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YC Links
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Joyful Teachers and Joyful Learning

快樂老師與愉快學習

Dr Betty Chan Po-king, Director 校監陳保琮博士

As educators, we always want to create joy in the classroom, and there are various reasons for this, including the fact that a joyful environment facilitates deep, meaningful, and inevitably, more effective learning. However, the question is always about how to make it happen.

Yew Chung schools have been advocates of joyful learning for many years and the results are evident. This issue of *YC Links* discusses our experience in creating joyful learning engagements for our students at all levels. These joyful learning experiences help students to find meaning and purpose, in addition to helping them to link these experiences to their real-life applications.

Playing games in order to have fun is always associated with joyful learning. However, this idea can be seen taking a different form in older students as observed by one of our Co-Principals, "Joyful learning for Secondary students can be translated into realistic learning, or even problem solving in a team, or lastly, doing something to make a difference." Joyful learning is much broader than playing games, and sparking joy in young people goes far beyond just having fun.

Making a difference in the lives of others and to the world is a strong part of our school's motto – "align with love and charity". Through character education which is implemented at Yew Chung schools, students find meaning and purpose in learning. With a feeling of having done something worthwhile, they are instilled with the feeling of joyful learning.

"The teacher sets the tone for the classroom" and in their role of being a major influencer in a student's life, a teacher should stay happy and positive and be a model for students in the class. Namely, a student with good character traits can very likely be a joyful learner. So a teacher is instrumental in creating joy in the classroom and thus making students joyful learners.

作為教育者，我們一直希望為課室製造歡樂，而這樣做的原因有很多，包括為了促成深度、有意義和隨之而來更有效的學習，但問題在於如何做到。

耀中多年來秉持愉快學習的理念辦學，並得到良好的效果。今期的《耀中連線》討論我們在各年級推行愉快學習的經驗。有關經驗包括提供讓學生從中找到意義與目的的學習，以及體驗式學習，緊扣實際生活處境，幫助學生將所學所識應用到日常生活。

遊戲帶來的樂趣經常與愉快學習拉上關係，不過，學習的樂趣可以從其他形式獲得，尤其是對高年級的學生而言，正如我們其中一位校長所說：「快樂學習可以解釋為情境學習，或者是團隊共同解決難題，以至是那些可能帶來實際變革的事。」愉快學習比玩遊戲有更廣闊的意義，而快樂比趣味含意更深。

在別人生命中以至為世界帶來改變是我校校訓「與仁愛結盟」的重要部份。透過在耀中學校積極推行的品格生活教育，學生從學習中找到意義與目的，當他們感到做了有價值的事情，就體會到愉快學習。

「老師為教室設定基調。」老師以生命影響生命，所以應該保持快樂及正面的性格，在課堂上作學生的榜樣。即是說，有良好品格的學生很可能是愉快學習者。因此，老師為課室製造歡樂，有助學生成為愉快學習者。





Joyful Learning

愉快學習



Make a Difference

帶來改變

Fred Runkel, Western Co-Principal, YCIS Shanghai Century Park Campus, Secondary
上海耀中世紀公園校舍中學部外籍校長雲沛理

What is joyful learning to a Secondary student? Clearly students at this age level have completed Primary and it is no longer mandatory to play games while learning in order to have fun. In this respect, joyful learning for Secondary students can be translated into realistic learning, or even problem solving in a team, or lastly, doing something to make a difference.

Each of the above is part of Guiding Statements here at YCIS. Students are taught through real life experiences, given problems which perhaps don't have a solution, much as what one would see in the corporate world. The students work in a team, respecting each other's opinions to work together to find solutions to a stated problem, and then present those solutions, again as part of that team. At YCIS, it is all about learning to work together to achieve a common goal.

We expand on this adage in other ways as well. Making a difference in the lives of others is a strong part of our school's philosophy – align with love and charity. In this respect our students are also taught attitudes towards making our world a better place. We see this modeled in YCIS students throughout the world as they learn to make a difference and then set out to do so. One example can come from Shanghai, where three boys raised money for our Heart to Heart charity over their summer vacation and then spent their first public holiday visiting the hospital where their fund raising will be put to good use. That was a feeling of having done something worthwhile. That was a feeling of joyful learning.

對一個中學生來說，甚麼是快樂學習？這個年齡段的學生已經完成小學階段的學習，他們不一定要從玩遊戲中獲得學習的樂趣。從這個角度出發，對中學生而言，快樂學習可以解釋為情境學習，或者是團隊共同解決難題，以至是那些可能帶來實際變革的事。

這些都是耀中的教育理念。我們以現實生活教育學生，給他們一些尚無解決方案的難題，就像在這個商業世界常發生的事一樣。學生結成團隊，尊重彼此的意見，共同尋找解決方案，然後以團隊的形式作終結報告。在耀中，教育就是學習如何協同合作以達共識的過程。

我們在各方面踐行着這一教育理念，改善他人的生活；在「與仁愛結盟」校訓的導引下，我們的學生秉承使世界變得更加美好的信念。全球各地耀中校區的學生都投身於此，他們嘗試着促使改變，並將這一理念傳播給更廣大的人群。上海耀中有這樣的事例：三個男孩子利用暑假為心連心基金會籌集善款，還在開學後的第一個公眾假期拜訪善用此款項的醫院。這種做了善行義舉的欣喜之情，正是我們所說的快樂學習的感覺。



Finding Joy in the Garden

在花園裏尋找樂趣

Justine Tyler, Primary Curriculum Co-ordinator, YCIS Shanghai Hongqiao Campus
上海耀中虹橋校舍小學部課程主任 Justine Tyler

As teachers, we always want to create joy in the classroom as it facilitates deeper and more effective learning. How do we bring fun and joy in the classroom?

Holistic Learning

It is important to educate children on all levels: emotional, social, physical and intellectual. Holistic learning that is experiential and linked to real-life situations helps students incorporate what they learn in their everyday lives. When planning a unit, teachers look at a holistic approach. An example of this was the vegetable garden created by Year 5 after they had looked at the topic "Plants".

Find Pleasure and Purpose in Learning

It is important for children to find meaning and purpose of learning. Having the Year 5 children study "Plants" through experiential learning allowed children to make connections to the real world and find purpose for their learning as well as making it fun and engaging.

Read Good Books

Quality literature engages children; it drives their knowledge and imagination. Additionally, research skills are developed. Year 5 children researched how to germinate the specific vegetable seeds in order to have a successful harvest.

Get Outside

The wide range of benefits of learning outside are well researched and documented. The children had a very enjoyable time planting their seeds outside.

Create Things

Everyone likes to create things and children who learn in a hands-on environment have higher retention. Giving the children the chance to plant their own garden gave them ownership and pride in their learning.

Exercise Choice

When children have the opportunity to work and see their ideas take shape, this allows for "learning through reflection" which deeply embeds the learning. Did all the plants grow? Did some grow better than others? What could we change next time?

Show Off Work

Visibility leads to value. Children learn best when they have invested in finding out the answers to their questions and when learning is embedded in meaningful contexts. The Year 5 children sold their produce to the community, allowing them to see the end product in a very real-world setting as well as show off their work.

作為老師，我們總是想讓課堂充滿樂趣，從而使學生的學習得以更深入有效。那麼如何使我們的課堂充滿樂趣呢？

全面學習

給予孩子全面的教育是很重要的，其中涉及情感、社會、生理和智力方面的教育。全面學習的經驗性和與實際生活的相關性，能夠幫助學生將課堂所學運用於日常生活中。老師在規劃單元課程時，着眼點也在於全面學習。其中一個例子是小學五年級學習「植物」單元時決定種植的菜園。

在學習中找尋快樂和目的

對孩子而言，找到學習的意義和目的是非常重要的。通過經驗學習的方法讓五年級學生學習植物，讓他們聯繫到現實生活的經驗並且找到學習的目的，同時也更加有趣和引人入勝。

閱讀好書

優秀的文學作品不僅可以吸引孩子、拓寬孩子的知識面、激發想像力，還能增強他們的調查研究能力。為了取得好收成，五年級的孩子努力研究蔬菜的種子是如何發芽的。

戶外學習

戶外學習所帶來的益處已得到了廣泛的研究證明和肯定。在戶外播種的過程中，孩子度過了一段非常愉快的時光。

發揮創造力

每個人都樂於創造新事物，而那些通過親自動手實踐的孩子會將過程記得更牢。給孩子一次照料自己小花園的機會，能夠讓他們在學習過程中感到自豪並培養他們的自主精神。

自行選擇

給予孩子機會，讓他們體會一次把想法付諸行動的經歷，這能夠讓孩子「在學習中反思」，使學習內容在學生的腦海中根深蒂固。所有的植物都發芽成長了嗎？是否有些植物比其他的要長得更茂盛呢？下一次我們可以做哪些改進呢？

展示成果

可見性能產生價值。當孩子花精力自主探究問題的答案，並且在前後連貫的意境中學習的時候，孩子的學習成果最佳。五年級的孩子將他們種植的蔬菜賣給學校社群，這不僅讓他們有機會展示自己的勞動成果，也讓他們看到在現實生活場景下勞動成果轉換為終端商品的過程。



Joyful Learning and Effective Teaching

快樂學 有效教

Zheng Ji, Master Chinese Teacher, YCIS Shanghai Hongqiao Campus
上海耀中虹橋校舍特級中文教師鄭吉



Building up a joyful learning environment and offering a positive learning experience to students is every teacher's career goal. But how exactly to achieve this goal? In my view, the key is to respect children's likes and dislikes and pay attention to their learning habits and development. Under such condition can our teaching be both effective and meaningful.

Take Year 1 students as an example, their psychological development is in the stage of perceptive and imaginary thinking. They gain experience from hands-on practice and operations. Therefore, we try to encourage them to learn from playing.

We always try to think of a game when teaching picture books in Year 1. *Guess How Much I Love You* is a picture book describing the deep affection between family members. The story began when Little Nutbrown Hare and Big Nutbrown Hare compared their love for each other to actions. Little Nutbrown Hare stretched out his arms and said to Big Nutbrown Hare, "I love you this much". Big Nutbrown Hare had longer arms and said, "But I love you this much." Little Nutbrown Hare jumped as high as he could and said, "I love you this much". But Big Nutbrown Hare could jump higher and said, "I love you as high as I can reach".

When teaching children how to read the book, we asked them to play two games "Imitate the Hare's Actions" and "Compare Your Love with Your Friends". When children tried their best to learn the actions of the Hare, they observed those pictures very carefully. Then, we asked the students to extend the love they learnt from the books to someone they know in their own creative ways. Children started to compare their love for someone in an innocent and lovely way. Some said: "Mum, I love you as large as the earth." Some said: "Zhongzhong (a friend), I love you as beautiful as music sounds." Some said: "Teacher, I love you as delicious as chocolates taste."

