teach and work with such an amazing group of students. Spoiled doesn't even begin to cover how I feel being able to teach here at HIS. Thank you all for a

wonderful experience, and I will miss you with all my heart. My message to them is “Keep learning, keep trying, and keep loving math!”



Scientific Investigations



In all subjects we learn through inquiry, but in science we have the added bonus of experimentation, where discovery in the lab can initiate and deepen understanding. This semester Grade 10 were joined by Ms Anna, who helped design an inquiry-based programme for students to learn about respiration and breathing.

Students discovered that yeast can respire without oxygen, and when their bottles of fermented fruit exploded like champagne bottles, they understood that CO₂ was produced in the process. Further investigations on CO₂ production by yeast showed that some sugars work better than others. The experience helped them design fermentation investigations of their own, with groups looking at such factors as the amount of sugar, temperature, pH, or amount of yeast.

Breaking down models of glucose to make CO₂ and water soon made them realise that there was insufficient oxygen to complete the

process; they concluded that more oxygen was required, leading them to an understanding of why we need to breathe.

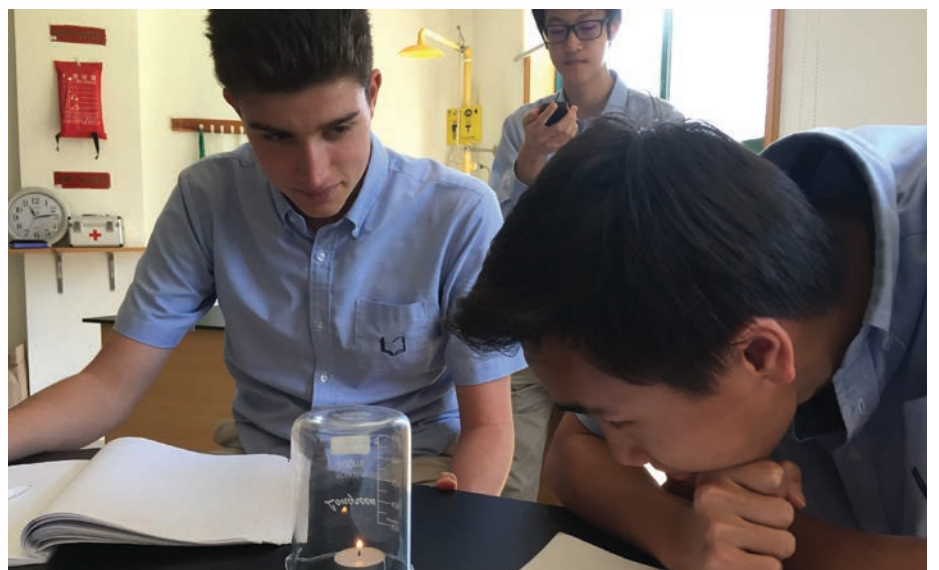
Throughout this topic the class has seen how variable biological data can be, and how statistical analyses can help make sense of it. Burning candles in upturned beakers filled with inhaled and exhaled air allowed a comparison of the oxygen levels in each – analysed statistically using T-tests. Students measured the



*Tom Jenner
Upper School
Science*

volumes of their lungs, and correlated it with class data from measurements of height, body mass and chest girth, to see which was the best indicator of lung capacity.

Much of the factual information could have been taught the traditional way in a few lessons, and forgotten equally quickly. But by learning through inquiry, we hope to create a more solid understanding.



Hangzhou Cuisine Museum



Jenny Wang
Upper School
Chinese Language

In Chinese Language Acquisition class, students have been focusing on the unit of Food. The key concept of 'Culture' helps students understand that food is a part of the culture, and how different cultures influence different eating habits. In order to support their understanding of the Chinese food culture, we went to the local Hangzhou Cuisine Museum on Friday, February 9th. The museum consists of two floors with very accurate models of various foods, tools needed to prepare the dishes and sculptures of old Chinese households. Students learned what kind of food people eat in Hangzhou and the culture, history, or legends behind the foods themselves. When the story of Dongpo pork, Hangzhou's signature dish, was introduced,

students were very interested. None of the students knew that Dongpo was a person's name, nor knew how Dongpo pork was created. It was a wonderful trip for them and students said they have learned a lot from this trip in many aspects.

"I love to learn about the origin and story of the foods, such as drying meat so it is able to be preserved. I also saw what tools and cooking methods the Chinese people used. I think that this was a very fun and educational trip."
—Rayden Chia

"I learned that China has so many creative ideas of the food, that they could use one ingredient make several dishes. I felt they were really smart."
—Haru Sukegawa

"Rather than simply being inside a classroom and learning from a book, these kinds of activities showed a completely different perspective to me, especially in the Hangzhou Cuisine Museum where we went. The stories that Ms. Wang told us were more

effective than reading an article about the same subject." —JaeWoo Kim

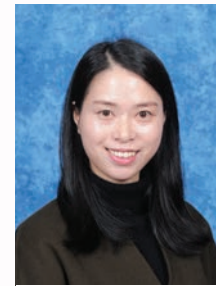
"I learned about many different dishes in Hangzhou Cuisine museum and about what the food symbolizes in Chinese culture. I think that this trip was overall very insightful on Hangzhou cuisine and history." —Grace Tan

"One thing I found a bit troubling was that I cannot read all Chinese characters, which made me not learn all the names of the food. I think I should work harder at learning Chinese characters from now on." —Min-Sang Yoo

"I learned the history behind popular dishes and how the different ingredients affect the dish. I like this trip because we are able to see visual representations of the food we researched, which allowed us to gain more knowledge about our topic, Chinese food. When we discussed what we learned on the ride back to school, I believe it was very beneficial." —Natalia Stubbs



Tea Village



Lily Lin
Upper School
Chinese Language

prepared by hand, and the students bravely experienced the process. It was a fun trip, and also help the students to explore the local culture.

Chinese people love to drink tea like Westerners love to drink coffee. As one of the most prized and expensive teas in China, Dragon Well tea has a light yet unmistakable fragrance and calming taste. Known locally as Long Jing Tea, the prime tea harvest season is from late March to end of summer, with the Spring harvest fetching upwards of RMB 8,000 per Jin—one Jin equals half Kilogram.

The Grade 8 to Grade 10 students in Ms. Lin's class visited Long Wu Tea

Village for its Long Jing Tea on April 20th. We got the tea paradise after 20 minutes driving, and found ourselves at the foot of the hill into which the entire village has been landscaped. Mr. Yu, the local tea farmer who won the first prize in the tea making competition of the village, showed us how to pick tea leaves. Like most other Chinese green tea, Long Jing tea leaves are roasted early in processing to stop the natural oxidation process. Mr. Yu kindly showed us how to stir-fired tea and how the tea leaves are



Film Festival



Matthew Baxter
*Media Specialist
and Librarian*

Hollywood came to HIS for a night of learning, sharing, and appreciation at the HIS Student Film Festival. Entries ranged from avid student artists to students holding a camera for the first time. The festival was a unique opportunity to share the passion of making films. There was a period of viewing films followed by an award ceremony. Over 40 films were entered into the festival, showcasing student talent, creativity, and ability to manage a production. A parent who attended the event had this to say, "What a great experience and opportunity for my daughter. I can't wait until next year!" All films nominated for an award are uploaded to the HIS website under "Inform" in our gallery. **Next year the HIS Film Festival will be hosted by two-time Academy Award winner Hammond Peek in May.** The HIS community is looking forward to what our learners can create over the next year.

