

# DragonNews

Summer 2022



- Celebrations at HIS
- Grade 5 PYP and Grade 10 MYP Exhibitions
- Performing Arts Spring Events
- Congratulations to the Class of 2022!
- Learning In and Out the Classroom
- PAFA News

Hangzhou International School | An Inclusive IB World School



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“A Journey of community, opportunity, and excellence”



## FROM THE DIRECTOR

Dear HIS Community and Friends,

We welcome you all back in the last edition of the 2021-2022 school year of the HIS DragonNews, a quarterly communication that focuses on initiatives, celebrations and the joys of teaching and learning at HIS. Happy 20th anniversary HIS!

With now over 760 students from over 50 nationalities enrolled at HIS, there is an increasingly wonderful diversity of language, culture, host-country heritage and international experience. This diversity is celebrated as we nurture a multicultural learning environment where students and teachers value the contributions of our different identities and backgrounds. In order for students to feel free to express themselves, develop their potential and engage in rigorous learning, a school must have a strong transition program that ultimately establishes a safe and supportive learning environment for all students. The HIS Transition Committee makes this a top priority given the diversity and transitory circumstances of many of our families. Even with all this diversity, HIS really feels like home for its teachers, parents, and students. At HIS, we celebrate what makes us unique as much as we value what brings us together. We work hard to appreciate both what makes us different and what makes us one. The result of these efforts is evident as soon as one enters our school. It is truly an exceptional experience to be a part of such a diverse center for community activity and involvement, and much of this should be credited to our PAFA volunteers, country ambassadors, and event coordinators.

Our focus in maintaining a strong caring community throughout our growth has also enabled HIS to continue expanding educational choices to its students. Our robust academic and extracurricular programs allow students of varying backgrounds and talents to further explore and develop their strengths as unique learners. In addition to a strong core academic program, we also expect our students to be musical and explore other visual and performing arts, to widen awareness and appreciation for the host country, and to develop an appreciation for fitness and health. We also believe that students need opportunities to give back and apply themselves to the wider community through service learning. While the unique and diverse learning environment within the safety of the school walls allows for students to develop their skills, take risks, and explore new concepts, it is important that they learn to apply these skills to the world outside those walls so they may become the problem solvers and leaders, not the contributors, to the global issues and concerns of our future. It is really a wonderful time to be at HIS, and a wonderful place to learn.

Enjoy the HIS DragonNews Summer edition, and Goooo Gold Dragons!

Jeffrey R. Stubbs  
Director of School

# HIS International Day 2022



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## Celebrating our Cultural Diversity at the HIS International Day 2022



*Cilla Giannopoulos*  
*Lower School*  
*Vice-Principal (Curriculum)*  
*PYP Coordinator*

In the past, we were often defined by our nationalities, by physical borders and the idea that where we were born was where we stayed. However, with the increase in disposable incomes, ease of travel, technology, and globalization, we grew to know more about other parts of the world and its people. For the majority, especially those of us in the international community, where we were born is not where we remained.

As the world has grown more connected, it has become increasingly important to see ourselves as global citizens, or part of a global community. A community that at its heart, fosters and cherishes the concept of international-mindedness and cares for others both locally and globally.

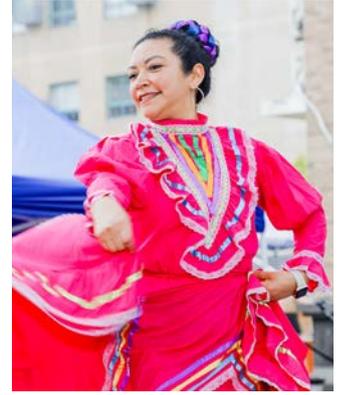
Together, international-mindedness and community appreciation is one of Hangzhou International School's General Learning Targets and a fundamental part of being an International Baccalaureate School. There are two key parts to help us become internationally minded: knowing ourselves and connecting to others. For us at HIS, that means developing students who embody the Learner Profile and recognize that we are all different and that is a good thing.

Throughout the year, our students develop the Learner Profile attributes and Approaches to Learning (ATLs) and our units are explored through local and global contexts and multiple perspectives. Through these units, our students are supported to act and make appropriate and meaningful changes because of their learning. Children are also encouraged to be multilingual, and we recognize and honor their mother tongue, as well as our host culture language (Mandarin) and English. Broadening children's worldview, as they progress through the grades will help them to move through the world as successful and competent adults, ready for whatever life throws at them.

To celebrate and honor our diverse community at HIS, we all joined to our annual HIS International Day. To prepare for this event, I suggested to talk to your child about your family story. How are you internationally minded? What stories and perspectives can you share? How do you share empathy and respect for others? What do you do that helps make the world a little bit better?