If teachers can think of some games which match the students' developmental characteristics and the teaching objectives, these teaching methods can enhance teaching efficiency in limited teaching time.

構建愉快的學習環境，給予學生快樂的學習體驗，是每個老師的職業追求。而怎樣才能讓孩子快樂學，老師有效教呢？我想，關鍵是在於尊重孩子的喜好、關注孩子的學習特徵和發展規律。在這樣的前提下，我們的教學才會有效且有意義。

就如一年級的孩子，他們的心理發展處於感知運動思維和形象思維階段，他們是在實踐和操作中獲得經驗的。所以，我們都努力讓孩子在玩與做中開展。

在一年級的繪本閱讀教學活動中，我們常常會在一些關鍵的情節中插入一個遊戲，讓孩子在豐富多彩的形式中完成對繪本的解讀。繪本《猜猜我有多愛你》講述親人之間愛的告白。故事中小兔子和大兔子用動作表示愛。小兔子張開雙臂：「我愛你有這麼多！」大兔子也張開雙臂：「我愛你也有這麼多！」小兔子一蹦一跳：「我跳得有多高，我就有多愛你！」大兔子一蹦蹦得老高：「我跳得有多高，我就有多愛你！」

在帶領孩子閱讀這些畫面時，我們用遊戲「學做兔子的動作」和「比比你和朋友誰的愛多」來引導孩子解讀畫面。在努力模仿動作時，孩子仔細地觀察畫面。接着，我們請孩子把故事所傳遞出的那份愛遷移到身邊的人，孩子天真而溫情的比喻接龍似的一個接一個：「媽媽我愛你，地球有多大我就有多愛你！」「中中（朋友）我愛你，音樂有多美妙我就有多愛你！」「老師我愛你，巧克力有多好吃我就有多愛你！」

瞧！課堂中的遊戲，若與孩子的學習特徵符合，與老師的教學目標契合，會讓教學在有限的時空中更有效。



When Chefs Need Firefighters

當廚師求助於消防員

Rebecca Paikowski & Jennifer Li, K3B Co-teachers, YCIS Shanghai Hongqiao Campus
上海耀中虹橋校舍幼教部K3B班級老師Rebecca Paikowski及李純曄



This year our ECE team was challenged to look beyond the concrete interests of our student's play and find deeper meaning in their abstract play ideas. In K3B, we found two groups of children beginning interests in serving food to their friends in a restaurant and saving people from fires. These two interests ran parallel to each other for some time, until one day, a chef at the restaurant dialed 119. The restaurant was on fire and it was a dire emergency! The firefighters ran over from their fire station with their uniforms and gas masks on and equipment in hand. They turned on their fire hoses and fire extinguishers and began to blast out the fires with amazing force. The customers and chefs were saved from the fire and the firefighters beamed with pride. The power of teacher observation and children's play is more intricate than I could have imagined. Two weeks later after the restaurant was rebuilt and began serving food again, the firefighters went to visit the chefs and have a bite to eat after their long exhausting day of saving others.

The children began building their knowledge of community helpers and workers such as firefighters, policemen, and chefs. They gained an understanding of safety precautions to take when cooking with fire and assisting in fire emergencies. These are the joyous moments of learning and this is what we look forward to every day as early childhood educators.

今年幼教部挑戰的目標是發現孩子熱衷的遊戲，並且發現這些剛萌發的遊戲點子所蘊含的深層含義。在K3B班級，我們發現有兩個小組的孩子分別對在餐廳做菜以及在火場中救人產生了濃厚的興趣。這兩個小組一開始並沒有交集，一直分開玩耍。直到有一天，餐廳的一位廚師撥打了火警電話119。餐廳發生了大火，那可是非常危險！消防員身穿制服、口戴防霧面具、手拿滅火工具，聞訊後從消防站火速趕來。他們訓練有素地打開了水管和滅火器，積極地投身滅火工作。最後，所有顧客和廚師都獲救，消防員的臉上也露出了自豪的笑容。老師的觀察和孩子的遊戲超出了預期。兩周後，當這家餐廳裝飾一新，重新營業接待客人時，消防員也特地來拜訪廚師，還得以在一天的辛苦工作後品嚐到廚師的手藝。

通過這次活動，孩子自我建構了有關社區服務者和工作者的知識，比如消防員、警員和廚師。與此同時，他們也對明火烹飪時需要注意的安全預防措施以及如何協助火災處理有了進一步的認知。這充份體現了學習的樂趣，作為學前教育工作者，我們期待學習的樂趣可以天天發生。

How Teachers Observe Joyful Learning

老師眼中的快樂學習

The K2 teachers at Regency Park Campus sat down as a team and talked about what joyful learning looks like in our classrooms. Seeing the joy on the children's faces when they try something new, or accomplish something they have been working on, is what makes our job so rewarding.

As the children embark on their formal learning journey, there are many new learning experiences for them to discover. It is great to see the expression of curiosity on their faces as they enter the classroom and independently choose an area to explore further.

At the sensory table, we can hear the sound of giggling as the children play and explore with the new textures and materials together. Over in the construction area, children are building and excitedly calling the teachers over, proud to show them the amazing things that they have made. We can see a small city taking shape; lots of houses, roads, and tall buildings.

Some children are busy drawing at the art table and singing a new song that they have learnt during circle time. Meanwhile another child is practising using the scissors independently, developing their fine motor skills as they cut small strips of paper.

A child grabs a teacher's hand and leads her eagerly to the book corner. They sit together and the child excitedly anticipates what is going to happen on the next page.

This is a snapshot of what a teacher sees during a typical morning in a K2 classroom at YCIS. During the course of the day there are multiple opportunities for us to observe joyful learning. If children find learning joyful at this young stage it fosters a desire to keep learning and to continue challenging themselves. They become joyful, lifelong learners.



御翠園校舍的K2老師一起討論了在教室中如何顯示愉快地學習。看到孩子嘗試新鮮事物或者在一起努力完成任務時臉上露出燦爛的笑容，就是對他們最好的回報。

當孩子開啟他們正式的學習之旅時，就一定會有許多有趣的學習經歷等待著他們去探索和體驗。看到孩子在教室找到自己感興趣的活動主題區域，並獨自探索研究時所表現出的好奇心，老師心滿意足了。

當靠近感知區時，老師會聽見不同材料的物品碰撞在一起發出的聲音。在建築區域，孩子興奮地建造他們心中的物體，並自豪地展示自己的作品：一座帶有房子、道路和高樓大廈的小城市。

有些孩子一邊唱着圈圈活動時教的新歌，一邊手拿畫筆作畫。與此同時另一些孩子正在旁邊獨立地操練如何使用剪刀剪小紙條，這種動作能鍛煉他們小肌肉的發展。

有一位小朋友興奮地拉住老師的手帶她到圖書角，迫不及待地與老師分享圖書故事，並期待故事情節的發展。

這些都是上海耀中K2孩子每天早上活動的縮影。在一天的活動中孩子有更多的機會從活動中學習觀察和體驗新事物。如果孩子在這個幼齡階段發現學習的樂趣，那麼今後在學習的道路上他們將會有更強烈的繼續學習和繼續挑戰自我的意願。他們會變成一名快樂的終生學習者。



Explore Culture while Celebrating Chinese New Year

探索文化的中國新年活動

Sissy Shen, Head of Primary Chinese & Michelle Wang, ECE Co-ordinator, YCIS Shanghai Regency Park Campus
上海耀中御翠園校舍小學部中文主任沈茜及幼教部主任王昉



At YCIS, we value the best from Eastern culture and our teachers are always looking for opportunities to integrate developmentally appropriate Chinese and Chinese Studies learning. Joyful learning is never more evident in the school year than during our annual Chinese New Year evening event at Regency Park Campus. This evening was far more than just having fun and celebrating; it was a whole school project-based learning experience. It allowed for both ECE and Primary students to explore different features of Chinese culture and helped them gain greater insight and feel more connected to the country they currently live in.

The highlights of the event this year were:

- dressing in traditional Chinese costume and dancing to Chinese songs;
- making dumplings and sticky rice balls to understand more about Chinese culture;
- students and teachers taking the stage to show their talents in literature and art;
- the Bulletin Board Design competition demonstrating various topics students learnt in Chinese Studies lessons;
- playing games and activities with the Chinese New Year theme, including art, handicrafts, puzzles, PE and ICT activities, to build a joyful and unique learning experience.

Furthermore, it offered leadership opportunities for the Year 6 students who volunteered to support the Co-Teachers in running games and crafts in the classrooms. It was a wonderful evening of joyful learning.

在耀中，我們非常重視傳承東方文化精髓，老師充份利用每個教育契機，融合中文和中國研習課的學習。在御翠園校舍舉辦的年度中國新年活動是一場樂學盛宴。活動不僅旨在體驗歡樂、慶祝節日，更是一次全校師生參與的項目化學習，引領幼兒部和小學部的學生通過探索不同的中國文化特徵來深入了解他們當下所居住的這個國家，並與自己的實際生活經驗相聯繫，從而獲得深刻的見解和連結。

今年有許多值得關注的活動：

- 穿中國服飾，跳民族舞，感受節日歡樂；
- 包餃子，搓湯圓，體驗文化魅力；
- 文藝演出中大展身手，展現才華；
- 展板設計及比賽展示中國研習課的學習成果；
- 各種遊藝活動，精彩紛呈：藝術、手工、益智、體育及電腦活動等，帶來愉快而又獨特的學習體驗。

不僅如此，活動還為六年級的學生提供了志願者服務的機會，讓他們協助老師組織遊藝室活動，以及拓展自己的組織領導能力。那真是一個充滿樂趣又收穫滿滿的夜晚！



Learning Joyfully at ECE

在幼教部的愉快學習

Jean Jeffries, Acting ECE Co-Principal, YCIS Hong Kong
香港耀中幼教部代理校長Jean Jeffries(由幼教部華籍校長區凱嫻翻譯)

In our ECE programme, we have a strong focus on relationship building, as we believe strong supportive relationships are the foundations upon which all joyful learning is built. To this end, we try to involve all caregivers, as we work together to create an effective and happy learning community.

Children choose to actively engage with a wide range of open-ended resources, and they have the freedom and time to explore and investigate, following their natural curiosity. As their play develops, they are forming their own hypotheses, and this can lead to further exploration and investigation.

Our Co-Teachers observe children closely and reflect together, in order to respond with appropriate programmes, which enhance their joyful learning experiences. Children of all ages can be in charge of their own learning – even the very youngest children can show their interest in a particular activity, as seen by their total engagement in play.



