

DragonNews

Spring 2024



BUILDING FUTURES

- A Celebration of The Arts
- Model United Nations (MUN)
- Students Rise to International Success
- HIS Alumni Association
- Chinese New Year Festivities
- PAFA Community Events

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Building Futures



FROM THE SUPERINTENDENT

Dear HIS Community and Friends,

新年快乐! Xīn nián kuài lè! For the past few weeks, these words could be heard throughout the campus as we celebrated Spring Festival and the lunar new year. The coming of the Year of the Dragon (GoooOOO Dragons!!!) was also cause for students at HIS to learn more about China and the host country language and culture. New Year's decorations adorned our entrances, doorways, hallways, and classrooms as our students, teachers and parents, led by an enthusiastic team of Mandarin teachers, focused the learning lens on Chinese traditions, song, and dance just prior to the Chinese New Year and Lantern Festival holidays. As we move forward with the second half of the school year, I would like us all to pause and reflect on the continuous undertaking and responsibility involved in the growth and learning of a student. Indeed, much goes into the planning, organization, and implementation of programs and opportunities that explore lifelong skills and enduring understandings for our future generations. At our school, we recognize that this endeavor is best pursued when

all those in the care of our students embrace a culture of learning. At HIS, faculty, parents and students are all learners, and in this season's DragonNews magazine we are "Building Futures".

Some will say that education is all about values. What to learn and what not to learn? How to teach and how not to teach? What a school should provide and what a home should provide? Essentially the decisions we make in this regard reveal how we believe we should spend our time with our kids. And at our school, we believe involving the student at the center of these decisions is critical in providing an education that allows for all of our students to pursue academic and personal excellence. At HIS, we believe lifelong learning should be focused on our General Learning Targets (GLTs). Simply put, we want all our students to demonstrate:

- A Solid Foundation of Knowledge and Skills
- Effective Communication
- High Level Thinking




- Positive Behaviors and Approaches to Learning
- International Mindedness and Community Appreciation

It is no coincidence that HIS has built its reputation upon the pursuit of these lifelong skills and understandings and that our parents report a high degree of agreement with these educational values (as expressed in our last WASC “focus on learning” survey). One reason is that these skills, understandings, and attitudes are needed and valued in the community and workplace now and in the near future. It is also no coincidence that many of these educational pursuits have been valued by many cultures throughout history. However, at our international school, our unique imperative is to educate a most diverse group of students, each with distinct learning needs, to be prepared to use the tools, solve problems, and be successful within the opportunities of tomorrow. So, for example, while we still embrace the importance of language learning and communication as did the ancients, the age of the global digital landscape has significantly altered

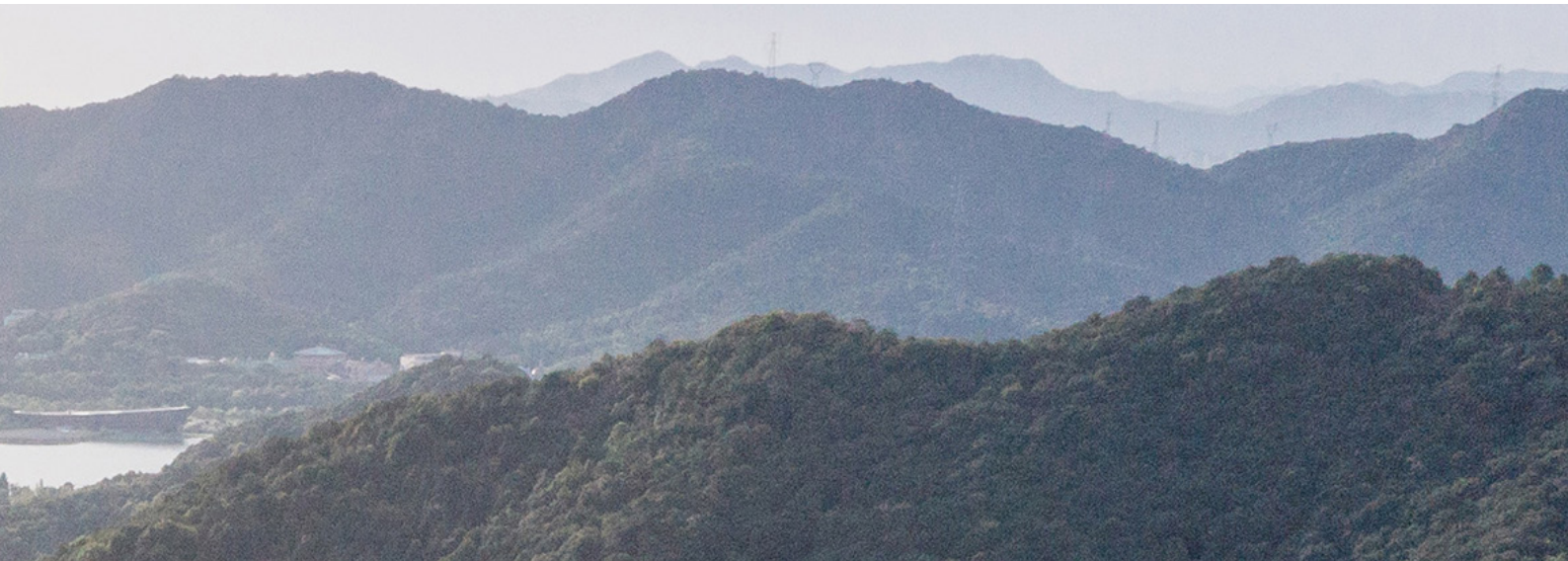
the tools and aptitudes required for our students to be competent in the future.

Our goal is to empower students to thrive in an ever-changing world by fostering creativity, initiative, and responsiveness. We aim to develop their ability to adapt to uncertainty, communicate effectively across cultures, and resolve conflicts through enhanced skill-building. At HIS, we believe a community that values and engages in lifelong learning is best positioned to support the students into their futures.

On behalf of the HIS team, I would like to wish you all happiness, success, and prosperity in the Year of the Dragon 2024. Gōng xǐ fā cái! 恭喜发财!



Jeffrey R. Stubbs
Superintendent





Fostering Growth and Development Through Play in ECE



NATY BOHORQUEZ | Early Years Teacher

At HIS, play is a fundamental aspect of learning in the early years, deeply intertwined with the principles of the Primary Years Programme (PYP). It provides fertile ground for inquiry, stimulating intellectual growth and personal development. Through play, children develop essential skills and attributes that prepare them for the challenges of the future. By fostering belonging, well-being, and self-efficacy, cultivating ATLs and the IB learner profiles, play shapes children into inquisitive, knowledgeable, and caring individuals. As educators, it is our responsibility to recognize the value of play and ensure that it remains at the heart of early childhood education, nurturing the potential of every child.

Play is a natural vehicle for inquiry, providing a dynamic and engaging context for children to experiment, solve problems, and make discoveries. Through play, children learn to formulate questions, test hypotheses, and adapt their thinking based on new information. This process not only boosts their intellectual curiosity but also enhances their sense of agency and self-efficacy, as they see firsthand the impact of their actions and decisions.

Collaborative games promote open-mindedness and caring, as children learn to appreciate diverse perspectives and support one another. Taking on different roles in play scenarios fosters risk-taking and resilience, encouraging children to explore new ideas and bounce back from setbacks. By engaging in play, children embody the attributes of the IB learner profiles, becoming more balanced, principled, and reflective individuals.

For instance, when children engage in group play, they practice communication skills and social interaction, fostering cooperation and empathy. Building blocks or solving puzzles enhances their critical thinking and problem-solving skills, while imaginative play boosts creativity and innovation. Such activities encourage children to take initiative and manage their own learning, reinforcing self-management skills. Through play, children naturally develop the ATLs, laying a strong foundation for lifelong learning.



100 Days of Learning



AXEL SOOS | Lower School Grade 1 Teacher

After weeks of anticipation, the Lower School reached the momentous milestone of the 100th day of school. Leading up to the celebration, the 100 Days Project has been a fun and exciting way to make math learning transparent and collaborative across our many different classrooms. Every day, classes have been posting to our Padlet to demonstrate their math learning through the count-up. From Early Years to Grade 5, our brilliant students and teachers showcased some incredible mathematical thinking.

On the day, students were encouraged to wear shirts decorated with 100 items. Our lower school gym was buzzing with a wide range of engaging activities that prompted deep thinking about the significance of the number 100. Counting games up to 100 challenged students to sharpen their math skills, improve their counting abilities, and enhance number recognition.

Celebrating the 100th day of school is not just about the numbers. It is a testament to the fantastic progress students have made throughout the academic year!



Scan the QR
code for more!



Grade 4 | A Journey to the Past: Walking a Mile in Their Shoes



JESSIE XUE | Lower School Grade 4 Teacher

Authors, filmmakers, and playwrights have been depicting time travel for hundreds of years. It has been a topic that has fascinated generations of people, young and old. Recently, grade 4 HIS students had the opportunity to step into the past during their unit “A Journey to the Past: Walking a Mile in Their Shoes.” In their unit of inquiry under the transdisciplinary theme of Where We Are in Place and Time, students explored the history of human migration and the factors that have led people to migrate throughout time. As with all PYP units, our students followed the inquiry cycle to investigate throughout the unit. Our journey began with the tuning-in stage in which students participated in many provocations to experience what migration might have been like in the past. In their classrooms, students played interactive role-play games which took them on journeys through the Oregon Trail, the 1860s cholera pandemic, apartheid in South Africa, urbanization in modern-day China, and a future migration from Earth to a new planet. In each game, students were called upon to make sound decisions for themselves and their families to safely migrate. These activities helped them to empathize with the situations that real people have faced throughout human history and to consider questions they have about the topic of human migration.

Guided by their homeroom teachers, students then began to move through the next two stages of the inquiry cycle, Finding Out and Sorting Out, by researching different groups of people who have migrated throughout time. They began to identify common “push and pull factors” that have led people to migrate. Students began to organize their knowledge and identified when people have often migrated due to adverse circumstances like war,

famine, or drought (push factors). They also learned that new opportunities, such as jobs, resources, or relationships could inspire people to move to new places as well (pull factors). Throughout the Finding Out and Sorting Out stages, students connected their homeroom learning to their Mandarin classes by learning about an important local migration story during the Song Dynasty. Students learned that many people in the Northern Song Dynasty migrated to Hangzhou due to a national war with the Jin. Grade 4 students visited the tomb of the famous Song Dynasty general Yue Fei with their homeroom and Mandarin teachers. This collaboration across divisions in the PYP helped to make the children's learning even more meaningful by linking the unit of inquiry to our local history in Hangzhou.