I was born in Australia to Greek parents. I have lived in Australia, the United Kingdom, Saudi Arabia, and China. My husband is Irish, and my son was born in Hangzhou. I have visited over 58 countries and have friends from all over the world. When I meet people, I am interested in their stories, and their perspectives; and with each conversation realize there is so much for me to learn from others. As a teacher, I am lucky enough to work with students and help them develop the knowledge, skills, and understandings that will support them in their lives.

We are fortunate at HIS to have such a vibrant community that is open-minded and willing to learn from each other. We are caring and welcoming to all, and it was fantastic to march in the International Day parade with our community and talked with many at the event and share some stories and to add more threads to our global web of connectivity.



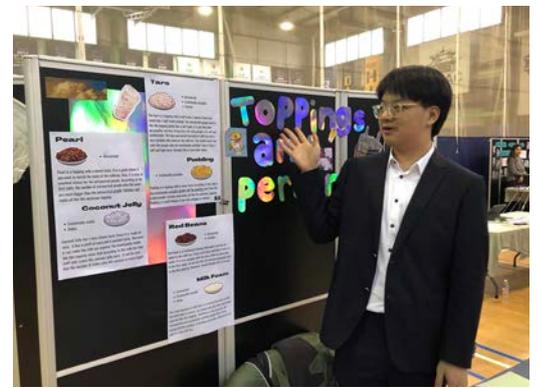
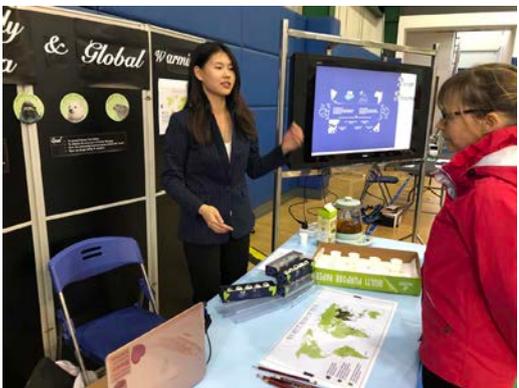
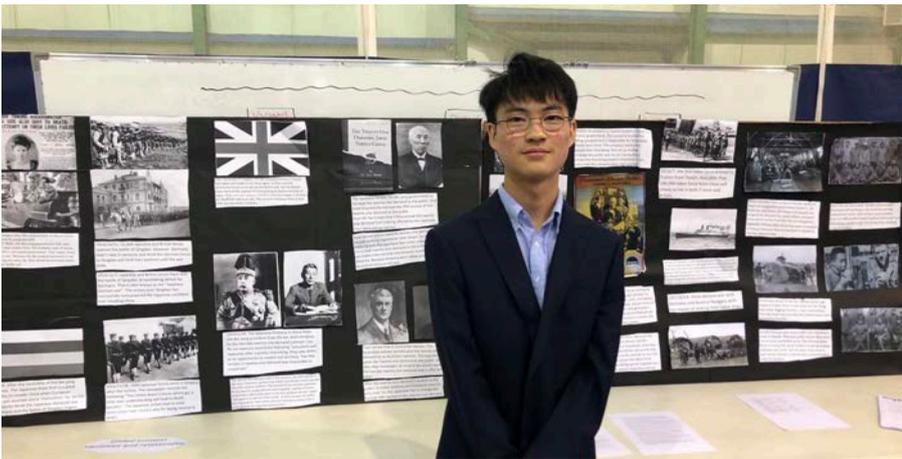
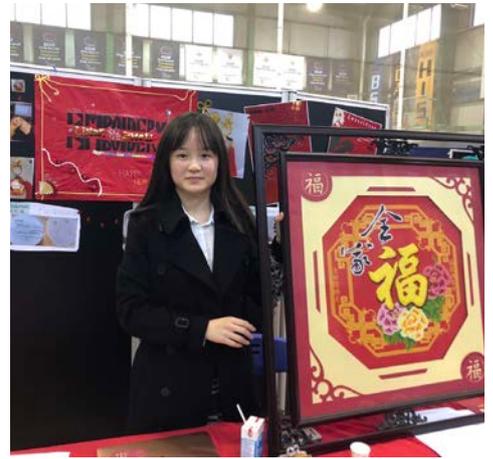
## Grade 10 Personal Project Exhibition

The Personal Project is a year-long independent project that IB students must take in grade 10 in which students had the opportunity to practice and strengthen their Approaches to Learning (ATLs) skills, and to develop an area of personal interest. It includes a 3000-word report, a product/outcome, and the exhibition.

Grade 10 students astonished the HIS community with the exceptional quality and accomplished presentation of their MYP Personal Projects. At the Exhibition, students were able to speak about their project product and outcome which demonstrates a consolidation of their learning and is a culmination of their work in the MYP. The topics are both meaningful and challenging to the student while not taking over their already busy lives.