With our children from ITLP (Infant and Toddler Learning Programme) through to the four-year-olds, children's fascinations can range from exploring with sensory materials such as water, paint and shaving cream, or a mixture of all three, to more complex structured investigations with Lego and wooden blocks. Mathematical and scientific explorations involve the concepts of balance, weight, size, and shape, as the "architects", "designers" and "constructors" set to work, working alone or with their classmates.

The absolute delight in exploring books and making games together is a common occurrence in our classrooms. Children also find pleasure in exploring their world by role playing scenarios from their daily life – dressing up, cooking, shopping and playing "house".

As we recognise that "Play is the work of children" (Jean Piaget), we strive to make children's "work" as meaningful and playful as possible, as we encourage the development of their deep thinking. There is genuine joy for children when they have the opportunity to initiate and engage in play.



香港耀中幼教部的課程非常注重關係的建立，我們相信能給予有力支持的關係是所有愉快學習的基礎。為此，我們努力讓所有的照顧者參與，一同努力創建一個富效能和快樂的學習共同體。

孩子積極參與運用開放性資源的活動，並隨着天生的好奇心，利用充裕的時間自由地探索和查究。他們隨着遊戲的發展，建立自己對事物的假設，以至進一步的探索和查究。

我們的老師會密切觀察幼兒並一起反思，以便採取更適當的方案，進一步加強他們的愉快學習。各個年齡層的孩子都可以主導自己的學習，即使是最小的孩子，也可以從他們參與遊戲的投入性，表現出他們對特定活動的興趣。

我們的孩子從ITLP（嬰幼兒學習課程）直到四歲班，都沉醉於透過感官材料進行探索，如水、顏料和剃鬚膏，又或是三者混合一起，以至運用樂高積木和木塊進行更複雜的結構活動。數學和科學探索涉及平衡、重量、大小和形狀的概念，當這些「建築師」、「設計師」和「建設者」單獨或與同學一起工作時就會體驗得到。

愉快地探索圖書和玩遊戲絕對是我們在教室中常見的現象。孩子愉快地透過日常生活的角色扮演如穿衣、烹飪、購物和家庭遊戲，去探索他們的世界。

我們認識到「遊戲是孩子的工作」（皮亞傑），我們努力讓孩子盡可能有意義和有趣地「工作」，我們同時促進他們深層思考的發展。當孩子有機會啟動和參與遊戲時，他們會得到真正的喜悅。



Curious Minds Explore Weather

好奇心驅使探索天氣



After many years of experiencing drought, Northern California, US has lately been experiencing a great deal of rain. Many of the four- and five-year-olds in the Pre-4 class have expressed interest in the weather around them. They offered theories as to where the rain was coming from. "It comes from God," one child said. Another suggested, "It comes from the black sky and clouds." In aligning with an inquiry-based method, teachers followed the natural curiosity of the children and created projects around the topic.

To demonstrate how rain falls, the students participated in a hands-on experiment using a jar of water, shaving cream and food colouring. The water represented the earth's atmosphere. They added shaving cream to the top, which represented clouds. They slowly dripped food colouring (water droplets) onto the clouds. The children intently watched the water droplets go through the cloud and break through the bottom as they became too heavy for the cloud. "It's raining!" the children exclaimed as they watched the "rain" ooze through the water. The students learnt about what clouds are made of and that when the water droplets in clouds get too heavy, they fall and become rain.

As the students continued their discussions about the "water cycle", they collaborated in furthering their new knowledge through multiple avenues of learning. Using crayons, scissors,

paper and glue, the students developed their fine motor skills while building water cycle mobiles. They also incorporated new words into their vocabulary such as *collection*, *evaporation*, *condensation*, and *precipitation*. The children strengthened their comprehension of the topic through group discussion. One child pointed out how "rain is a liquid but snow is a solid because it is frozen water".

Answering the calls of curiosity is an essential component of instilling the joy of learning. As California experiences more rain and wind, the Pre-4 students continue to enthusiastically share their new knowledge about the workings of weather.

美國北加州多年乾旱後，不久前迎來了大雨天。學前四歲班的孩子對天氣產生了濃厚的興趣。關於雨從哪裏來，他們各抒己見。一個孩子說：「它來自神。」另一個卻說：「它來自黑色的天空和雲朵。」老師順應孩子的天賦好奇心，圍繞這個主題展開了研究。

為了演示雨如何下降，學生用一罐水、剃鬚泡沫和食用色素做實驗。水代表地球大氣；加在上面的剃鬚泡沫代表雲；慢慢地加在雲上的幾滴食用色素代表小水滴。孩子目不轉睛地注視着，水滴積聚到一定重量時，穿越雲朵，衝破雲層落下。「下雨了！」當孩子看着「雨」慢慢滲到水裏就叫嚷起來。學生了解到，雲由甚麼組成，雲中水滴太重時，落下來，就形成雨。

學生繼續討論水的循環，同時通過多種多樣的學習方法，一起獲取新知識。運用蠟筆、剪刀、紙和膠水製作水的循環手工，發展了學生的精細運動技能。他們又把諸如「聚集」、「蒸發」、「凝結」和「降雨」的新單詞納入他們的詞彙。小組討論鞏固了他們對這個課題的理解。一個孩子指出：「為何雨是液體而雪是固體，因為它是凍住的水。」

回應好奇心是愉快學習的基本成份。隨着加州經歷更多的雨和風，學前四歲班的學生繼續滿腔熱情地分享有關天氣活動的新知識。



Competition Spells Success

許多好處的拼寫競賽

YCIS Silicon Valley students in Grades 3–7 participated for the first time in the initial round of the Scripps National Spelling Bee competition. The National Spelling Bee has been held since 1925, with an annual final event held in Washington, D.C.

The school-wide event among classroom winners offered an exciting competition attended by many parents and students. The competition started with 10 spellers and went a thrilling 14 rounds. The winning word, *chevalier*, was spelled correctly by Fifth Grader Justin Kwan. Justin represented YCIS Silicon Valley in the area semi-finals at the Lawrence Hall of Science in Berkeley, California on February 11. He placed in the top 20%, thus advancing to the live televised Scripps Spelling Bee Area Finals to be held in March at the CBS studios in San Francisco.

While students enjoy the thrill of this competition, it also serves a purpose. The spelling bee helps to bolster confidence and sparks a love of language that inspires students through a lifetime of learning. The journey through the competition also helps teach students how to handle both celebration and challenge with grace and perspective. This strength of character forms the core of the joyful learner who is able to approach new learning opportunities with sureness.

Congratulations to all our contestants and to our School's Bee winners for a job well done!



矽谷耀中三至七年級的學生第一次參加了Scripps全國拼寫競賽的首輪比賽。始於1925年的全國拼寫競賽每年在華盛頓特區舉行決賽。

這個全校性的刺激比賽讓家長和學生享受其中。十個學生經歷驚險的14輪賽事，最後五年級學生Justin Kwan正確拼寫「chevalier」，成為獲勝者。他在2月11日代表矽谷耀中參加在加大伯克萊分校勞倫斯科學聽舉行的區域半決賽，並取得頭20%的排名，能夠晉身3月在三藩市哥倫比亞廣播公司(CBS)錄影廠舉行的電視直播決賽。

學生在體驗緊張比賽的同時，活動令他們增強自信、激發他們對語言熱愛、鼓舞他們終身學習。比賽的過程也有助於引導學生正確面對勝利和挑戰。這種優良性格正是快樂學習者的核心品質，這使他能夠勇於嘗試新的學習機會。

祝賀我們所有的參賽者和獲勝者！



An Atmosphere of Peace

平靜的氣氛

Jared Vaughn, English Teacher, YCIS Qingdao
青島耀中英文老師Jared Vaughn

As a teacher, I sometimes find joy elusive. Truly, there are many fun experiences in the classroom, and I laugh with students every day. Although these are definite signs that the quality is present, joy has a much deeper quality than having fun and laughing.

So, what does joyful learning look like within the classroom walls? For starters, it is an atmosphere of peace. The teacher sets the tone for the classroom. As teachers, we cannot separate our lives outside the classroom from our lives inside of it. If we are stressed out, disgruntled, or generally unhappy in our personal lives, we will be of the same sort in our professional lives. However, teachers are called to model joyfulness by seeking out peace. We can do this by letting go of nagging annoyances, disputes with others, and general selfishness that can at times plague our personal and professional lives.

How to let those go is rather difficult but worthwhile. The solution? Don't take yourself too seriously, or in other words try to be humble. By taking our eyes off of ourselves, we are free to encourage others and see their needs. When we do this, we can not only engender joy in our lives, but we will also create a peaceful climate in our classrooms.

Further, we can foster joy in our classrooms by encouraging our students to be tenacious. We know that students are not static learners, nor are we for that matter. So, in our classrooms we can encourage our students to not give up, by helping them understand that if they put in the hard work now, if they suffer, if they struggle, they will change into a different sort of student.



Namely, a student who is full of perseverance, good character, and hope. This is a joyful learner. In this person a deep-seated sense of satisfaction can take root.

對老師來說，快樂有時是難以捉摸的。事實上，在教室裏有很多有趣的經歷，我每天跟學生一起歡笑。儘管這是快樂的標誌，但是快樂是比有趣和歡笑更深層次的東西。

教室裏的快樂學習是怎樣的呢？對初學者來說，它是一種平和寧靜的氣氛。老師應該為教室設定基調。作為老師，我們不能把教室外的生活與教室內的生活分開。如果我們在個人生活中感到壓力、不滿或不快樂，在我們的職業生涯中也會是一樣的，然而，在教室裏，老師被要求通過尋求平靜來培養快樂。揮之不去的煩惱、與別人的糾紛和普通的自私有時會困擾我們的個人和職業生活，我們可以通過放下這些不愉快來培養快樂。

放下這些不愉快很難，但是是值得的。方法是甚麼？不要把自己看得太重要，換句話說要學會謙虛。通過「看輕」自己，我們樂於鼓勵別人，看到他們的需求。並且當我們做這些事情的時候，我們不僅可以在生活中產生快樂，也會在我們的教室裏創造和平的氣氛。

此外，我們可以通過鼓勵學生擁有頑強的性格來使課堂上充滿快樂。我們知道，學生不是靜態的學習者，我們自己也不是。因此，在教室裏，我們可以鼓勵學生不要放棄，幫助他們明白如果他們努力學習，如果他們經歷磨練，如果他們奮鬥，這意味着他們將會變成另一類學生——一個充滿毅力、良好品格和希望的學生。這就是快樂的學習者。在這樣的人心裏，一種深層次的滿足感就會生根。



YC Character: Neil McBurney YCIS Chongqing

耀中人物：馬睿禮 重慶耀中



Neil McBurney has been the Western Co-Principal of YCIS Chongqing since 2016. Previously, he worked as a Principal in India, Venezuela and other cities of China. Mr McBurney holds a diploma in Secondary Teaching and a bachelor's degree of Science, both from Monash University, Australia. He has over 35 years of experience in education, as a teacher and Principal. He and his family chose to pursue international learning opportunities in 1995 and have thrived in culturally diverse locations around the world. These experiences have enhanced his understanding of the global connections that are possible. He is certain that our young adults graduating from international learning environments are equipped with the skills for life.