In the next two stages of the inquiry cycle, Going Further and Making Conclusions, students began their own personal inquiries into the past. Armed with their knowledge of human migrations and push and pull factors, students chose a period that they were personally interested in. They researched this period to learn about common modes of transportation, difficulties faced by the people who lived in those times, and places where people would commonly migrate to. During the final stage of the inquiry cycle, Taking Action, our students prepared to showcase what they learned in the Living Museum. For this final project, grade 4 students became someone from their chosen period and created a historical-fiction account of their migration to present to parents, students, teachers. Students used historically accurate details such as names of real cities, modes of transportation, illnesses, wars, and many more to make their stories believable. They wrote journals

about their journey depicting their personal information, reasons for migrating, the challenges they faced along the way, and opportunities they would have in their new homes. To aid in their storytelling, students created “arti-fakes” or personal objects from their journey and prepared costumes to enhance their presentation. The students’ journeys ranged from ancient Chinese Dynasties to traveling on the Silk Road; from the Oregon Trail to war-torn Europe during WWII. Students proudly showcased their learning and wowed the HIS community with their depth of knowledge, understanding, and perspectives.



Learning Buddies | Building Friendships with Local School Students



ELLEN MCMAHON | Classroom Teacher

In a heartwarming initiative just before the winter holiday, Grade 5 students of Mr. Kearns' class had the chance to forge new friendships with students from a local Chinese school, Hangzhou Bin Wen Elementary School. The collaborative event – supported by Superintendent, Mr. Stubbs, and Lower School Principal, Ms. Lynn Pendleton – brought together a group of 26 students from Hangzhou Bin Wen Elementary and their teachers to spend an afternoon at our beautiful Lower School Library with Ms. Elle and Ms. Jeanne.

The opportunity to share knowledge and celebrate Hangzhou Bin Wen Elementary School's English Language Week was an enjoyable experience for all students and teachers involved. The visit not only provided an opportunity for cultural exchange but also contributed to the celebration of the English language, fostering a sense of global awareness, and understanding among the students.

The students from Hangzhou Bin Wen Elementary School were fantastic ambassadors of their school, showing engagement and excitement toward the

opportunity to visit HIS. The Grade 5 students, in turn, excitedly shared some of their favorite English books and engaged in reading activities, creating an enriching environment where language and cultural barriers dissolved, and friendships blossomed.

The visit was not only an opportunity for the students to learn about each other's cultures and languages but also, a chance to strengthen their English language proficiency. Engaging in reading time in the Lower School library allowed the students to explore different literary works, fostering a deeper appreciation for storytelling and language. This hands-on learning experience provided a unique opportunity for the students to practice their language skills in a real-world context, further enhancing their language acquisition and comprehension.

Beyond the language and cultural exchange, the visit from Hangzhou Bin Wen Elementary School served as a reminder of the power of collaboration. It reinforced the values of openness, empathy, and respect, nurturing an inclusive and harmonious school community.





“The collaborative event was a testament to the unwavering support and commitment of the school leaders in enabling cross-cultural understanding and providing enriching experiences for the students.”

Their dedication to promoting cultural exchange and global awareness has undoubtedly left a lasting impact on the students, opening their hearts and minds to the world beyond their immediate surroundings.

As we reflect on the visit from Hangzhou Bin Wen Elementary School, we are reminded of the immeasurable value of community and the profound impact it has on our students. The experience has reinforced the importance of embracing diversity, fostering friendships, and celebrating the beauty of languages and cultures from around the world. We look forward to future opportunities for such enriching exchanges and the continued celebration of global citizenship within our school community.



A Ninja Training Camp in PE Class



RACHEL FORD | Lower School Physical and Health Education Teacher

Have you ever wondered what it takes to become a ninja?

Imagine learning all the cool moves and techniques that ninjas use to jump, roll, move, and balance. Well, guess what? In our Physical Education (PE) class, we have a special ninja training camp!

At our ninja training camp, students will learn how to jump like a ninja. Jumping is an important skill for ninjas because it helps them move quickly and silently. We will practice jumping over obstacles like hurdles and vaults. Students will practice jumping high and far, just like a real ninja!

Next, students learn how to roll like a ninja. Rolling is a skill that helps ninjas move smoothly and safely. You will learn how to tuck your body and roll forward, just like a ninja dodging an enemy. Rolling is a fun and exciting way to move around like a true ninja!

Moving silently is another important skill for ninjas. Students will practice moving quietly on their tiptoes, just like a ninja sneaking up on their target. Students

practice moving silently through an obstacle course, testing their ability to be stealthy and quick.

Finally, students will practice their balancing skills. Ninjas need to have excellent balance to perform their amazing stunts. You will learn how to stand on one leg and hold different poses without falling over. Balancing requires concentration and control, just like a ninja!

After weeks of intense ninja training, it will be time for the ultimate test - the ninja graduation ceremony. Students will showcase all the skills they have learned in front of their classmates and teachers. If they can demonstrate their jumping, rolling, moving, and balancing abilities, they will officially graduate as a ninja!

Remember, becoming a ninja takes practice and dedication. So don't give up, keep training, and soon you'll be a true ninja master.



Bouldering into the Future



NICHOLA HOLLINGSWORTH | Upper School Physical and Health Education Teacher

Lower School had the pleasure of being some of the first to be introduced to the wall and have the chance to climb both at break time and during class activities.

Research has shown that bouldering improves "health and skill-related fitness enhancement such as muscular strength and endurance, balance, and coordination" and students were excited to be able to show off their skills as they explored the routes available.

Having been set in different levels of difficulty LS students enjoyed the chance to warm up by traversing across the whole wall before choosing some challenges that suited their skill level and experience. Bouldering is "...a legitimate physical fitness activity for elementary school students' (Fencl, 2011) and we have seen students practice their problem-solving and perseverance as they tackle routes that often require a few attempts before they can complete them. Social activity students who have solved harder routes can often be found coaching others in how to complete the difficult areas. Students have been engaged in the process and even helped plan some of the routes.

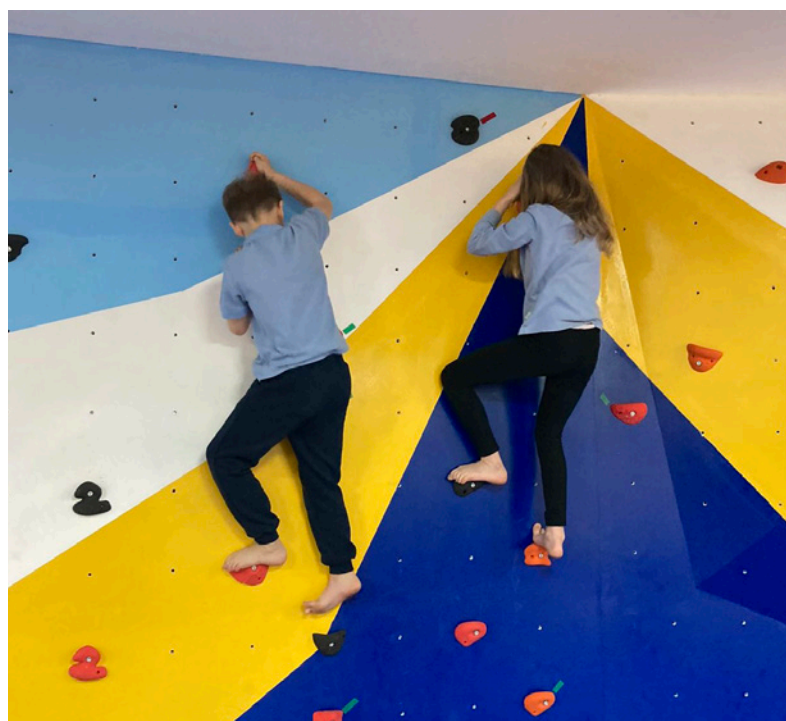
Even our smallest climbers can benefit, as shown when ECE explored the climbing wall with their students. Bouldering can help develop our physical literacy especially our ABCs, agility, balance and coordination. Smaller children enjoyed making their way all over the wall 'rainbowing' with the colors and exploring the ideas behind challenges.

ECE students worked at turn taking and communication as they used hands and feet to

move across the wall in a productive manner. Our smallest climbers enjoyed pointing out all the colors and deciding before getting on the wall which they thought would be the hardest before trying them out.

At HIS we seek to provide students the opportunity to be Risk-Takers and Balanced as part of the IB Learner Profile and Bouldering gives students the opportunity to develop these attributes. Students also can develop their ATL skills of communication; when coaching others, critical thinking; when planning how to solve a difficult route and collaboration; as they take turns, help others and work together to improve their skills.

Our campus here at HIS continues to offer more chances for students to challenge themselves and our Climbing Wall is just one of these which we are proud of.



Music, Rhythm, and Dance | Students Shine at Winter Concert



FARINA LIM | Lower School Music Teacher

On December 12th, the Lower School Winter Concert was filled with energetic, talented, and bright young students who showcased their amazing abilities in various forms. The morning started off with the Grade 1 and Grade 2 performances. The Grade 1 students performed three songs, including "Christmas Don't Be Late," "Happiness," and "Jingle Bells," bringing cheer and delight to the audience. They even had dialogues between songs, which added to the cuteness factor. The Grade 2 classes continued with a fantastic performance that started with a warm greeting of "Hello!" to the audience. They then went on to perform a chair drumming and dance routine to "Dance Monkey" that was creative and full of energy. The Grade 2B and Grade 2D classes combined to perform this amazing piece. The Grade 2A and Grade 2C classes delivered a masterpiece with their amazing renditions of "Christmas Time is Here," "Let It Snow," and "Who I Am."

As the afternoon arrived, the Grade 3 to Grade 5 students took their turn to showcase their talents. The show began with mesmerizing solo performances on the piano by Grade 4 and Grade 5 students,

where the audience was treated to jazz and classical piano pieces. Dancer Chloe took to the stage in a glittery eye-catching costume and delivered a stunning performance of the "Dance of Silk Road," captivating the audience with her fluid and graceful movements. The Grade 3 performances were next on the program, where each class brought their individual talents to the stage. The 3D class dazzled with their impressive body percussion routine to the tune of "Stand By Me." The 3B class delighted the audience by dressing up as cute little elves, and their dance to the tune of "Jibidi" was charming and playful. The 3A class showcased their rhythm skills with percussion instruments such as sticks and various drums. Their performance was full of energy, and the audience was swept along with the beat. Finally, the 3C class added a burst of color and joy to the stage, performing the Mexican dance "Los Machetes" in their vibrant, colorful outfits while swirling around in lovely patterns. It was remarkable to see the students' diverse range of talents and skills, and the concert showcased the school's commitment to developing creativity and musical expression in its students. The performances were a testament to the students' hard



work, dedication, and talent, and it left the audience exhilarated and proud of the young performers.

The Grade 4 students took over with a great sign language performance of the song "Just One Candle." The "Grandma Rap" was a hilarious and entertaining rendition as the students told the story of grandma in rounds. To add to the comical effect, one student even dressed up as grandma on stage for the performance. In their combined number, "Waving Flag," the Grade 4 students used bucket drumming and African drums to set the rhythm of the song while they waved their flags wearing their football tops, creating a vibrant and festive atmosphere in the theatre. The musical, comedic, and visual aspects of their performance left the audience thoroughly impressed.

