

古今中外文化游 
Search for Culture



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古今中外文化游

Search for Culture



巴西寻宝记

Brazilian Treasure

耀华国际教育幼儿园青岛园老师 Leah Zhang、Vera Shu 及 Wendy Gnitka
Leah Zhang, Vera Shu & Wendy Gnitka, K4B Co-Teachers, YWIEK Qingdao

愉快的假期结束了，K4B 班的小朋友开始了新学期的生活，看到好久不见的朋友，大家都迫不及待地分享自己的假期生活。其中有一位远道而来的巴西小朋友带来了他在巴西的生活照与小朋友分享。

“老师，你看他们那边怎么穿短袖呀？”
“哇，他们的沙滩好美呀，好想躺在上面睡一觉！”
“我知道巴西，我要我妈妈带我去巴西！”

小朋友带着对巴西的好奇心，开始了巴西的寻宝之旅。

在集体围坐时间，老师向小朋友分别展示了中国国旗和巴西国旗，请小朋友观察它们的区别。

“老师，我们中国的是五星红旗，是红色的，巴西的国旗有绿色、有黄色、还有蓝色。”

小朋友不仅认识到巴西国旗的颜色，还学习了巴西的国旗上有菱形和圆形，圆形里有 27 颗以南十字星为中心的白星，象征着“秩序与进步”。在认识了国旗后，小朋友还想了解更多与巴西有关的知识，提出很多问题：

巴西的坦克有多厉害？
巴西的丛林里有些什么动物？
巴西的热带雨林到底有多美呀？
接下来，就让我们去一一探寻吧！

巴西的热带雨林里有世界上最宽的瀑布——伊瓜苏瀑布——还有小巨獭，它是一种两栖动物。小朋友了解了巨獭的身体有 1.5-1.8 米长，比我们的身体都要大呢！

“老师，巴西的热带雨林实在是太美啦！真想去看看。”
“要不我们把教室也变成热带雨林吧！”
说着，小朋友就开始布置他们的“热带雨林”。
“热带雨林有大树，还有蝴蝶。”
“对，还有小巨獭，我要给它们做一些小河。”
“别忘了还有鸚鵡呢，它们可漂亮呢！”

通过孩子热烈的讨论，我们的“热带雨林”呈现了雏形，你们喜欢我们的“热带雨林”吗？



One student of class K4B is from Brazil, and he shared many photos of his life in Brazil with his classmates. The sharing aroused the students' interest in this South American country. Some comments and questions were raised: "Teacher, why are they wearing short sleeves over there?", "Wow, their beach is so beautiful, and I want to sleep on it!", and "I know Brazil, and I want my mother to take me to Brazil!"

During group time, the teacher showed the Chinese flag and the Brazilian flag and asked the children to observe the differences between them. Their responses were: "Teacher, our flag is red and has five stars, and the Brazilian flag is green, yellow and blue." The children also learnt that the Brazilian flag has a diamond and a circle. The circle contains 27 white stars centred on the southern star, symbolising "order and progress".

Other questions the children asked were: "How good are the tanks in Brazil?", "What animals are there in the jungle in Brazil?", "How beautiful is the rainforest in Brazil?"

The children learnt that Brazil's rainforest has the widest waterfall in the world – the Iguazu Falls. They also learnt about the otter, an amphibian that can grow to 1.5-1.8 metres long...bigger than our bodies! "Teacher, the rainforest in Brazil is so beautiful! I really want to see it!", "Why don't we turn the classroom into a rainforest, too!"

The children began to create and decorate their own "tropical rainforest". They created big trees, butterflies, and little otters in a river. Also, there are beautiful parrots! Do you like our "tropical rainforest"?