By scanning the QR code at the bottom of the page, you will be able to watch the video and listen to the maturity and eloquence of our students explaining the inspiration behind their Personal Project Products, from Golf Instruction to Country Western Music to travel guides to Israel, and so much more. The range of topics has been inspiring, a trend that HIS will undoubtedly continue.





## Grade 5 PYP Exhibition

What a wonderful celebration of learning and the culmination of our Grade 5 students' journey in the PYP!



**Grade 5 Exhibition**  
**"How We Express Ourselves"**  
**PYP**  
**Central Idea:**  
**How we express beliefs**  
**and values to impact others.**



The Exhibition's goal is for the students to apply all they have learned and take responsibility for their learning. They led their exhibition process from choosing their issues to researching, organizing their time and information, collaborating with students, teachers, and their community, taking meaningful action, and planning how to share and showcase their findings to our community. Through the process, the children conducted interviews, went on field trips, and created art pieces that showed their journey.

During the exhibition they all demonstrated research, a deeper understanding, and a connection to the areas they had investigated. They showcased their learning from an eight-week inquiry into topics of their choice, looking through the transdisciplinary theme of "How we express ourselves" and the central idea, "How we express beliefs and values impact others".

It has been fantastic to watch this group of Year Five students growing. They have taken increasing responsibility for themselves and how they have banded together as a grade level to support one another. As they communicated their knowledge during the exhibition, it was evident that the students were confident and embodied what it means to be an IB student and internationally-minded human.

Congratulations and thank you go to the Grade Five team who guided the students on their journeys, and all the mentors and community members who helped along the way.





## How We Organize in Music and Communicate Ideas



*Abbey Ehling  
Lower School  
Performing Arts  
Teacher*

During Performing Arts, Grade 3 and 4 students explored how musicians use symbols, patterns, and structures to organize music and communicate ideas.

We learned about different forms of percussion, such as body percussion, bucket drumming and African and Cuban drumming.

Students explored the different sounds that these instruments can make and learned to play traditional rhythms. They showed their understanding by composing their own rhythms using their choice of percussion instrument. It was wonderful to see the students use their creativity and music knowledge to showcase and perform their own compositions.

When exploring musical structure and form, we took a close look at some of our favorite popular songs to identify the patterns and different sections within the song. As a class, we composed rhythms to go with each section of the song, rehearsed together, and performed them to an audience.

We are excited to learn more about ways to express ourselves and communicate to others through the Performing Arts.



## Exploring Light and Sound in Grade 1



*Cat Wells  
Lower School  
Grade 1  
Teacher*

## Light and Sound



Grade 1 students investigated light and sound as part of their 'How We Express Ourselves' unit of inquiry.

They started the unit with different provocations designed to help them think about the properties of light and sound and how they work. They used musical instruments, buzzers, and classroom objects in their research into sound and designed scientific experiments that could show them how sound was made and what it could look like.

The students took their learning into dark environments and into the bright sun to observe different forms of light before collaborating to find new ways to see it, and how objects can alter light when placed in front. They then moved their learning on to how they communicate with light, showing they were risk takers when communicating messages without speaking. Knowledge of morse code and observations of light and sound around them that communicate messages such as traffic lights or warning sirens was evident in the creation of devices that helped students communicate over distances. For the summative assessment task, students incorporated both light and sound into unique collaborative performances that demonstrated they understood how both can be used as a form of artistic expression.

Their agency, creativity and imaginations ran wild with unique stories and presentations that were wonderful to watch and exemplified the learner profiles of risk-taker and communicator. A fantastic unit full of scientific discovery and research!



## Kindergarten Out and About



*Lisa Bistretzan*  
*Kindergarten*  
*Teacher*



*Ruan Cloete*  
*Kindergarten*  
*Teacher*



*Kellie Kolde*  
*Kindergarten*  
*Teacher*

**Some experiences simply cannot be found in the four walls of the classroom!**



Recently, Kindergarten classes at HIS have been taking learning outside of the classroom and into the community through nature walks. These outings have been enriching our Habitats unit of inquiry through helping our students observe closely as scientists do.

They have generated rich discussions about living and non-living things, man-made versus natural objects, why that person is sorting cardboard out of the garbage, why the leaves on the trees are a different color than those on the ground, how roots are lifting concrete on the sidewalk to make more space, trash observed in the pond, and our role in caring for the natural world.

Field trips give students the opportunity to learn from real objects and first-hand experiences rather than from words and photos. Consequently, they lead children to become more engaged, intellectually curious and interested in learning both in and out of school. Academic research is increasingly showing that taking field trips increases student success and has a positive long-lasting impact. Learning becomes more meaningful and giving our children a wide variety of experiences helps them to think more broadly. For example, when student readers can connect new information that they have read to their own history of experience, they have a deeper level of understanding and reading comprehension.