Here is a list of the winning films:

TrndSttr Directed by JaeWoo Kim
(Best Editing)

How Was Your Day Directed by
Leanne Lin (Best Sound, Director,
Drama)

Mystery Caller Directed by Catarina
Jin (Best Horror)

The Game of Life Directed by Jerry
Cheng (Best Action)

The Magic Glove Directed by Daniel
Branham (Best Film, Comedy Best
Actor-Lucas Gramann)

Effects of Digital Media Directed by
Shirley Dai (Best Documentary)

Better is Stereo Directed by Aanvi
Chadha (Best Music Video)



GIN Club



GIN stands for Global Issues Network. At the local level, GIN is a student-led organization that encompasses the globe. Its mission is to "Nurture and mobilize trans-generational communities of global citizens to build an equitable and sustainable world (GIN)." At HIS, GIN is open to students from Grade 8 through Grade 12. The club is the primary contributor to the Library Project charity, in which our students set up libraries across rural China.

Recently, students led a field trip to CIRS Laboratory, which tests everything from air quality to toys. They discovered the importance of knowing the quality of the environment in which we live. The representatives from CIRS Laboratory found "much of Hangzhou's air pollution comes from construction debris and automobile emissions, since most factories have moved out of Hangzhou." CIRS recommended masks from well-known companies, such as 3M, on high AQI days. The visit was both informative and exciting.

CIRS Laboratory welcomes future visits by HIS students and hopes to build a lasting relationship.

GIN continues to have a big impact in our local community by visiting the children's hospital in Binjiang. During their visits, students read, color, and complete activities with children who have little interaction with others due to their illness. GIN members JaeWoo Kim and Joana Schuett had this to say about the experience: "It was wonderful to help little kids in need,"

and "It was really nice to play with the little children and talk with their families." GIN hopes to continue these regular visits in the upcoming year.

As GIN moves into our next school year, we will continue successful programs such as the Library Project, Laboratory Trips, and Children's Hospital visits. New opportunities for GIN club members are also arising, such as beautifying our school with indoor plants, creating a garden space where students grow food for local people in need, and nurturing endangered insects to increase their populations. With all of these exciting opportunities, we know that GIN at HIS is creating a community that will support a sustainable world.

Global Issues Network.

Elegant Themes, 2018, <http://globalissuesnetwork.org>.



Madagascar: The Musical



Jemma Liu
Lower School
Kindergarten

We concluded the Musical ASA at the beginning of May with two performances of "Madagascar Jr. A Musical Adventure." For those of you who came to see it, you know the story well: a group of four unlikely friends escape their home at the Central Park Zoo only to be caught again by animal control and shipped





off to Kenya's nature reserve. That could have been a great destination for them, only the pesky penguins had something to say about it and hijacked the ship, causing the animal crates to fall into the ocean as they headed off to Antarctica.

Where did the journey really begin and just how much hard work and effort went in along the way? We began back in November with a shout out to anyone who loved to perform. We had almost 40 students prepare for auditions from Grade 3 to Grade 8 and we were blown away. The students sang, danced and acted their way into our hearts and after one week, the directors had cast all the roles and the rehearsal process began. Students were dedicated and attended two to three rehearsals a week and kept impressing us. There were tears of laughter at King Julian's funny lines and big smiles all round but as the show date grew nearer, nerves began to set in.



After three long days of technical, costume and make-up rehearsals, I'm sure you can all agree that the show was worth the wait, and for the students involved, a fantastic opportunity to become more confident and make life long friends. The show was sold out both nights as both adults and children were entertained. It was a job well done

to the cast and crew. The directors wish to send their thanks to all the students, staff and parents who were involved. We really got to 'move it!'

An Unforgettable Language Experience



*Andres Sanchez
Upper School
Spanish and
French Languages*

Learning a language is a gigantic undertaking, especially when one does not live in the country or region where it is spoken. This is the primary reason why the Spanish class decided to take their language learning skills to the next level. During the first week of April, nine students ranging from Grades 6 to 10 boarded the twelve hour flight to Madrid, Spain. Once there, they took a bus to their final destination; one of the most culturally and historically rich cities of the country, Salamanca. To many of the students traveling, this experience had an added bonus, this was the first time to ever set foot on European soil.

Once at the airport, they were met by the staff of Colegio Tia Tula, a reputable Spanish learning institute that specializes on immersions courses and cultural activities. Our students were hosted by local families, which gave them an opportunity to use the target language in genuine settings. They also participated in daily Spanish lessons followed by cultural and recreational activities around the city in the evenings, which included “paella” cooking, flamenco dancing, an escape room, sports and more. Of course, no visit to Spain is complete without a sampling of chocolate con churros! One of the highlights of the trip was a guided tour of the Santiago Bernabeu Stadium, home of



the Real Madrid squad. They had a chance to see the press conference area, changing rooms, and even sit on the teams’ benches by the pitch! As their Spanish teacher, I have yet to hear the end of the many stories and memories of the week-long adventure. It truly was a terrific learning experience for them.

But the fun did not end there. Another group of twelve students

traveled to Shanghai to participate in the Diploma de Estudios en Lengua Española (DELE), which is an internationally recognized assessment to certify one’s proficiency in the Spanish language. The trip included dinner at a Spanish restaurant and a Spanish film in the evening. All in all, it was a tremendous experience that speaks volumes of the challenges our foreign language students are willing and ready to undertake.



Original Works of Art



Jamie Sanchez
Upper School
Visual Arts

To keep the art and design theme going, the Grade 6 students later invented new methods of creating art while searching for innovation in the process. They painted using Orbeez, shot arrows into canvases, and even smashed a clock.



Middle School Visual Arts and Design courses collaborated to produce original works of art and design. Grade 6 designed and made cloth bags for clients. Using the design thinking cycle to guide them through the process, the students listened carefully to their client's needs and did their best to incorporate the requirements into the product. They created their own logo and printed them with ink on linoleum. Some students learned how to sew by hand or by using a sewing machine.



Grade 7 Visual Arts and Design students created posters that communicated messages that were designed to influence the audience. The posters were inspired by advertising, propaganda, and street art.



In small groups, Grade 8 students chose a culture and container to inspire unique floral arrangements. The flowers were then auctioned off to the HIS community.