幼儿乐在文化周

ECE Culture Week

耀华国际教育学校广州校区幼教部老师 Heloisa Carvalho 及卢明枫
Heloisa Carvalho & Maple Lu, ECE Teachers, YWIES Guangzhou



广州耀华国际学校每年都会举行文化周活动。今年活动的主题是关于中世纪的光明与黑暗。这一次幼教部的师生也参与到全校的文化活动中，共同探索中世纪文化。我们将马可波罗的丝绸之路旅游路线作为孩子感受和学习的重点。这一探索对孩子来说非常有意义，因为他们知道他们的英语老师来自西方但生活在东方！

在探索活动中，孩子做了很多有趣的尝试，对中世纪的文化探索也变得越来越感兴趣，也越来越投入。对于年龄较小的K2和K3班，孩子则更加关注马可波罗的旅行方式。孩子使用粘土制作自己的船。我们通过故事的形式讲述了马可波罗乘船来到东方，在东方发现了香料、珠宝和丝绸。同时我们在教室里饲养蚕，孩子通过观察和照顾蚕，了解蚕的生长特征及生命周期，认识了蚕丝可以织成衣服。

对于年龄大一点的孩子，他们不仅体验了马可波罗的旅行方式，还了解了中世纪时期的服饰。通过角色扮演，我们假装沿着马可波罗的路线旅行，途中发现了波斯，在那里他们制作了五颜六色的马赛克画；我们看到喜马拉雅山，使用盐面团模拟制作出喜马拉雅山脉；最后到达中国！老师和孩子一起学习了很多关于马可波罗故乡意大利的知识，孩子画国旗，认识意大利的形状和在世界地图上的位置。大家一起讨论意大利人喜欢吃的食物，还有一位名叫米开朗基罗的著名艺术家。

在文化周的最后一天，孩子、老师和阿姨都穿上中世纪时期的服装，共享文化周盛宴。当天还有老师扮演成马可波罗跟孩子一起活动呢！孩子高兴地与家人分享他们的经历，家长也加入我们，共同探索很久以前发生的事情，这是非常有趣的一次活动。

Every year YWIES Guangzhou celebrates Culture Week and this year's theme was about the Middle Ages. The ECE Department got together and agreed to take part in this whole school cultural activity.

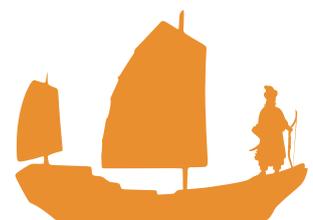
We thought that we could focus on Marco Polo and his travels along the Silk Road all the way to China. This theme would be more meaningful for our younger children as they are aware their English teachers come from the West and live in the East!

The children did lots of fun activities and soon became more and more interested and involved in the history of Marco Polo.

The young K2 and K3 children focused more on the way Marco Polo travelled and were able to make their own boats out of clay. They also found out about the things Marco Polo found in the East like spices, jewelry, and silk. They observed silkworms in the classroom and discovered how silk is made.

The older children not only experienced the way Marco Polo travelled and the kind of clothing he wore, but pretended to take the route Marco Polo used and discovered Persia where they made colourful mosaics. They also looked at the Himalayas and modelled their own mountains using salt dough and finally reached China! Together teachers and children learnt lots of things about Marco Polo's home country - Italy. The children painted the flag, looked at the shape of the country and where it is located on the world map, and discussed the food Italians like to eat and a famous artist called Michelangelo.

We explored what happened such a long time ago. It was very interesting and fascinating. On the last day of Culture Week the children, teachers and ays got dressed up in western and eastern medieval clothes. Even Marco Polo came to visit us! The children were very excited to share their experiences with their families as they joined us that day.



陶艺与漆艺体验之旅

Field Trip to Study Pottery and Lacquer Art



在3月份，日照耀华国际学校小学部高年级的学生来到日照职业技术学院，体验陶艺制作以及了解一漆艺课程。借此机会，学生可以把在艺术课上学到的知识与现实世界的实践结合。

日照职业技术学院的张老师以及几名陶艺专业学生向耀华学生详细介绍了专业的陶艺制作流程及其不同的器具。耀华学生得以将课堂所学于一个专业的艺术工作室施展。在进行小组任务的过程中，他们也更好地培养了团队协作的默契。