Mr McBurney thinks it is certainly an exciting time to have arrived at YCIS Chongqing. The school has completed the CIS/NEASC/NCCT Accreditation in November 2016, with a team of 12 peers from around the globe visiting the school as "critical friends", who reviewed all aspects of the school's programmes against international standards. Our IBDP authorisation gathered momentum in January 2017, as we look forward to enrolling our first Year 12 student cohort in this acclaimed pre-tertiary learning programme in the academic year of 2017-2018.

"As a Principal, I view myself first and foremost as a 'teaching administrator', actively involved in teaching and learning in an international setting, with all the challenges and excitement that is attendant upon such a position. For me, teaching is a way of life and an integral part of my own life-long process of learning. My international experience has enhanced my life both personally and professionally, making my continuing career in education increasingly more rewarding, challenging and exciting.

"It is a privilege to work with students, teachers and our support team, and encourage them as they strive to achieve to their potential. As administrators, it is our job to provide the challenges that ensure all members of our learning community are extended and taking risks in activities they may not have experienced previously. In my view, it is in this 'land of the unknown' that the greatest learning occurs," says Mr McBurney about his role at school.



馬睿禮先生於2016年加入重慶耀中，擔任外籍校長。在此之前，他曾在印度、委內瑞拉及中國其他城市擔任校長。他持有澳洲莫納什大學中學教育文憑及理學學士學位。他從事教育行業35年有餘，期間擔任過老師和校長。自1995年起，他和家人致力追求國際教育機會，在全球多個國家和地區留下足跡。這些經歷進一步加深他對國際化必然性的認識。他堅信，歷經國際教育的學生更具應對人生考驗的實力。

馬睿禮先生認為，加入重慶耀中是令他非常榮幸與興奮的事情。重慶耀中於2016年11月完成了國際學校總會（CIS）、新英格蘭高校協會（NEASC）及中國課程教材發展中心（NCCT）的聯合認證，12位來自於全球教育領域組成的專家團隊到訪，檢驗我校是否達到國際標準。2017年1月我校離IB文憑課程開展又邁進了一大步，我們期待2017-2018學年第一批十二年級學生開啟這一備受肯定課程的新篇章。

馬睿禮先生談及自己的角色：「作為校長，我更多時候將自己視為一名『教育管理者』；在一個總是充滿激情與挑戰的崗位上，我在國際化的氛圍中施教又受教。對我而言，對教育事業的熱愛已滲透進我的日常生活，成為一種生活理念，相信我將會終身受益。從事國際教育的經歷豐富了我的人生，加強了我對自我及職業的認識，使我的教育生涯意義非凡、富有挑戰、充滿欣喜。」

「能與重慶耀中教學團隊和行政同事共事、與學生共同成長，是我極大的殊榮與幸運。同時，我也會給予大家更多的鼓勵，激發他們最大的潛能。作為管理者，幫助所有成員自信地迎接全新的挑戰是重要的使命之一，勇於涉足未知的領域，才能使我們成長得更快，並從中學到最寶貴的知識與經驗。」



Painting Lush Green at YCIS Chongqing

繪畫鬱鬱蔥蔥的重慶校舍



In October, inspired by the abundant flora at YCIS Chongqing, Artist-in-Residence Elizabeth Briel took Years 10 and 11 students on nature walks where they sketched leaves and trees outside in the humid winter air.

After this, the students learnt how to create a painting on wood panel from start to finish. Preparing the first layers was a workout, they used sponges to apply water-based paint, and had to work quickly before it dried. The four wooden panels were 10 metres long, and they had only 10 days to transform them from raw wood into paintings worthy of becoming a fixture in YCIS Chongqing's Great Hall.

After several layers of blue paint, the students created a base texture to give the illusion of Chongqing's moist atmosphere. On this, they painted greenery based on the sketches. The copper borders are a modified design from YCIS Chongqing's decorative fences, and a Sino-Tibetan motif. Two panels represent spring,

and two represent autumn. They now hang opposite one another in YCIS Chongqing's Great Hall. Stop by for a look on your next visit to Chongqing!

駐校藝術家Elizabeth Briel於10月份在重慶耀中進行了一項活動，其靈感來自重慶校舍豐富的植物。她和十年級和十一年級的學生在校園內散步及寫生，在濕潤的冬季空氣中繪畫樹木和樹葉。

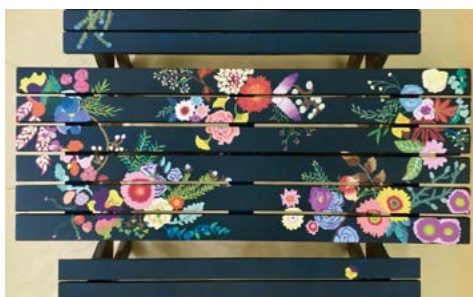
然後Elizabeth 帶領學生在木板上創作一幅以樹木為主題的畫。他們用水性塗料以海綿在木板上塗上背景，經過幾層藍色的油漆，創造了一個基本的紋理，給人以重慶潮濕氣氛的幻覺。之後他們根據草圖畫綠樹木。四件木製面板長共十米，學生只有十天的時間將它們從原木變成繪畫。作品分為兩半，一邊代表春天，另一邊是秋天。作品完成後於重慶耀中禮堂中展示。下次來訪重慶耀中要到禮堂看看啊！

Floral Bench 花卉長凳

Esther Chow, Artist-in-Residence, YCIS Shanghai Century Park Campus 上海耀中世紀公園校舍駐校藝術家周怡明

Together with Neil Hudson of the Science Department, 26 Secondary students volunteered during their lunch break to give an old picnic bench a makeover. Before painting began, we scraped off all the old paint to prepare a fresh surface to work on. With a flower or branch at hand, we drew and painted using fresh flowers and clippings of foliage gathered from our campus ground as reference.

Working from observation as a starting point, we then created abstract and stylised versions of our chosen plants. The composition grew organically as we added onto the bench during each session, working collaboratively to create a cohesive design balancing variety, shape, colour and space.



We are very pleased to have a reminder of spring especially during the long, gray winter season. Join us at the bench for lunch and conversation on your next visit to Century Park Campus!

我與科學部的Neil Hudson合作，與26名中學生於午飯時段給一個舊式的野餐枱改頭換面。在繪畫開始之前，我們刮掉了所有的舊油漆，準備在新的表面加工。

我們在校園蒐集鮮花和樹葉作為參考。從觀察作為起點，我們先建立初稿。在每次創作，我們互相協作，使品種、形狀、顏色和空間達到成為一整體和平衡的設計。

春天來臨了，你下次訪問世紀公園校舍，我們可以在充滿春日氣息的長凳上午餐和聊天！



Arts Integration 藝術整合

Vicki Wilson-Jiwatram, Art Specialist and Integrator, YCIS Hong Kong Primary Section 香港耀中小學部藝術專科老師 Vicki Wilson-Jiwatram

This year has seen the expansion of the Art Integrator's role in YCIS Hong Kong Primary Section; working with students on art-based projects which link learning in more than one area, aiming to deepen learning, application and creativity through meaningful activities.

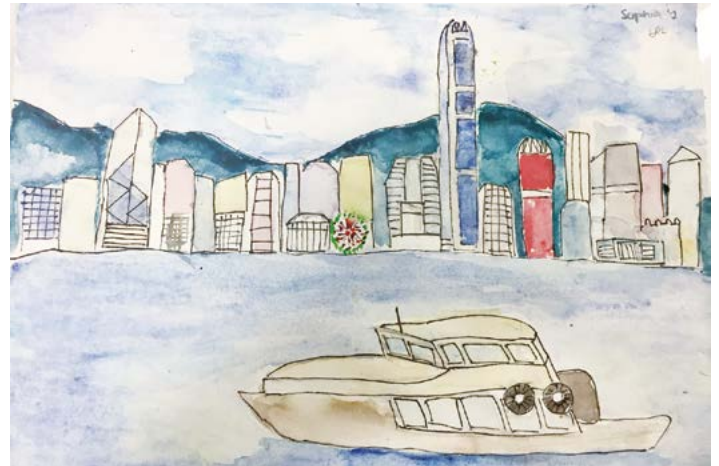
Year 6 began with a Mathematics project to measure, plan, design and create a mural near their Collaborative Learning Space. Using an understanding of typography and measurements enabled students to create stencils which were later applied to the wall and used to paint clear fonts, sharing student-generated words about their Learning Space and the skills they would need for effective learning within it.

In another Year 6 Art Integration project, students looked at local history, choosing a location changed by development over time. They drew old Hong Kong onto transparency paper before applying tonal cross-hatching for a sepia effect. Finally, they drew their present day view of the same location before using liquid water colour. The discussions around whether all development is positive were useful and many conversations touched upon the issues of reclamation.

This semester, Year 1 started two exciting projects. The first saw collaboration with the PE Department on a project inspired by the artist Heather Hansen and the children's work in their PE dance unit. They developed a dance routine, incorporating marks on paper when their actions changed, eventually building to a performance and final "canvas" creation.

Year 1 also began work on a 3D art project, inspired by their topic Our Local Area. They collected ideas from Hong Kong buildings to use in their designs and used them to create imaginative flying birds, treehouses and bird houses which will soon be displayed in the office area on their campus.

Our Arts Integration projects continue to aim for joyful, interdisciplinary learning through creative expression.