Finally, the Grade 5 students performed "Little Talks," which was a song by the Icelandic indie-folk band, Of Monsters and Men. The lyrics of the song are all about conversations, communication, and the complexities of human relationships. The catchy melody and upbeat

rhythm made it a crowd-pleaser; and the Grade 5 singers were nothing short of excellent. The concert concluded with a sing-along to "Feliz Navidad," which brought joy and festivity to all. The amazing performances and the talented students made everyone leave the theatre with a sense of pride and joy. It was a lovely way to start the holiday season, and it was a memorable experience for all who attended. The HIS Lower School Winter Concert was a celebration of the arts, and it served as a reminder to us all the true meaning of the holiday season: bringing joy and cheer to others.

"It was remarkable to see the students' diverse range of talents and skills, and the concert showcased the school's commitment to developing creativity and musical expression in its students."



Winter Fair





Upper School Arts Night | Performing Arts



It was a spectacular evening of music, dance, and stunning visual arts. Our talented Upper School students wowed the community with their incredible musical performances and captivating art. The concert started with a dazzling lineup of performances featuring our Middle School choir, band, strings, and break-out solo acts on piano and drums. Festive music filled the air as the choir belted out holiday classics like "Jingle Bell Rock," "All I Want for Christmas," and "HipHop Snow." Our young dance troop then took to the stage with their joyful routines. Laughs and smiles were plenty as reindeer and Santa costumes impressed the audience with their upbeat choreography.

A well-deserved round of applause to all the students, teachers, and faculty in the Upper School Performing and Arts Departments. Their hard work, passion, and enthusiasm shone through, making this event a wonderful evening of artistic excellence.



Upper School Arts Night | Visual Arts

RHIANNON JOHNSON | Upper School Visual Arts Teacher



“Each piece represented the students’ unique perspectives on themes ranging from identity, aesthetics, emotions, consumerism, and innovation.”

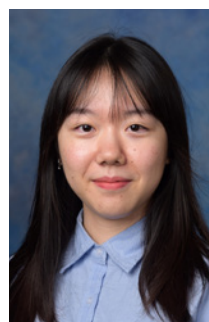
The Middle School Arts Night highlighted the talent and creativity of MYP students in Grades 6-10. The exhibition featured work from the Visual Arts and Film programs and demonstrated student learning through an impressive range of art-making forms. Each piece represented the students' unique perspectives on themes ranging from identity, aesthetics, emotions, consumerism, and innovation.

The artworks and films sparked lively conversations among Arts Night attendees and invited viewers to observe and reflect. As our young artists and filmmakers continue to develop their skills and push the boundaries of creativity, the future of the Arts at HIS looks bright!





Talented Upper School Students Take Center Stage



MARTINA XU | Grade 11 student

Talent shows have always been a part of the school's program. After the summer break, Sharon and I started planning to organize the talent show to provide our students with a platform to showcase their amazing talents and build self-confidence.

We gathered a team of students and began auditions which were open to all students in the upper school, from grades 6 through 12. We were pleasantly surprised by the number of seniors who auditioned and ultimately participated. Singing, dancing, instrumental performances... we had it all!

As we prepared for the show, we had insightful discussions on how to arrange the space and execute the event. However, we faced challenges and due to our busy schedules, we sometimes encountered unexpected issues, like forgetting to

contact the teacher to borrow school equipment or schedule rehearsal times. Luckily, everyone on the team was very helpful, and together we managed to overcome these problems. We even finished building the stage and making lighting adjustments in just one day! On the day of the talent show, everyone came together and worked diligently to create an amazing atmosphere, and the vibrant lights and stage set up truly brought our performers to life.

Throughout the experience, we learned a lot about communication, and how important it is to stay organized and to use a planner, especially in DP. Thank you to all the amazing participants for getting involved and showing their remarkable performance skills and abilities! This was our first student-led event that we organized entirely by ourselves, and it was an unforgettable and precious experience.

*"Singing, dancing, instrumental performances...
we had it all!"*



Teamwork and Cooperation in PE



SIMONE SANCINELLI | Upper School Physical and Health Education Teacher

In a world where cooperation is becoming an essential skill for real progress in any field, our students have been exploring teamwork and creativity in movement composition during PE lessons.

Through exploring elements of gymnastics, martial arts, and dance, our students have been developing their teamwork skills through movement composition. Students must work closely together to come up with creative and choreographic sequences. Together we have learned more about how these disciplines can be linked together by creating aesthetic movements.

Physical education is an integral aspect of our education model, and our lessons go beyond the promotion of physical fitness. Our students practice synchronized actions to build static structures and simultaneous choreographed forms of movements to improve cooperation and harmony working together for a common goal. Now more than ever building a future requires the ability to work towards a common goal promoting inclusiveness and movement composition is all about creating unity.



Visual Arts Students Explore International Contemporary Art in Shanghai



RHIANNON JOHNSON | Upper School Art Teacher

Visual Arts students in Grades 10, 11, and 12 recently attended a field trip to Shanghai to visit two international art exhibitions; “Cosmos Cinema” (the 14th Shanghai Biennale, held at the Power Station of Art) and “Beauty Changes: 100 Years of Italian Fashion and Costume”, held at Bund 33. Throughout both exhibitions, students engaged in discussions with their peers and teachers, sharing their insights and reflections on the art they had encountered. Profound questions were raised by the artworks and many of these addressed IB Global Contexts such as “Orientation in Space and Time”, “Identities and Relationships”, and “Scientific and Technical Innovation”. Beyond preparing students for all components of the DPVA Curriculum —) the Comparative Study, the Process Portfolio, and the Exhibition —) this trip also provided the inspiring and horizon-expanding experience that visiting art exhibitions can be for young people, especially young artists.

COSTUMES AND THE COSMOS

The Shanghai Biennale, established in 1996, was mainland China’s first contemporary art biennial and holds significant influence within Asia. The event changes thematically over the years, but always focuses on academic and cultural innovation from an international standpoint. In “Cosmos Cinema”, a broad range of art-making forms were on display. Many artists employed video, technology and moving images, while others created paintings, constructed sculptures, used mixed media and built installations to express their ideas and examine how the universe influences and shapes human existence.

“Beauty Changes: 100 Years of Italian Fashion and Costume” featured a diverse collection of garments by globally celebrated fashion designers. Illustrations,

publications, vintage photographs, and films were also on display and presented the evolution of Italian fashion from the early 20th century to the present day. Every dress on display told a story about the role that clothing, and costume have played on the path to women’s liberation and celebrated the fusion of identity and creativity.

“Creativity is contagious – pass it on!”

This well-known quote by Albert Einstein expresses the profound impact that seeing art can have on a person’s own creativity. By engaging with work by other artists firsthand, students can observe details, materiality, colors, textures, and dimensions that are often lost in photos or reproductions. Beyond creative inspiration and a deeper understanding of techniques and concepts, art exhibitions also offer a valuable opportunity for students to develop international mindedness and broaden their cultural awareness; they provide an integrated appreciation of art and its many functions throughout the world across different cultures. This, in turn, enriches our understanding of the world, sparks curiosity, provokes critical thinking, inspires action and new ideas... above all, it can make us feel connected to humanity in many positive and unexpected ways.



ACAMIS and SISAC Basketball



FILIPÉ NOGUEIRA | Director of Athletics and Activities

On January 25th-27th, our HIS Gold Dragon Varsity Basketball teams completed their season with their ACAMIS Tournament in Shanghai. Both teams went into the tournament full of confidence and high hopes on the back of victories the previous weekend in their respective SISAC Tournaments.

Boys coaches Mr. McSheffrey, Mr. Shick, and Mr. Callahan had transformed the boys' team during the season into a high-tempo outfit, which could adapt to both half-court and transition basketball. Despite a narrow loss in their opening match, the boys won their remaining games and entered the final day's semi-finals as the 2nd seed. The boys' habit of slow starts in the tournament eventually caught up with them in their semi, after giving their opponents a 19-point halftime lead, the boys pegged them back in the second half and got within 2 points in the final minutes but just couldn't bridge the gap in time. The team regrouped in their 3rd place play-off match to finish the tournament in 3rd place. A special mention to point guard James and center Ben for their nominations to the All-Star tournament team. The boys were a bit dejected after the tournament,

having improved so much this season, but can look forward to another run at the ACAMIS title next year with all but 1 of their current team returning in 2024-25.

Our girls' team coached by Mr. Cattran, Ms. Viader, and Mr. Cooper were confronted with some much better teams at ACAMIS than they had faced throughout the season and had to quickly respond and raise their own level of play with 5 games in the first 2 days testing them physically and tactically. Their stifling defensive press allowed them to remain competitive in all their matches and despite shooting woes plaguing them for most of the tournament, they finished with a 3-2 record after the preliminary round. A win in their final match of the tournament saw them finish in 5th place, despite a more than respectable 4-2 win-loss record for the weekend. Congratulations to Yolcy for making the tournament All-Star team. The coaches were very proud of the determination and resilience shown by their team and are already looking forward to next season.

Goooooooo Dragons!!!





Riding the Wave | Aquatics News



NATALIO LIARES | Aquatics Coordinator

ACAMIS SENIOR SWIMMING CHAMPIONSHIPS

HIS Gold Dragons swimmers made waves at the ACAMIS Senior Swimming Championships held at the International School of Beijing on December 8th-9th. The competition was intense, with 26 international schools and almost 400 swimmers participating. The event was a huge success, and the swimmers received tremendous support from parents, coaches, and the community.

Congratulations to medalists Harry W. and Tina L.! Harry won Silver in the 400m Freestyle and Bronze in the 100m Butterfly, while Tina won all her five individual events (400m Freestyle, 200m IM, 100m Freestyle/Backstroke/Butterfly) and set five new ACAMIS records.

The HIS Dragons swimmers wrapped up the event with exceptional races, beating 56 Personal Best Times, 12 US National Age Group Motivational Times, and 5 new ACAMIS records! It was an outstanding experience and a tremendous performance for all. Hats off to all swimmers who performed excellently and represented HIS well.



HIS SANTA SPLASH 2023

The day started with a bang! Festive swim caps, holiday music, and cheers! A nail-biting splash down for our young swimmers. The vibe was electric! Kudos to over 120 swimmers who attended the festive and exciting HIS Santa Splash Swim Meet on December 2nd and showcased their skills in the pool while enjoying the company of their teammates! There were too many Personal Bests to count—a fantastic effort from all swimmers. **Congratulations to Jean M. and Carol Z. for setting a new school record during the event. Jean M. is the first HIS AAAA swimmer (AAAA: Top 2% of swimmers in your age group, nationally).**

The swim meet ran smoothly with solid support from faculty, staff, students, and parent volunteers. Everyone had a blast!