日照职业技术学院的申老师为学生介绍学院的特色课程“中国传统大漆技艺”，并向学生展示很多精美的漆艺作品，让他们了解漆艺制作的原料以及不同的漆艺制作流派。学生亲手触摸以及近距离地观赏到这些美轮美奂的作品时，均赞叹不已。

耀华学生非常开心能有这次实践的经验，他们不但见到精美艺术作品，灵感受到启发，也有机会与艺术家对话，了解他们在创作艺术作品时受到了哪些启发。



In March, the Upper Primary Class of YWIS Rizhao went on a field trip to the Rizhao Polytechnic to experience pottery making and learn about a lacquer art course. It was a chance for the students to apply what they had been learning to real-world practice.

Ms Zhang, a Ceramic Art teacher from Rizhao Polytechnic, together with several students majoring in Ceramics, introduced our students to the professional production process of ceramics and different instruments. YWIS students had a chance to use the skills they had learnt at school in a professional art studio. Also, they improved their teamwork skills as they completed the tasks in groups.

Mr Shen, a teacher from Rizhao Polytechnic, talked about "traditional Chinese lacquer art", the featured course of Rizhao Polytechnic, and showed many exquisite lacquer works. The students learnt the raw materials of lacquer works and different lacquer art genres. They were so amazed by those magnificent works they saw and touched.

The students enjoyed working at the site as they were able to see and be inspired by the art works on display. They were able to speak to the artists and find out what inspired the artists to create their art works.



家长来稿

From Parents



我认为世界上最好的幼儿园 ——孩子从托班到大班的美好童年

My Child's Happy Childhood Experience from K2 to K5

耀华国际教育幼儿园上海园大二班冷英炫妈妈
K5B Leng Yingxuan's Mother, YWIEK Shanghai



我十分崇尚自然教育，并遵循幼儿发展规律。耀华“全人教育”理念很吸引我，它能让孩子在自然和谐的氛围中成长。我的宝宝冷英炫（热热）是K5B班的一名小男孩，他聪明而敏感，乖巧却内向慢热，耀华给了适合他身心发展的成长空间，给了他耀华独有的氛围和气质。

生活中的“有耐心”和“不插手”——静待花开

作为小男孩的热热，相对于智力的发展，心智的发展略有滞后性，特别适合“慢教育”和全人教育的理念。相信他，并给他足够的时间，更符合他的身心发展规律。比如，托班时热热很怕脏，不肯放手玩泥巴、涂料等。但在幼儿园的氛围和驻校艺术家的引领下，他淡定自然地和小朋友一起大胆地玩起五颜六色的涂料，体会了创意美术的无限丰富想象的空间。

当其他小朋友已经有很成熟的绘画作品时，热热还是最喜欢建构游戏，不爱绘画和手工。到了中班，在老师日常活动的引领下，他熟练地运用剪刀，甚至还会剪窗花！

中班后的暑假，热热终于爱上绘画了，老师和我都给予他足够的耐心等待，到了时机，他不仅会因兴趣正浓而整天绘画，画工也会突飞猛进。

学习中的思维力和创造力——“点燃一把火”

耀华幼儿园的主题活动，即专题研习，是我喜欢的全人教育认知方式之一，不是“灌满一桶水”，而是“点燃一把火”，引导小朋友作思维模式的探索。老师把他们当做和成年人同等的个体，大家一起探讨话题，学习内容和问题几乎都是小朋友自己想要去了解的，成果都由大小朋友合作完成。每轮“润物细无声”的主题活动后，我都能从热热身上学到我不了解的新知。

热热不仅在主题活动中学到通过分享和自主学习得来的丰富多彩的知识，而且是他自己全面主动思考参与其中的。学习过程也让他初步拥有自我认知的意识和主动学习的思维品质。

“要勇气”到“很自然”——蜕变

敏感慢热的热热，比较怯场，即使在台下跃跃欲试，到了台上会因过分关注周围而紧张得无法专注自如地表达自我，故每次都需要鼓起十足的勇气才能上台。从托班时，热热唯一敢于表演的地方就是幼儿园的舞台，在班级里的新年活动，在园厅的年级表演，甚至还能作为开场节目，演出两个节目。中班时，杨老师鼓励小朋友每周分享成长小故事、绘本等，老师和我见证了热热从胆怯，到声音很小很轻，再到大胆举手，更自如地表达的蜕变。