In kindergarten we have also marveled at the increased sense of independence that our boys and girls feel on these community outings.

We hope that all HIS families have a wonderful summer and that your plans include some time exploring the great outdoors!



## Upper School Spring Arts Night:

## Visual Arts

Our Spring Fine Arts Night showed some of the most amazing student experiences HIS has to offer!

There was a Visual Art and Design exhibition! Choral, Instrumental, and Drama performances! There were students expressing themselves in ways that astounded you!

The arts education at HIS is growing and striving. It is growing in the number of programs we are offering as well as growing in the number of students we are serving. It is also striving to give our students the absolute best experiences possible. In these halls, students have the opportunity to discover the beauty of the world and explore the mysteries of our humanity.

The arts provide a space for aesthetic experience as well as cognitive growth. It is the creative act itself where our students approach the highest levels of critical thinking. It is here where they combine the different kinds of knowledge they are learning in their classes with the wonders of their own hearts and souls.



~ Drama Performances ~ Music Instrumental and Choral Ensembles



## School House Rock Live Jr.



Our Fine Arts students wrapped up a fantastic Spring Arts Night with the Upper School musical, School House Rock.

We had audiences of all ages clapping along to energetic songs and dances, including our own HIS Faculty Dancers! It was a terrific experience for all participants.





## Drone Building and Aerial Photography CCA



*Danie de Beer*  
*Director of Technology*



*Amber Zhu*  
*Upper School*  
*Chinese Language*  
*and Literature*  
*Teacher*

In The Drone and Aerial Photography CCA (G4-12) this year, students have gone on a journey of learning drone technology. They explored the structure of drones, drone building, drone flying, coding, and finally, aerial photography.



### **Building Drones**

During the first quarter, the students have gone over the science and technology behind drones. They collaborated with each other to build drones themselves. By connecting wires and different parts, they have successfully built drones with no malfunctions.

### **Ready to Fly**

Now we have the drones, but flying the drones takes practice and skills. During the second quarter, the students, as responsible drone flyers who promote safety and efficiency, worked diligently to make drones a useful tool for their future endeavors. From setting up devices to practicing flying skills such as take-off, landing, height and directions, they made sure they are, indeed, ready to fly.

### **Flying High**

After 2 quarters of hard work, the students are ready to put their skills into the real world. Step by step, Mr. D has led them to fly the drones outdoor. Miss Amber also became a hands-on drone pilot and helped with all aspects of safe flying and training. Week by week, the students went from applying the basics like take-off, move forward, and landing to mastering complex flying routes and flying through objects.



At the beginning of CCA3, we look into Drone Aerial Photography. Doing 360°, Circle, Selfie videos, and all about the 4-second rule in video making. How important are sound and effects on a video, to keep the audience interested.

Their first project was a 2 minutes “unofficial - promotional” video for HIS, getting familiar with drone photography, video editing, and adding sound and effect.

### Aerial Photography–HIS Community Memory Video Project

Now it is time for the icing on the cake. The students are ready to use their drones to take videos and photos throughout the campus. As a tribute and goodbye to our beloved HIS old campus, they worked in groups to make drone videos that record our HIS campus and the surrounding community where great memories with HIS friends happened. After the photography process, they worked together to edit with music and voice-over. Through technology masterfulness, collaboration, and creativity, it is another success that the students completed this project.



Scan the QR Code below for Project Videos



## Lower School Dragon Boat Festival

Students had a fantastic time learning about this celebration and all the activities and traditions involved.

A special thank you to Ms. Qiao (Eddie Liu's mom, a student in Grade 2). She generously donated the foliage used to make the bouquet called 艾草 (Ay Tsao) and other materials representing good luck. She also volunteered to teach the kids the art of this traditional ornament. Mr. Majooos also needs to be recognized for working with Grade 3 to build the Dragon Boats. This made it possible to have races with a new twist that everyone enjoyed! Look at all the smiles!





## Upper School China Trips 2022



*Fursey Gotuaco  
Upper School Co-Principal  
IBDP Coordinator  
Performing Arts Teacher  
College Counselor*

A WEEK WITHOUT WALLS... fondly known as China Trips, which we adapted this year to be our Hangzhou Trips. Though we were not able to expand our geographical horizons as far as we would like, we were able to stretch ourselves beyond our expected limits. These experiences allow us to overcome some of those personal doubts and fears, for not all walls are physical. We get past that wall of limits and in doing so, we are learning.

BY LAND... Some of our activities are simple acts of teamwork. The students are given a task which they must accomplish together. Communication is key even in the face of manic energy, crazy silliness, and hilarious situations. There is a great deal of laughter, some zealous competition, and moments of risk where one individual works with another individual they may not know very well, and the result is an opening of horizons that found within the hearts of their classmates. They are learning.



