

Hangzhou International School · Summer 2021

DragonNews

An Inclusive IB World School (Early Years-12)



Sharing the Planet

Living in Harmony with Nature
HIS Global Issues Network Club
International Day at HIS
PAFA activities throughout the year
Class of 2021



HIS
HANGZHOU
杭州国际学校



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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 700 students from over 50 nationalities. Now in the nineteenth year since our beginning as one of the first truly international schools in the region, HIS continues to provide access to educational excellence within the most diverse of school communities. At HIS, one of our General Learning Targets (GLTs) is International Mindedness and Community Appreciation which is the goal of developing the recognition of one's role and responsibility within the family, the HIS school community, regional communities and the global community. In this edition of DragonNews, I invite you to enjoy the images and articles that express this objective as we are 'Sharing the Planet'.

While it has been a very challenging year and a half, the HIS community should celebrate its 180 days of uninterrupted schooling and the steady trickle of new and returning families back to HIS during this time. We look forward to the day when we can rest assured that all have made it back that still intend to do so. I will be wearing my navy and gold wrist bands #Returning Stronger and #Stronger Together until that day comes. But for now, we should be grateful and proud that we worked together to meet all health and safety regulations, to maintain full access to learning for those in and outside China, and to continue thriving as a community with strong HIS spirit! Thank you to everyone for making this such a successful year!

The success of the HIS community and its access to quality learning at HIS highlights how a human community can work together and share responsibility in achieving a goal. HIS remains committed to the local and global efforts to make lives safer and healthier; to reduce waste of resources, to protect other species, to reduce conflict and poverty, and to contribute to a more sustainable future. At HIS, we consider 'sharing the planet' as both a privilege and responsibility for our community. We hope to lead by example for our youngest students and to impress on them their capacity, need, and obligation to do so for future generations.

I hope you enjoy this final edition of DragonNews for the 2020-21 school year. GoooOOO Dragons!!! Have a great summer!!! And remember: Once a Dragon, Always a Dragon!!!

Jeffry R. Stubbs
Director

International Day 2021



International Day 2021



International Day 2021



International Day 2021



International Day 2021



International Day 2021



Sharing the Planet



Ben Milburn
Lower School
Vice Principal

When I began teaching using the PYP transdisciplinary themes I can recall wondering how I would assess the students understanding and measure their learning. Back in the days when agency was still referred to as 'taking action' my goal was to guide students to become passionate enough to use and implement their knowledge and understandings in their own lives.

Back then, it was the Sharing the Planet unit that really provided the platform for me to see how proactive my Kindergarten class could become when they were interested and empowered by an idea – especially one that they developed ownership of.

Currently in our lower school, we think about how we can best share our planet by cultivating curiosity through caring for small creatures, nurturing plants and exploring ecosystems in Kindergarten.

Students embark on learning journeys by thinking about ways that they can reuse and recycle in order to reduce waste and prevent pollution and as they enter into grade 4 they are already starting to tackle sustainable development goals which led us this year to the first lower school exhibition which was delivered under the theme of 'Sharing the Planet'. Students looked at many different aspects from global warming and climate change to future sustainable cities and access to clean drinking water.

Whilst wandering around the exhibition and listening to the students speak, I couldn't help but wonder how this particular unit and theme seems to be developing in significance.

As students tackle these relevant and very real issues it's quite probable that by educating and guiding students to become aware and passionate about them now, that there is a greater chance that they will still care about them and take action throughout their lives. It embodies and epitomizes life-long learning and makes me worry less about how I assessed that first group of students and wonder if they are still curious and passionate enough to be thinking of the best ways that they can take care of our planet.



Global Issues Network (GIN) Club

The HIS Global Issues Network (GIN) took part in celebrated the environment with Ecoventure this Spring. The event reminded students to protect the environment by committing themselves to do their share and take care of our Earth. To take part in this event, students participated in hiking, trash collecting, and sorting. Then students listened to the keynote speaker, a representative from the Helsinki Sustainability Region in Finland, about the importance and process of sustainable living. Students finished the day by sorting all of their trash in a fun activity. Below you can find photos of the trash sorting activity. They categorized sorting into four different elements of waste we usually dispose of regularly, such as aluminum, plastic, compost, and cardboard.



Matthew Baxter
Upper School
Library Media
Specialist



Sharing the Planet



Jessamine Koenig
Upper School
Principal and
IB Diploma
Coordinator

Learning how to savor the natural elements of our world is an important piece of what we do at

Hangzhou International School. Through our curriculum, co-curricular activities, and extension trips, the HIS students have repeated exposure to the importance of developing a sustainable lifestyle, while also have creative ideas of their own to demonstrate action toward improving the world around them.

Throughout our curriculum, students are learning about designing and developing sustainable energy practices in science classes, understanding the impact of geography and climate actions upon civilizations in social studies, and the environmental difficulties created by changing populations of animals and humans in environmental studies. In their language classes, students are developing knowledge of vocabulary in multiple languages, leading them to have a depth of contextual understanding of how the world works around them. Our Model United Nations team coordinated an in-depth study of the United Nations Millennium Development Goals, helping students

to understand what is already happening to support the environmental and physical needs around the world. Across the HIS curricular programs, students learn how small actions lead to larger impacts further down the road.

However, knowledge alone is not the most important part of this process. Turning the knowledge into action is a valuable practice that will lead to personalized understanding of how to coexist with others.

Our GIN Club is a prime example of the student-directed approaches we value here at HIS. The advisors support student initiatives to organize environmental clean-up days in some of the Hangzhou hiking areas and develop projects that encourage a sustainable lifestyle. These popular weekend activities are documented and catalogued through the number of bags of trash collected as students are making their way through the hills of Hangzhou. It helps them to realize the value of educating others about making decisions to decrease trash in remote areas. The recent regional program of waste classification has been a project that several different student groups have been working toward. With posters, videos, and games, students have helped to ensure that our community members are aware of the requirements and methods of classifying waste in a way that will improve recycling projects.

ATL SKILLS

COMMUNICATION

- Organizing Action Time
- Communicating for Times Available
- Organizing Action Location
- Respecting Group Members Opinions

COLLABORATION

- Assigning different parts for different people
- Picking garbage together
- Help others

SELF-MANAGEMENT

- It took 5 weeks to plan one action
- We couldn't contact the organization for several weeks
- We were not managing our work time very well
- Worked efficiently since January after we couldn't contact the organization

INVESTIGATION



ACTION



PLANNING

实在不行晚点再吃饭

把东西录完再那啥

星期六 下午 3:18

9:30 集合

10:00 左右到玉皇山

1:00 结束吃饭

@所有人

9:30 集合

10:00 左右到玉皇山

1:00 结束吃饭

设为群待办

阿不不吧

不会太早了吗

10点集合

没雨衣

我就雨伞

我带垃圾袋

纸巾之类的

The GIN club had partnered with a Hangzhou collective group who is working to develop a sustainable and environmentally positive farming community. During the activity, students saw up close how leaving trash pollutes the environment as well as learning how to reduce and recycle waste products.

While our students learn respect for their surroundings through the various activities, our ultimate goal is to encourage them to internalize the practice and become good stewards of the environment so that they can be the change that the world needs for the future.