It is a great season indeed for the HIS Gold Dragons swimmers. 34 new school records were set from the HISAC Round 1 Swim Meet, ACAMIS Senior Swimming Championships, and HIS Santa Splash 2023. Bravo!





Cross Country in Chengdu



AKIRA SUGATA | Upper School Social Studies Teacher

On November 23, the HIS Cross Country Team headed for their ACAMIS trip in Chengdu, China. What most people don't realize about Cross Country is that as much as it is an individual sport, it is also a team sport that builds a community and brings a team together. There's a lot to empathize with when you're passing by your teammate who is just as sweaty, just as tired, and just as in pain as you, but still completing the same course. It builds camaraderie, builds strength and most of all, the sport of cross country builds an opportunity for different students from different backgrounds and grades to come together and unite in the passion for running.

Building up to this big race in Chengdu, the Cross-Country team trained their stamina and skills by working on their running form, running multiple laps around the school, doing 800-meter and 400-meter intervals, and lots and lots of planks. In Chengdu, despite the bad air quality and

the tough course that stretched around Leman International School's large campus, the students gave all they had to finish their race. The look of pure determination on every athlete's last lap was something that strongly defines Cross Country. It is a sport of not only physical, but mental strength and stamina — it's hard to stay positive when you're tired and running all alone in a hilly forest — and the passion of every athlete at ACAMIS had been inspirational to watch as they all worked as a team to warm up together before the race, cheer each other on during the race, and finally to cool down as a team.

In the end, our U14 boys, a five-member team consisting of 7th graders went home with a 2nd place trophy while one of them took home a silver medal running a 14 minute 4 second 3km. Our runners should be incredibly proud of themselves, and we are looking forward to having more athletes join Cross Country next season!



International Award | Duke of Edinburgh



NICHOLA HOLLINGSWORTH | Upper School Physical and Health Education Teacher

ADVENTUROUS JOURNEY – I – BRONZE, SILVER AND GOLD.

The morning held a slight chill in the air as our group of 15 students gathered with freshly packed hiking bags and sleeping mats, talking with quiet excitement and nerves about the weekend to come.

Loading onto the bus we drove the 2 hours to Xitianmu Shan, Yaolin, with the day warming up nicely as we traveled and the sun peeking through the clouds. We arrived and met our Indier Leaders, Frida and Kurt, who proceeded to lead us in some fun games like Splash.

We started our first education session by discussing packing requirements, the difference between one night and multiple nights, shared equipment, and the importance of packing light. We checked our packs, shedding extra gear we now deemed unnecessary (no need for that large novel!), and ensured our packs were balanced.

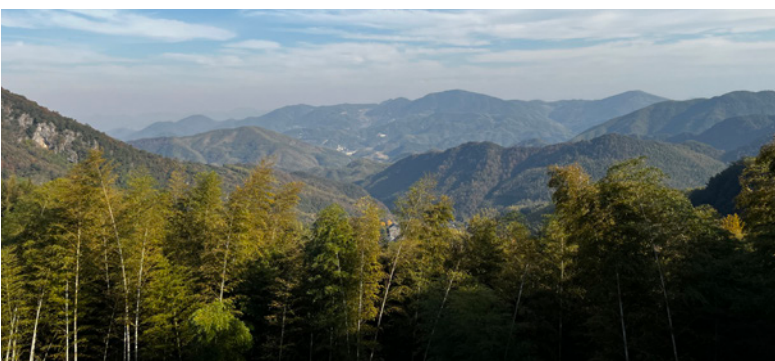
We started the journey to our first campsite for the night, hiking a steep 2km. This helped us to

understand the importance of starting cold as we quickly warmed up when walking and highlighted the importance of bringing trail snacks.

Arriving at camp we enjoyed lunch and planned our hike the next day, new routines, taking bearings, learning about how long hiking can take, and looking at the different features on the map. We had a quick break before diving back into some basic food, first aid/hazard reduction, and then venturing into the rapidly cooling afternoon to work in groups and set up our tents for the night.

After all this hard work it was time for well-earned food. We talked about good food to pack and eat when camping — learning that unfortunately, we should be breaking our spaghetti in half to fit it all in our tiny camp cooking pots. We then worked in groups to cook a lovely meal of spaghetti, sauce, and a whole lot of vegetables. After dinner, we finished planning and recording our routes for the next day's hike, before enjoying a bonfire and learning that water bottles placed too close to a fire do indeed melt!





We were woken up early the next morning by over-enthusiastic roosters and a fresh chilly breeze. Students enjoyed our first camp breakfast, a delicious mix of baozi, cereal, and rice. We practiced 'Leave No Trace' by packing up our campsite and cleaning up the area, before we went over our hiking plans, played some more games, and finally set off on our hikes.

While some students started strong, others immediately got lost and went off-track. We all pulled together, working well to figure out the location with some map to groundwork and re-join intended routes. Arriving for an awesome trail lunch of pizza. Groups were surprised how long, and yet short hiking could be depending on the terrain with all groups experiencing a mix of flat, uphill, and downhill. Everyone felt more confident going into the second half of the hike and while this helped some groups make record time, it enabled others to miss their intended turns and end up 1km off track! Adaptation and thinkers are needed when hiking, and groups made educated decisions and ultimately arrived at the final checkpoint in high spirits.

Debriefing our hiking experience, we talked about the importance of keeping track of where we are with a map to group skills and the distance covered, a mix of 8km-14km. All groups learned, practiced, and polished important camping and hiking skills. We are all looking forward to our next adventurous journey where we will be packing our food, tents, and equipment for the whole trip and undertaking even more challenging terrain!



Building Leaders | Yale Model UN Korea

**CHELSEA WOOD** | Speech Therapy and EAL Specialist

A group of our incredible high school students (and future leaders!) have recently returned from an unforgettable trip to Korea for the Yale Model United Nations (MUN) conference. The delegation consisted of 12 Grade 9, 10, and 11 students and chaperoned by the MUN directors, Mr. Jake Barningham and Ms. Chelsea Wood. Our students had quite an eventful weekend outside of the conference. Memories were made as they braved the cold of below-zero degrees and arrived back in Hangzhou having made new friends!

Yale MUN Korea IX welcomed international schools from all over the world, including Korea, France, Canada, Indonesia, and China to name a few. This year's theme was "At the Juncture". In committee rooms, delegates had to either reimagine critical moments in history or debate pivotal turning points of the future.

During the months leading up to Yale MUN Korea XI, our students put in additional hours to prepare for their committee and country. They immersed themselves in research and aced the MUN dress code looking sharp and professional in formal attire. They even made school history as the first group of MUN learners at HIS to attend an international conference!

Our beginner, intermediate, and advanced level delegates had their own unique experiences and takeaways from the conference at Yale MUN Korea. Here's what our students had to say:

"I was on the beginner committee International Organization for Migration (IOM). IOM had

two topics to debate, Venezuelan Migration and Climate Migrants and The Horn of Africa Drought. The beginner committee at YMUNK was an ideal environment for beginners because of the friendly chairs combined with a slow pace. One of the things I found most enjoyable was networking with individuals from diverse global backgrounds during the Yale MUN Korea trip."

- Yiming (Jack) M. – Beginner level

"The atmosphere in the intermediate committee was tense and competitive, besides the procedures moved on quickly with a fast tempo. I engaged in the Intermediate Committee as part of the United Nations High Commissioner for Refugees (UNHCR). The Displacement of South and Central Americans was voted for our first topic to discuss, and another topic for this committee was the Wars and Natural Disasters Uprooting Syrians. I believe that socialization was a big part of Yale MUN Korea 2023, as I interacted with people from different backgrounds and opinions. It was an impressive experience."

- Sungjae (Joey) L. – Intermediate level

"Even in the highly competitive Advanced committees, the entire committee was fully invested in the discussions being held. In such a tense atmosphere, there was still friendliness throughout despite the competitive nature of the committee. YMUNK for me was an exciting and highly interactive experience that was truly unique."

- Oliver Z. – Advanced level



How Virtual And Augmented Reality Are Transforming Education



DANIE DE BEER | Director of Technology

Technologies like virtual reality (VR) and augmented reality (AR) hold great promise for use in instructional design in higher education. In a way that traditional teaching approaches have not been able to match, the immersive and engaging experiences that modern technologies offer students give them new ways to study, interact with their classmates and instructors, and absorb knowledge.

VIRTUAL REALITY: WHAT IS IT?

A computer-generated environment known as virtual reality replicates the actual world and offers a sensation of presence and immersion that is unmatched in conventional learning settings. Users can interact with items and people in the virtual world by donning a headset or using any other device that offers a completely immersive experience. Virtual reality (VR) technology has many educational uses, ranging from scientific investigations to language immersion initiatives. It can be especially useful for offering simulations that closely resemble actual events that are hard or impossible to recreate in a conventional classroom.

AUGMENTED REALITY: WHAT IS IT?

On the other hand, augmented reality refers to technology that superimposes digital content on the real environment to produce an immersive and interactive learning environment. With the use of smart phones or other devices, augmented reality (AR) allows digital visuals or data to be superimposed over the real world. With the use of technology, educators can design interactive lessons that provide students with immediate feedback, increase student engagement, and make abstract ideas come to life.

VR AND AR'S ADVANTAGES FOR INSTRUCTIONAL DESIGN

The way students interact with and learn from course content in education can be transformed by VR and AR technologies. Offering immersive and interactive learning experiences to students is one of the main advantages of VR and AR. With the use of these technologies, educators may produce simulations that closely resemble actual events, giving students a secure and regulated setting in which to hone their abilities and learn from their errors. For instance, engineering students can practice troubleshooting machinery without running the danger of damage.

VR and AR can offer students distinctive educational experiences and customize lessons. These tools can monitor how well students are doing, change the degree of difficulty, or offer tailored feedback according to each student's need. Students can comprehend the subject matter more fully and attain higher learning objectives when a more individualized approach to learning is given.


Access to activities that might not be possible in conventional classroom settings is another advantage of VR and AR. For instance, virtual reality (VR) can give users access to historical locations or natural settings that could be challenging or impossible to see in person. AR may also make concepts or objects come to life. For example, it can be used to explore the layers of the earth's crust or visualize the structure of molecules.

Additionally, VR and AR give teachers new ways to engage students and communicate material. With the use of these technologies, teachers can produce dynamic and captivating presentations that draw in

students and make learning enjoyable. Teachers can use this to encourage student engagement with the course material and enhance learning results.

BENEFITS OF USING VR / AR IN EDUCATION:

- Highly immersive and interactive learning experiences.
- Increased engagement through simulations. This can lead to better retention of information and a more enjoyable learning experience.
- Personalized Learning: VR/AR enables teachers to customize learning experiences based on individual student needs.
- Real-World Application: Teachers can create simulations that mimic environments, enabling students to practice skills and problem-solving in a safe and controlled setting.
- Collaboration and Communication: VR/AR rooms can facilitate collaborative learning experiences.
- Access to Remote Locations and Resources: VR/AR can transport students to remote locations or historical periods that may be otherwise inaccessible. This expands students' horizons and exposes them to a wider range of educational resources.