International Day





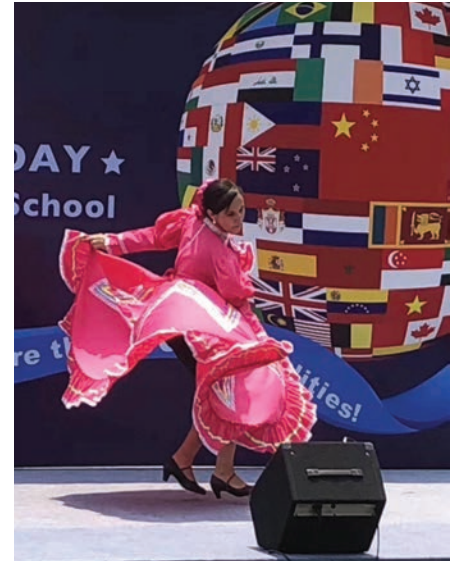


Photo Contest Winners

COLOR BLAST

MRINAL BHAGAT
-parent-



COLOR BLAST

SANYUKTA SHEWAKRAMANI
-student-



CULTURAL HAPPINESS

MARINA GRAMMAN
-parent-



NATIONAL PRIDE

JESSEMIE ARROGANTE
-parent-



INTERNATIONAL FUN

DIVYA SHARMA
-parent-



INTERNATIONAL FUN

PRIYA SHEWAKRAMANI
-parent-



FESTIVE & FABULOUS

MARINA GRAMMAN
-parent-



FESTIVE & FABULOUS

MUSKAN OBEROI
-student-



SELFIE

MRINAL BHAGAT
-parent-



SELFIE

AANVI CHADHA
-student-



Design Thinking



Matthew Tupper
Upper School
Design and
Drama

For students in design applying the principles of design thinking to a wide range of problems has led to some exciting solutions recently. Inspired to action by the often excessive amount of packaging we find in our daily lives, Grade 6 students set out to create more sustainable solutions for products that they use. They began by researching and understanding existing products and their packaging, asking questions like “Why do potato chip bags have so much air in them?” and “How are products transported?” Students then ideated independently, ultimately arriving at innovative solutions that could change consumer expectations and perhaps how products are distributed. EunSeo Cho chose to tackle the packaging

on the ever-popular Raman noodles. Wrapping her noodles in rice paper and stamping her logo in food made her exterior packaging not only organic but essentially edible. She solved the problem of the seasoning packet with Poly Vinyl Acetate (PVA) that is not only edible but completely dissolves in boiling water. Her innovative design not only reduces plastic use to zero but makes cooking the product even easier.

Grade 9 entered the international design competition, Your Ideas Your Initiatives, sponsored by Renault the French car manufacturer. Tasked to make our immediate community more secure in regard to road safety, students examined perceived problems within the HIS environs as well as the immediate area surrounding our school. After researching and “proving” that a problem exists they worked to come up with solutions that they could take action on. Groups tackled a variety of issues centered around

general road safety and specifically around electronic vehicles. Solutions ranged from creating a bilingual comic book to teach bicycle safety to our youngest students, designing a rules of the road guide for new e-bike users, and adding sound to the notoriously quiet e-vehicles. Min-Sang Yoo, a talented musician, sought to apply his knowledge of sound; experimenting with tubes and playing cards to add sound to e-bikes. While many large companies are currently seeking to add digital sound to their new models, Min-Sang’s devices would add sound quickly and cheaply to existing bikes. Imagine a streetscape where a subtle whistle tells you not only that a bus is coming but depending on pitch which bus, or a low whine or click lets you know an e-bike is closing in on you before you step out into the street. Projects were conglomerated into a unified presentation and sent to Renault at the end of May. Judging will happen during June and winners will be announced in July.



MYP Projects



This year HIS Grade 8 and 10 students had a chance to demonstrate their learning through their MYP Projects. As the Community and Personal Projects come to an end it is just the beginning for the Grade 7 and Grade 9 students who will spend the next year investigating, planning, taking action, and reflecting on their MYP Project.

The project life cycle encourages students to reflect on their learning and the outcomes of their skills that prepare them for success in further study, the workplace and the community. All students must complete their MYP Projects by the end of Grade 8 and Grade 10. The Community Project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. All MYP students in Grade 10 are registered for external moderation of the Personal Project, promoting a global standard of quality. MYP Projects are student-centered and age-appropriate. They enable students to engage in practical

explorations through a cycle of inquiry, action and reflection.

The aims of the MYP projects according to the International Baccalaureate are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time



*Matthew Baxter
Upper School
Media Specialist
and Librarian*

- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project
 - creating proposals or criteria for their project, planning their time and materials, and recording developments of the project
 - making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product or developing an outcome evaluating the product/outcome and reflecting on their project and their learning.
- International Baccalaureate.



Chinese Homesickness



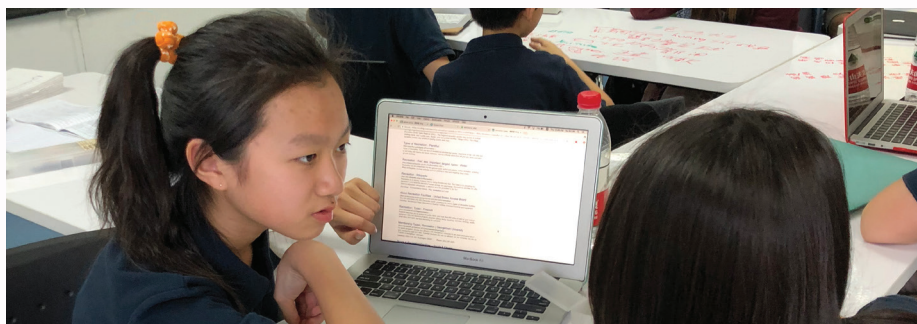
Jenny Wang
Upper School
Chinese Language

"Home is a light that never goes out in people's hearts." People, far away from homeland, will always reveal their homesickness. In the long river of Chinese history, there are countless literati and scholars who expressed their homesickness in their own different ways.

Grade 6 and 7 in Ms. Wang's Chinese Language Acquisition class recently have learned a series of nostalgic poems and essays on the theme of homesickness to understand how the Chinese literati were expressing their homesickness. Students read, recited and appreciated ancient poetry and essays to experience the poets' and writers' strong feeling of missing their homes. In order to enhance

the students' oral communication skills, the students had an oral activity with options. Some liked to recite, some chose a drama performance and some preferred to make a short video. They were also encouraged to write a composition "Going back home after 20 years".

Students depicted a vivid and interesting picture of returning home after 20 years. As I was reading their compositions, it was as if I had followed them into their world of 20 years into the future. I marveled at their rich imagination and high level of writing skills, especially when I read some moving and emotional details.



"初次见面，请多关照。"这是我们之间说的第一句。现在是在2038年，距离我和他们约定的日子已经过去了我们年少时许下的承诺。我们曾说过：永远这两个字才说的出口吧，所以我们约定的期限是：二十年。不过六百多公里，而我们约定的地点是在杭州，我们非馆.....