今年藝術整合在小學部扮演了更大的角色；我與學生一起開展聯繫多個範疇的藝術項目，通過有意義的活動深化學習、應用和創造力。

第六班從一個數學項目開始，在其協作學習空間附近以測量、計劃、設計等技巧創建了一幅壁畫。學生使用對排版和測量的理解創建模板，這些模板隨後被應用到創作壁畫上，用於繪製清晰的字體；學生藉此分享他們創造的關於學習空間的詞語，以及他們在其中有效學習所需的技能。

在另一個第六班的藝術整合項目中，學生探索本地歷史，選擇一個隨時間發展而改變的地方。他們把舊香港畫在透明紙上，再使用色調交叉陰影作為棕褐色效果。然後，他們使用水彩繪製了那個地方現時的模樣。過程中學生積極討論關於該區的所有發展，並且討論到許多涉及填海的問題。

這個學期，第一班亦開始了兩個令人興奮的項目。其一是與體育部合作的，靈感來自藝術家Heather Hansen和孩子在他們的體育舞蹈課的學習。他們編排了一些舞步，隨着他們移動舞步，就在紙上畫，最終創作了一個獨特的表演和一幅「畫布」作品。

第一班也開展了一個立體藝術項目，靈感來自他們的學習主題：「我們的地方」。他們收集了來自香港不同建築物的設計概念，融入他們的設計中，並創造富想像力的飛鳥、樹屋和鳥舍。這些作品稍後將於校園的辦公室外展示。



Music and Art Mosaic Charity Evening

「音你而美」慈善之夜

Cherry Chen, Music Education Co-ordinator, & Jana van Zyl, Character Education Co-ordinator, YCIS Shanghai Hongqiao Campus
上海耀中虹橋校舍音樂教育主任陳贊及品格教育主任Jana van Zyl

On December 14, 2016, we celebrated our very first Hongqiao Campus Music and Art Mosaic. The evening was filled with musical performances by our junior and senior choir, orchestra, string ensemble and piano soloists. We are very blessed to have such talented students on our campus and they made us very proud!

The evening also allowed us to showcase some of the wonderful art that our students had been creating in class as well as during Co-Curricular Programmes (CCP). At least one art piece created by every Primary School student was on display and our ECE recycled art Christmas trees greeted us in the C-building foyer.

Our C-Gym was transformed into an art gallery where we sold 23 art pieces in a silent auction. These were created by our student leaders and CCP groups and some pieces were donated by professional photographers and artists. Funds raised from the silent auction and raffle that we had throughout the evening were donated to Seeds of Hope charity project and the heArtS organisation. The evening raised RMB 43,239.40 yuan.

A sense of community filled the air and we are very grateful to every teacher, student and parent who supported us throughout this event. We thank you all and appreciate your ongoing commitment and support!

2016年12月14日晚上，「音你而美」——慈善之夜大型活動——在虹橋校舍拉開了帷幕。整個夜晚上演了精彩絕倫的音樂演奏。參與演出的隊伍有小學部管弦樂隊、弦樂小組、合唱隊以及鋼琴獨奏。我們為擁有這些才華橫溢的學生而感到無比的榮幸。

與音樂演出交相輝映的是整個小學部學生的美術作品，這些是學生日常美術課業以及聯課活動小組的作品。小學部的每位學生至少有一幅原創作品被陳列，幼教部用環保材料製作的聖誕樹也在C樓大廳作為迎賓而展出。

虹橋校舍的C樓儼然成為了一座陳列藝術品的殿堂。當晚我們用無聲拍賣的方式賣出了23件藝術品，其中一部份的作品是由學生會領袖或聯課活動小組的成員創作，還有一部份的藝術品是由專業藝術家和攝影家捐贈。當晚募集善款共計人民幣43,239.40元，將捐贈給「希望種子」慈善項目和「心公藝」慈善機構。

現場充滿了愛與祥和的氛圍，我們衷心地感謝每位虹橋校舍的學生和家長對活動的大力支持。我們也非常感激參與協助此次活動順利開展的老師。



Student Teaches MinecraftEdu

學生教授沙牆遊戲

Arnav Patel, Year 8 Student, Alexander Tabunets, Technology Integrator & Amita Patel, Technology Co-ordinator, YCIS Shanghai
上海耀中八年級學生Arnav Patel · 資訊技術指導老師Alexander Tabunets及資訊技術主任Amita Patel

Year 8 student at Century Park Campus, Arnav Patel, has been sharing his love of learning with the Primary students at Regency Park Campus. With the support of teaching staff, Arnav has been teaching MinecraftEdu as a part of his Creativity, Activity, Service (CAS) activity. The Minecraft Co-Curricular Programme activity has been very popular with waiting lists of students, so Arnav's willingness to run this activity has meant that more students can benefit. Arnav shares his joyful learning journey:

"Our world started off as a barren, flat landscape. Just grass for as far as the eye can see. Then the kids logged on. They filled the world with their wonderful ideas and creative thoughts. There were pyramids, tunnels, evil lairs and rainbows. Minecraft allows children to open up their minds, and learn with a growth mindset. They learn about area and perimeter by making houses, learning about Ancient Egypt by making the world of Egypt. Teaching with Minecraft was one of the best experiences I have ever had in school. Our school started using Minecraft to teach a couple of years ago. And I feel this simple video game has changed the environment and learning style of the school drastically. Maths suddenly became 10 times more fun. In History, I wasn't learning



about King Tutankhamen; I was King Tutankhamen, ruling the Minecraft world. I started off my Co-curricular Programme activity for the Lower Primary mainly to learn what it was like to be a teacher to a bunch of young kids. But by teaching Minecraft, I was reintroduced to a world of fun, adventure and learning. The students revealed a side of them that I never knew existed."

世紀公園校舍的八年級學生Arnav Patel，一直和御翠園校舍的小學生分享他對學習的熱愛。在輔導老師的幫助下，Arnav將教授沙牆遊戲作為他的創意、活動與服務活動的一部份。聯課活動沙牆遊戲非常受學生的歡迎，以至於有很多學生在等候名單上。所以Arnav願意推廣這項活動讓更多的學生可以受益。Arnav分享他快樂的學習之旅：

「我們的世界從一開始就是一個貧瘠的平地，草是我們唯一看到的東西。然後孩子出現了，他們腦海充滿奇妙和新奇的想法，有金字塔、隧道、惡魔的洞穴和彩虹。沙牆遊戲讓孩子打開他們的思維，用一種成熟的心態去學習。建造房子讓他們了解面積和周長，通過創造埃及讓他們充份了解古埃及。教授沙牆遊戲是我在學校擁有的最好經歷之一。我們學校幾年前就開始使用沙牆遊戲教學。我覺得這個簡單的視頻遊戲在很大程度上改變了學習環境和學習方式。數學突然變得倍加有趣；在歷史課上，我不是在學習圖坦卡門國王，我就是圖坦卡門國王，統治着沙牆的世界。我開始為低年級的小學生設計聯課活動，主要是為了體驗成為一名教授低年級學生的老師是甚麼感覺。但是通過教學，我重新進入一個有趣的、冒險的和學習的世界。我的學生也向我展現了一個我從未知曉的世界。」



Inspiration from Art Events 藝術活動帶來的啟發

Martin Cockram, Secondary Head of Visual Arts, YCIS Shanghai Gubei Campus
上海耀中古北校舍中學視覺藝術學科主任 Martin Cockram



Last November was definitely a busy month for the Art Department! Students finished a three-day student workshop with artist Ian Murphy from England, and on November 18, we held the Wearable Art Show 2016. Though very different in outcomes and the age range of participants, both shared common aims: to promote risk taking and discover the beauty and importance of the creative process with materials, textures, colours, shapes and patterns.

It may sound easy, but the problem is that sometimes students and art educators get restricted in routine, forgetting the freshness of discovery. At times students can easily focus on being results-driven or hesitate with new approaches and unknown combinations. There is a fear that a piece of art – whether wearable art, a drawing or painting – must look finished, refined, ordinary or typical. A safe piece of artwork is one that people who know little about art or creative processes will praise, but one that does not challenge and truly inspire.

What the students did for both events was far from ordinary or predictable. Their outcomes have been excellent, and their messages clear – the true creative process is one full of challenges and risks, one that forces a student out of their comfort zone, leading to inquiry and higher order thinking. A work of art that

considers surface, colours, patterns, emphasis and expressive qualities has more to offer for the artist and audience and makes the outcomes much more special.

去年的11月對藝術部來說是忙碌的月份：學生跟隨來自英國的藝術家Ian Murphy進行了為期三天的學習，11月18日又舉行了2016年穿着藝術時裝展。雖然兩個活動的作品和參與學生的年齡均不同，但是擁有共同的目標，就是鼓勵冒險精神，發現不同的美，重視對材料、紋理、色彩、形狀及圖案的創造。

可能聽來簡單，但往往我們作為藝術教育者及學生都被禁錮在固有模式中，忽略了去發現的重要性和美好。有時，學生會執着於結果，或者對新的嘗試及未知的組合猶豫不決。無論是穿着藝術，還是圖畫作品，學生對於作品能否看起來像完成品、品味高雅、切合大眾以及符合典型等都有種種擔憂。一件所謂規矩的作品，會得到對藝術或創作過程一知半解的人讚賞，實際上是一件毫無新意亦未能真正啟迪靈感的作品。

同學在這兩個活動中發掘了許多新意。此間我們收穫豐富，並且大家都清楚地明白，真正的創意活動本身就是充滿挑戰和冒險的，創意驅使你必須走出自己的舒適空間，去探究、全心投入、全情思考。在材質、色彩、圖案、重點及表現品質各方面考慮全面的藝術作品，不單向藝術家及觀眾呈現出比作品本身更多的美，還可以達到更特別的效果。



Year 8 EOTC – Moganshan

八年級校外課堂活動——莫干山之旅

Elise Wollesen and Stephnia Liu, Year 8 EOTC Trip Leaders, YCIS Shanghai Gubei Campus
上海耀中古北校舍八年級校外課堂活動帶隊老師Elise Wollesen及劉婧

Brimming with anticipation, 80 Year 8 students made their way to buses on a beautiful Monday morning in October. They were excited for adventure, team building and fun as they set off for Moganshan, and they were not disappointed. They faced challenges together, encouraging one another to try new things, and learnt some valuable lessons about tourism and its effect on the environment, especially as they hiked through the gorgeous bamboo forest.

Through the five days their busy itinerary also included camping in two-person tents, biking through the mountains, raft building, farming and testing their skills on a high ropes course. The week was topped off with a trip to Xinshi Old Town, and the students finally spent the night at a wonderful hotel in Wuzhen where they participated in a scavenger hunt to round out their adventure.

Though rain made its way into our lives for most of the week, the students were amazing. A few cuts and scrapes did not stop them from enjoying the time away from school while still learning valuable life lessons. We are all so proud of the students' flexibility, patience and compassion throughout this exciting week.