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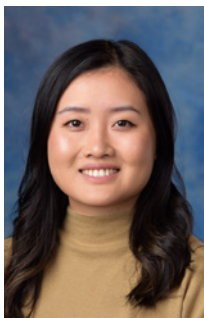




Lantern Festival



Students Join World Leaders | UN Climate Change Conference in Dubai



CHANTELLE NGUYEN | Marketing Manager
COCO JIN | Grade 6 student

In December, two lower school students from HIS (Grades 3 and 6) had the exciting opportunity to attend the United Nations (UN) Climate Change Conference 28 in Dubai. This Conference of the Parties (COP) 28 summit served as a platform for world leaders to collaborate on finding sustainable solutions to combat the pressing issue of climate change. The participation of our HIS students presented a wonderful opportunity for them to witness firsthand the global commitment to addressing climate change. We are so proud to see our students shine at COP28. Their involvement exemplifies our passion and commitment to empowering young leaders on a global platform.



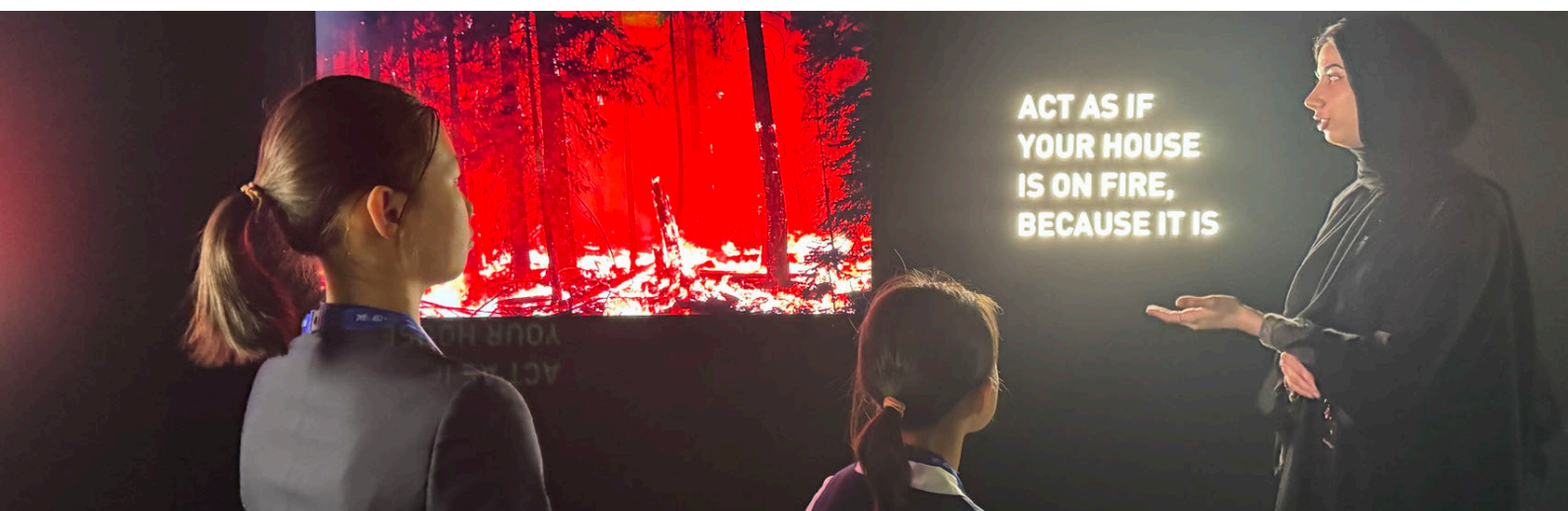
stage was a lot of work, I interviewed professionals and wrote a script. After about a hundred years of editing, I got my final speech. I had a great time and met a lot of interesting people who love to take care of our beautiful planet from all over the world!"

The following passage is an excerpt from Coco's speech at the UN Climate Change Conference in Dubai.

GLOBAL WARMING AND THE THREAT IT POSES TO CORAL REEFS

"The global consumption of fossil fuels in transportation and manufacturing has released intolerable quantities of carbon emissions into the atmosphere. This is detrimental to the ozone layer, resulting in more harmful UV light from the sun reaching the Earth but also more greenhouse gases

"I was really interested in climate change, and I wanted to learn more about it. I researched climate change and searched for resources both online and offline and had face-to-face discussions with Mr. Stubbs, where I learned about COP for the first time. My mom helped us to sign up for this event and she uploaded my TOEFL Junior grade and my background information. After a month of waiting, I got my visa from them and started preparing. The preparation



being trapped. Another dire consequence is that the melting glaciers contribute to the removal of sediments, which gradually discontinue the photosynthesis of coral reefs and their food. It is saddening to see that coral bleaching is on the increase, a process in which either a change in ocean temperature or higher solar irradiance (particularly for shallow-water corals) is currently deemed to be the leading cause. Coral is therefore deprived of its primary food source due to the termination of such a symbiotic relationship.

The changes we are witnessing are not mere anomalies; they are calls for immediate action. As a student, I stand here before you, not just as a voice of the future but as a guardian of today's truths. It is essential for us to heed the warnings that science provides us with and act swiftly to change the course of our environmental impact. It is not enough to be alarmed; we must transform our concern into decisive and collective action. Additionally, we must champion renewable energy, protect our natural carbon sinks, and innovate sustainable practices. We should not be the generation that watched the ocean rise and did nothing, but the generation that rose to meet the challenge. Together, we can protect our coral reefs and our planet."



Students Join World Leaders at UN Climate Change Conference in Dubai



KIKI JIN | Grade 3 student

It is truly an honor to stand as one of the youngest representatives at COP28, the United Nations conference. Speaking at the United Nations was like stepping into a whole new world for me. I felt tiny among all those important people, but also incredible empowered. It was amazing to have the opportunity to share my thoughts and ideas with leaders from around the world. I talked about that small actions can lead to big changes, especially when it comes to saving our beautiful planets. Even though I was nervous at first, seeing the positive reactions from the audience made me realize that even someone as young as me can make a difference. I left feeling inspired and determined to keep speaking up for what I believe in.

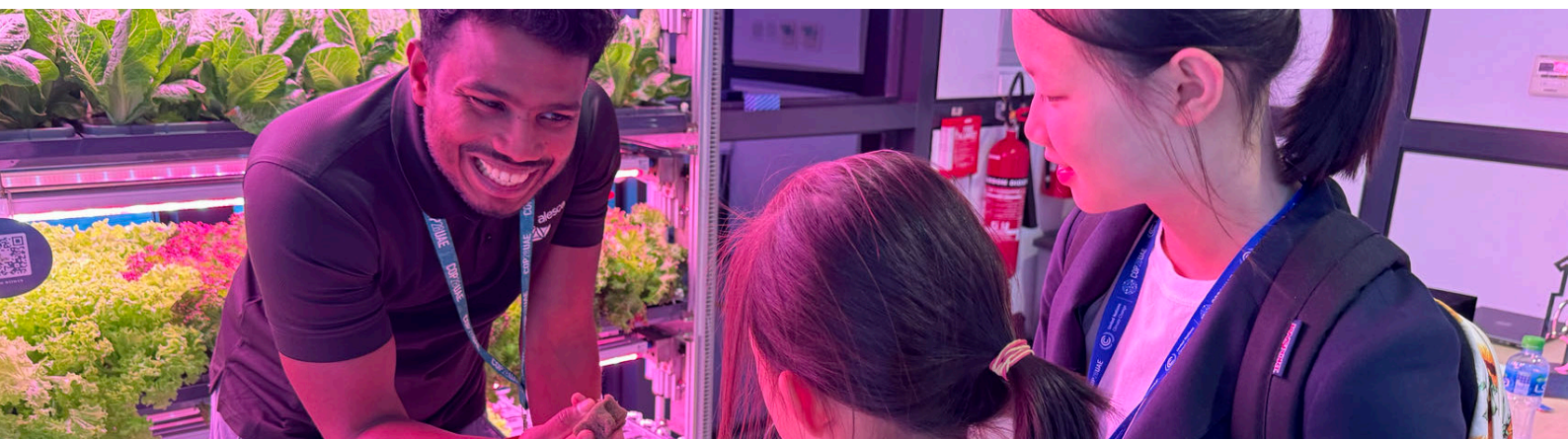
The following passage is an excerpt from Kiki's speech at the UN Climate Change Conference in Dubai.

SOLAR POWER INITIATIVE

"In our school, we have a special project that's close to my heart ... a solar panel project! We've embraced a remarkable solar panel initiative. These panels are not just installations on our roofs, but key in our fight against global warming. By harnessing the sun's clean and infinite energy, these solar panels significantly reduce pollution. In fact, our school's solar panels are expected to save approximately 10,000 kilowatt-hours of electricity annually. This is not only an environmental victory but also a substantial financial saving.

Now, I have a dream that goes beyond our schoolyard. What if every school, every building, and every home could catch the sun's power just like we do? We could turn our cities into forests of solar panels, creating energy without ever hurting a single tree or polluting a single breath of air.

So, let's take our message from our solar panels and spread it as far as the sun's rays. Let's tell our neighbors, our friends, and our families that every one of us can make a difference. If we all do a little, we can all help a lot."



Grade 5 Student Shines at Thailand-China Diplomatic Event

LYNN PENDELTON | Lower School Principal
CAROLINE XUE | Grade 5 student

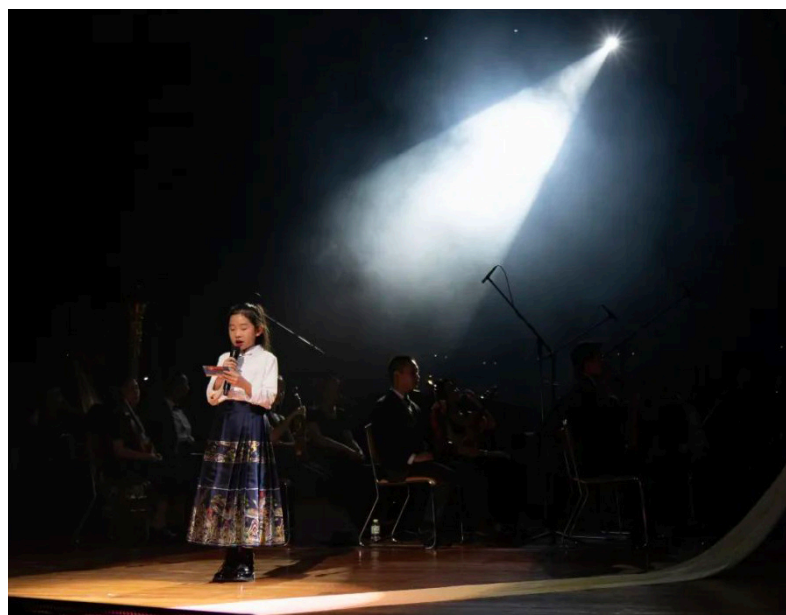


Our Grade Five student Caroline Xue was recently selected as the cultural envoy to celebrate Thailand-China's 49 years of Diplomatic Anniversary.