那时候，我们经常放了学，就约上几个玩伴，坐打闹，发呆，渐渐的，我们与咖啡馆的老板也熟识了。大叔，总是能容忍我们的吵闹和幼稚。一天，大叔说，二十年后要是还能来这里坐，我请你们每个人都得清楚，当时在场的有六个孩子，大家都傻傻的在设置二十年后的闹钟。而真正把这句话记在心里，和她，那时，我初一，她六年级。

接下来的一年里，发生了很多事。离别，静悄悄的离别都还没有什么概念，总觉得这两个字离得太远，转眼，曾经的朋友，兄弟们就各奔东西了。其中，有的选择出国留学，去往世界的各个角落，被他们丢在记忆库的哪个角落了。我选择去美国，而她，也再读一年，高一去美国，她初二。

一年后的一个夜晚，那天，我把仅剩的照片看彼此那即将会让人想念万分的面庞。离别的人为离别感到可惜，有的为了表示感谢，强忍着泪水强颜欢笑。离别时，大家简单地道了别，也就散了。曾经多年的经历在眼前来回播放，那天，我高二毕业，她高一。接下来的二十年，我们除了节假日几天

便曾经的人、物、青春，都已不在。又看当我缓过神来，看着我脚下的这片熟悉的土地，我们的学校已经被拆除了，取而代之的是一片可看着我们青春的记忆成为了现在的这个模样，秋风吹过，沙沙作响。还是那棵老树上，还是那只鸟儿，依旧有孩子在上面玩耍，孩童口中的天空的候鸟，一片飘落的黄叶，还有那我最熟悉的它们来讲，我只能算是一个匆匆而过的旅人。我们每个人都有一辆列车，总是让人遗憾火车总会鸣笛提醒你：醒醒，该上车了，放去往更为艰难的下一站。你明知道这辆列车站会更糟，可惜，你买的是一张单程票，前的时光了，你没有回到起点站的机会，走向哪条轨道的权利。这班列车名字很长。

这些虽然都是我回忆的一部分，可拼图弄丢了，明明那片拼图曾经就在我手到它完全碎成粉末我才追悔莫及，甚至，即便我可能认不出她了，又或是在这，我也不知道该如何开口。从我耳边那个腼腆又青涩的声音：

"初次见面，请多关照。"

"好久不见，请多关照"

我甚至都分不清那一次是真

ACAMIS Soccer



Congratulations to the boys' and girls' soccer teams for their performances at the ACAMIS Soccer tournament in Dalian in April. Both teams participated in a round robin-play format against other five teams, before moving to the semi-finals and final matches.

The boys' team won their final two matches of the round-robin play to advance to the semi-finals against the team that eventually won the whole tournament, TIS Macau. They were leading 2-0 with ten minutes remaining when the opposing team equalized the score and took HIS into overtime and a Penalty Kick shootout. The HIS boys' team came away from the consolation match as third place winners in a hotly contested 3-2 result. With injuries and sore muscles, the boys were happy with their achievement, but set their sights on next year's championship trophy. Recognized for their ability, team performance, and consistent level of

play, Mathias and Christian Engberg were nominated for the ACAMIS All-Tournament team. Special thanks to coaches Mr. Sanchez and Mr. McCann for their leadership, coaching, and support throughout the season.

The girls' team set their minds to an ACAMIS trophy; and achieved that goal. From the beginning, they were led by veteran player, Alessandra Beelen, who has attended five ACAMIS soccer tournaments already. Her knowledge of the game and the players who return year after year, as well as her leadership was essential



*Jessamine Koenig
Upper School
Principal*

to the team's success. Several new additions to the team including Natalia Stubbs, Minju Kim, and Elisa Zhang Zhan brought physical and technical skills to the already solid squad comprised of Diya Harwani, Chinyu Liu, Haru Sukegawa, and Lucia Zhang Zhan. As there were only eight players on the team, it meant that the girls played through the pain and injuries, knowing that they couldn't let their teammates down. Their collaborative focus and willingness to work together meant that they battled each match together in order to win. After the initial loss against DAIS, they didn't lose another match – resulting in their being named the 2018 ACAMIS Soccer Champions. Elisa Zhang Zhan scored multiple goals throughout the tournament, and was recognized as an All-Tournament Team player, along with Alessandra Beelen and Chinyu Liu. Congratulations Dragons and coaches Ms. Casillas and Ms. Koenig!



Radio Podcasts from Audio Visual Studios A & B



Alessandra Beelen
Student
Grade 11

Recently Alessandra and Sophie have been creating their first podcast in Audio Visual Studio A using the Ableton Live Digital Audio Workstation.

So you are currently in the editing phase?

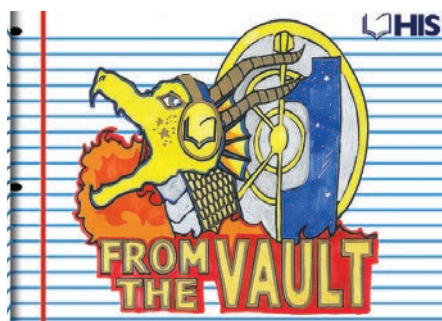
It has been a long process. We have spent around two hours editing and one hour recording. We anticipate two more hours of editing. It is taking so long because it is a new program and we are figuring it out as we go. We have also never done podcast before.



Sophie Chen
Student
Grade 11

How are you finding the Ableton Live recording suite?

It is quite convenient and there are a lot of different features that I hope to learn. It allows us to separate out parts and edit individual parts unlike Garageband. It is easier to correct the mistakes that we make. The process of drawing volume lines and splitting the audio clips is time consuming, but we really can get it exactly right.



What is your podcast about?

The podcast speaks about current topics in the world. This episode focuses on gender and equality. We discuss the cause of the problem and our own experiences with gender equality. We also look at the general public's response to this issue and the different sides and arguments.

What was it like working together?

It was a fun process, because we got to talk about whatever we wanted to do. When we made mistakes we laughed it off. We go with the flow in a low-pressure environment. We already enjoy talking about this topic in our daily lives and it was fun to talk about this topic. We were outside of our comfort zone because we are not used to recording our own conversations.

Listen to upcoming podcasts @
www.his-china.org/inform/gallery
"Arts" -> "From the Vault"



From the Vault Interviews by Karl Suits. Arrangements by Kyle Kresge. Logo by Haru Sukegawa (Grade 11)

Double Bounce, Friendsies, No Passbacks

Students in Grades 2-5 have had the opportunity to play Four-Square as an ASA. Four Square encourages good sportsmanship because the game is best played by encouraging your competitor through returnable ball-hits and enacting special rules. Playing Four Square generates eye-hand coordination and concentration. Physical coordination of motor skills requires flexibility, balance, and agility to play well as children develop directional awareness. Players must maintain their focus mentally as the rules evolve and they get physically tired.



Karl Suits
Technology
Coordinator

HIS Official Rules

- Each time the ball bounces in a square, the owner of that square must hit the ball into another square. No exceptions.
- Once the ball touches down in a square, ONLY the owner of the square can touch the ball next.
- If she does not, then she is out. If she hits it poorly or out of bounds, she is out. If another player hits the ball before she does, at any time, the other player is out.
- Balls must be hit with palms up.
- Playing off the wall, poles etc. is legal
- Players stand in line until someone is out, then the next person in line becomes a Jack. Each time a player is eliminated you move up to the next highest spot that is vacant. The goal is to make it to Ace. Only the Ace can make and call the rules after five hits have taken place.
- Optional Special Rules may be called in combination.

Optional Special Rules

Around the World: Each square in a row must hit it in the order of Ace-Jack-Queen-King-Ace back to who started it.

Baby Hits: Students hit the ball very short and light at the center of the court.

Body Hits: Any part of the body can be used to hit the ball.

Bus Stop: Last foot to touch center corner is out.

Corners: Last foot to touch the outer corner is out.

Do Over: Can be called to play over a point which is not clear.

Sleepover: Players sit on the ground with feet touching and roll the ball back and forth, the first foot to get touched by the ball is out.

Dot to Dot: Last foot to touch inside corner; then the outside corner, then the inside corner is out.

