

YEW WAH 今日耀华 UPDATE

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踏出课室走走看

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广州地铁博物馆参观

ECE Trip to Guangzhou Metro Museum

耀华国际教育学校广州校区 K5B 班老师于文琪及 Maria Uiterwijk
Vicky Yu & Maria Uiterwijk, K5B Form Teachers, YWIES Guangzhou



在广州耀华国际教育学校幼教部，我们通过对孩子的观察，与孩子的互动，并通过对孩子的需要和感兴趣的事物的价值判断而生成课程；在课程的进程中，老师会不断调整活动，以促进孩子更加有效的学习发展，还会注重孩子在体能、社交、情感、语言和智能等方面的发展。

根据对孩子的观察，我们生成了“交通工具”的主题活动，并开展了一系列的学习。在活动的过程中，我们发现孩子对火车、高铁、地铁的兴趣尤其浓厚，于是决定去参观地铁博物馆，让他们有机会更深入地了解其中的奥秘。

小朋友非常期盼的这一天终于来到了，虽然兴奋不已，但大家都非常遵守规则。一进入博物馆的门口，孩子都被大型投影技术投射的地铁模型吸引了。在环球站中展示的地铁与标志让我们目不暇接，世界各国与国内各大城市的地铁模型一应俱全。地铁博物馆还展示了地铁背后的“奥秘”，其中 1:1 比例的盾构机更是让我们感受到它的庞大，形象生动的视频说明如何在地底下工作，让大家看到平时看不到的景象。

寓教于乐的互动体验游戏，让我们在玩中了解一些安全常识。通过这一次的活动，小朋友既满足了的探究欲望，又感受了科技给生活带来的便利，并对生活的环境有了进一步的了解。

At the ECE Department of YWIES Guangzhou, we provide learning experiences that are based on children's interests. We carefully observe children during play; their interactions and conversations with others help us find out more about who they are and where their interests lay. Young children learn best if the learning happens in a meaningful context and they can build on their prior knowledge. We carefully plan activities and experiences that will provide opportunities for young children to actively explore, discover and inquire about the world around them.

Recently our K5B students have been interested in transportation, mainly in trains, speed trains and the subway. We decided that visiting the Guangzhou Metro Museum would be a great opportunity to extend this interest. The children were very excited about the trip and could not wait for this day to arrive. All parents were invited to join us on the trip. It was a great opportunity to build connections with the families and for the children to share their learning.

The museum was a wonderful place for further discovery of and a true insight in how the metro was made. Big impressive machinery and technology was used to build the underground subway. Some of the equipment in the museum was real in size. The children also enjoyed a variety of interactive activities to deepen their understanding further and acquire new knowledge. Once back at school we shared all the photos and revisited the learning that we had over the last few weeks. Through these kinds of experiences, the children are developing a better understanding of the world around them and how technology is used to bring us convenience.



幼儿面食活动有感

Wonderful Experience of Making Noodles

耀华国际教育幼儿园深圳园中一班吴秋实妈妈
Wu Qiushi's Mother, K4-1 Class, YWIEK Shenzhen

在班级专题“面粉”的探究过程中，孩子提出了疑问——面粉是怎么做成面条的？热心的家长联系了老碗会陕面馆，为孩子揭示面粉是如何做成面条的。

面馆热情好客，准备周到，摆放整齐的桌椅，丰富的水果和点心，配备专职的摄影师，还有协助每组小朋友的姐姐，她们帮忙准备材料，陪同幼儿一起动手实践。

一轮舞蹈律动操之后，孩子在师傅的引领下体验面团的质感，了解拉面制作的过程：摆上老碗、面粉加水、揉成面团、扯成面条……小小大厨做的也是有模有样。

随后师傅的才艺展示，更是让人大开眼界。“吹牛皮”大家都听过，“吹面皮”还是第一次见，两位师傅拿起面团留出小口往里吹气，面团像气球一般膨胀鼓起，大小有如西瓜，真是挑战面筋韧度的极限。吹成以后，师傅将一条黄瓜摆在面球上，菜刀快速挥动，面团抖动的转眼间黄瓜已经切成均匀的一片片，全场一片“哇”的惊叹！



孩子做中学、玩中学，动手实践有成效。最后带着样式特别的奖状和关于面食的各种知识，快乐地结束了此次体验活动。

这样的教育方式和理念无疑是令人羡慕的，羡慕之余要感谢老碗会的用心、联系人的协调以及园方的大力支持。正是这种态度，才有如此丰富精彩的体验活动。

In the process of exploring the topic of "Flour", children became curious about how to make noodles. One of our helpful parents contacted the Old Bowl Noodle Restaurant which showed our children how flour is made into noodles.