为了做好榜样，我也尽力配合全人教育，把幼儿当作一个平等的人来对待，参与他每一个成长阶段，积极地做家长志愿者。我希望小朋友都能在耀华幼儿园这个温馨美好的家园里：身心健康，笑容灿烂，会思考，爱分享，长成拥有国际视野、有素养又富有个性的儿童，收获丰富多彩的美好童年。

I am an advocate of natural education and follow the natural law of early childhood development. Yew Wah's "holistic education" philosophy is very appealing to me since it allows children to grow up in a natural and harmonious atmosphere. My son, Leng Yingxuan (Tommy), is a little boy in class K5B. He is smart, sensitive, well-behaved but introverted. Yew Wah has given him space to grow psychologically and physically in a unique and warm atmosphere.

"Be Patient" and "Do Not Intervene" in Daily Life – Waiting for Flowers to Bloom

The concept of "slow education" and holistic education approach fits Tommy's needs since it supports the development of children whose cognitive development is slightly slower than intellectual development. Being trusted and given enough time, Tommy was able to grow through the developmental stages. For example, when Tommy was in K2, he did not like to get dirty and always refused to touch things such as mud or paint. When other children's artwork began to improve, Tommy was still focusing on block construction and hesitated to play with paints and crafts. However, under the guidance of the teachers and artists-in-residence at Yew Wah, he later could calmly and joyfully play with all sorts of art materials, create artwork, and experience the infinite imagination of creative art.

Tommy started to like painting after K4. The kindergarten teachers and I had been patient enough to wait for this moment.

Thinking and Creativity in Learning – "Igniting a Fire"

The project-based approach at Yew Wah is one of my favourite approaches of holistic education. This approach is not "filling a bucket with water" but "igniting a fire". Under the project-based approach, the teacher guides children to varied ways of thinking, treats children the same as adults, and discusses with the whole class about the topics. Children list all the project questions and work with their peers and adults. Every time when Tommy studied a project, I could always learn something new from him.

Tommy benefited from the various kinds of learning approaches. Project activities gave him the ability to share with others. Activities in which he was required to work independently gave him the skill to work under his own initiative and encouraged him to become an active learner and thinker.

From "Needing Courage" to "Being Natural" – A Transformation

Tommy's sensitivity and introversion makes him nervous on the stage. Even if he is happy to perform, he will not be able to fully express his ideas when he steps on the stage. Every time, Tommy needs a lot of encouragement to go on the stage. Since K2, the only stage where Tommy has been comfortable is the Kindergarten's. He performed in the New Year activity for his class, for the whole grade at the round-hall, and even performed at two different performances in the opening show. In K4, his teacher Charnie encouraged the children to share stories and picture books every week. Charnie and I witnessed Tommy's transformation from a timid boy to a kid who boldly raised his hands in class and freely expressed himself.

In order to be a good model, I have also tried my best to follow this holistic education approach by treating the young child equally, participating in every stage of his growth, and actively working as a parent volunteer. I hope that children can be physically and psychologically healthy in the warm and beautiful home of Yew Wah International Education Kindergarten. They shall smile, think, share and become well-educated and independent children with an international mindset, having a colourful and beautiful childhood.