Sharing the Planet Unit

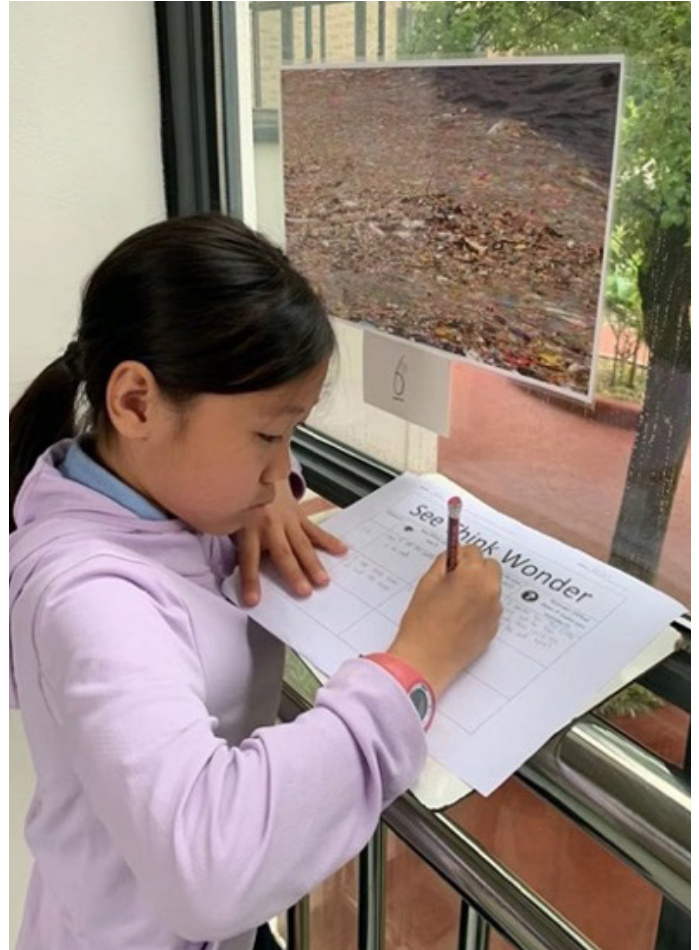


*Abbey Ehling
Lower School
Grade 3*

Humans have a remarkable power; we can create and empower change in the world around us. During our Sharing the Planet unit, Grade 3 students explored the many causes and devastating effects of pollution on the world. Through research, we learned about different forms of pollution, such as air, water, land, sound, and light pollution. We understood how pollution interconnectedness extends their harmful effects throughout the world.

We experienced how these forms of pollution affect the health and well-being of living things at an alarming rate.

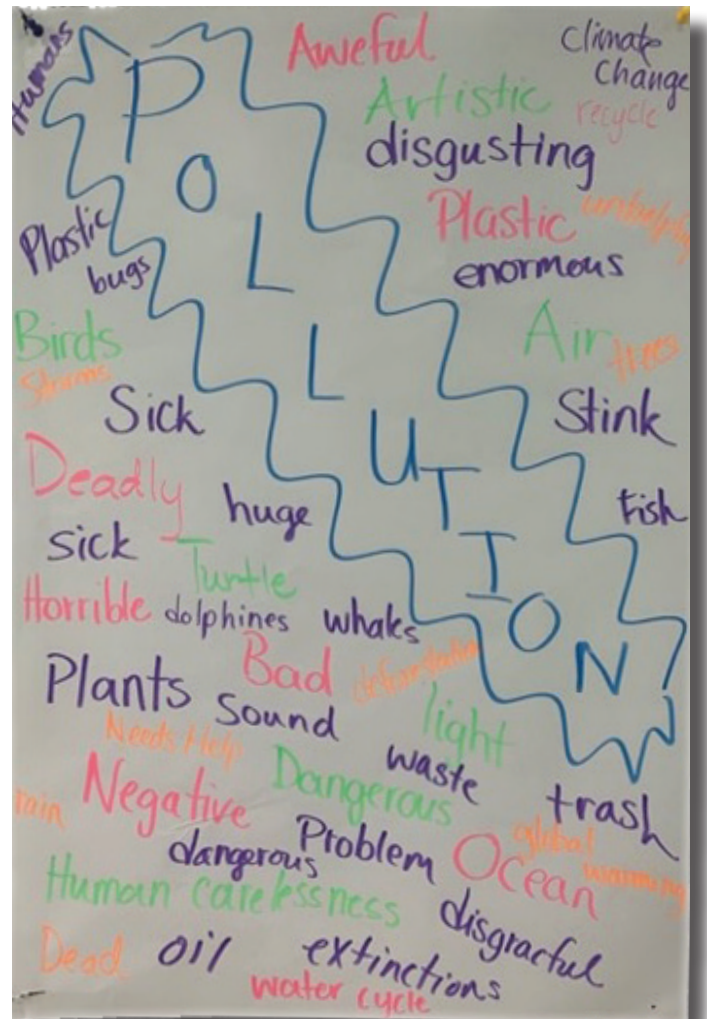
After researching, we acknowledged that pollution is caused by human actions and realized that it is our responsibility to use our actions to create positive change, now! Through additional research and collaboration, we thought of solutions to pollution. With our newfound knowledge, we designed and created communities that were made to address pollution in its many forms. We crafted models of our cities with nature in mind. How do you imagine cities will function in the future to combat or stop pollution? How can your ideas change the way we think about how we build, power, and travel within our cities?





In collaboration with the art department, students looked at the artwork of contemporary artists who make art about the problem of plastic in the ocean. Students learned about microplastics in our water and how these microplastics affect the food chain. They created sea creatures out of recycled plastic as a reminder of the harmful effects of plastic in our oceans. We hope that this art project will help empower people to make mindful, responsible decisions and reduce, reuse, and recycle the plastic in their lives.

Pollution not only threatens the lives of living things today but will have an even greater effect in the future. It is our responsibility to act. We must plan and design our communities with nature in mind. In doing so, we will create a world that lives in harmony with nature, where all things can thrive.



People Should Stop Throwing Trash in our Oceans!



*Faye Little
Lower School
Grade 1*

People Should Stop Throwing Trash in our Oceans! This convincing statement proved a powerful one during our Sharing the Planet unit of inquiry.

We also looked at the concept of Nude Food, encouraging parents to pack healthy, unpackaged items in snack boxes.

Grade one students took action and shared their messages far and wide after becoming more aware of the devastating affects of plastic pollution, both on land and in our oceans.

During student-led conferences they explained the benefits of Nude Food to their parents, comparing snack boxes and the health options of fresh fruit and snacks. It was wonderful to see how their persuasive conversations changed the way in which snack boxes were packed and I am delighted to say that two months later, the Nude Food revolution still prevails.

They produced a persuasive video, they sang a heartfelt song and they collaborated on hard-hitting posters to inform the greater HIS community to hear them and take action!



Solutions to Land Pollution



Patricia Shomo
Lower School
ESOL



Andrew Lawrence
Lower School
ESOL

In a world of countless challenges, pollution remains an increasingly troublesome issue. Its effects can be felt in all facets of life, and all over the world. So, in order to share the planet properly, we need to find ways to work together toward creative and effective solutions. This is what drew some of our students to select Land Pollution as the topic of their 5th Grade Exhibition this Spring.

Students had an opportunity to research and discuss myriad ideas, but they chose to tackle one of the largest challenges that we face today, and they did so while overcoming challenges of their own!