10月份一個陽光明媚的星期一早晨，80個八年級學生滿懷期待地坐上校車，向莫干山出發。他們為即將開始的探險、團隊建設和樂趣倍感興奮，結果並沒有令他們失望。面對挑戰，他們相互鼓勵去嘗試新事物；他們學習有用的旅遊知識和旅遊對環境所產生的影響，當行走在美麗的竹林間時他們的體驗尤其強烈。

五天繁忙的行程包括雙人帳篷露營、越野騎行、搭建木筏、農活和考驗高空繩索的技能。行程最後去了新市古鎮，然後大家在烏鎮漂亮的酒店住了一晚，並以尋寶遊戲圓滿地結束此次探險。

雖然一路上大部份時間在下雨，但學生依然精神飽滿。些微損傷並沒有阻止他們享受遠離學校但仍然能學習寶貴生活知識的時光。我們為學生在整周所表現的隨機應變、忍耐力和同情心感到自豪。

Year 9 EOTC Trip to Xiamen

九年級校外課堂活動——廈門之旅

Martin Cockram, Year 9 EOTC Trip Leader, YCIS Shanghai Gubei Campus
上海耀中古北校舍九年級校外課堂活動帶隊老師Martin Cockram

Last October, Year 9 had a challenging, exciting, fun and exhilarating five-day Education Outside the Classroom (EOTC) trip that saw our staff and students bond over common, and sometimes not so common concepts and challenges. For example, there were days when students had to battle the unpredictable weather and work outdoors collaboratively – be it taking a geographical survey on the beach, cooking at night in the outdoors or making choices about the level of difficulty when choosing to rock climb. It was an adrenaline adventure for all and one that demanded extreme focus and determination, away from the indoors of reliability of our community in Shanghai. We all could see our host country from a different perspective and glimpse historical China and its complex, challenging future.

We also visited the magical *tulou* region; the vast, rolling landscape and circular village structures amazed us. All the staff and students involved agreed this has been a fun-filled learning experience.



去年10月中，九年級到廈門參與為期五天的校外課堂活動，這是一項富有挑戰、振奮人心、同時又充滿樂趣的活動，活動中師生團結一致，但有時候也會有分歧和質疑。學生要在無法預料的天氣下在戶外合作勞動——在海灘邊做地質調查、晚上在戶外做飯或者根據難易程度選擇攀岩活動。這都是十分刺激的冒險，因為遠離了上海這樣穩定的環境，所以我們需要高度集中和決心。我們必須從不同的角度看待我們所居住的國家，並開始了解到中國的歷史以及其複雜並充滿挑戰的未來。

我們還到訪奇妙的土樓地區，它擁有廣袤起伏的地形以及圓形結構的村落，讓人嘆為觀止。全體參與師生都認為這是一次愉快而難忘的經歷。

Telling Tales 故事薈

Gareth Tucker, Secondary English Teacher, YCIS Shanghai Gubei Campus 上海耀中古北校舍中學英語老師Gareth Tucker

YCIS English students have been enjoying live tales from all over the globe. Amanda Smith, a professional storyteller based in Nottingham in the UK, has been helping learners study Shakespeare's *Macbeth* with tales of witchcraft from Russia and Western Europe as part of a series of lessons using Skype to connect Shanghai classrooms with experts elsewhere in the world.

Ms Smith first met the Year 7 groups last October when she visited Gubei Campus's English lessons as part of their storytelling unit of work. Students wrote and performed their own stories after researching myths, legends and folktales from worldwide cultures. The workshop sessions gave learners valuable insight into narrative traditions as well as tips and techniques for engaging audiences and bringing stories to life.

Students were able to develop their adaptations of timeless tales through interactive online sessions with the storyteller and created their own stories for performance at the end of last year.

上海耀中古北校舍的同學非常享受聆聽在各國流傳的故事。我們有幸請到一位來自英國諾丁漢的專業說故事人Amanda Smith女士，用流傳在俄羅斯和西歐國家的神奇魔法故事來幫助同學學習莎士比亞的作品《馬克白》。這也是我們課程中的一環，通過Skype讓我們可以在上海的教室與世界各地的專家實現交流。

Smith女士在去年10月第一次來到古北校舍與七年級的同學見面，參與我們英語課上的講故事單元。同學運用他們自己搜集到的全球文化中流傳的神話、傳說及民間故事來創作自己的故事，並把作品上演。透過此種方式，同學可以洞悉敘事要素，並學到與觀眾交流的很多技巧和竅門，把故事描述得栩栩如生。

之後同學通過網上課堂與專業說故事人直接溝通交流，並通過改編這些長久流傳的故事創作自己的故事，於去年學期結束前將之上演。



Korean Author Visits YCIS Qingdao

韓國作家訪問青島耀中談大學申請

Daniel Kang, Senior Marketing & Admissions Officer and IB Korean Teacher, YCIS Qingdao
青島耀中高級市場招生專員及IB韓國語老師姜正旭



On January 18, Yew Chung International School of Qingdao welcomed Korean author Lee Sung Bin to speak with our students. Mr Lee is an expert in Korean university applications, with a specialty

in writing personal statements. Nowadays, writing strong personal statements is a vital part of the application process for Korean universities. There was great interest in the event, even attracting Korean parents and students from local Chinese schools. Around 50 parents and students attended the 90-minute afternoon session.

Mr Lee kicked off with an hour-long presentation on how to write personal statements using story-telling. He emphasised the importance of students retelling their lives as a story. Using a story-telling skeleton supplied by the author, students practised writing their own personal statements. This was followed by time for questions.

The session was extremely useful for students, and parents expressed their appreciation to YCIS for hosting Mr Lee.

1月18日，韓國作家李成彬訪問青島耀中國際學校並與學生交流。李先生在韓國是申請大學方面的專家，在書寫個人簡歷方面有獨到的見解。現在，個人簡歷在申請大學中有着至關重要的作用。這次活動引起廣泛的興趣，甚至吸引了眾多在當地中國學校唸書的韓國學生以及他們的家長。近50名家長和學生參加了此次長達90分鐘的交流。

李先生用了一個小時講解如何用說故事的方式書寫自己的個人簡歷。他強調以故事的方式書寫個人簡歷的重要性。在現場，同學嘗試使用李先生的陳述故事方式書寫自己的個人簡歷。然後，李先生解答了同學關於書寫個人簡歷的各種疑問。

這次交流對學生來說具有深刻的意義，很多家長感激耀中舉辦這次活動。



A Day in YCIS Beijing's Learning Community

北京耀中學習共同體的一天體驗



YCIS Beijing's newest Learning Community approach has a lot to offer our Primary students. Most importantly, it allows our unique curriculum to be delivered more effectively than ever before. Ground-breaking teaching techniques and flexibility in using our innovative spaces and integration of technology accommodate each child's learning style and help children to achieve better academic results.

In this article, we report on a day's study routine of Emma Wramner Wang, a Year 3 student, to show how YCIS Beijing's curriculum facilitates a dynamic and engaging learning experience for our students.

Year 3 is currently learning about Ancient Egypt. In the morning, after a short co-taught briefing for Year 3, students form small groups, each group seeking one of a variety of spaces on offer in the Learning Community. Some students choose couches, others the ample open floor space and Emma's group opted for tables. The spaces themselves have meaning beyond comfort: students know that they can expect greater teacher support in the Confucian forum space, while the Maker's Space offers more independent learning opportunities.

In Social Studies class, students are comparing the houses of ancient Egyptians to those they live in now. Where the YCIS Beijing curriculum sets itself apart from others is in the expression of learning outcomes. While all students' learning will be assessed equally, the manner in which students can express their learning is up to them. Some students choose to physically build contrasting models with Lego, while Emma draws at a table with some of her groupmates.

YCIS Beijing's motto is "Align with Technology", and the Year 3 Learning Community is no exception. In Chinese class, Emma uses the school's sharing facility not just to share her recent calligraphy practice with her classmates but with her parents as well. Students are encouraged to take photos of their work and upload them to the shared server by scanning any of the QR codes on display around the space. Besides providing an effective learning tool, this bridge built between home and school encourages parents to take an active role in their children's education while also giving students an extra boost in enthusiasm knowing that their parents are watching their progress from home.

北京耀中最新的「學習共同體」進路為小學部的學生提供多種可能，最重要的是，這容許我們的獨特課程更有效地實施。嶄新的教學技巧、創新空間的彈性運用及科技的融入，滿足每個學生的學習風格及幫助他們取得更高的學術成就。

在這篇文章，我們報導三年級學生王雅珊的上課情形，看看北京耀中的課程如何為學生帶來充滿活力及引人入勝的學習體驗。

三年級正在學習古埃及。早上，所有三年級生上了雙教師講解的簡短課後，便分成小組，每組在學習共同體提供的各式空間中尋找一處繼續他們的學習。有些學生選擇沙發，有些走到寬敞的地面開放空間，王雅珊與她的組員使用桌子。除了舒適，這些空間本身有其意義：學生知道他們可在「杏壇」得到較多的老師支援，而「創客空間」就提供較獨立的學習機會。

在社會研究課上，學生比較古埃及人的房屋與現代人的房屋。北京耀中課程獨特之處在於其學習成果的展現，所有學生的學習成果都會被一致公平地評估，但他們展現其成果的方式完全隨他們的意願；一些學生可能選擇用樂高積木製作房屋模型來說明古埃及人與現代人的房屋差異，王雅珊就選擇用圖畫，並選定一張桌子與同學開始畫圖。

北京耀中的其中一條校訓是「與科技結盟」，三年級的學習共同體也體現這點。在中文課上，王雅珊用學校的分享渠道把她的書法練習展示給同學看，且還同時傳遞給父母。學校鼓勵學生拍下自己的作品，然後透過掃描遍布校園的二維條碼把相片上載到共享的伺服器。這項科技除了提供有效的學習工具，建立家校的橋樑，鼓勵家長在孩子的教育上扮演主動的角色，同時亦是給予學生的一種激勵，讓他們知道父母在家中也看到他們的進步。

Thinking beyond Oneself: Students Bring Warmth to Local Charity

為他人設想：學生為本地慈善組織送暖

Last fall, students from across YCIS Beijing Primary School participated in a week-long charity and fundraising activity, culminating in a sponsored jogathon. In the process of raising a staggering RMB 70,000 yuan for a local charity, students learnt the importance of charity and empathy as well as how to actively promote and conduct fundraising efforts in their immediate community.

The efforts took place during Humanity Week from December 5–9, 2016 with the theme “Thinking beyond Oneself”. They were designed to encourage the students to stretch their perceptions and understanding of empathy, generosity, and all the character traits that we seek to instil here at the school.

We chose to support Shepherd’s Field Children’s Village, an orphanage compound located in the countryside between Beijing and Tianjin. The activities during Humanity Week varied from year to year based on the age of the students. For example, Years 3 and 4 students engaged in a two-part process of self-reflection. First, they thought about themselves, asking themselves the questions like “What am I thankful for?” Then, they practised reflection by putting themselves in the shoes of the kids for whom they were raising money. We wanted them to understand what things they were thankful for that these kids did not have access to.