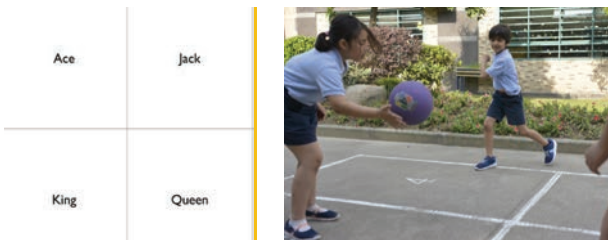
Double Bounce: Balls must bounce twice before being hit.

Duel: Two players play back and forth until one is out.

Friendsies: Allows the players to play balls that did not land in their square and would have otherwise made another player out.

Passback: If a player calls Passback during a game, the next person must hit it back to that player.

Popcorn: The ball is thrown up in the air and clap count before catching it. This is increased by one when passed to next player. The first player to drop the ball or not clap enough times is out.



Dragon Run 5K

“Rain or shine”, we said and the 11th 5K Dragon Run shined thanks to the wonderful smiles and support from everyone who ran, volunteered and sponsored this great event to benefit the Library Project.



Starting on Friday with the Coin Trail fundraising activity, and followed by Saturday 5K and fun races, more than 500 runners, families, and HIS faculty and students heard the HIS DRAGON SPIRIT roar. After the races, everyone enjoyed a wonderful day full of many activities, from the always well-liked and popular “slip and slide,” to the American football experience. Students’ performances, bouncing castle, delicious food, drinks and sweets, and much more, made of the 11th 5K Dragon Run another HIS community successful event.





Congratulations to the HIS community first place 5K runners: Grade 5 students Irene Chen and Jay Brock (Lower School), Grade 8 student Naina Gianani (Upper School) and Chinese Language teacher Amy Yi (Adult female); and to the best race costume: HIS parent Abdel El Ferdi.



Thanks to the generous sponsors, to all volunteers, to all members of the community, and to the organizers, Ms. Andrea Stubbs, Ms. Brianna Riani and Mr. Chaddwick Plotz, for helping to fundraise more than 100,000 RMB for the Library Project. It's good to be a HIS Gold Dragon!

★ TOGETHER ★



FOUR SEASONS
HOTEL
HANGZHOU AT WEST LAKE



THE
AZURE QIANTANG
HOTEL
HANGZHOU



Pita's & Tika's

杭州绿城尊蓝钱江
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MORE
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Dragon Moments



▲ **World Scholar's Cup**

Congratulations to the students who joined the World Scholar's Cup event. These students took part in two days of writing, debating, and testing designed to demonstrate their knowledge levels. The two teams performed well and were recognized for their team results. They returned home with medals, trophies, and alpacas representing their achievement. Teams of Grade 8 students: Aanvi Chadha, Naina Gianani, and Anna Gramann; and Grade 6 students: Shaun Chen, Leanne Lin, and Felicity Wong.



▲ **Math Olympiad**

Grade 6 students traveled to Beijing in May to compete in the ACAMIS Math Olympiad. As the youngest group of contestants, they enjoyed the opportunity to learn new and complex Math problems, compete against other teams, and have fun with numbers! Congratulations Kai-Jun Chang, Catherine Fang, Sera Bajaj, and Jessica Kim.



▲ **CISSA Sports**

HIS students joined a variety of sports this spring, including Badminton, Volleyball, Basketball, and Track and Field. Each of the teams trained twice a week, developed new skills, and took them to the final tournament in Shanghai at the end of the season. We're proud of the students' abilities and skill development over the course of these sports. Go Dragons!



▲ **SUZMUN**

HIS Model United Nations delegates traveled to Suzhou on May 12 for the SUZMUN Conference. The theme of the conference was "United We Stand" and explored issues of international significance with the goal to come to consensus on how to solve contemporary issues in the world. The HIS delegates represented global interests from around the world, including Canada, Senegal, and the United Kingdom. Three students had the opportunity to be committee chairpersons. The MUN season has concluded for this year, but we are looking forward to the HIS West Lake 2018 conference in November.



High School Prom

The High School Prom took place on June. Student Council organized the event, hosted at the Hangzhou Millennium Resort Hotel. The opportunity to dance the night away with the theme, A Night In Paris, was greatly enjoyed by all students.



Lower School Dance

Students had an amazing and funky time at Disco Night. These HIS dragons really have style, rhythm, and moves!



Middle School Dance



Middle School students enjoyed a Starry Night themed spring formal on Saturday, June 16. They danced to music from DJs Shelton Bob and Ms.Yoyo, and enjoyed the snacks and colorful decorations. The superlatives were voted upon to identify the best dancers, best dressed, and many more throughout the evening. Ultimately, the students had fun, enjoyed themselves, and got caught up in the evening under the starry skies. Thanks, Student Council for a great event!

▼ **Coffee House Performances**

HIS Drama and Music students had the opportunity to perform for peers and parents on Wednesdays from 5:30 – 6:30 pm during April and May. From Grades 6 to 10, the students presented musical pieces, dramatic re-creations of favorite TV scenes, and individual productions of student-designed work. Overall, the intimate setting provided quality experiences for students to showcase their work and receive the general appreciation from their classmates and peers. Well done all!



Student Article



Vedaz Pengsom
Grade 3
Student



During the Spring break, I went with my mom and sister to volunteer in three village schools near Tenchong city, close to Laos border, almost 14 hours of travel from Hangzhou! While our group was also involved in donating books, planting a garden, Ryyka and I were busy painting the bare walls with cheerful paintings, experiencing the school and student lives. It took us about two whole days to finish the four walls.

school was the biggest gift they wished to bring back to their parents.

I also loved the opportunity to teach the kids English alphabets through a popular 'Twinkle Twinkle little star' song that they all seemed to be aware of. My sister, Ryyka, joined the Kindergarten and a PE class and was very impressed by the superior level of Chinese recitation practiced by the kids.

Their coal-fired stoves fascinated us, and I learnt to light up the fire up the stove. The local food was so delicious and full of new vegetables sourced from the nearby fields. At the end, I'm proud of the cheerful wall that we painted and hope that this inspires the kids in these schools to grow their imaginations and dreams even better. I wish we have the chance to go back, may be even with the kids from HIS!

The classrooms had more than two times the kids in our school and were almost full with rows of desks. The students at the school lives in dormitories from Grade 1 and their parents worked in far away villages. They're also expected to do chores such as cleaning their dishes after lunch or tidying up the classrooms.

Despite the harder environment, the students were always very friendly, very curious and full of energy. My mom told us that learning in this



University Acceptances

Congratulations to the Class of 2018! 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 21 graduates, they will be potentially going to eight different countries for university. We wish them the best as Dragon Alumni.