She arrived in Bangkok on January 17th to participate in the official activities of Thailand-China's Diplomatic Anniversary. That day she attended the Long Table Lunch meeting between the cultural ambassadors and the young leaders of Thailand, they listened to the experiences of the young leaders, learning from their expertise and establishing confident and happy relationships with the outstanding elders. Also, the young cultural envoys also heard from the leaders about their Ivy League schools in the United States and how ambition and a positive mindset had helped them succeed.

Caroline later took the stage at the Thai Cultural Center concert to introduce the Chinese culture Dunhuang Flying program. Congratulations, Caroline, on being chosen for this most prestigious experience and positively representing yourself and your country!

"When I landed in Bangkok, I was happy and nervous. The next day I participated in a long lunch and met some Thailand Youth Leaders. They shared their experience, and I learned a lot. When we went to the theater, I practiced my lines and watched the dress rehearsal. When it was my turn to read my lines, I couldn't memorize so my dad said I had to practice. I practiced and practiced. I did it one hour before the performance. I was stressed and nervous because I didn't know if I could do it. I tried my best to read with passion, and I succeeded. Representing China was high-pressure and full of honor. The process was not easy. First, you must campaign with the other 17 students, and the teachers elect only 4 of us. Secondly, they will give us a manuscript to memorize the lines. Third, go to Thailand and have rehearsals. Finally, we can express ourselves on stage. It was a very rewarding experience!" - Caroline X.



Teeing Up Success | Student Awarded University Scholarship for Golf



FILIBE NOGUEIRA | Director of Athletics and Activities
ATHENA NI | Grade 12 student

Hangzhou International School is proud to share the exceptional accomplishment of Grade 12 student, Athena Ni who has recently been awarded a scholarship to the University of Washington. Athena will join their Women's Golf Team in the highly competitive Division I NCAA Competitions.

Athena's remarkable achievement marks a significant milestone for HIS, as she becomes the first student from our school to join a US College NCAA Division I Athletics Program. We extend our heartfelt congratulations to Athena on this extraordinary feat, and we look forward to witnessing her shine on the greens as she embarks on this exciting journey.

HIS Director of Athletics and Activities, Filipe Nogueira, sat down for an interview with Athena to discuss her motivations, how she started in golf, and why she chose the University of Washington.

HOW WERE YOU INTRODUCED TO GOLF?

I began practicing a little bit when I was 10 and my first coach introduced me to my first China Junior tournament in Kunming, Yunnan. At that time, my average score was around 120, and surprisingly, I shot 100 during the tournament for 18 holes and placed 7th. This performance, substantially better than my average, left me with mixed feelings. Despite the massive improvement, missing the chance to break 100 by just one shot filled me with a sense of dissatisfaction and a hunger for more—this was the moment when I recognized my deep passion for golf and my desire for continuous improvement. At 12, I started practicing more often, increasing to three times a week and now I practice 2-3 hours nearly every day. During weekends, I would spend almost the entire day training on the golf course. My biggest strength is my power. Early on, I noticed I could drive farther than other girls in my group and even now I am considered a far player in professional tournaments. I would say I can outdrive my competitors 80% of the time. This might change when I start competing in the US because I'm aware that US golf is very competitive and strong.

WHAT DO YOU ENJOY MOST ABOUT GOLF? HAVE YOU ALWAYS BEEN ATHLETIC?

Golf can be frustrating, but I like the challenge! It also teaches me to solve problems calmly on my own. I enjoyed the competition and I've always been athletic. At HIS, I participated in varsity volleyball. Back in my old school, I also participated in basketball, soccer, and a bit of badminton for fun. Out of school, I have also done taekwondo, figure skating, gymnastics, piano, ballet, Chinese dance, and



modern dance. I participated in a China taekwondo competition and placed 2nd. I ended up choosing golf rather than taekwondo because I personally found taekwondo a bit too violent for me.

WHAT OTHER TRAINING DO YOU DO TO HELP YOU MAINTAIN STRENGTH AND FOCUS?

Working out at the gym is very important to keep your body strong and avoid injuries. I have a program and a fitness trainer that is specific to golf, and he used to work with the Chinese national team.

WHO IS YOUR BIGGEST INFLUENCE AND WHAT ARE YOUR CAREER HIGHLIGHTS SO FAR?

My biggest influence is my mom who introduced me to golf. She plays herself so she understands the rules. My coach is also an inspiration, and she was a well-known professional player herself. Through her connections, I had the opportunity to meet other professional players, allowing me to learn and gain experience from them.

I've competed in many tournaments so far, the highest-level ones include Singapore Ladies Masters, Hainan LPGA Junior Tournament, Mitsubishi Heavy Industries China Ladies Professionals, and so on. It was a great learning experience to play with a lot of professionals who I've seen on TV. I was impressed by their confidence, technique, and mental game. I could see how they could calm their nerves and stay focused. They have phenomenal concentration and I like to watch and learn from their game. In terms of best results, my handicap is 1.4, and my average now is around 73.

LET'S TALK ABOUT COLLEGE. WHY WAS THE PROGRAM AT THE UNIVERSITY OF WASHINGTON THE RIGHT FIT FOR YOU?

I received offers from multiple universities in the US, including Northwestern University, South Carolina, Virginia Tech, and Texas Tech. The combination of

the University of Washington's golf and academic programs particularly stood out to me, and I guess that would be one of the main reasons why I chose this university. I was also attracted by the strong golf team and the friendly coach. I hope to study business, either Marketing or business management while pursuing golf.

WHAT'S YOUR DAY-TO-DAY LIFE GOING TO LOOK LIKE AS A UNIVERSITY STUDENT?

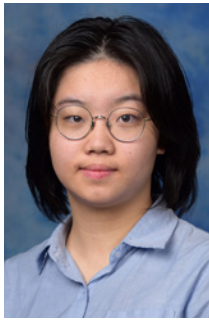
I know it's going to be tough to balance golf and academics. The team practices at least 6 times a week and has frequent strength conditioning workouts. It will be hard to balance the schoolwork as we will travel a lot, so sometimes I might miss classes. However, as school athletes, we still have to keep up! For each tournament, only the top few players are selected to compete so it's going to be competitive. I'm looking forward to it because I think that's what's going to help me improve and thrive in my future career. There's more competition and pressure, but you gotta do what you gotta do to be better!

WHERE DO YOU WANT TO GO FROM HERE?

I'm excited for the next four years of college. I'll use this time to work on my game and focus on getting my degree. After graduating, I want to continue pursuing my dream, which is to play in the US ladies' professional tournament and win tournaments.



Tea Culture Club | Co-Curricular Activities



WENDY ZHU | Grade 10 student

“Learning about tea culture can teach you the art of slowing down, savoring the moment, and finding serenity in a busy world.”

Tea culture is a fascinating and a significant aspect of Chinese culture. Since my family are inheritors of the Tea Ceremony, it has been my honor to lead the Tea Culture CCA with the support of all my lovely teachers and principals at HIS.

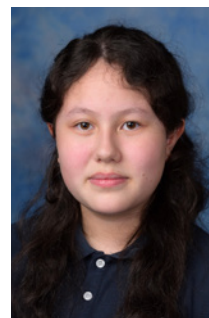
In our Tea Culture CCA, we have explored the many different types of tea, their unique characteristics, and potential health benefits. Understanding the proper preparation, brewing techniques, and serving methods can enhance your tea-drinking experience and contribute to your overall well-being.

Learning tea is also very beneficial for our minds as hard-working students. Learning about tea culture can teach you the art of slowing down, savoring the moment, and finding serenity in a busy world. The practice of tea can cultivate mindfulness and relieve the pressure of busy study.

What's more, in December our group had the exciting opportunity to visit the Hangzhou Tea Expo as part of the CCA! Attending this expo gave us a chance to explore different types of tea, their origins, production processes, brewing techniques, and research the latest trends in the tea industry. We also attended workshops, seminars, and tastings to deepen our understanding of tea and expand our knowledge base.



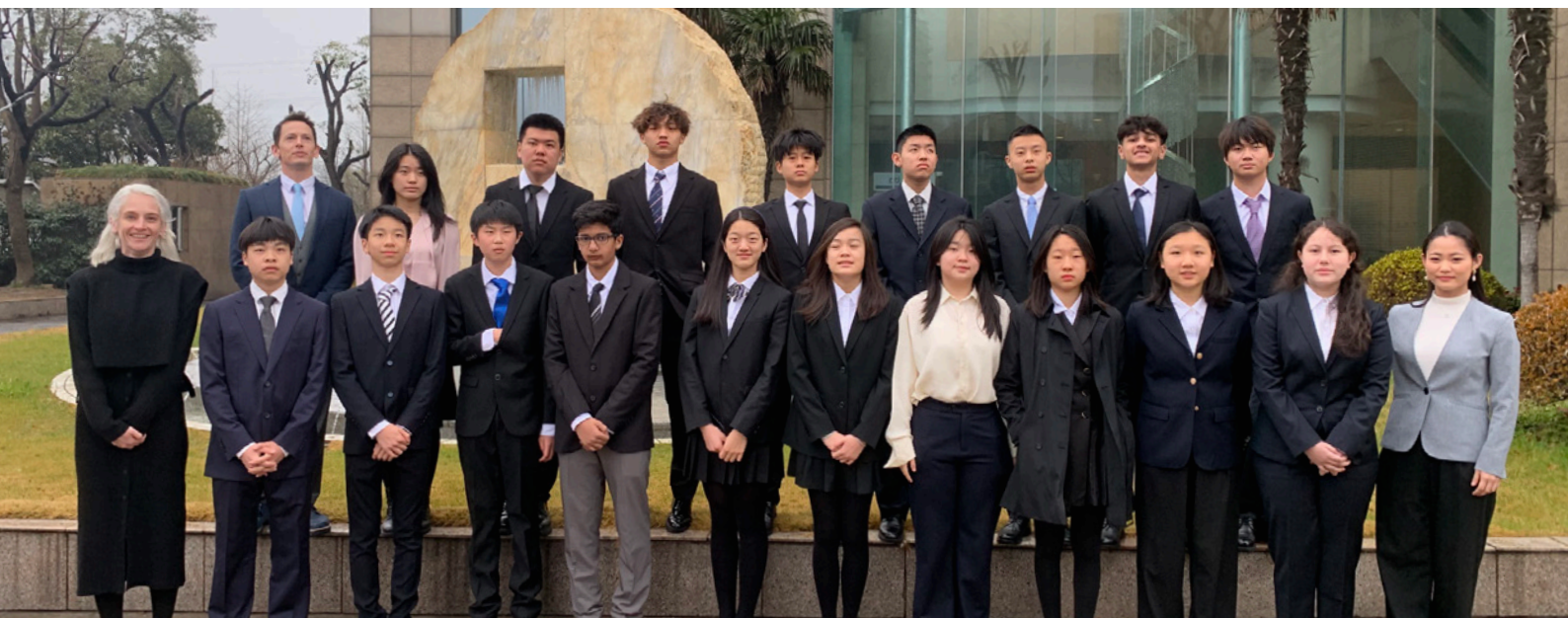
CISSMUN | Age of Acceleration

**ANNA ZHAO KARLSSON** | Grade 8 student

The HIS delegates attended yet another astonishing MUN conference recently at Concordia International School Shanghai (CISS). This time, the theme was 'Age of Acceleration'. The CISSMUN team was made up of students from Grades 8 to 10, with our directors Ms. Chelsea Wood, Mr. Joel Bastedo, and Ms. Akira Sugata, whose hard work and support are truly appreciated.