BY SEA... The Dragon Boats, the kayaks and the Stand- Up Paddleboards all face a degree of wetness. This is usually a welcome environment in this increasing heat. There are personal challenges, team challenges, and discoveries of physical strength (you ever paddled a kayak for over an hour!!!!). The joy on a child's face when they finally rise to stand on their paddle board is priceless. In that moment they are captains of their craft, and they are invincible... Until their friend comes along and tips them over... Getting wet can be quite fun... They are learning.



BY AIR.... Some students are tackling the challenges of a high ropes course. The goal is to get the students to go beyond their comfort zones and use teamwork to help others overcome some of their fears. It is not our aim to create a group of Marvel Superheroes who are fearless in the face of the zombie apocalypse, but it is part of our mission to give students an experience that allows them the opportunity to face challenges, work as a team, and not be afraid to tackle unknown situations. They learn to trust – both themselves and their team. They are learning.



Sometimes the greatest journeys of all lead us to discover not just what is around us but, rather, what is inside of us. And when we learn that we are resilient, courageous, and able to communicate with the greater whole, we expand our horizons. Our week without walls is not just about the physical walls of the school building but those mental walls and emotional barriers that we put up between ourselves and others... or ourselves and our goals. Sometimes the best way to see this abstract opponent is bring him out in nature and face it head on at great heights, on land, or on the water:



Each child could tackle at least one challenge and with it, they ride the momentum that will carry them on to other great successes. And with this, each child may utter those immortal words of William Ernest Henley in his poem 'Invictus'... "I am the master of my fate. I am the captain of my soul". We are learning about others, and we are learning about ourselves.



## Change and Transition Are All Around Us

From the Graduation of the Class of 2022, to Grade 5 transition day, Grade 5 and Grade 8 promotion ceremonies, change and transition are all around us. It doesn't just happen in June. It happens every day as our students move from one piece of knowledge and skill to the next; forever evolving and growing. Each one of them on their individual journeys.

Students delivered words of wisdom, detailing their stories and journeys. Brilliant minds, warm hearts, and bright futures!





# Hangzhou International School

## 杭州国际学校

# CLASS of 2022



Riva Aggarwal  
Republic of India



Raphaël Constant André Barbier  
France



Pranav Bhatia  
Republic of India



Clara Marie Canon  
France



Aanvi Chadha  
Republic of India



Aryan Daswani  
Republic of India



Jiayang (Janilya) Fu  
United States of America



Aina Marie Gimeno Rojas  
Spain - Philippines



Minsu Gwak  
Republic of Korea



Kerrar Ali Mohammed Saleem Hayawi  
Republic of Iraq



Zinab Ali Hayyawi  
Republic of Iraq



Bayley Charlotte Heath  
United States of America



Yu-Heng Hu  
China



Zi-Xi (Theodore) Huang  
Hong Kong



Dazhong Jin  
China



JunWoo Kang  
Republic of Korea



Chen Ming Li  
China



Run-Run (Alicia) Li  
China



Fu-Heng Ni  
China



Sihao Pan  
China



Xinyi (Michelle) Pan  
United States of America



Inha Park  
Republic of Korea



Sofia Peng  
China



Mariam Sardzhveladze  
Russian Federation



Junki Song  
Republic of Korea



Yixu (Wendy) Wei  
China



Aralis Denisse Williams Marciaga  
Republic of Panama



Yihang Xu  
China



Esther Ye  
Australia



Yuxin (Christine) Ying  
China



Sheng En Zeng  
China



Shoujie Zhan  
China



Ke Zhang  
China



Elisa Hui Zhang Zhan  
Spain

## Graduate Insights and Parting Memories



*Riva Aggarwal  
Jade Dragon Student  
Class of 2022  
International Understanding  
Award*



*Aina Marie Gimeno Rojas  
Class of 2022  
Renaissance Award*

“TOK, for those of us that understood the concept of a class that made us question everything, taught us that most things in life aren’t simple enough to apply a dichotomous approach to understand. Not everything can be simplified to fall into the category of either this or that, black or white. And so, as a class, we make the extra effort to understand the person across from us because we recognize their complexity. We immerse ourselves in international mindedness, which entails a culture of respect and a respect for culture. Because, without being able to understand those around us, strangers can turn into enemies rather than friends, when the reality is that the best we know and understand the people around us, the better place our world can be.”

“Choices are an essential part of remaining both a balanced student and a balanced person. It’s the thousand small choices you make every day in all aspects that put you on the path to finding balance and becoming the person you are destined to be. Choosing between studying now or pushing it off changes the outcome of the quality of your schoolwork. Choosing your friends at school greatly impact how you chose to spend your time. As students at HIS, we are privileged to have the choices and opportunities we enjoy to study and we want in the future, to join the clubs we want, and to play the sports we want.”