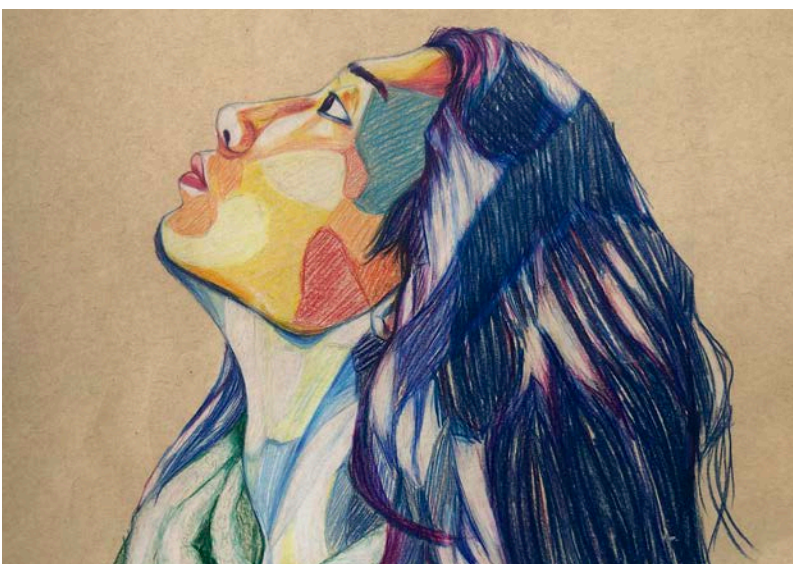
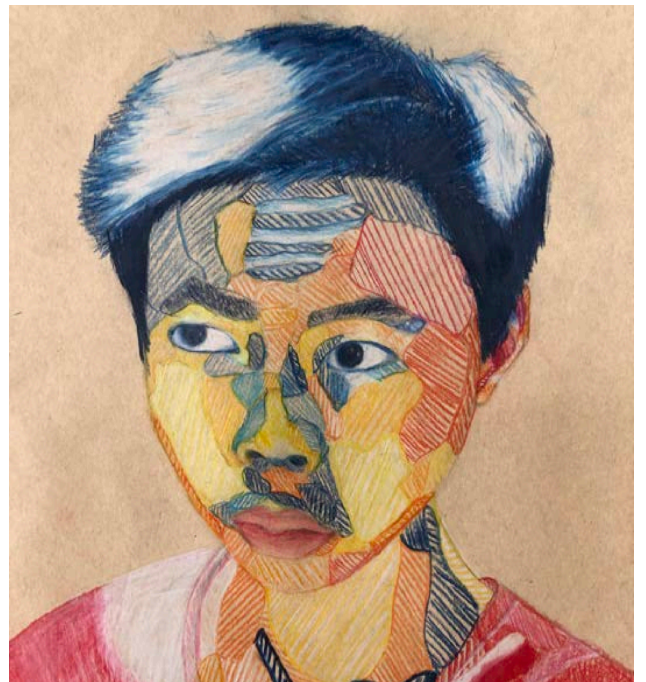
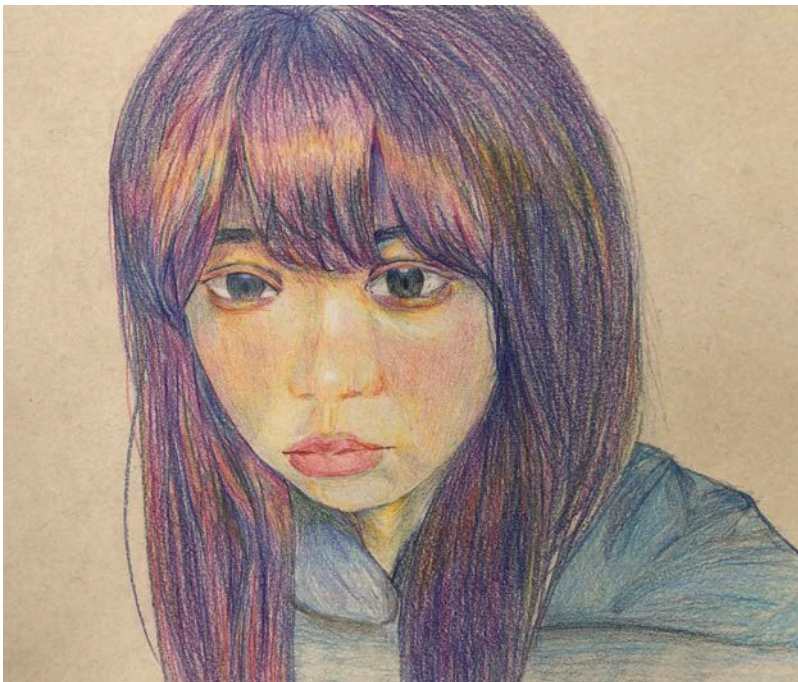
Early in their research phase, they determined that learning more about landfills and how they function might be a good resource for finding solutions. After conducting research, they deepened their understanding by visiting a local landfill and interviewing employees in their native language of Mandarin. Instead of just inserting the interview into their presentation and considering it complete, they then used translanguaging skills and scaffolding techniques they had learned in class in order to translate the interview into English.

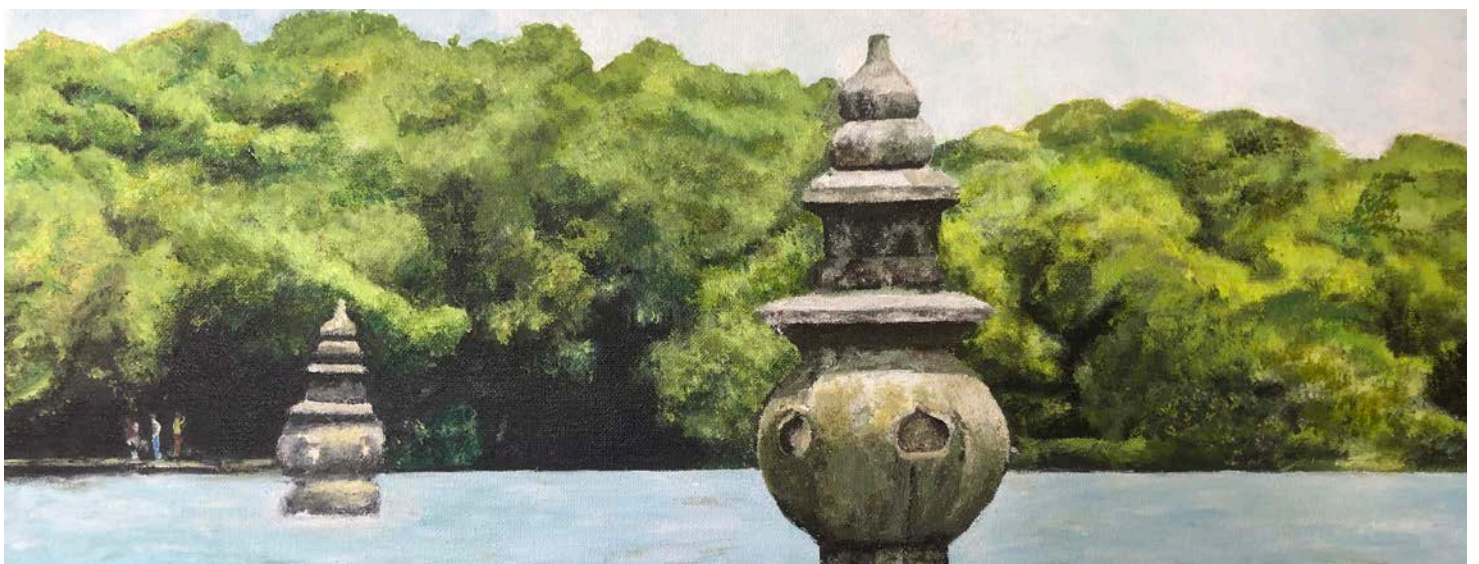
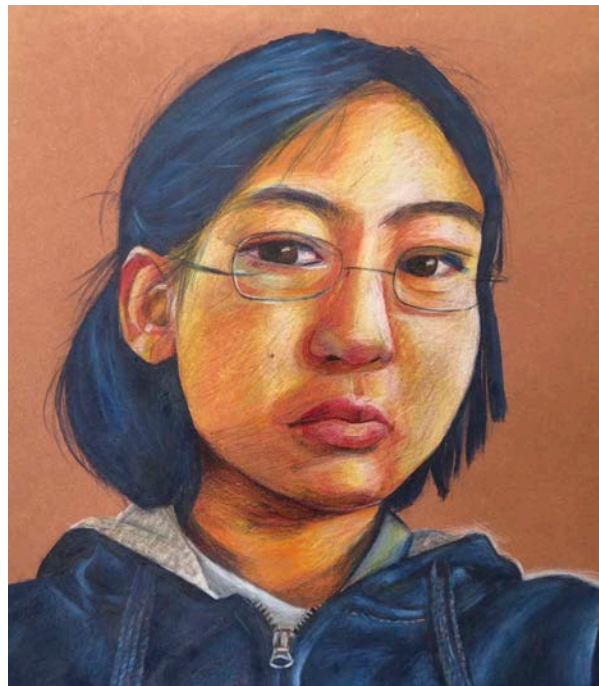
Translating an interview from one language to another and boiling it down into research and information that can be presented at an exhibition stand is no small task, and so they had to challenge themselves to work collaboratively.