University Acceptances

- **Tanay Bapna** - RMIT, University of Sydney Medical program, Deakin University, Monash University
- **Alexandre Canon** - Les Roches Jin Jiang International Hotel Management College
- **Andrea Chen** - University of Illinois Urbana-Champaign, Boston University, University of Wisconsin-Madison, University of California Davis, University of California Irvine, Ohio State University
- **Gallen Chen** - Ohio State University, Purdue University, School of the Art Institute of Chicago, University of Washington, Pratt Institute, Parsons New School of Art, California College of Art
- **Kashish Gakhar** - Tsinghua University, University of New South Wales, University of Sydney, RMIT
- **Ji Won (Kale) Hwang** - Hong Kong University, Hong Kong Science and Technology University
- **Nishita Jethani** - Les Roches Jin Jiang International Hotel Management College
- **Ana Li** - Seattle Central College, Fischer College, University of Miami, Fischer College, North Bennett Street School
- **Daniel Junda Lu** - Maryland Institute College of Art; School of the Art Institute of Chicago, University of Illinois at Chicago
- **Shrey Parekh** - University of New South Wales, University of Technology Sydney, University of Sydney, Monash University, RMIT, University of Melbourne
- **Jiahui Qiu Zhang** - University of York, University of Leicester, Tsinghua University, University of British Columbia, University of Bristol, Durham University, University of Manchester, University of Hong Kong, Peking University
- **Aanchal Rughani** - University of Sydney, University of Surrey, University of Manchester Metropolitan, University of East London, University of Birmingham, University of Melbourne, Monash University, Birkbeck University of London, RMIT, Deakin University, La Trobe University
- **Jung Woo Shin** - University of Minnesota, Ohio State University
- **Saarthak Sikri** - University of Tulsa, Purdue University, Rutgers University, Rutgers University, New Jersey Institute of Technology, University of British Columbia, SUNY Stonybrook, University of Toronto, City University of Hong Kong
- **Prachi Sukhnani** - University of Toronto, University of Hong Kong
- **C.W. Tan** -- University of Bristol, University of Nottingham, University of Sydney, University of Southampton, University of Manchester
- **Steven Wan** - Tulane University, Purdue University, Boston University, Northeastern University, Pennsylvania State University
- **Dominick Xu** - Georgetown University, Notre Dame University, University of Michigan, Vanderbilt University





Alumni Spotlight



Xenia Niesel
Alumni
University of British
Columbia

Xenia Niesel is an HIS Alumni student who graduated in June, 2017. She first began her time at HIS in kindergarten in August of 2004. During her 13 years as an HIS Dragon, she was able to see the school grow around her, take part in exciting opportunities, and graduate with an IB Diploma. She was a talented athlete and strong student, achieving success both on the soccer field and in the classroom. As a representative of HIS students, Xenia is a quality example of the type of individual that our community creates. Below is a look into some of her memories and the experiences that shaped her time at HIS.

What were some of your favorite memories about your time at HIS?

My favorite memories from HIS were from the Grade 11 China Trip to Guizhou. Because it was an experience oriented trip, and our



efforts have been imprinted as some of the most eye-opening adventures.

What activities did you join during your time at HIS?

During my years at HIS I dedicated most of my free time to athletics. I found it to be my escape after a long day of classes. The most ecstatic moments were shared with my teammates when we won Soccer ACAMIS in 2015 and 2016.

Where are you currently studying for university? What major? How is college compared to high school?

I am currently studying at the University of British Columbia and considering a psychology major. So far, I am enjoying university because of the freedom and the opportunity to experience the challenges that come along with becoming an adult. Most importantly, academic freedom allowed me to gain a positive attitude towards learning.

Did you feel well prepared for college?

I enjoy living in beautiful Vancouver. College has allowed me to assimilate into the new environment. Not only did I feel prepared to face every challenge head-on, but also realized that my senior year has prepared me well academically.

What has been easy / surprising / difficult about college?

The most enjoyable part of university is not having to wake up at 7am every day. Though it seems like an insignificant part of a student's life, dictating your own schedule gave me a sense of freedom and helped me face the day with a positive attitude.

What was most surprising was how much my enthusiasm for a class increased when I had the opportunity to pick the classes that interested me most. The most difficult aspect of being a university student so far is taking classes that differ vastly in composition. It is completely up to me to figure out the expectations, which is where I realized being an organized student can come in handy.

What is college life like?

To my surprise, as someone who grew up in China, I greatly enjoyed the drastic change of environment to Canada. University presented me with the opportunity to find new friends. My schedule so far has been diversely packed with classes, activities and spending time with friends. I am already foreseeing that my university years will be some of the most enjoyable years of my life.

What advice do you have for students preparing for university?

One piece of advice I have for those who are preparing for university is to not take IB for granted as it helps you lay a solid foundation for the expectations and challenges you'll face in university. I would say compared to students in other programs, IB students definitely have the upper hand. I would also encourage those applying to universities to search for schools not purely depending on academics or rankings but to aim for the best combination of factors including a suitable environment for the individual. As I have discovered myself, this will contribute greatly to a positive first-year experience.

**What are your goals for the future?
Where will you be in 10 years' time?**

Unlike some students, I have never been one to plan my life ahead. I enjoy the process of trying new things and exploring multiple interests. However, now my fascination lies within psychology and I am considering a career in the field.

Do you keep up with your HIS classmates? How do you tend to keep in touch with them?

I do keep up with my closest friends from HIS through social media. I was lucky enough to have my best friend from high school come up from California to visit me. If you are willing to put in the effort it is easy to stay connected.



Library: Author Visits



Dr. Matthew Baxter
*Media Specialist
and Librarian*

Each year the library seeks to enrich literacy in our community by attracting authors, storytellers, poets and performers to broaden our perspectives and deepen the love of reading. The author hosts large groups and often facilitates literacy workshops with smaller classes. This year two authors were brought to HIS.

Trevor Lai

Author-illustrator Trevor Lai brought the power of imagination to life for

our HIS students. He is the founder of China's number one animated series for kids, Super BOOMi. His presentation included live drawings of full animations in less than two minutes and a showcase of the creative process for students from pre-kindergarten to Grade 11. Tying his presentation together with exciting multimedia videos from his 3D animation company, Trevor showed our students the relationship between "How the World Works" and "How We Express Ourselves," all while giving them an inspiring vision for their own future! Scan the QR code to watch the full presentation.

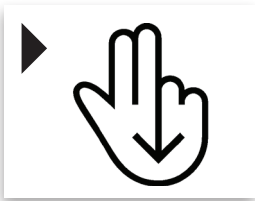
Martha Keswick

Martha Keswick is the author of the popular bilingual Max and Mei picture book series, and the action-packed

Pangu comic book series. Eager to share her love for learning Chinese and English with young children, Martha was inspired to create the Max and Mei Chinese Zodiac Series, based on the real-life experiences of her eldest son and his Chinese best friend. Throughout her readings she opened up the floor for questions and our HIS students were excited to show their ability to inquire.

The Pangu and Tsunami comic book series are based of traditional Chinese lore. These exciting stories encourage children to practice reading Chinese characters whilst also introducing them to elements of Chinese culture. Both the Pangu comic book series as well as the Max and Mei stories have captured the interest and imagination of the children at HIS.