## Graduate Insights and Parting Memories



*Aanvi Chadha  
Jade Dragon Student  
Class of 2022  
Class Historian*



*Run-Run Alicia Li  
Class of 2022  
Academic Excellence Award*

“As Kalu NDUKWE said “The things you do for yourself are gone when you are gone but the things you do for others remain as your legacy”, Every single student in this class is leaving behind a legacy. The artists, the athletes, the academic achievers, and the student leaders. Each one of us has been a role model or set a standard for the student to come after us. Our legacies our not created by our achievements but instead, our small actions of kindness.”

“Many of you in business are masters of Recession and Expansion in economics, but today I want to focus on recession and expansion in personal life. When I first came to HIS, I went through my moment of recession. It is difficult to go from a school where Chinese is the language to school where English is the language. There was a time that I wonder if it is the right choice. I went through to being the top students in the previous school to fall below the level of excellence.

But I did not give up. I tried to break out my comfort zone and worked through my recession. I struggled and worked hard. It all led to expansion where I regained excellence. But it is not only about academic excellence, because it mentions in the statement, it is academic and personal excellence. That’s why I undertook the T-shirt project to teach lower scholars to design their own t-shirts. Totally, we gained 8000 rmb in profits and donated it to the Zhejiang Cancer Association.”



# CONGRATULA CLASS

We are happy to celebrate



University Of  
British Columbia

**UCDAVIS**  
UNIVERSITY OF CALIFORNIA



UNIVERSITY OF  
**BATH**

MANCHESTER

The University of

**Western**  
UNIVERSITY • CANADA



**PEPPERDINE**



PRIFYSGOL  
**ABERYSTWYTH**  
UNIVERSITY

Durham  
Univ

UNIVERSITY OF  
**TORONTO**

**UC San Diego**



Queen Mary  
University of London



UNIVERSITY OF OXFORD

**PITZER COLLEGE**



**WISCONSIN**  
UNIVERSITY OF WISCONSIN-MADISON

**RUTGERS**  
UNIVERSITY | NEW BRUNSWICK

**KENT**  
UNIVERSITY OF KENT  
AT CANTERBURY

**KING'S COLLEGE LONDON**  
UNIVERSITY OF LONDON

**HAWAII PACIFIC UNIVERSITY**



**SYRACUSE UNIVERSITY**

**BU**



THE UNIVERSITY OF EDINBURGH



**US**  
UNIVERSITY OF SUSSEX

**RYERSON UNIVERSITY**



University of Connecticut

**WARWICK**  
THE UNIVERSITY OF WARWICK

**ARIZONA**

**FLAGLER COLLEGE**

Wheaton College  
*For Christ and His Kingdom*



**iut** | Instituts Universitaires de Technologie



THE UNIVERSITY OF MELBOURNE

UNIVERSITY OF MINNESOTA

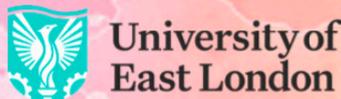


中國人民大學  
RENMIN UNIVERSITY OF CHINA



Xi'an Jiaotong-Liverpool University  
西交利物浦大學

# ACCEPTANCES TO THE TOP 100 OF 2022 from the University Acceptances



## Dragon Run 2022

**“Rain or Shine” we said!**

**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!**



# Together Supporting the Library Project



## Congratulations to the 5K champions:

### 5K Child

Grade 2 student Miranda Hong  
Grade 5 student Hyun Park

### 5K Teen

Grade 7 student Sophia Ding  
(Second year consecutive winner)  
Grade 8 student James Lee  
(First place overall and second year consecutive winner)

### 5K Adult

Grade 2 parent Mrs. Mickey Chen  
HIS faculty Mr. Andrew Lawrence

#GoDragons!



# Dragon Run 2022

**TOGETHER HIS**  
June, 2022  
**15th ANNUAL**  
**5K DRAGON RUN**  
Hangzhou, China

**SUPPORTING THE**  
**library-project.org**

**The Library Project**

**HIS**  
Hangzhou International School

**REPUli 普利复健**  
我们来自德国 Physiotherapy from Germany

**INTERCONTINENTAL HANGZHOU**  
杭州洲际酒店

**Woolinger**

**AVENTON**

**BoK**  
绿色营养采集者

**TF COFFEE**

**ARCUS**

**INDOCHINE INTERNATIONAL**

**SinoUnited Health**  
瑞新医疗

**STAGE**

**AMR**  
Relocation Service

**Marriott**  
EXECUTIVE APARTMENTS HANGZHOU  
杭州万豪行政公寓

**IQAir**  
来自瑞士的空气净化器

**Pita's & Tika's**  
中泰和印度风味餐厅

**FOREVER NEW**

**STAY**

**John Jay's**



# Together Supporting the Library Project



## Social Media: Like or Dislike



*Danie de Beer*  
*Director of Technology*

As humans, we are innately hardwired to connect with other people. For hundreds of thousands of years, our method of human contact was primarily face-to-face interaction. With the advent of smartphones, computers, laptops, iPads, and other technologies, we have exponentially moved away from in-person communication into the digital world of social media. What is social media? How has it changed our dealings with others for better or worse?