我的老师叫惜惜

My Teacher Is Called Ciccy

耀华国际教育幼儿园上海园中一班孙筱惜妈妈
K4A Sun Xiaoxi (Ciccy's Mother, YWIEK Shanghai)



惜惜五岁了，现在上幼儿园中班的她，在很多方面，都是我的老师。她的好奇心比我强烈一千倍，每天喋喋不休地问我好多问题。从惜惜身上，我学会了对世界万物发问探究，因此我掌握了不少知识。

一天晚上，吃过晚饭，惜惜教我当天学过的新单词——snail(蜗牛)，我马上想起养在阳台塑料盒里的两只蜗牛，已经好多天没管它们了！我飞奔到阳台把塑料盒取回屋里，发现盒里已经水尽菜绝，两只蜗牛干得似乎只剩下一层薄薄的壳了，把它拿在手上感觉轻轻的、空空的，见不到它们的头，更看不到平时湿湿的肥肥的身躯，壳的中间隐约可见一点青黑色的东西在里面……“妈妈，蜗牛是不是死了？”说完惜惜就大哭起来！我给塑料盒里加上水，放上菜叶，期待蜗牛能“活”过来，但一切似乎毫无变化。惜惜哭了好一会儿，我安慰她说：“也许，明天早上它们会活过来！我们睡一觉看看有没有奇迹发生。”

第二天早晨，惜惜醒来就奔到蜗牛面前，“哇，大蜗牛活了，大蜗牛活了！”，她的大叫带给我们无限的喜悦！蜗牛复活了，它们又变得肥肥壮壮的，慢慢悠悠地在自己的天地间漫步！

后来，惜惜每天都记得看看她的蜗牛朋友，记得给它们添水加菜。我和惜惜又查了一下资料，其中就有“蜗牛有着惊人的生存能力”这一条，我想惜惜和我都会牢牢把它记在心里！蜗牛的生存能力足已令我们人类敬畏！

对我而言，我不仅跟惜惜老师学会了一个单词，全面了解了蜗牛的生活习性，更重要的是，她唤醒了我内心对弱小生命的关爱和珍视！

我的老师——惜惜，非常感谢你！成长路上，我愿意不断向你学习！

Ciccy is five years old and she is in class K4A. In many ways, she is my teacher. Her curiosity is a thousand times stronger than mine. Every day, she keeps asking me tons of questions. Ciccy has taught me to ask questions and search for answers to all sorts of things in our world. This has made me acquire a lot of knowledge.

One night after dinner, Ciccy taught me a new word she learnt at school – *snail*. I immediately thought of the two snails we raised in a plastic box on the balcony. I had been ignoring them for many days! I rushed to the balcony and brought the box inside. There was no water or food left in the box, and the two snails seemed to be dehydrated and each had only a thin shell. Ciccy asked: “Mom, are the snails dead?” and then burst into tears. I put some water and leaves into the plastic box hoping the snails would come back to life, but nothing happened. I said, “Maybe, they will come back to life tomorrow morning! Let’s go to sleep and see if a miracle will occur tomorrow.”

The first thing Ciccy did the next morning was to check on the snails. “Wow! The big snail is alive! The big snail is alive!” Her cheers gave us immense joy! The snails were alive and thriving, moving slowly in their own world!

After that, Ciccy always remembered to check on her snail friends and give them water and vegetables. Ciccy and I researched more about snails. We read, “Snails are good at adapting their routines in order to survive”. Ciccy and I learnt this lesson by heart! The snail’s ability to survive left us in awe!

For me, the most important thing isn’t about learning English words or the habits of snails. It’s about Ciccy’s reaction, awakening my love for and raising my interest in the lives of small animals.

Thank you so much teacher Ciccy! I am always willing to learn from you!



其他 Others



重庆复地园首个春季时装秀 Our First Spring Fashion Show

耀华国际教育幼儿园重庆复地园外教 Ronan Kiely
Ronan Kiely, Western Co-Teacher, YWIEK Chongqing Forte



春天来啦！耀华国际教育幼儿园重庆复地园的孩子参加了第一次的春季时装展。这些年轻的创作者为这次展览创造了一系列独特的作品哦！

K5 的孩子为开场带来了精彩的歌舞表演，他们优美的嗓音和自信的笑容赢得了大家的喝彩！

接下来便是精彩的走秀！K5 的孩子用自制的风筝和手绘雨伞装扮自己，他们登上舞台，享受来自台下观众的欢呼。紧接着，K2 的孩子登台啦！在一百多人面前走猫步对这群两岁的孩子来说，肯定是一项特别艰巨的任务。当他们满怀信心地沿着时装表演台迈步时，他们证明了自己！K3 和 K4 的学生用令人惊叹的斗篷、裙子和面具圆满地结束了这场秀！