After thoroughly examining the issue, the students concluded that we, as a society, also need to learn to collaborate when it comes to finding solutions to land pollution, for it is an issue that transcends language and international borders. Our students are doing their part to come together and prove that no challenge is too large. As they continue through the program here at HIS, they will continue to build the skills, knowledge, and passion necessary to find creative solutions to worldwide crises such as this.



Upper School Visual Arts





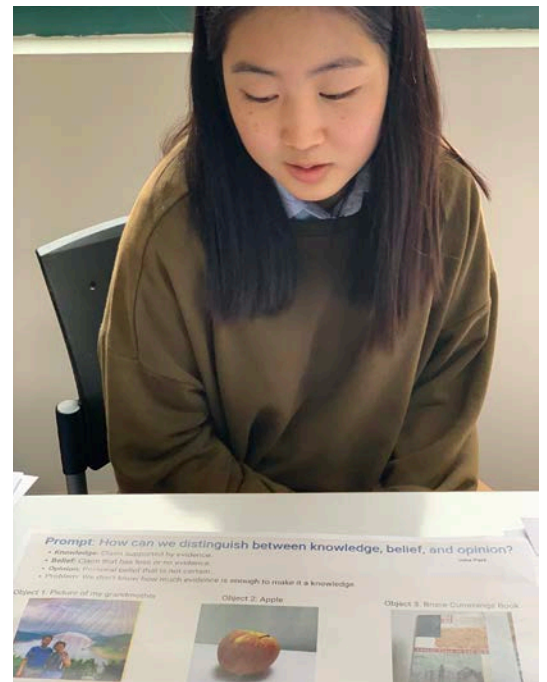
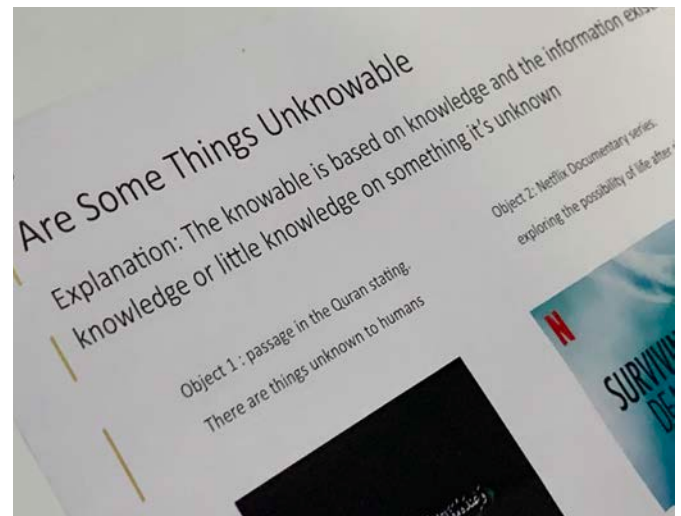
Theory of Knowledge



Terry Strombeck
Upper School
Social Studies

While the IB Diploma Programme (DP) allows students a certain amount of flexibility in choosing courses they want to study, all DP students are enrolled in the Theory of Knowledge (TOK) course. According to the TOK guide, "TOK explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge (school subjects) and encourages students to become more aware of their own perspectives and the perspectives of others."

The aim of TOK assessments, then, is to assess the ability of a student to demonstrate knowledge and skills of application of this knowledge to the subjects they study and to their lives outside of school. DP assessments come in two forms: an essay written on a title issued by the IB and an exhibition that explores TOK ideas. The exhibition explores how TOK manifests in the world around us. It enables students to demonstrate the application of their TOK skills and knowledge, and to pursue the development of their personal interests.



WHAT COUNTS AS KNOWLEDGE?

Exhibition explores KQ by evaluating different criterions under which we can determine whether ideas are knowledge.

A difference between knowledge, a claim and a belief are that knowledge is true and has concrete evidence to justify it. However, they don't necessarily have to be the truth.

Can become knowledge if there are evidence to validate that they are true.

The problem is that individuals can perceive whether or not it is appropriate by being selective.

It can be argued that many things can be knowledge despite maybe being untrue, making establishing criterion unclear or unreliable.



OBJECT 1

Photo of myself as an infant

Suggests that what counts as knowledge is defined by concrete empirical evidence and memory.

However, empirical evidence aren't always certain or reliable because it's personal knowledge.



OBJECT 2

My economics teacher.

Suggests that what counts as knowledge can be learned from putting faith into someone whose scope is centered around the subject. So, through trust.

However, how trustable or reliable is the knowledge that person is giving me?



OBJECT 3

The coffee cup I bought for my mom for her birthday.

Suggests that what counts as knowledge can be observed by the individual through deduction and reasoning.

However, deduction and reasoning isn't always true as can be affected by personal paradigm, and therefore is a belief.

For the exhibition, students choose one of 35 high-level knowledge questions given by the IB. Students then explore this prompt by creating an exhibition of three objects (or images) and a written commentary that connects the prompt, the objects and the ideas learned in TOK class. Examples of the prompts are:

1. What counts as knowledge?
2. Are some types of knowledge more useful than others?
3. What counts as good evidence for a claim?
4. How does the way that we organize or classify knowledge affect what we know?
5. Is bias inevitable in the production of knowledge?
6. How can we know that current knowledge is an improvement upon past knowledge?
7. Are some things unknowable?
8. What is the relationship between personal experience and knowledge?
9. What is the relationship between knowledge and culture?
10. How can we distinguish between knowledge, belief and opinion?

After completing the development of their knowledge prompt, students then present their ideas to an audience. The presentation style is similar to the interactive Grade 10 Personal Project presentation. This year's Grade 11 students demonstrated high interest in the exploration of their prompt. The exhibition process was equally impressive in demonstrating skills of application of TOK to real life situations.