### Definition of social media

Social media is a host of websites and applications that allow their users to engage in the real-time sharing of interests, ideas, information, career opportunities, partnerships, and digital photos and videos. While there are numerous social media sites, the ones with the greatest popularity include Instagram, YouTube, Facebook, TikTok, Pinterest, Snapchat, LinkedIn to name a few.

### Advantages of social media

The attraction to social media is engaged by the following features that offer an alluring experience for its growing number of users.

1. Free and Easy Access: There is nothing tricky about signing up for a social media platform. A username, password, and email address will often suffice. For extra looks, people set up their profiles with pictures and personal information that entice viewers to engage with them.

Remember: Nothing in the world is completely free. Always read the Terms and Conditions of any “FREE” social media site.

2. Personal and Professional Connections: social media is much about connecting people to people. Elaborate search engines will allow individuals to find and link with family, friends, business acquaintances, and like-minded people who can be selected to join their digital community.

3. Personalized Feeds: Organizations like Facebook, TikTok, Twitter, and many more, have designed sophisticated algorithms to control what specific users can see and do on their systems. Based upon a person’s profile, search history, and digital engagement, the user’s ability to view is streamlined to what the algorithm deems essential to him or her. This personalized approach increases the relevance and likelihood of engagement on the part of the user.

4. Safety and Security: As a rule, popular social media sites allow users to block and report people or postings that make them feel uneasy. Additionally, these systems automatically filter out bad and inappropriate material and have safeguards in place to prevent unwelcomed access to the user’s private information.

5. Convenience: Users can easily access social media sites from most digital devices via their Wi-Fi or internet service providers. Once the registration process is complete, logging into individual platforms is a breeze, especially if the username and password have been automatically saved.

### The Drawbacks of social media

Despite the many pluses, there are some compelling reasons to be circumspect when using social media.

1. **Skewed Feeds:** Due to our individualized platform feeds, we are likely to receive biased postings that limit our perspective and narrow our chances of connecting with a diverse pool of people or resources.
2. **Faulty Information:** The material posted for us on social media may be tainted, untrue, or biased, leaving it up to us to interpret what is fact or fiction.
3. **Security:** No matter how secure a social media platform is, there is always a risk of hackers getting into our individual accounts and using your personal data for the wrong reasons.
4. **Cyberthreats:** The more we divulge information about ourselves on social media, the greater our risk of falling prey to threats, intimidation, and malicious rumors that take us on a downward spiral.
5. **Unwarranted Advertising:** Social media giants generate billions of dollars in annual profits through selling advertising. They have it wired when it comes to using our profiles and online search habits to flood our feeds with customized advertising that lures us to buy.
6. **Fraud and Scams:** social media is a magnet for scammers, especially when it comes to online dating sites. There are relatively few checks and balances when it comes to creating a profile on social media, so it is up to us to use caution when connecting with strangers.
7. **Addiction:** By nature of its design, we are seduced into using social media to fulfill all sorts of our wants and needs. The cravings we must fill these voids can easily turn into a psychological addiction if left unchecked. Excessive use of social media can get in the way of our real-life connections and prove harmful to our emotional and physical well-being.



### For a secure and fun way to use social media

1. Monitor when and how much time you spend on social media.
2. Pause before you post something that you might later regret.
3. Minimize how much personal information you post on social media.
4. Via the site itself, block, or report anyone who is posing a threat or making you feel uncomfortable.
5. Gauge the validity of any posting that seems too good to be true.
6. Never use a company or personal email address. Create a Gmail/Hotmail/yahoo address, for Social Media platforms. This is a safe way to Prevent Identify Theft and unwanted SPAM.

For any Schoolwide Technology Support, please send us an Email: [technology@hisdragons.org.cn](mailto:technology@hisdragons.org.cn)

## Science Time ~ Skin sensitivity Lab Review



*Shu-Ming (Angel) Li*  
**Grade 7**  
**MYP Student**

When first being told of this lab, I misunderstood: initially I thought we were doing blood tests or some medieval European bloodletting experiment.