这是一次成功的尝试。老师和技术支援职员精心准备工作和奉献精神，将一切变成可能！学生和老师的全心投入，确保了整场秀的顺利开展和圆满结束！

Spring officially arrived at YWIEK Chongqing Forte as the students participated in our first annual spring fashion show. Our bright young learners showed off their ingenuity and style by creating unique pieces for the show.

The show opened to the students from K5 singing a beautiful rendition of "Spring Is Here". These bright young learners wowed the audience with their melodic voices and cheerful smiles.

The K5 students chose the theme of kites and umbrellas for their part of the show. The boys designed kites for the occasion and the girls hand-painted umbrellas. As they hit the stage it was obvious that they enjoyed the occasion immensely. Next on the catwalk were the students of K2 showing off their spring-themed jewelry and T-shirts. Walking down a catwalk in front of over 100 people must have been a particularly daunting task for this group of two- and three-year-olds. They proved to be up for the challenge as they confidently strolled down the catwalk. The students of K3 and K4 rounded off the occasion with their amazing capes, skirts and masks, all beautifully decorated on spring themes.

All in all, the occasion was a resounding success. This would not have been possible without the hard work and dedication of our amazing support staff who also played key roles in the planning of the event. All the students who participated were a testament to their amazing teams of teachers, who worked diligently to ensure the show ran smoothly from start to finish.



养蚕记

Learning Story of Silkworms

耀华国际教育幼儿园重庆融科园中文老师高秀娟

Nicole Gao, Chinese Co-Teacher, YWIEK Chongqing Rongke (Translated by Teacher Sherry Zhong)



耀华国际教育幼儿园开展的专题研习聚焦于一个幼儿感兴趣并且值得幼儿研究和探索的主题，并将相关教学内容与在经验中碰到的问题或挑战整合起来。专题的发展由幼儿的兴趣推动，在过程中幼儿面对挑战、提出问题、解决问题；老师则扮演着支持者和顾问的角色，及时地抛出引发幼儿进一步思考的问题，为幼儿提供适宜的探究材料、创设环境等，从而让幼儿在一种自治而有组织的氛围中与同伴合作学习。

在一次班级谈话中，有一名幼儿介绍自己奶奶养蚕的经验，这激发了其他孩子对蚕的好奇，于是大家提出很多问题，例如：“蚕是怎么吃桑叶的呢？”、“蚕是怎么变成蝴蝶的？”、“除了桑叶，蚕还会吃其他的东西吗？”蚕特有的生长特征及生命周期为幼儿提供了宝贵的观察、发现、思考和探究机会，于是教师敏锐地捕捉到孩子的兴趣，及时将蚕投放到教室里。

蚕的到来，让小朋友探究欲越发强烈。他们会主动承担照顾蚕的任务，比如喂桑叶和清理排泄物。在照顾蚕的过程中，幼儿会自发地拿出纸笔，以绘画或书写的方式记录自己的发现。他们会兴奋地说：“老师，我看到蚕的尾巴上有一个小小的角。”于是，我们围绕“蚕的结构”进行了分享和讨论。

时间一天一天过去，蚕慢慢长大，开始结茧了。通过每日观察以及阅读各种书籍和资讯，孩子已经知道蚕茧是椭圆的，有黄色和彩色的茧，蚕茧可以变成蚕丝，还可以做衣服。于是我们开展了“抽丝剥茧”的活动。在活动中小朋友一起准备材料、讨论分工，最后成功将蚕丝抽了出来。为了让孩子体验从丝线到布的过程以及丝织品的不同触感，我们提供织布机让他们体验操作，孩子还从家里带来了蚕丝制品来进行感受和观察。随着时间的推移，蚕蛾从蚕茧里飞了出来，孩子形容：“蚕的触角像刀一样，弯弯的。”他们还惊讶地发现蚕蛾产出了灰色的蚕卵。