Raising Awareness about Mental Health and Breaking Down Stigma



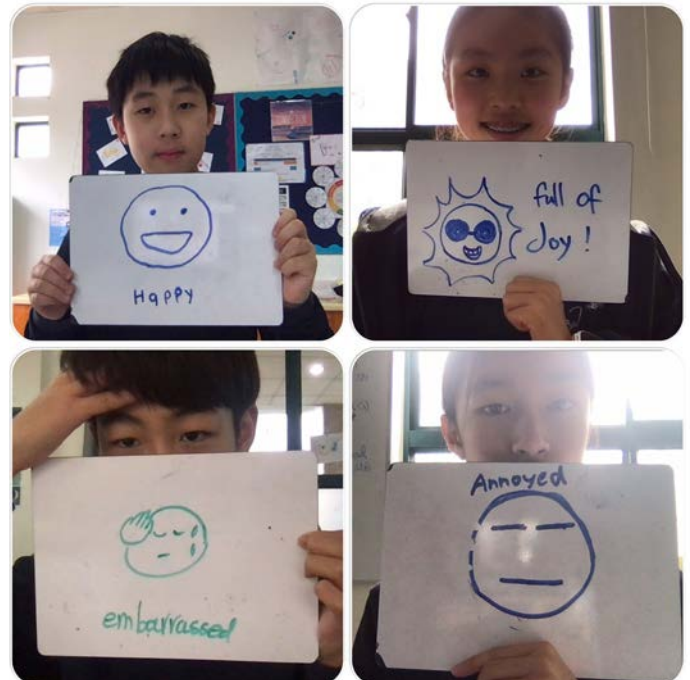
*Nora May
Upper School
Health*

During health classes this spring, along with support from our Upper School counselor, Ms. Pekin, Grade 6-10 students participated in a unit based on raising awareness of mental health and breaking down stigma for an often-overlooked topic.

Lessons came from a U.S.-based program called "Erika's Lighthouse;" which focus on helping students to understand signs and symptoms of adolescent depression and other "mood disorders," identify accurate resources and build important skills to support their own mental health. The program is "dedicated to creating a community of empathy and education so educators and teens can create safe spaces to learn about depression, letting students know they are never alone, and there is somewhere to turn."

Each grade level worked in pairs or groups on different awareness activities that supported the material they learned in class:

Grade 6 students created "Positivity Catchers" to encourage each other with feel-good messages and to focus on kindness and empathy. They also created and delivered hand-written cards to "Trusted Adults" at HIS who were identified by all students as people who are reliable, dependable, trustworthy and willing to help. Lastly, they identified a variety of emotions and created their own Emojis to express feelings related to mental health.



Grade 7 students designed their own posters with inspirational images, messages and quotes to display in the Health classroom; some groups created their own bulletin board displays to encourage students to express their emotions in a positive way and to build common language around mental health.





Grade 10 students met with Ms. Pekin and discussed the upcoming responsibility and rigor of the DP program as they prepare for Grade 11, focusing on potential stressors and identifying self-care strategies that can help to calm them down and provide down time when they are feeling anxious and overwhelmed. Collectively, they compiled mock exam goodie bags for Grade 12 students that included stress relief toys, a song list, inspirational quotes and hand-written notes of encouragement.

Throughout the mental health unit, students also had opportunities to practice mindfulness in the classroom through Smiling Mind, Calm and Headspace programs to focus on calming the mind, focusing on the breath and learning to be in the present moment versus worrying about the past or the future. During times of stress and anxiety, it is helpful for students to recall coping skills that they identified at the end of the unit. It is also essential for the entire HIS community to recognize the importance of self-care: getting enough sleep, being physically active, eating healthy foods, focusing on creative hobbies and finding balance in our lives.

Recommended Mindfulness Apps to deal with Stress and Anxiety:

- Smiling Mind
- Headspace
- Calm
- Stop, Breathe & Think

Grade 8 students got to unleash their artistic talents by decorating bathroom mirrors in the B Block building and gym locker rooms. They came up with their own motivational designs to promote positive mental health. The colorful designs provided a public platform to grab the attention of teachers and students. One group created "Footsteps to Help" that lead up the A building staircase to the door of Ms. Pekin's welcoming office.

Grade 9 students created "Compliment Posters" to decorate hallways to bring a smile to their peers, encouraging them to pull a message to boost their confidence and brighten their day. They also researched mindfulness apps and shared their findings in hallway posters.



STOP, BREATHE
& THINK

Dragon Run



Dragon Run

“RAIN OR SHINE” WE SAID!

YES, WE HAD RAIN BUT THAT DIDN'T STOP THE FANTASTIC HIS COMMUNITY TO PARTICIPATE AND ENJOY THE 14TH 5K DRAGON RUN!

THANK YOU EVERYONE WHO RAN, VOLUNTEERED, AND SPONSORED THIS GREAT EVENT TO BENEFIT THE LIBRARY PROJECT. YOUR SMILES, ENTHUSIASM, AND CARING LOVE MADE POSSIBLE THIS EVENT AND THE FUN!



Dragon Run



Congratulations to the 5K champions:

5K Child

- Grade 2 student Vivian Jiang
- Grade 4 student Vidhan Jain

5K Teen

- Grade 6 student Sophia Ding
- Grade 8 student James Lee
(FIRST PLACE OVERALL AS WELL)

5K Adult

- HIS Faculty Ms. Joyce Chen
- HIS Faculty Mr. Chris Widi

#GoDragons!



Dragon Run



Dragon Run



Dragon Run



Congratulations Class of 2021!





Hangzhou International School 杭州国际学校

CLASS of 2021



Daniel Kim Branham
Indonesia-Germany



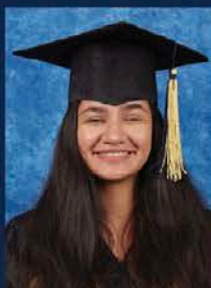
Nikkie NandKumar Dhanwani
Republic of India



KeunYoung Jang
Republic of Korea



Seohyun Jung
Republic of Korea



Jarul Khurana
Republic of India



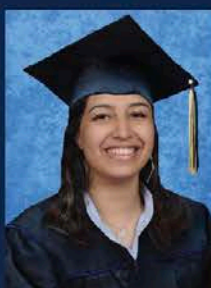
JaeWoo Kim
Republic of Korea



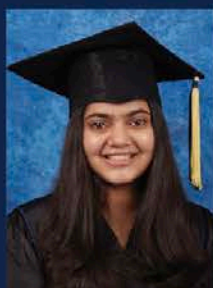
Nseya Patience Perry
United States of America
Democratic Republic of Congo



Khushi Ramchandani
Republic of India



Aanchal Sehgal
Republic of India



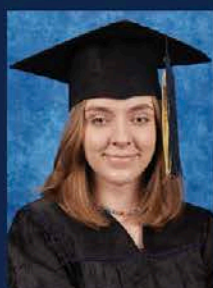
Suhani Sikri
Republic of India



Danielle Emilia Stubbs
United States of America - Mexico



Grace Songyue Tan
United States of America



Selma von den Hoff
Germany



Donghwee Yun
Republic of Korea

Graduate Insights and Parting Memories



Donghwee Yun
from Republic of Korea
HIS student for 3 years
Academic Excellence Award

As we learnt in TOK, emotion is not a very precise or accurate WOK when in comparison to for say reasoning. In many cases the presence of our emotions can

lead us to biased perceptions and fallacious reasoning...

...Your emotions NEVER tell you to work! That is why I think it is very important to take advantage of the emotions that you are feeling. You can use your emotions as a motivational force for you to get your work done....

...I remember my dad once saying on a letter a Korean idiom "from now on is your 화양연화 화양연화" in direct translation is "flowering years" which basically means your brightest time in life. As a tired 10th grader self who had to be in a SAT bootcamp over the summer thought 'how can all this studying be as beautiful or as worthwhile as flowering'...

...But looking back at it, I was wrong. The 3 years that I spent here at HIS really were my flowering years....