Starting to prepare before winter break was a brilliant idea. We were all able to arrive at CISSMUN ready with multiple speeches, draft resolutions, and trained confidence that led us throughout the conference. I want to take a moment to acknowledge the excellent work of our delegates. With our theme, Age of Acceleration, and 12 committees proposed by this year's CISSMUN, the event was a huge success and a platform to discuss major global issues. All participants found their own way to endeavor throughout the conference. Our delegates demonstrated excellent communication skills, critical thinking skills, high level English competency, and public speaking skills.

Everyone can agree that the hard work and dedication of the delegates and our director's hard work truly paid off. We are very proud of their achievements and to share our success with you.



Reflections | HIS Alumni Associations Event



IRIS ZHANG | Upper School Counselor

We are thrilled to announce the establishment of the Hangzhou International School Alumni Association (HISAA) as we embark on a journey to strengthen the bond among our esteemed alumni. As the College Counselor and HISAA Coordinator, I am excited to share our progress since the commencement of the 2023 academic year:

On December 12, HISAA hosted its first event – “HIS Alumni Association Reflection: An Alumni Q&A.” This enlightening 60-minute session, led by Upper School Principal Fursey Gotuaco, was tailored for Grade 10-12 students and parents.

The event featured four distinguished alumni who generously shared insights into their personal journeys and how their time at HIS prepared them for success:

- Yuan (Alex) Chai, Class of 2011
- Aryan Daswani, Class of 2022
- Youngeun (Flora) Moon, Class of 2023
- Manya Jain, Class of 2023

Held in the Blackbox, the talk delved into the personal journeys of our esteemed alumni, exploring key questions that provided a deeper understanding of their HIS experiences and life beyond. Our alumni discussed important lessons learned at HIS, challenges faced in college, shared advice for current students, and reflected on the process of choosing a university.

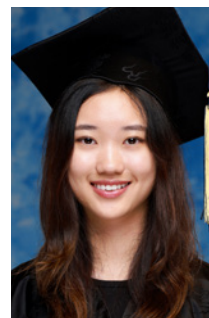
The varied insights offered by our alumni provided a holistic view of their academic and personal journeys. Principal Mr. Gotuaco skillfully navigated the conversation, creating an atmosphere of shared wisdom and connection.

Looking ahead, HISAA is committed to fostering a thriving alumni community. We plan to organize more events, creating opportunities for alumni to engage with each other and share their diverse experiences. As we continue to develop HISAA, we invite all alumni to join us on this exciting journey of connection, growth, and collaboration.

Stay tuned for updates on upcoming HISAA events, and let's build a stronger, more interconnected HIS community together!



Alumni Spotlight | Once a Dragon, Always a Dragon



FLORA MOON | HIS '23, Student at National University of Singapore

TELL US ABOUT ONE OF YOUR FAVORITE MOMENTS FROM YOUR TIME AT HIS.

The graduation ceremony! Our students, faculty, and parents sent us off with a heartwarming ceremony and this really made me feel like I put a memorable end to my school life at HIS. It certainly was hard saying goodbye but graduation for me was another valuable memory at HIS, it was the perfect way to leave my 7 years of journey at the school.

WERE YOU INVOLVED IN ANY CCAS AT HIS AND HOW DID YOUR INVOLVEMENT CONTRIBUTE TO YOUR PERSONAL GROWTH?

I was involved in sports CCAs like volleyball, soccer, track and field, and basketball. These experiences taught me about teamwork and collaboration and helped build connections with others. Going to tournaments with other schools was also beneficial since I met some of the students from the tournaments at university. I also learned from these experiences the value of working as a team and how to achieve goals based on a group effort. Plus, being involved in organizations such as student council also helped me grow as a leader, learning how to plan, organize, and take initiatives.

HOW DID YOU NAVIGATE THE TRANSITION FROM HIS TO UNIVERSITY AND WHAT ADVICE DO YOU HAVE FOR CURRENT STUDENTS GOING THROUGH THAT PROCESS?

I would recommend the future graduates not to be too worried about the transition — your high

school experiences would have trained you well for transitioning. A lot of university work is dependent on your individual effort and your motivation to complete tasks, but you would have already learned how to manage this without even knowing. Plus, something important to keep in mind is that consistent work will help to get you used to the university style learning.

HOW DID LIVING IN HANGZHOU AND GOING TO AN INTERNATIONAL SCHOOL PREPARE YOU FOR LIVING/WORKING ABROAD IN A GLOBALIZED WORLD?

Going to an international school in Hangzhou helped me broaden insights regarding the various cultures around the world. I learned how to respect and appreciate other cultures, which is an essential quality to live in a globalized environment. Studying in an international school really helped me get more used to being around diverse people, and not being afraid of interacting with others.

WHAT ADVICE OR PEARLS OF WISDOM DO YOU HAVE FOR CURRENT STUDENTS AT HIS?

I think as students, we tend to easily forget that there are things more important than grades and academics. I realized the importance of eating healthy and keeping a regular sleep schedule. This keeps you going and protects you from burnout. I think it is also important to try to spend more time with your family, keep talking to them, and reach out for help if you need it. I hope everyone can enjoy their school life!

What's Your Parenting Plan?



ELIZABETH NOSKE | Author and Neuro-Educator

Do you have a professional plan? An idea of where you want to go in your career? When you go on holiday do you have a plan, or just make it up as you go along? That can be fun if there's nowhere you need to be.

But more importantly, do you have a parenting plan? Do you know what kind of parent you want to be – or don't want to be? Do you feel you are heading in the right direction, and do you know where you will be going next? When I was parenting young children, I recall rushing through each day, too busy to reflect on doing it differently, or better. Sometimes, I got it right, but in hindsight, I know I could have done a whole lot better.

I wish I knew then, what I know now. This is why I love working with parents who are keen to understand more about their child's behavior and want to learn how to be the best possible parent they can be. When a parenting plan A.P.P.E.A.R.S. it will be unique to you and your child. But here are some things to consider:

ANTICIPATE By now you will know when a situation or event could be challenging. It might be a visit to a restaurant, shopping for food or gifts, or making that important phone call. By anticipating their need for fun, entertainment, and social interaction, you will be able to meet these needs, while still having your own needs met. Spend some time talking about what you expect, what they want to have or experience, and how everyone can get what they need from the experience.

PREDICT Often as parents we expect too much or too little from our child. It helps to be aware of

their developmental stage and whether they have the skills to behave as you expect. I think you can predict that if you give an expensive item to a young child then they may break it or lose it, and you should not be surprised or upset.

PREPARE You are more likely to experience a temper tantrum at the supermarket, or persistent demands at the toy shop, if you don't prepare in advance. Behavior rehearsal is a great parenting tool to prepare both you and your child for the event. It's a chance for you to be clear about what you expect, and to ask them what they will be expecting (maybe a snack from the supermarket or a new toy from the shop). If you are prepared to consider their request, before you leave home is the best time to practice how and when they should ask, and what to do if you say, "No".

EXPERIMENT Nothing you try will work every time. Each day, you and your child wake up with a different brain. Everything they experienced yesterday has been processed overnight, while they slept. The calm, cooperative child you had yesterday, may be agitated, unreasonable and anxious today. What worked well with their older brother or younger sister, will not necessarily work with them. They are their own person, with a unique personality and their own way of experiencing the world. Don't be afraid to experiment and don't underestimate the value of novelty and pattern disruption – both can work surprisingly well.

ADAPT Adapt anything and everything: your strategy, timing, delivery, expectations, rules, and consequences. Not so quickly and inconsistently that there is no structure or routine in your family

life, and not everything all at once, or you will never know which change worked best. But the ability to adapt to changing circumstances is what has allowed our species to survive and thrive, and the skill to adapt to changing circumstances is an important one for your child to learn.

REFLECT Both children and adults will continue to do what works. If you don't approve of the choices your child makes to get what they want, stop and think about how you can change what YOU do, to get a different result. The only behavior we can change is our own, so take the time to reflect, review, and redirect – it's well worth it in the long run.

SOLVE Believe it or not, every parenting problem does have a solution. You just need to find it. Sometimes the solution is to just listen, without judgement or advice. You might be surprised at how often this is all your child really wants. But some problems are more complicated and require a negotiated solution, with an agreed outcome. Time consuming? It can be! Worth it? Absolutely. Not only are you solving this problem, but you are also teaching problem-solving skills that your child will eventually be able to use independently in a whole range of different circumstances.

“Don't worry that children never listen to you. Worry that they are always watching you.”

- Robert Fulgum

ABOUT ELIZABETH NOSKE

Elizabeth is a dedicated neuro- educator. She continues to be an avid researcher of cutting-edge neuroscience, particularly as it pertains to the teaching and learning process, parenting, and school leadership. She has held school leadership positions in Australia, Indonesia, Germany, and China. She remains active in the field of education as a part-time special education teacher. She has presented many workshops and seminars on brain-based teaching, learning, parenting, and leadership. Her central themes are The Brain Has a Mind of Its Own and The Only Behavior We Can Actually Change Is Our Own. She particularly enjoys working with parents interested in approaches that work with, instead of against the brain.



PAFA News | Parents and Friends Association



The last months have brought different activities organized by parents for parents. No matter your interests or schedule, events are organized with the best intentions to bring together our parent community while sharing and enjoying each other's strengths, skills, cultures, and passions. Below is a summary of the different events by the organizers, volunteers, and participants.



HALLOWEEN

"At the HIS Halloween party, creativity soared, smiles were the best costumes, and every moment was a treat!" - Raquel Moreira

"The event was well organized with lots of friendly volunteer parents who got into the Halloween spirit. We love the "Best Costume Contest"! It was great to see kids and families who dressed up for this big party." - Shuangli Chen

"As the organizer of Trick-or-Treat Station, I am immensely grateful to all the 28 parents who participated in the volunteer service this time, and it

was you who put in your heart and soul to ensure the success of this event. We are very glad that we have brought Halloween joy to HIS children, and we feel like we have returned to the age of innocence, and we indeed have fun with the children together. We are all honored to be a part of HIS."