蚕的专题研习持续了两个多月，在这段学习之旅结束时，孩子期待着将自己所知道的关于蚕的知识介绍分享给其他人。最终通过讨论和老师的建议，孩子决定自己设计、绘画和“出版”一本蚕的图书以及表演戏剧《蚕的一生》。孩子精心排练、合作制作道具和绘制演出海报，为其他班级的幼儿和教师呈现了一场精彩的演出。

在学前教育阶段开展专题研习有助于培养与萌发幼儿的批判性思维、解决问题的能力、团队协作的能力和自我管理的能力，我们相信这将是幼儿终生学习的核心内在驱动力。在这个探究历程中，老师有意识地将幼儿的兴趣与相关领域的知识与技能联系起来。相信幼儿收获的绝不仅是知识，更体验到学习的挑战、困难、快乐和成就感。





Yew Wah International Education Kindergarten promotes project-based learning, which focuses on a theme that children are interested in and at the same time find worth studying and exploring. It relates teaching contents to the problems or challenges in practice, and the development of projects relies on children's interest. During the learning process, children face challenges, ask questions, and solve problems by themselves while teachers play the role of a supporter and a consultant, asking questions that encourage children to think deeper, providing suitable research materials, creating a learning environment and so on. Throughout a project, children learn and explore co-operatively, creating a self-governing and organised learning atmosphere.

During a class conversation, a child talked about his grandma keeping silkworms. This aroused the curiosity of other children about silkworms. Then the children asked plenty of questions, for example, "How do silkworms eat mulberry leaves?" "How do silkworms become butterflies?" "What else do silkworms eat besides mulberry leaves?" The unique growth characteristics and life cycle of silkworms provided a valuable opportunity of observation, discovery, thinking and exploration. Aware of the children's interest, the teachers brought a box of silkworms to the classroom the next day.

With the arrival of the silkworms, the children's desire to explore became stronger. They took care of silkworms proactively, like feeding them mulberry leaves, and cleaning up their excrement. The children drew or wrote on paper about what they found during the process of looking after the silkworms. They were excited about their findings: "I saw a small horn on the silkworm's tail!" This led to a group discussion about the structure of silkworms.

As time went by, the silkworms slowly grew up and turned into cocoons. According to the daily observation, by reading books and information about silkworms, the children already knew that silkworm cocoons are in the shape of ellipse, and can be yellow or multi-coloured, and silkworm cocoons can be made into silk and used to make fabric and clothes. Then, the teachers and the children together discussed and developed an activity to

experience the process of making cloth from silk. The children co-operated closely – they prepared materials together, discussed what everyone should do, and eventually, pulled out silk from the cocoons successfully. The teachers even brought a loom to the classroom to let the children know how silk fabric is made from silk threads. The parents were invited to help us look up for silk products and bring them to class to share. As times went on, silk moths flew out from the cocoons, and the children were amazed, "Silk moths' antennae look like a knife; it is bending." In surprise, they also found out that silk moths laid grey eggs.

The project-based learning of silkworms lasted more than two months. At the end of the learning journey, the children were eager to share what they had learnt about silkworms with other children and teachers. After discussion and taking the teachers' advice, the children decided to make a book about silkworms; it was designed, drawn and published by themselves. And as a highlight of the project, we played a drama *The Life of Silkworm*. Children rehearsed the drama, handmade the poster and props together, and presented a wonderful performance to other classes and teachers.

During the early childhood education period, project-based learning is used to cultivate children's critical thinking ability, problem-solving ability, team co-operation ability and self-management ability. We believe that all these will be the motive power of children's lifelong learning. In the learning process, teachers connect children's interest with knowledge and skills in the related fields. We believe children have not only gained knowledge, but also learnt to face challenges and difficulties, and experienced happiness and sense of achievement in this journey of learning.





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