Jarul Khurana
from Republic of India
HIS student for 12 years
Class Historian

The class of 2021 is comprised of students who come from 6 different countries and speak a total of nine different languages.

This class probably has the most diverse interests including basketball, football, volleyball, MUN, GIN, yearbook design, writing, reading, video games and so much more. Each of us also have a collection of unique talents and quirks including Daniel's banter, Nikkie's artistic abilities, Kenneth's musicalness, Seohyun's abundant knowledge of K-pop, Jaewoo's practicality, Nsey's dance moves, Khushi's open-mindedness, Aanchal's fashion, Suhani's harry potter addiction, Danielle's debating skills, Grace's straightforwardness, Selma's make up skills, Bryan's baking, and my

...I'll think of something. Together, we fit perfectly because what someone lacks, the other people make up for which is why we work so well together and can tolerate each other for long enough to create several worthwhile memories together including karaoke, bowling, and ice-cream nights we have had over the years.



Graduate Insights and Parting Memories



Khushi Ramchandani
from Republic of India
HIS student for 7 years
International Understanding
Award

Many people in the audience aren't living in their passport country right now, and that's due to globalization...

...Internationalism is often seen as something positive, and it is. I would have never met my lifelong friend from Brazil if it wasn't for an international school. I wouldn't have been able to host a TEDx event with my friend and participants of drastically different backgrounds. I would never have had teachers from all over the world, some who have proven meaningful to me, and I hope I was too to them.

...At an individual level, although we cannot make global changes, we can make small changes in our life... I will always donate some of my income to charities of ideologies I believe in, I will try my best to foster animals when they need someone, I will respect people's pronouns and identities. And yes, internationalism has made me the person I am today. It is not just going to a school with people of different nationalities. It is more than that, it is about us and our mindset and willingness for change. It is easy to get engulfed in our own lives but doing things bigger than yourself gives life purpose, thank you.



Jaewoo Kim
from Republic of Korea
HIS student for 6 years
Renaissance Award

Managing multiple, activities, and academics is not easy. In fact, time management has been one of the most challenging experiences I've had here at HIS. In the beginning

it felt like I was making a sandwich. If every activity and IB subject was a different ingredient, everyone was making their own sandwich picking and choosing what they wanted....

...Let me share the most valuable experience I've had in student council or rather something I learned from experience and tried to improve in my time as president...

...This story was just to show that there are times that your clubs will stress you out but you just have to find a solution to the problems rather than complain and give up – because trust me, things that you never expected suddenly appear out of nowhere and you will need to be flexible.



CONGRATULA CLASS

We are happy to celebrate



University Of
British Columbia



NYU

Ucla

UC DAVIS
UNIVERSITY OF CALIFORNIA

RYERSON
UNIVERSITY

UC San Diego



M UNIVERSITY OF
MICHIGAN



MICHIGAN STATE
UNIVERSITY



TECHNISCHE
UNIVERSITÄT
DRESDEN

**FLORIDA
SOUTHERN
COLLEGE**



UC IRVINE



WARWICK

**HAWAI'I
PACIFIC
UNIVERSITY**



Universiteit Utrecht

ATIONS TO THE OF 2021 the University Acceptances

MANCHESTER
1824

The University of Manchester

Imperial College
London



Università
Bocconi

MILANO



The University of
Nottingham



Newcastle
University



ERASMUS UNIVERSITEIT ROTTERDAM



PACE
UNIVERSITY



香港科技大學
THE HONG KONG
UNIVERSITY OF SCIENCE
AND TECHNOLOGY

KING'S
College
LONDON



Spelman College

A Choice to Change the World



University
of Dundee



香港大學

THE UNIVERSITY OF HONG KONG



WENZHOU-KEAN
UNIVERSITY



UNIVERSITY
AMSTERDAM



Stony Brook
University

Congratulations to the HIS Student Film Festival Award Winners!



Award Name

Best Animation:

Best Comedy:

Best Drama:

Best Thriller:

Best Documentary:

Best Adventure:

Best Sound:

Best Cinematography:

Best Screenplay:

Best Director:

Best Female Actor:

Best Male Actor:

Best Film LS:

Best Film US:

Film

Graduation

RenMinBi

Change

The Call

Finding Sea Otters

Billy Bob and the Quest

Return to Planet Memes

Billy Bob and the Quest

Dream Thief

Orlando Ortega "Busted"

Bany Hayawi "Busted"

Terrence Xu "Mr. Xu"

Books + Juice = Disaster

Return to Planet Memes

Director

Anna Zhou G8

Bella Zhang G6

Sofie Au G8

Saarvi Sarawagi G8

Sofia Chen G10

Hao An Do Ngoc G10

Edward Zhang G8

Hao An Do Ngoc G8

Lily Fan G8

Orlando Ortega G11

Orlando Ortega G11

Kris Zhong G10

Naomi Xia G5

Edward Zhang G8



Congratulations to the HIS Student Film Festival Award Winners!

Since the inaugural 2018 Hangzhou Student Film Festival, the event has expanded to include over 70 student films and seminars on the art and craft of the film industry. This year, visiting artist Mario Cavolo shared his stories and talents with our school and community. The 2021 festival began with workshops presented by Mario Cavolo, CCTV-I primetime star in “Crossing the Yalu River” and CGTN host of “The Soil” documentary series.

Grade 5 through Grade 11 students at HIS participated in workshops throughout the day that included hands-on work regarding acting and presentation skills. Mario focused on proper hand gestures and non-verbal communication skills while reviewing the multitudes of roles a career in acting has. Additionally, he spoke about work ethic and attitude, emphasizing the importance of teamwork, enthusiasm, and passion.



A judging panel of 14 teachers, students, community members, and industry experts selected the winning films. A community effort of over 45 teachers and students organized the event. “Film has become a year-round culture at HIS, and I am excited to continue this passion,” said Rishi Aggarwal, one of the students nominated for Best Actor in his role as The Devil in “Wright Versus Wrong.” The festival provided a wealth of opportunities for students, not just in seeing what other filmmakers have created but also in learning more about the realities of the production process and fostering a community of artists.



Congratulations to the Swim Team: HISAC Champions!



Champions!
-First Place-
#GoHISDragons!

Teams & Groups

	9-10 BOY	9-10 GIRL	11-12 BOY	11-12 GIRL	13-14 BOY	13-14 GIRL	TOTAL
WCH					1		1
HUJI	4	4	3	3	2	4	20
HIS	4	4	4	5	2	1	20
RDFZ Kings	4	3	6	3	3	1	20
BASIS	5	5					10



Model United Nations Upper School Club -Crisis Committee-

The Model United Nations students from HIS took on historical roles from Woodrow Wilson, a former American President to the German Naval Commander in order to wage a battle of historic proportions. To end the school year with one more MUN simulation experience, Mrs. Brown and Mr. Strombeck coordinated a re-enactment of the lead up to the decisions behind World War I.

During this simulation experience, the students gained knowledge about the various decisions and events that caused the war to turn into a global event. They argued their opinions, debated the issues, and practiced exemplary diplomacy (and military power when diplomacy failed).

They enjoyed the snacks and meals provided by Ms. Andrea, and learned about national and international relations throughout the activity. It was a positive day of learning and communicating. Way to go MUN Team!



HIS MUN CRISIS COMMITTEE 2021

HIS Dragons Around The World!



Dimple and Nasha Aswani
Currently in Dubai



Regina and Marcelo Guevara
Currently in Mexico



Africa and Elliot Altes Kartach
Claire, Ashley and Lexie Sun and
Currently in USA



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

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

Once a Dragon, Always a Dragon!