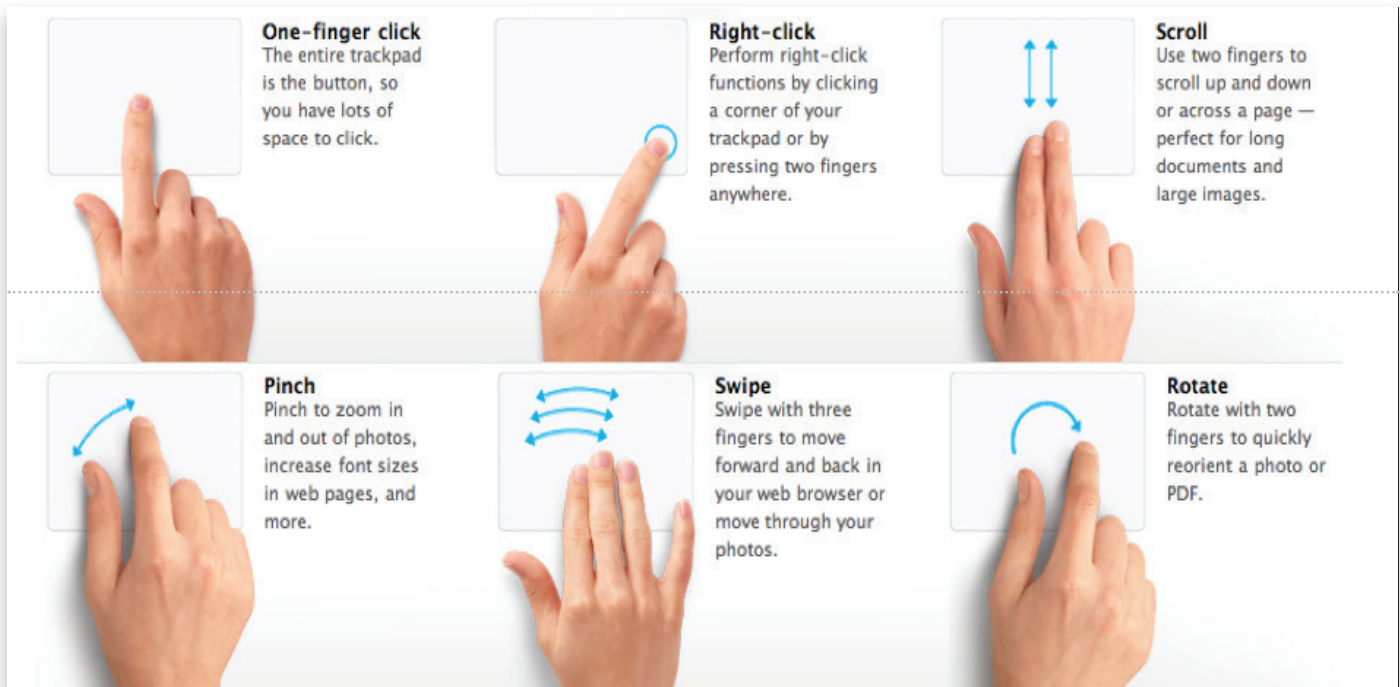


Gestures

Video tutorials and gesture settings in Mac are available by navigating to System Preferences and clicking on Trackpad.



*Karl Suits
Technology
Coordinator*



Lucky Jacks Card Game

Lucky Jacks is a fun card game for children aged 5-12. It is good for passing the time when travelling or on those long summer days. Up to three players can play at a time with one deck and up to six players with two decks.

Each player is dealt ten cards face down and without looking, places them in two rows of five. The top card of the deck is turned over next to the deck called the pile. The player to the left of the dealer goes first. On each turn the player can either take the card that was last turned over on the pile, or a card from the top of

the deck. You may not take any cards under the top turned over card on the pile. If the card is a 1 (Ace), 2, 3, 4, 5, 6, 7, 8, 9, or 10, you can swap it out with the number place of a face down card. Jacks are wild and can be placed anywhere. Queens and Kings cannot be played and are always discarded on a player's turn. After placing that card face down, you turn over the other card that you just replaced. If you can place it in another slot, then you may do

so. Play continues until the player cannot replace any more face down cards. The remaining card is discarded face up on top of the pile and play continues to the next player on the left. The first player to get all ten cards in order from 1 (Ace)-10 face up wins.



Mental Health Week

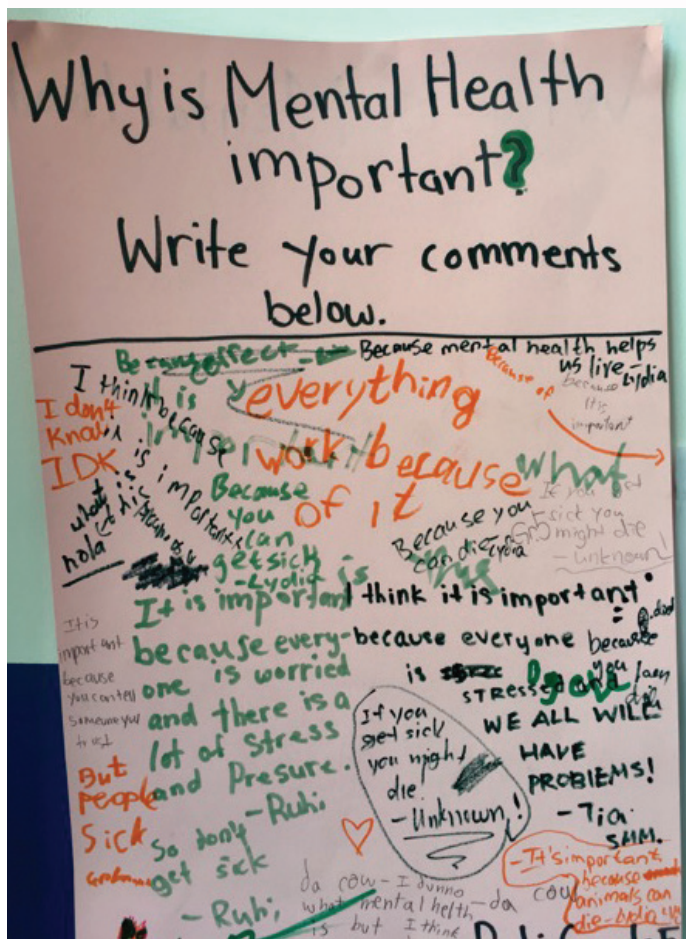


Debra Cantrell
Student Support

We often automatically say “Fine” when someone asks how we are. Yet the same question can trigger a more meaningful exchange – one that acknowledges how we truly feel and whether we reach out when we need support. What are some of the conditions that are conducive to opening up with friends and colleagues on those days when we’re not feeling like ourselves? A cultural environment that is open and actively embraces and promotes mental health can have a big impact on people’s ability to talk about mental health and feel supported. At HIS, both students and faculty strive to establish such an environment in many ways. To name a few are advisory classes, guidance lessons, social skills

curriculum, relationship development through positive interactions-these are just some of the ways that a healthy environment for all is fostered. Pictured here is a poster in the Grade 5 hallway at HIS displayed by Ruhi Gianchandani, a Grade 5 student who is actively involved in promoting awareness and creating an environment in which mental health is supported.