This led to panic and shock. I arrived with crossed fingers hoping we would just do some worksheets; my optimistic little thought bubble was quickly burst when our teacher stepped up and announced the instructions for the lab. Quickly cursing my bad luck, I went on with listening and accepted fate. Then the words “Toothpicks will be the main material being used in today’s lesson” floated to my ears, harsh I thought. With a questioning glance and a quick exchange with my partner, it slowly dawned to me that we were doing a skin sensitivity and touch receptors experiment. We were only going to poke each other with toothpicks (either one or two), the distance between the two toothpicks would also grow shorter during the test.

My partner was allowed to poke me with any amounts of toothpicks and with the two toothpicks any distance in any order they pleased. Then I had to answer whether it was one toothpick or two, as the distance between the two toothpicks shortened the harder it was to identify the amounts of toothpicks.

Now you might think, “well, giving a bunch of rowdy teenagers a possible weapon might not be much better than a blood test.” Luckily, I can assure you apart from the constant loud noise and the occasional “ouches” it was rather relaxing. Hard to imagine out of all that noise and chaos anyone would actually learn something from the lab, but surprisingly I actually did. I was astonished to discover that when being repeatedly poked by two toothpicks, as a case of point; on my arm, I could only feel one. In comparison to being poked on my forehead I could feel the difference between both toothpicks, and even as the distance between the two toothpicks shortened, I remained painfully aware of being poked by two sharp objects.

Overall, I would say the lab was a success, we were able to collect a big variety of results as well as compared it with the entire class. The best part was getting to experience the lab yourself and being proved wrong. I experienced the second part quite well considering my brave words and hypothesis at the beginning of the lesson stating that it would be easy to identify the differences between the toothpicks but ending up being completely wrong and utterly confused.



## Science Time ~ Reaction time Lab Review



*Phoebe Spinks*  
Grade 7  
MYP Student

The reaction time lab experiment was rather exulting and inviting for everyone in the class. The process of this lab was fairly straight forward; there would be two (pre-picked) partners that the teacher had chosen at random to ensure no bias or predictability in the process. Then, the two partners would get a metre stick and hold it a respectable distance above their partners' hand.



The two tests, the pairs would conduct equal amounts of. The first type of test was in "strictly" undistracted conditions (obviously not very strict since there are a bunch of vociferous pre-teen children running around whacking each other with metre sticks).

The second type of test was in distracted (or more distracted) conditions, this test was a lot more interesting and variegated since the person holding the metre stick could distract the subject in any way they chose (maybe not through violence though). This could include jumping, dancing, singing a song, asking a baffling question, or even just striking up a normal everyday conversation and then dropping the metre stick unexpectedly.



This lab was very fun, not only because you occasionally got to see a misplaced ruler ram into someone's foot or arm (not too painfully), but also because you got to compare results with friends. And even better, it would very rarely result in offence or arguments because peoples' results were so varying and variegated that no-one really took much importance to the scores.

## PAFA (Parents and Friends Association)



*Andrea Stubbs*  
*Director of Admissions*  
*Community Relations*



Despite the challenges that the COVID safety protocols brought to the school year 2021-2022, 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 PAFA coffee morning and Welcome Lunch, to a festive International Day, parents, faculty and PAFA liaisons, together 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
- Halloween Spooky Night
- Winter Decorations around the campus to spread the festive season
- HIS Christmas Carols
- International Day Country Booths
- Class activities and class events support
- Dragon's Plate Recipe Community Book
- Solar Panels Fundrasing



**All parents of HIS students, faculty, and administration, are members of PAFA, and these activities wouldn't be possible without everyone's support!**

However, it's important to recognize the 2021-2022 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, Anuja Jain, Zhang Jing Rebecca, Andrea Stubbs, and Katie Zhang, who in a leadership role coordinate and facilitate events and communication.

We want to wish farewell to Sophie de La Chaise and Connie Chou, PAFA Kinder to Grade 2 liasons, who are embarking on new adventures. We thank you for your service and support these years coordinating different events and volunteering. Good luck to you and your family!

If you have any questions, ideas, suggestions, please contact us at [pafaevents@hisdragons.org.cn](mailto:pafaevents@hisdragons.org.cn)



Hangzhou International School will continue

*Green Initiatives*

Thanks to the Generous Solar Panels Donations  
in the HIS New Campus from:

*Platinum Dragon*

Michael and Mark Lin  
Nina, Amy and Craig Sui

*Gold Dragon*

Fiona and Andrew's Family  
Helen, Melanie and Delun Shou

*Bronze Dragon*

Kristy Dewi and Budiyan Seng  
Angel Qian  
Ophelia Wu's Family  
Wendy Deng  
August and Yuki

*Let's go Solar and  
Brighten Hangzhou!*



## The HIS Mission

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

# Once a Dragon, Always a Dragon!

### Hangzhou International School

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