We organised a jogathon as the end activity. It was an athletic event set up in our gymnasium in which kids ran laps to raise money for charity. All the money was raised through sponsorships prior to the event, with students going out into their communities to raise money. They had to explain what the money was for, why it was an important cause, etc. This kind of

experience is incredibly valuable as it teaches them the value of earning the money they then donated, giving them a real sense of accomplishment in the end. The jogathon itself was a fun event. Kids ran their hearts out and had a great time!

在上學期，北京耀中小學部的學生參加為期一周的慈善活動，並以競走慢跑馬拉松這個重頭戲作為尾聲活動。學生在過程中為本地慈善組織籌得人民幣七萬元，學會了慈善和同情心的重要，更認識了如何在社區內推動籌款活動。

這些活動在2016年12月5至9日的人道周中舉行，主題是「為他人設想」，所有活動都是精心設計，為要鼓勵學生認識同情心、慷慨，及一切我們希望在學校教授的品格。

我們選擇支援位於北京和天津郊區的孤兒園牧羊地兒童村。人道周的活動各式各樣，以切合不同年齡層的學生，例如，三至四年級的學生參與了兩部份的反思活動，首先，他們問自己一些問題如「我為甚麼感恩？」然後，他們練習易地而處，代入要幫助的孩子，我們想他們明白他們感恩的事情正是那些孩子得不到的事物。

人道周尾聲，我們安排了一次競走慢跑馬拉松。活動在學校體育館舉行，孩子在跑道上跑步籌款。善款是透過贊助形式在活動前籌募，孩子要走進社區募捐，要解釋善款的用途、籌款目的重要之處等。這樣的經驗對孩子來說難能可貴，因為他們知道募集所得的金錢有甚麼價值，亦讓他們最終有成就感。競走慢跑馬拉松本身亦是十分有趣的活動，孩子盡情競走，享受快樂時光！



Go Crazy for Code 編程瘋潮



During the week of December 5–9, 2016, Yew Chung International School of Beijing Primary students participated in the worldwide event Hour of Code. Designed to introduce students of all ages to computer science and coding, the event was a massive hit, inspiring students to think creatively and engage and succeed in challenging problem-solving tasks.

All Primary students were scheduled for one period during the week to participate in the event through playing a game appropriate to their age. The students were paired up with a partner with whom they would collaboratively make decisions and solve problems. The students were fully engaged and had a great time. Many students managed to solve complex problems through changing and tweaking of original code they had created, which was one of the main challenges presented by the activity!

The activity provided students with great opportunities to develop very important knowledge and skills. Apart from developing a basic understanding of one aspect of computer science, students honed their logical and sequential thinking as well as collaboration skills. They developed a deeper appreciation of their peer's contribution to specific tasks and improved their ability to solve a problem through experimentation. It also activated students' creativity and broadened their horizons, allowing them to further realise the multitude of opportunities that coding and technology can bring them in their future.

"Our participation in the event was particularly rewarding for me as a teacher. I deeply enjoyed helping our students to

fully immerse themselves in the activity and seeing them help one another to reach their goal," says Primary ICT Co-ordinator Alana Elias, the head organiser of the event on the benefits to the students.

2016年12月5至9日，北京耀中所有小學生參與風行全球的活動「一小時編程」，這個活動的目的是讓不同年齡的學生認識電腦科學及程式編寫。活動大受歡迎，啟發學生的創意思維，讓他們積極參與及成功解決那些具挑戰性的解難任務。

所有小學生獲安排該周的其中一節課堂參與這個活動，他們兩人一組玩一個適合其年齡的遊戲，透過協作一起做決定解決難題。每個學生都積極參與，樂在其中。很多學生只要透過更改及微調他們原本創作的程式，就能解決複雜的難題。

活動讓學生有機會發展非常重要的知識及技巧。除了獲得電腦科學的基本知識，學生還鍛鍊了邏輯及序列式思維以及合作技巧，學會更欣賞同伴在特定任務的貢獻，同時透過嘗試提升自己解決難題的能力。活動亦激發學生的創意及開闊他們的眼界，讓他們進一步發現程式編寫及科技能為他們未來帶來的眾多機遇。

負責今次活動的小學資訊與傳意科技主任Alana Elias總結活動的成果及學生的得益時說：「作為老師，我也獲益良多。能夠幫助學生投入活動，並看到他們互相幫助達成目標，令我十分享受。」



Interviews in Chinese at Honglingjin Park

在紅領巾公園做中文訪問



Throughout their study at YCIS Beijing, students are regularly exposed to Chinese language and culture learning. Secondary students learn this aspect of the curriculum through daily intensive Chinese classes as well as our Experiencing China trips.

Chinese language learning does not stop in the classroom. An example is the Honglingjin Park interview in Chinese project undertaken by Secondary students on November 28, 2016, allowing them to gain real-world language and culture experience outside the classroom. The students were studying a topic called "My Day", during which they discussed everything in their everyday life. Before the interviews, students learnt the necessary vocabulary and sentence structures to enable them to introduce events in their daily lives. This activity also encouraged them to practise their listening as they listened to presentations by their classmates about the topic.

Students then conducted interviews with people in the park, like asking "When do you get up?" "What do you have for breakfast?" "What do you like to eat?" and "When do you go to sleep?" The exercise prompted them to introduce a schedule in multiple sentences at a time, and to improve their listening skills outside the classroom environment. They also learnt some cultural elements as well, such as the difference in eating habits between people from northern and southern China.

One of the main goals of the YCIS Beijing Chinese programme is to make lessons and the learning environment meaningful to students. Through this task, the students have face-to-face interaction with local people. It is a vital part of every expat child's experience to interact with people of the host country.

在北京耀中求學期間，學生經常受到中國語文及文化薰陶，中學部的學生透過日常的強化中文班及體驗中華旅程學習這部份課程。

中文的學習不限於課室。中學部在去年11月28日進行的紅領巾公園以中文訪問的任務就是其中一個走出課室的例子，學生藉此能在課室以外增進實際語言及文化經驗。那段時期，學生正在上主題課「我的一天」，在堂上討論他們每日生活中的大小事情。做訪問前，學生先學習一些介紹日常生活所需的生字及句子結構。他們亦要練習聆聽，所以他們在堂上聽同學講述一天生活的報告。

經過練習後，學生便到公園找途人做訪問，問他們「你何時起床」、「你何時吃早點」、「你喜歡吃甚麼」及「你何時就寢」。此活動讓學生練習運用多個句子介紹日程，同時改善在課室外的聆聽技巧。他們亦從中學習到一些文化元素，例如中國的南方人跟北方人不同的飲食習慣。

北京耀中中文課程的一個主要目標是讓課堂及學習環境具有意義。透過今次活動，學生能與當地人有真實互動，與所在國家的人民互動是僑民孩子的一項重要體驗。



The IB Visits YCIS

IB國際文憑顧問到訪耀中



YCIS Chongqing is pleased to have recently hosted a consultant, Brian McCann, from the International Baccalaureate (IB) Organization as part of the school's process towards implementing the IB Diploma Programme (IBDP) for next year's Year 12 students.

Mr McCann serves as the school's dedicated consultant during this phase of our IBDP candidacy and while on campus he met with a range of stakeholders in our school community, including teachers, administration, parents, students and support staff. He surveyed our ongoing preparations to implement the Diploma Programme and gave the school important feedback to smooth the process of gaining authorisation to conduct the IBDP next year. In particular, his meetings with some of the Year 11 parents were very valuable. He asked questions about their knowledge of IB and shared his expertise on matters related to this wonderful curriculum.

He later met with a number of Year 11 students as well, sharing his knowledge while also finding out more about what they had already understood about the programme thus far. Students are very excited to have the opportunity to engage with the IBDP next year, and they asked Mr McCann a range of questions about key elements of the curriculum, gaining real insights into the structure and philosophy of this most exciting programme.

The IB philosophy and approach to international education closely mirrors that of YCIS, and we, as a school, are keenly anticipating offering the Diploma Programme beginning in the fall semester of 2017. Although YCIS Chongqing remains a candidate school to offer the IBDP next fall, Mr McCann's visit represents an important step in this process. The school will soon be applying to host the IB authorisation visit which will occur later this semester in April.

來自國際文憑（IB）組織顧問 Brian McCann 先生最近到訪重慶耀中。學校正積極開展明年能為十二年級學生開設 IB 課程的相關工作。作為我校申請 IBDP 期間的專家顧問，McCann 先生到校後與老師、學校管理層、家長、學生和行政員工等會談。他檢視了我校為開展 IB 文憑課程進行的相關準備，並給予許多重要的回饋，以便學校明年能夠順利取得授權。儘管他無法和所有十一年級家長見面，但與部份家長的會面仍是非常有意義。他向家長了解他們對於 IB 課程的認識，還分享了自己的專業知識。之後，他也和十一年級學生面談，在介紹課程的同時也了解學生對於課程的認識。大家對於明年要開展的新課程都興奮不已，也提出了不少問題，對課程的結構和理念有了更深層次的理解。

IB 課程關於國際教育的理念和進路與耀中非常接近，作為學校，我們也非常希望能在 2017 年秋季提供這個課程。雖然我校目前還只是候選學校，但 McCann 先生此次造訪在申請流程中有着重要意義。學校稍後會申請 IB 授權，專家組亦快將於 4 月到校造訪，跟進授權申請。

Open House Event Enhances Home-School Co-operation

開放日加強家校合作



Our annual YCIS Chongqing Open House event for parents which took place on November 2 and 3, 2016, gave our parents an opportunity to attend classes with their children and to experience the types of activities and learning that take place in the classrooms. Our students treated this as a valuable time to showcase their diligence, intelligence and skills in front of parents as well as teachers.

The day began when parents were greeted by teachers in the Great Hall. After a briefing on ways to maximise the potential of the event, the parents were brought to their children's classrooms. There, parents were able to experience a normal day of classes including subjects such as Mathematics and English. They also gained an insight into how the school operates and how lessons are conducted. Parents were encouraged to sit together with their child in the learning activities. Students were excited to impress parents with their passion for learning and the outcomes they created.

Overall, the Open House days were a great success as parents were impressed with the students' performance, while enjoying the interesting and dynamic lessons taught by the faculty. These Open House lessons also provided a great opportunity

to enhance communication between the school and parents; and they served to build a strong working relationship between teachers and parents. We hope to build from the positive experience that the Open House event provided and continue to work with parents to enrich the lives of our treasured students.