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



Dev K. Datwani, Mohammed Al-A.
Current

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

Piotr, Michal and Adam Jakubowski
Currently in Finland



Juuso Voraphas Remes
Currently in Finland



Riddhi Jhurani
Currently in India



Amelia Gaete Flores
Currently in Chile



Awadhi (Ronaldinho) and Mathias Engberg
Currently in Dubai



Upper School China Trips 2021



At Hangzhou International School we believe in the value of experience as a teacher. We also believe that it is important for students to gain an appreciation of China during their time at HIS and Hangzhou. For these reasons, each year we have a “week without walls” experience when Upper School students are allowed to participate in action and service learning in various locations around China.

In addition to seeing different parts of China, we are able to expose students to experiences, places, and activities that they may not normally have otherwise. These are educational trips, designed to push the envelope of learning and understanding. Students always come to better appreciate China’s culture and history, become more culturally aware and sensitive, and understand how they can make a positive impact on China and their world.

*Logo designed by Grade 11 student Chen Ming Li



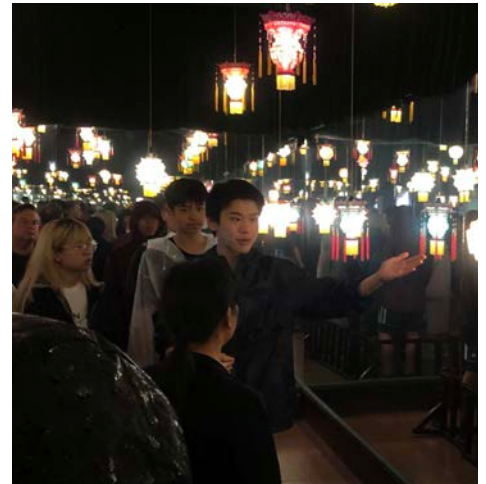
A week learning without walls!



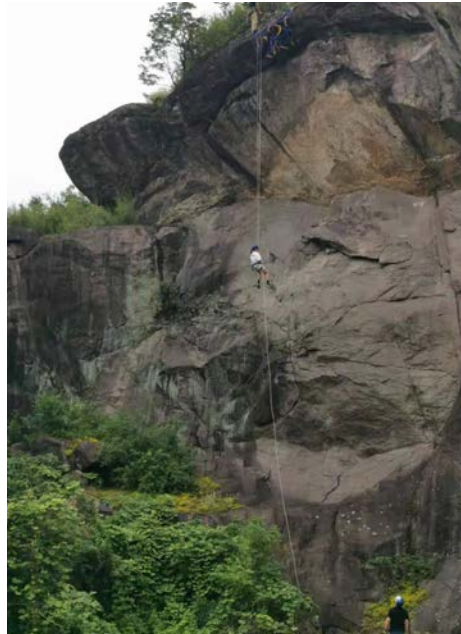
Upper School China Trips 2021



A week learning without walls!



Upper School China Trips 2021



A week learning without walls!



PAFA (Parents and Friends Association)

Despite the challenges that the COVID safety protocols brought to the school year 2020-2021, together as parents, students, faculty, and friends, continued with the always strong foundation that unites our cultural diversity and fosters a positive community, the HIS Dragons Community!

From a nice, relaxing picnic to Xiang Hu Lake with a Yoga session and a walk around, to the end of the year lunch at the Four Seasons Hotel, school and PAFA liaisons continued organizing and supporting different events for the whole community:

- Parents Coffee Morning
- Parent Lunches at different locations, with fun activities and delicious food.
- Halloween Trick or Treat festival for Lower School
- Winter Decorations around the campus to spread the festive season
- Chinese New Year Decorations around the campus to celebrate the New Year of the Ox
- Kinder-Grade 2 Movie Night
- Grade 3- Grade 5 Glow in the Dark Dance
- International Day Country Booths
- Teacher Appreciation Day
- Class activities support
- Class Parents volunteers



Another successful year for the HIS community!



All these activities wouldn't be possible without the support from parents, faculty and administration.

However, it's important to recognize the 2020-2021 parent liaisons, a volunteer body created with the aims of organizing school events inclusive of the community, sharing news and information from the parent community and support of school community activities: Rajni Aggarwal, Renata Branham, Connie Chou, Sophie de La Chaise, Carmen Gu, Rubina Hiranandani, Yvonne Man, Zhang Jing Rebecca, Andrea Stubbs, Katie Zhang, who in a leadership role coordinate and facilitate events and communication.

We want to wish farewell to Yvonne Man, PAFA treasure, who is embarking into a new adventure. We thank you for your service and support these years as a treasure and volunteer, keeping the PAFA finance books updated. Good luck to you and your family!

If you have any questions or suggestions, please contact us at pafaevents@his-china.org



Dragon Moments



The non-native Mandarin students got the chance to experience Chinese culture by getting to know the customs about this festival, the historical stories behind it about Qv Yuan, who was a great poet in ancient times and customs like hanging wormwood to repel bad things, drinking realgar wine, and wearing sachet, etc. Students really enjoyed all the activities, and by doing these, they got a better understanding of traditional Chinese culture and their thinking skills and communication skills are also improved.



Grade 4 native Mandarin advanced classes visited the famous Chinese Medicine Pharmacy “Fang Hui Chun Tang” in Hangzhou. They were able to observe some different traditional Chinese medicine and students made perfume bags by themselves.

G5, G2 and G3 native mandarin students participated in making their own Zongzi. They learned the different flavors and took the challenge to make one by themselves. They made different shapes of Zongzi and talked about the different tastes of Zongzi in North and South China, which is also a good opportunity to understand the dietetic culture of north and south China.



G4 students learned how to make a sachet from their peers. Wearing a sachet is a traditional custom of the Dragon Boat Festival. It's made of Chinese traditional medicine, which can help prevent the sting of mosquitoes.

G4 MSOL beginner level and G5 MSOL pre-intermediate level students experienced the ancient printing related to the Dragon Boat Festival. They learned how to use the brush, rice paper, engraving, and red ink to make an engraving of the Dragon Boat Festival.

Grade 1 native mandarin classes learned an ancient poem about Dragon Boat Festival and the culture behind it. They made handcrafts by themselves. They used bamboo leaves to make a dragon boat and put small paper “Zongzi” on it.

▲ Celebrating the Dragon Boat Festival

To celebrate the Dragon Boat Festival, all grade levels in the Mandarin class participated in a variety of activities. The native mandarin students shared their experiences about the Dragon Boat Festival and talked about the story behind the festival, made a strong link between the Chinese language and culture.

The MSOL beginner level students of G1, G2 and G3 non-native mandarin class learned the origin and customs of the Dragon Boat Festival and made dragon boats by themselves. G1 and G2 students also held dragon boat competitions in the class.



▲ **HISAC Table Tennis Tournament**

The team shined at the HISAC table tennis tournament and came back home with good results. Thank you, players and coaches, for the wonderful performance and fantastic teamwork!

U14 Girls

1st place (Alice Lou G2)

2nd place (Wendy Zhu G7)

U14 Boys

2nd place (Hao-An Do Ngoc G8)

U19 Girls

1st place (Alicia Li G11)

2nd place (Raina Chaurasia G7)

U19 Boys

1st place (Alan Guo G7)

2nd place (Luca Ye G7)

3rd place (Micah Lu G7)

Other Prizes:

Scholarship (Linda Zhou G9)

Best Effort (Tyrone Zhao G2)



▲ **TEDx Youth@HIS**

It was a great representation of student voices, thoughts, and perspectives on the theme, Moving Forward. Well done, HIS!