- Rebecca Zhang

"Happy Halloween, shining with childlike innocence - It was a great honor to participate in the Halloween volunteer activity organized by HIS for the first time. The school carefully arranged the section activities to distribute wonderful gifts. Mothers and children were all dressed up, including ghosts, princesses, and witches. I was very happy to hand out candy to the children in section 2. The festive music and various activities organized by the school on the playground were full of holiday atmosphere. It was really fun! Every festival in children's childhood is full of love and joy. So proud to be a member of HIS, once a dragon always a dragon!" - Vivian Zhu

"It's great to be a part of the colorful night. By joining the "trick or treat" service team, I felt more included with this community and was rewarded with so many joyful smiles. Love HIS!" - Jun Chen

HIS BAKE SHARE

The Bake Share was a heartwarming event where parents got to bring a fun snack to kids in the school cafeteria. Between smiles and a chorus of thank you, our morning was filled with homemade savory and sweet treats. Kudos to our awesome team of volunteers helping at the cafeteria, all the parents who contributed to these delights, and the PAFA organizing committee. The HIS community, once again, proves its magic touch, turning ideas into delicious reality. Until next time, let's keep the spirit of generosity alive!

Here's what our parents had to say:

"The "Bake Share" day is an inspiring event full of tasty food from all around the world. My daughter said, that she enjoyed all the different shapes, colors, tastes, and fun presentations." - Lucie Loosova

"With my daughter, I prepared a typical German cake at home which was fun. She and I were very proud to be able to share it with HIS friends at the bakery share experience. Let us do that again next year!" - Robin Mandola

PAFA FESTIVE LUNCH

PAFA Luncheon committee organized a truly delightful event to celebrate the winter season. The event kicked off with a creative and engaging activity. Parents used green wine goblets as vases and with the help of an oasis, fresh pine leaves, dried pinecones, candles, and beautiful Christmas ornaments, they transformed their goblets into stunning festive centerpieces. It was a wonderful way to showcase their artistic talents and set the mood for the rest of the event.

The fun continued with a lively game. Each guest was tasked with drawing a Christmas tree with ornaments, a snowman with all its distinctive features, and a perfectly wrapped present. The catch? They had to draw on a paper plate placed on their heads without looking at it. The creativity and humor that ensued were nothing short of remarkable. The best drawing from each table was awarded, and winners received well-deserved gifts for their artistic prowess.

To keep the excitement going, a thrilling round of Christmas Bingo was played. The guests had cards with pictures on them, and they had to match the pictures called out. The guests enthusiastically matched the pictures on their cards and celebrated their victories with joyous cheers. Prizes were awarded to the lucky winners, adding to the festive spirit of the occasion.

The highlight of the luncheon was the much-anticipated gift exchange. Each parent had brought a carefully selected gift, which was assigned a number upon registration. The parents randomly selected numbers from a bowl, eagerly awaiting the moment to receive their surprise gift. The exchange was filled with delight and gratitude, as parents expressed their appreciation to one another through the thoughtful presents.



As the afternoon ended, the attendees gathered for group pictures, capturing the joyful memories created during this special event. To bid farewell, the air filled with the timeless melody of "Last Christmas" by George Michael. The sight of everyone singing and enjoying the moment truly epitomized the spirit of PAFA, fostering a strong sense of community and togetherness.

PAFA CHINESE NEW YEAR LUNCH

We were thrilled to witness the joy and excitement on everyone's faces as we experienced the richness of Chinese culture through various activities. Chinese calligraphy allows us to explore the art of brush strokes and characters. The fashion show showcased the elegance and beauty of traditional and modern Chinese attire, while the captivating face-changing performance left us spellbound.

We would like to acknowledge the outstanding dance HIS parents' performance. The hard work and commitment put into rehearsing and perfecting the routine were evident on stage. We also want to extend a special shout-out to the amazing parents who participated in the fashion show. It was a beautiful memory that showcased the talent and creativity within our school community.

We also had the pleasure of hosting a Lucky Draw, with generous contributions from our sponsors. The prizes ranged from luxurious hotel stays and salon vouchers to dental treatments, painting donations, painting classes, and delectable dining experiences. We want to thank all the sponsors who supported

this event and made the Lucky Draw possible. Your contributions added a touch of excitement and made the day even more memorable. A special mention and appreciation to the individual sitting on the red chair at each round table, who got to take home the beautiful red centerpiece.

It was a beautiful reflection of our strong bonds as a school community. It is through events like these that we strengthen our connections, build lasting memories, and create a sense of belonging within our school community. It shows the strength of our school community and the spirit of togetherness that defines us.

PAFA KITCHEN

The first session of Mexican cooking with Ms. Andrea Stubbs was simply amazing. Her energy and enthusiasm were infectious as she shared her favorite homegrown recipes with our group of parents. The class got a deep insight into the world of Mexican cuisine. Ms. Andrea taught us how to make Taquitos Dorados, guacamole, salsa, sour cream, and a delicious bean salad. She even brought some homemade Mexican Flan for us to try and generously shared the recipe. The room was filled with the rich aromas of spices and flavors, and the parents bonded over cooking together. It was the perfect way to start a busy week, and we left feeling excited to try out our new skills at home.

The second session by our very own PAFA chef Aman Chang was just as exciting as the first. This time, we were transported to Taiwan as Chef Aman



taught us how to cook some of the country's most famous dishes. The aroma of Asian spices filled the cafeteria as we learned how to make Taiwanese pork chili, sesame chicken soup, spicy cucumber salad, and 3-cup-cooked mushrooms. Chef Aman was joined by a few Chinese mothers who assisted us in the kitchen. For many of us, it was not only a chance to learn new recipes but also to understand the Taiwanese culture through its cuisine. We had a great time chatting with new and old friends while cooking and the session ended with a delicious lunch that we had prepared ourselves. To top it off, we enjoyed a delectable pineapple cake for dessert. It was truly a delightful and educational experience.

In the third session, we made our way to Germany. Our parents, Stefanie Langer, and Doris Iburg, were the stars of the show, sharing their knowledge of German cuisine and teaching us some traditional recipes. We made sure to get into the Christmas spirit by asking our parents to wear festive hats and serving homemade eggnog and ginger cookies. The atmosphere was immediately filled with the warmth and joy of a German Christmas. Our menu included bread dumplings with creamy mushroom sauce, a German charcuterie board with a variety of cheese and meat, and a delicious Nutella puff pastry Christmas tree for dessert. To top it all off, our chefs had prepared some delicious mulled wine for us to enjoy. It was a wonderful way to celebrate before we all went our separate ways for the winter break.

In the fourth session, everyone gathered around the table, eager to learn about mindful eating and how to control their sugar levels through the right food combinations. Maria Alejandra Jahn led the class with her expertise and passion for healthy living. As we sipped on warm ginger tea and nibbled on pickled radish, we started with a Basque cheesecake that needed time to bake. While it was in the oven, she taught us how to make a simple yet delicious apple carpaccio appetizer using fresh apples, feta cheese, and nuts. As we enjoyed the first course, we also learned how to make a colorful rainbow salad filled with healthy ingredients like nuts, vegetables, chickpeas, and fruits, dressed in two different

dressings. And to end on a savory note, we were introduced to the unique and quick salmon-rice muffins. Maria also shared her inspiration - glucose goddess, a renowned nutritionist and author:

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

If you would like to be part of the committees as an organizer, for example, Lunches, Fitness, Cheer Squad, PAFA Kitchen, just to mention a few, or have a good idea of an activity that promotes a positive and supportive environment, please contact pafaevents@hisdragons.org.cn or Andrea Stubbs andreastubbs@hisdragons.org.cn



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The DragonNews Magazine is published each term and is catered to the HIS parents and the Hangzhou community. The HIS team works diligently to bring exciting and interesting content to our readers. We are always open to suggestions and greatly welcome submissions from members of our community to include in future issues.

Should you wish to submit an article or inquire as to ways to collaborate, please reach out to the DragonNews editor, Chantelle Nguyen at chantellenguyen@hisdragon.org.cn.

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YouTube



Website



DRAGON PAVILION

Announcing the 2024-25 Academic Calendar!



Hangzhou International School

杭州国际学校

SEMESTER ONE

JULY				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

SEPTEMBER				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

School Calendar 2024-2025

IMPORTANT DATES:

SEMESTER ONE

JULY	31	New Faculty Inservice (no school for students)
AUGUST	1-2	New Faculty Inservice (no school for students)
	5-12	All Faculty Inservice (no school for students)
	13	New Family Orientation Day & Open House
	14	First Day of Semester One
SEPTEMBER	16	Professional Inservice (no school for students)
	17	Mid-Autumn Festival (no school)
	30	National Day Holiday (no school)
OCTOBER	1-4	National Day Holiday (no school)
	11	Mid-Semester Progress Reports
	15	Parent-Student-Teacher Conferences
	25	Professional Inservice (no school for students)
NOVEMBER	29	Professional Inservice (no school for students)
DECEMBER	20	End of Semester One & Semester Reports

SEMESTER TWO

JANUARY	12	Professional Inservice (no school for students) & New Family Orientation Day
	13	First Day of Semester Two
	27-31	Chinese New Year Holiday
FEBRUARY	24	Professional Inservice (no school for students)
MARCH	14	Professional Inservice (no school for students)
	25	Student-Led Conferences
	28	Mid-Semester Progress Reports
	31	Spring Break & Qingming "Tomb Sweeping" Festival Holiday (no school)
APRIL	1-4	Spring Break & Qingming "Tomb Sweeping" Festival Holiday (no school)
	7	Professional Inservice (no school for students)
MAY	1	Labor Day Holiday (no school)
	2	Professional Inservice (no school for students)
JUNE	2	Duanwu "Dragon Boat" Festival Holiday (no school)
	19	End of Semester Two & Semester Reports
	20	Professional Inservice (no school for students)

SEMESTER TWO

JANUARY				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

MARCH				
M	T	W	TH	F
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10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL				
M	T	W	TH	F
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7	8	9	10	11
14	15	16	17	18
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28	29	30		

MAY				
M	T	W	TH	F
			1	2
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12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- New Family Orientation Day
- Beginning/End of Semester
- New Staff Inservice (no school for students)

- Legal Holidays (no school)
- School Holiday (no school)
- Professional Inservice (no school for students)

- Conferences
- Saturday/Make Up Day (if needed)

Total Student Days: 180

v. Mar 01, 2024

Cover Artwork by Naomi Xia, Grade 8
Graphite and watercolor on paper

This artwork explores the artist's relationship to cultural heritage, the environment, and their dreams for the future. It is inspired by the work of Chinese artist, Ding Wenqing 丁文卿 and was created for the Grade 7 Visual Arts unit "Dream Land" about identity, boundaries, and relationships.

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!

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