2016年11月2日與3日，重慶耀中邀請了小學部和初中部的家長到校參加開放日活動。活動是為了讓家長有機會參與課堂，並從中體驗小學與初中的課堂活動與學習內容，同時讓學生展示自己的學習成果與積累的知識。

活動當天，老師先在大禮堂接待家長，然後引導家長前往教室。在課堂上，家長體驗了從數學到識字不同科目的教學。藉此，家長體驗到學生如何度過平常的一天，同時也對學校如何開展教學有了更深入的了解。家長還被鼓勵和他們的孩子坐在一起學習。對於能夠向家長展示自己的學習成果，學生感到興奮。

開放日活動取得很大的成功，家長對於學生的表現和充滿趣味與活力的課程都很滿意。開放日也為更好的家校溝通提供了契機，加深了教職員工與家長之間的合作關係。通過此次開放日活動的良好經驗，重慶耀中的全體員工也希望持續加強家校溝通，一起為學生創造更充實的學習環境。



We Are Many We Are One 我們是同心的一群

The theme for Character Education in January 2017 was "Community". The Year 2CT class began exploring what that means to them. Throughout classroom discussions students discovered that they are an international community of learners from all over the world including India, Australia, Germany, Malaysia, Canada, South Korea, Hong Kong and Mexico. These cultures are a big part of who students are and the Year 2CT class ensures that they celebrate these cultures together.

On January 13, 2017, Year 2CT students presented the idea that "We are from all over the world, yet we learn and work together, help one another, are friendly and kind to each other, and are happy together". Students played different roles on the stage, showcasing a range of topics they enjoy learning such as reading, writing, Physical Education, Chinese and violin playing. At the end of the assembly, a special video was shown that recapped

the events that happened during the first semester in the Year 2CT classroom. The video reflected the love and harmony of this learning community at YCIS!

2017年1月，重慶耀中品格生活教育主題為「社區」。二年級CT班在老師的引導下，開始探索該主題：通過討論，學生發現班級就是一個國際大社區，同學來自全球各地，澳洲、印度、德國、馬來西亞、加拿大、韓國、中國香港以及墨西哥。大家相互尊重、包容，更一起慶祝與分享繽紛的多元文化。

在晨會上，二年級CT班的學生向全校呈現了「我們來自全球各地的不同國家和地區，我們一起學習、玩耍，我們互助互愛、共同進步、共度歡樂的校園時光」這一理念。學生在舞台上扮演不同的角色，展示各自不同的興趣愛好。最後，在一段溫馨的視頻中大家回顧了二年級CT班上學期的歡樂時光，充份展現了重慶耀中社區和諧關愛的氛圍！



Classroom Forest 課室森林

This semester, one of the new topics for Year 3 is entitled "Into the Forest". We started by looking at why forests are so important. We came to know that they remove harmful gases and provide us with oxygen; they provide a habitat for animals; they provide food for us and wood for manufacture as well as have many other positive impacts.

Students learnt where major forested areas of the world are located and the three main different types of forest: rainforest, deciduous, and coniferous (evergreen). While drawing a chart to show the difference of the three types of forest, students were encouraged to describe the distinguishing features of the three types of forests.

When you enter the Year 3ST classroom, you will be amazed by how creative our students are, as they have turned the classroom into a forest!

It is no doubt that the hands-on approach in teaching and learning has been well implemented at YCIS and we are often proud of our students' creativity and eager learning attitude!



本學期三年級的一個課程主題為「走進森林」。首先我們從認識森林開始，了解森林的重要性。我們認識了森林的功能：淨化空氣，是氧氣的「製造廠」；為動物提供棲息之所；為人類提供食材、物料等。

學生了解到世界最主要的森林所在地，並學習到三種不同的森林類型：熱帶雨林、落葉林和針葉林。我們鼓勵學生以製作圖表和繪畫的形式，區分不同類型森林的特徵。如果你走進三年級的課堂，一定會驚嘆學生的創造力和想像力——他們將課室改造成綠色森林！

毫無疑問，重慶耀中動手實踐的教學方式充份融入課堂之中，同時，學生的無限創造力及其求知若渴的心態讓我們無比自豪！



Baking Cookies and Building Character

餅乾烘焙和人格塑造

While learning about baking cookies, one of the Silicon Valley preschool classes decided to hold a bake sale. On deciding what to buy with the proceeds, the children discussed the importance of serving their community and helping those in need. Despite the immense wealth in Silicon Valley, hunger is an issue that faces many people, especially children and seniors. Given the choice between buying their class a new toy and donating the bake sale proceeds, the preschoolers chose to donate.

As a class, they researched and decided to donate the money to Second Harvest Food Bank in Silicon Valley – a local food bank that helps to feed a quarter of a million people every month. A corporate matching programme would mean a \$50 dollar donation could make 200 warm meals for hungry families.

The preschoolers prepared the cookies – carefully measuring ingredients, mixing the batter and then baking the cookies. They created colourful signage in English and Chinese and labelled the cookies with handwritten notes. The students excitedly set up a sale table in the hallway at school where they sold the cookies. They also collected money, counted out change and handed out the cookies. Through this experience, the children participated in

and learnt about all aspects of baking and sales. More importantly, they built on their inherent sense of empathetic intelligence. Many parents report that the children continue to ask questions about both baking and social justice.

矽谷耀中其中一學前班在學習烤餅乾的時候，決定舉行一次烘焙產品售賣。在決定使用售賣獲利購買甚麼時，孩子討論到為社區服務和幫助有需要的人的重要性。儘管矽谷積聚大量的財富，饑餓仍然是許多人，特別是兒童和老人面臨的問題。學前班的小朋友在為班級購買玩具和捐贈售賣烘焙產品收益之間，選擇了捐贈。

經過研究後，他們決定把錢捐給Second Harvest Food Bank，這是當地一個食物銀行，每月為250,000人提供食物。在企業配套計劃下，每50美元的捐贈，就會為饑餓家庭帶來200份熱的飯菜。

學前班的小朋友烘焙餅乾——仔細地計量成份，攪拌黃油，然後烤餅乾。他們做出中英文的彩色標誌，貼上手寫的標籤。他們興奮地在學校走廊裏擺設售賣桌賣餅乾。他們收錢、找錢、分發餅乾。通過這種體驗，孩子參與並學習了烘焙和售賣的各個環節，更重要的是培養了他們的同情心。許多家長告知，在是次學習後，他們的孩子仍舊關注烘焙和社會正義的問題。



Hong Kong Premiere of *The Lion, The Witch and The Wardrobe – The Musical*

《獅子·女巫·魔衣櫥》音樂劇香港首演



On February 26, YALC Broadway Kids! took audiences on a thrilling adventure in the Hong Kong premiere of a new musical based on the timeless masterpiece by C. S. Lewis.

The Lion, The Witch and the Wardrobe – The Musical tells the beloved story of four children, Peter, Susan, Lucy and Edmund, who are magically transported through a mystical wardrobe to the land of Narnia. The once-beautiful world is forever frozen in winter by the self-proclaimed queen, the White Witch. With the help of beloved fantastical creatures like Mr Tumnus, Mr and Mrs Beaver and Father Christmas, the children embark on an epic journey to seek the courage and wisdom of the mighty and majestic Aslan. Only together, through the redemptive values of courage, honesty and love, can they hope to vanquish the land and its inhabitants from the evil curse.

The performance on February 26 was the first Hong Kong premiere musical production written and composed by London-based Irita Kutchmy. This fifth musical presented by YALC Broadway Kids! brought the classic tale to dazzling life, from the toe-tapping original music to the colourful spectacle of the visual designs. Bravo to all the students and Allan Nazareno, the musical director, as we celebrate their great effort in making this performance a success!

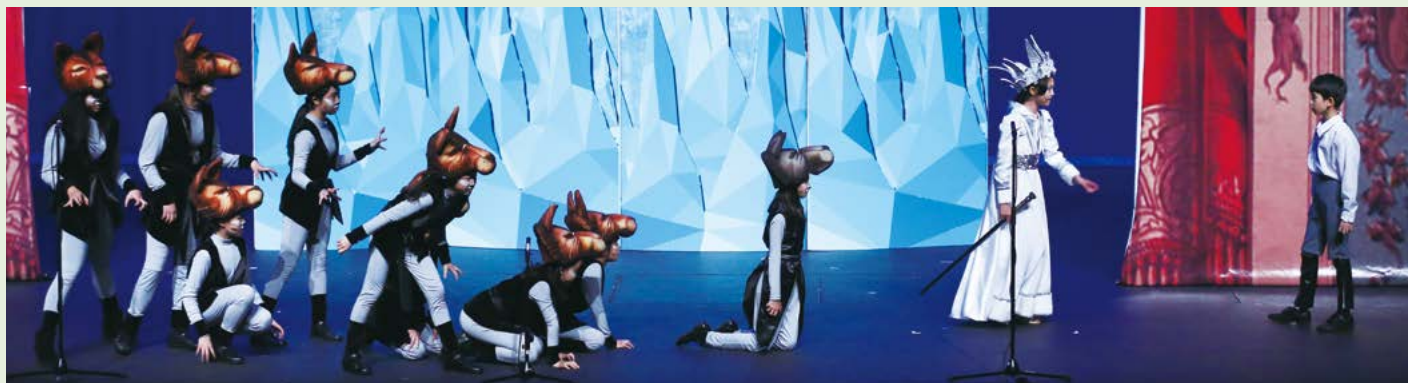
2月26日，耀中語藝百老匯孩子！在經典音樂劇《獅子·女巫·魔衣櫥》的香港首演中，帶領觀眾經歷了一場驚險萬分的旅途！

改編自著名英國作家C. S. Lewis的小說，此劇講述四個小孩，Peter、Susan、Lucy和Edmund從一個不可思議的衣櫃穿越到達



納尼亞的神奇土地。這個曾經美麗的世界不幸被自封為女王的白女巫用魔法所凍結，在Trentus先生、Beaver夫婦和聖誕老公公等人的幫助下，孩子深入危險境地，並尋求Aslan的勇氣和智慧。只要透過勇氣、誠實和愛，他們才能從邪惡的詛咒中挽救瀕臨毀滅的納尼亞王國。

這齣首次在香港上演的音樂劇版本由倫敦作曲家Irita Kutchmy編寫及作曲。這是耀中語藝百老匯孩子！的第五齣音樂劇，它鮮豔奪目的佈景、連場動聽悅目的歌舞及原創音樂，把納尼亞傳奇不可思議的魔幻世界活現眼前，帶領觀眾踏上一段史詩般的傳奇旅程。祝賀各位參與演出的同學及我們的音樂劇總監Allan Nazareno，他們的努力締造了這次成功的演出。



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