Thank you also to the organizers, Grade 12 students Grace Tan and Khushi Ramchandani for their efforts and organization.

Congratulations to all the speakers :Patrick Wang, Joshua Cui, Aanvi Chadha, Alice Wu, Kaira Jhamb, Aryan Daswani, Riva Aggrawal, Nseya Perry, Raina Chaurasia, Saanvi Tyagi



▲ **Middle School Formal**

The gym was hopping with over 80 middle school students who got dressed up and came out for Student Council's Middle School Formal! It was an entertaining evening of snapping photos, snacking, having fun with friends, and of course dancing. The night ended with a giant conga line circling the gym and the Macarena so it is clear that a good time was had by all.

Dragon Moments



Tut Tut Musical

Congratulations to all the cast and crew of the Tut Tut! It was a great show full of witty banter, creative costumes and props, clever songs and choreography, and impressive actors. Thanks also to the team of Ms. Amanda Joy Myers, Ms. Jessie Xue, and Ms. Abbey Ehling along with many other faculty and staff members for their guidance and support along the way!



ACAMIS Champions!!



Congratulations to the HIS Dragons for their success at the ACAMIS Varsity Soccer tournament !

The HIS Dragons soccer teams traveled to Nanjing to join their first ACAMIS tournament this year. With plenty of games on Thursday, Friday, and Saturday, and plenty of goals resulting throughout the weekend, the girls came out as the ACAMIS Champions while the boys took 4th place overall.

MVPs recognized for the girls were Elisa Zhang Zhan, Janiya Fu, and Sally Lee. MVPs for the boys were Benjamin Branham. From the photos, videos, and vlogs shared during the event, it was an excellent opportunity for team bonding, growth, and fun.



PROFESSIONAL DEVELOPMENT DAY

HIS took our professional learning offsite this semester to the Thousand Island area of Zhejiang. We spent the day as a community, bringing teachers from both divisions together to complete strategic planning for the development of the school. We would like to thank the Hotel Karen for hosting us in such a beautiful location and for supporting the event.



Sharing the Planet Grade 5 Exhibition

We celebrated our very first PYP Grade 5 Exhibition! The exhibition is the culminating experience for Grade 5 students following the PYP programme. We saw the result of 6 weeks of facilitated learning with the goal to create student agency through an inquiry into the transdisciplinary theme of "Sharing the Planet".



Living Library



*Matthew Baxter
Upper School
Library Media
Specialist*

HIS community members transformed into “books” who shared touching stories during the annual HIS Living Library event. This year’s theme was “A Tale of 2020.”

The energy in the room was ecstatic as students checked out the “living books” at our Living Library event.

For five hours on Tuesday, April 26th, Hangzhou International School Community Library became a vibrant meeting place for students to have personal exchanges with “living books,” including students, teachers, community members, and parents.



“A Tale of 2020” is about sharing our common human experience of the year 2020 while building empathy, compassion, and understanding through exploring who we are and where we come from. Individuals shared stories that ranged from how they overcame quarantine to the new normal of living in a world with COVID-19. Each story brought their past experiences, knowledge of life, and cultural values to share within their 10-minute time slots.

This event has become an annual showcase of the types of experiences everyone in our community can share. HIS was pleased with the number of students who volunteered their time as stories and assistants to participate in this unique event. Each student showcased what they had learned from 2020 while reflecting on their experience in a positive light. Keep your eyes open for future Living Library events at Hangzhou International School Community Library.



Padawans Upper School Tech Squad



The HIS Padawans is made up entirely of Upper School students and we are very good at understanding how technology works. Padawans want to find a solution for all the problems and have a helping hand with everyone they can. We can solve a lot of computer problems and some of them can be downloading school related apps on personal laptops. Tech support can help people in a lot of different ways including creating tutorials, classroom support, and helping in the Tech Pagoda.

Each member has a role and control over a certain area of support. We learn that teamwork is the most important reason for our success. The second most important concept that we develop is communication. We function like a team at a professional technology company. In fact, the organization of our group was controlled by several students in my class. We have Technology Managers and Tutorial Managers who develop leadership skills.

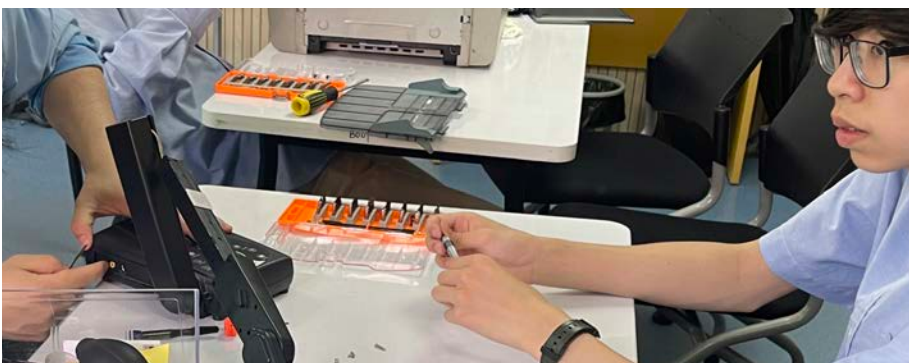
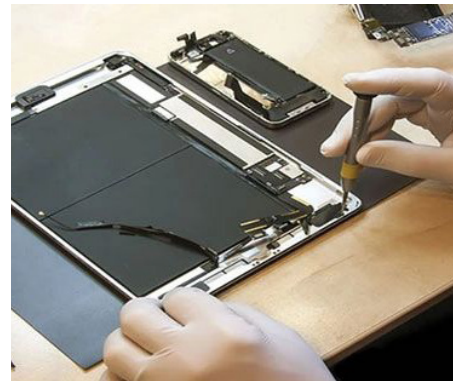
Mr. Suits helps to organize each member's role and check in regularly to advise us. Padawans is a very important group because it teaches us teamwork and how to communicate with others.

In the Padawans, I learned how to make video tutorials to help the Upper School.

I really had a lot of fun doing this. With my friend Phillip, we created Star Wars titles, graphics, and sound effects in the videos to make them more fun to watch. Thank you Mr. Suits, IT Diego Zhang, and the squad members!



Johnson Lin
Grade 9 Student
Padawans Squad



Alumni Aman Daswani, Class of 2013

What have you been doing since high school graduation?

I went to Florida to pursue my pilot's license, shortly after which I went to California to get my Bachelors degree while building flight time through flight instruction and charter flights.

What were some fond memories of your time at HIS?

The sport tournaments we attended are one of the fondest memories I have. It gave us a chance to interact with students from other schools while showing our competitive school spirit and coming out victorious (in most cases).

What lesson, class, or learning experience best helped you in your life after high school?

Interacting with teachers and fellow classmates from all around the world went a long way in exposing me to different cultures and ways of thinking. It gave me flexibility as an individual, and made it easier to me to empathize with others and put myself in their shoes.

What recommendation or suggestion do you have for current students who are preparing to enter college?

Get as much out of your teachers as you possibly can now, as they specialize in their area of expertise and have a lot to offer you. Especially with such a low student to teacher ratio, you can get a lot of time from your teachers at HIS. Once you are in college, getting access to your professors won't be easy.

What is next on your radar for job, study, etc?

I'm going to continue to pursue aviation and start flying for the Airlines in India later this year.



Partners Spotlight: Next Frontier Inclusion



Next Frontier Inclusion promotes and protect the interests of children who learn in different ways or at different rates. They do this by supporting schools in all aspects of their journey towards inclusion.



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.



Layout and Design: Andrea Stubbs and Karl Suits.

Articles and photographs are provided by the HIS Community: faculty, parents and students.