During the month of May, in many places around the globe, an entire week is designated as “Mental Health Week,” and this provides an excellent opportunity to explore a vision of an environment which provides the conditions that are conducive to opening up with friends, colleagues and mentors when we need it. A key factor in this must be that the stigma regarding mental illness is decreased by understanding that mental health exists within a continuum. All of us, regardless of whether we’ve had a mental illness diagnosis or not – can place ourselves on this continuum that ranges from languishing to thriving. Dr. Patrick Smith, clinical psychologist and national CEO of the Canadian Mental Health Association, in an effort to develop a national workplace mental health initiative in Canada says that “Everyone experiences different states of mental health, which can be affected by a range of factors, including the lack of sunshine, for example, or any kind of stressor.” As members of our community, we all have the opportunity to provide an environment where all team members can be their best. Dr. Smith recommends normalizing discussions about mental health issues. “People have no problem sharing their experiences when they or their family members experience heart disease or cancer,” he says. “But what if their son or daughter struggles with depression, anxiety or a diagnosed mental disorder?” Why is it that a physical illness holds no stigma and we don’t often have the same level of comfort talking about mental illness? It could be that the fear of negative impacts prevents us from seeking support when we need it. This fear of the stigma surrounding mental health issues also may be hindering the fullest development of our cultural environment that actively embraces and promotes mental health by allowing us to be supportive of one another.



Transitions: Summer Break Activities, Friendships, Family Time

Making the Most Out of Summer Break

Summer break is an exciting time of year that offers us all a chance to reset, spend time with our loved ones, explore the vast green nature, and soak in the sunshine! As we look ahead, parents and guardians can support children's continued growth and development in a few important and engaging ways.

Saying goodbye is never easy to do. Some dragons will leave us this year for new adventures, while others might find eight weeks before returning to school and little interaction with a best friend torturous. In any case, the only constant in our lives is change and a new school year presents itself with new surprises and challenges.

Have Conversations

Help your child adjust to life's changes. Try asking your child open-ended questions that will allow room for meaningful conversation, spark wonder, and build a trusting relationship.

- How do you plan to keep in touch with your friends?
- What did you enjoy most about this school year?
- What is challenging for you right now?
- What is something new you would like to try this summer?

Did you Know?

Learning loss can occur over the summer; where students may fall back as much as one month in academic growth compared to the start of the summer vacation.

Two experts on this topic, David M. Quinn and Morgan Polikoff (2017), point out that:

- "declines were sharper for math than for reading"
- "the extent of loss was larger at higher grade levels"

Keep the Momentum Moving

There are many ways you can enrich your child's summer experience.

Organized activities such as art classes, summer camps, and regular outings help further your child's social skills while your child partakes in something enjoyable.

Spur of the moment adventures with family are often the most memorable. Encourage your child to journal, or write an e-mail to share their experience.



Diana Rehfeldt
Student Support

Structure Routines

We are all creatures of habit. While summer allows us room for flexibility and a break from our typical routines, some habits are essential for our growing bodies and minds.

- Maintain a bedtime schedule that allows for 8-11 hours of sleep. Children under six years of age require 10-12 hours each night.
- Designate time to read novels, books, and articles that your child is interested in exploring.
- Assign household tasks that help your child gain a sense of responsibility. Chores help children gain important life-skills in order to function independently in the world. A few ideas include: watering the plants, folding and organizing personal clothing, and setting the table.

Embrace Teachable Moments

Reinforce life-long skills as events naturally occur. Lost transit card? Event cancelled due to weather? Model for your child how to appropriately deal with frustration. Acknowledge appropriate behaviors with specific praise.

Create Opportunities for Practice

Know your child's current strengths and areas of need. Look over progress reports and ask teachers for their input. Many digital resources will continue to be available through HIS for home use while students are on summer break.

RAZ-Kids: <https://www.raz-kids.com>

Newsela: <https://newsela.com/>

IXL Math: <https://www.ixl.com/>

Xtra Math: <https://xtramath.org/#/home/index>

Typing Lessons: <https://www.typing.com/>

HIS PAFA (Parents and Friends Association)

From a nice outdoor activity discovering XiXi Wetlands, to the end of the Year "Tea Party," parents continued organizing different activities to build the HIS community spirit.

Our Korean Parent ambassadors organized a delicious "Cultural Lunch;" parents from all grade levels organized a super "Disco Party" for Grade 3-5 students full of glamour and shiny lights.

The HIS performance space witnessed the great talents that our Lower School students have during a well ran

"Talent Show." Teachers and Staff enjoyed a delicious treat from all parents during "Teacher Appreciation Day," and Passport Club recognized the Lower School student that during the year showed great geographical knowledge. There were busy weeks, hard work and tons of smiles from everyone!

Remember: Together as parents, students, staff, faculty and friends, we will build a solid foundation that unites our diversity and fosters a positive, cohesive community.

Happy Supper Holiday!

If you have any questions please contact us:

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✉ HISpfacommunications@his-china.org

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Brian Speicher
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Kathrine Kartach
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HIS Community Relations



Family Spotlight: The Beelens

What do you do for fun at HIS?

Xiaoxia Zhu: One of my favorite things to do at HIS is watching the performances that my daughter has been a part of since a young age, such as musicals, concerts, award ceremonies. The events the PAFA hosts have also been very fun to be a part of, and allowed me to meet many other families that are a part of HIS.

What is your favorite memory of HIS?

Alessandra Beelen: It's often hard to pick my favorite memory of HIS as I've been here for 13 years, but one of my favorites is winning the ACAMIS Soccer championship. As part of a smaller school, it's often hard to be able to get enough players to join the team, and therefore knowing that we put everything on the field and got the results we wanted was very satisfying. It's always fun to represent HIS because we always show our aggression and play with our hearts.



How do you feel about the past 13 years in HIS?

Xiaoxia Zhu: For the past 13 years, it has been amazing to see how my daughter, who could not speak any English at the age of four, has grown up to become very fluent. She also is able to think for herself, help others, and develop her own personality. At the same time, I have also watched HIS grow, from a school over around 100 to now over 500. I've also taken part in the school's 5th year, 10th year, and 15th year anniversary, and seen the development the school has gone through.

How has Hangzhou changed over the years?

Xiaoxia Zhu: Hangzhou has changed a lot over the years. The city has become much more developed, that now Qian Jiang Xin Cheng and all its skyscrapers have become an icon for Hangzhou. Alipay has made life a lot easier. We really have watched Hangzhou build itself up, and it's been a very big change.

Was there a teacher that had a strong influence?

Xiaoxia Zhu: There were a few teachers that made a strong impact. One of the teachers was Mr. Weinberg. Although he didn't teach my daughter, he seemed very wise and helped the school a lot. He also played the piano very well. Another teacher that made a strong impact was Ms. Pater, my daughter's PE teacher. She had a very patient personality that allowed my daughter to develop her interest in sports.

Do you still keep in touch with previous families?

Alessandra: Of course! One of the sad parts about an international school is that families often come and go. But we always try to stay in contact so that we can meet up again in the future. Technology has made it so much easier to keep in contact with friends even from kindergarten.

What is your advice for new families?

Xiaoxia Zhu: My advice for the new families coming into HIS is to trust the school's ability to teach and provide opportunities for the students. Although HIS is small, it allows for the students to branch out into activities that they want to learn and try out.

Alessandra Beelen: I would also advise new families to enjoy the Chinese culture and really understand the city that you live in. It's a great opportunity to live abroad, and so learn about the culture you live in now. Go explore Hangzhou.

Interview by Karl Suits



Once a Dragon, Always a Dragon!

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The HIS Mission

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



Layout and Design: Andrea Stubbs and Karl Suits.
Articles and photographs are provided by the HIS Community: faculty, parents and students.
Edited by School Administration and Matthew Baxter.