The restaurant was warm and hospitable to us. Neat tables and chairs were set; various fruits and snacks were provided; professional photographers were there to take pictures of the activity, and waitresses were ready to help each group of children prepare materials and practise. After a warm up with dancing movement, the children started to feel the texture of the dough and the process of making ramen under the guidance of the chefs, including pouring flour in the bowl, adding appropriate amount of water, kneading the flour into dough, and pulling the dough into noodles. They all looked like little chefs.



The demonstration of the chefs was extremely amazing and eye-opening. Two chefs picked up the dough and punched a small hole to blow in. The dough swelled like a balloon and was as big as a watermelon. It was a challenge to the limits of gluten. After blowing, one chef placed a cucumber on the dough and swung the knife quickly. In a twinkling, the wobble cucumber had been sliced into even pieces.

Children learnt through doing and playing. It was effective and productive. At the end of the activity, each of them got a special certificate and knowledge of the making process of noodles.

It is fortunate and enviable that the children are guided under this kind of educational philosophy and pedagogy. Thanks for the great effort of the Old Bowl Noodle Restaurant, the co-ordination of this warm-hearted parent as well as the vigorous support of the kindergarten, which make this rich and wonderful experience possible for our children.



初访学校厨房

School Kitchen Field Trip

耀华国际教育幼儿园青岛园老师蓝晓竹、李静一及 Ayse Yildirim
Zoe Lan, Jaime Li and Ayse Yildirim, Teachers, YWIEK Qingdao



开学初期 K5 班开展了“餐厅”项目活动，小朋友调查自己家中的厨房，发现很多有趣的知识并提出问题，例如：冰箱是怎么样冻住食物？烤箱又是怎么样加热食物？经过大家的讨论，我们一起为角色扮演区的“厨房”制作了冰箱。K5 的小朋友还体验了“厨师”的职业，为幼儿园的伙伴制作好喝的蔬菜汤，之后大家一起讨论更多关于厨房的一系列问题，例如：我们在学校吃的食物从哪里来？我们每天吃的饭怎么送来？最后大家决定一起去学校的厨房一探究竟……

参观的前期准备对于我们寻找答案尤为重要，首先大家一起讨论关于厨房的各种问题，并列出问题清单，比如：学校厨房到底有什么？我们能在厨房里做什么？并邀请厨房的张厨到 K5 班分享厨房的趣事，以及进入厨房参观的注意事项。

拿着纸和笔，换好厨师的衣物和帽子，戴好口罩，在张厨的带领下，我们来到学校的负一层。通过张厨的讲解，K5 的小朋友了解到洗碗间里面有专门洗碗的机器，水果间里面的温度很低，是为了给水果保持新鲜；我们吃到的点心都是从面点间制作出来，这里的烤箱和家里的可不一样，大的烤箱可以同时烤六至八个披萨；洗菜要经过至少三个步骤才能下锅；不同的食物用不同颜色的刀，厨房的每个房间都有不同的作用，食梯能把餐品从厨房送至不同的楼层等。看小朋友听得多么认真，记录得多么详细呀，这一次的实地考察体验真是棒极了！

This semester K5 children in their daily play in the classroom have developed an interest in restaurant (our project subject). They have investigated the kitchen at their home, and gained knowledge about how a kitchen works and came up with a lot of questions. After a long discussion, the children decided to make their own refrigerator for the kitchen corner, and cooked vegetable soup in the classroom with fresh vegetables given by our K5 parents. As they were learning more about the kitchen, they were getting more curious about it and want to learn more. The children wanted to explore our school kitchen so we went to see what was going on behind the doors.

First of all, we made a big list about all sorts of problems that a kitchen can have. We invited Chef Zhang to get answers to all of our questions and learnt the fun part of working in the kitchen! He brought our attention to our visit to the school kitchen and gave us some useful tips.

Before we went to the basement where the school kitchen is, we got everything such as having a pen and paper to take notes, aprons, hats and face masks.

We have learnt some very important and useful information while enquiring about the kitchen. This school kitchen field trip is so exciting and helps us learn a lot of new things. We are looking forward to the next visit time.





探索超市

Exploring the Supermarket

耀华重庆融科园老师刘天姣

Liu Tianjiao, Teacher, YWIEK Chongqing Rongke



超市是生活中随处可见、最普通、最熟悉的公共场所之一。但对于孩子来说，超市内的整体布局、物品分类、商品价格、付款方式等都是极具吸引力的。随着专题“超市”的不断深入，孩子期待着一次超市参观和购物体验。我们将目的地设定为幼儿园附近的永辉超市，接下来，孩子开始为超市购物进行各种准备。

孩子尝试做自己的购物计划：买什么？需要多少钱？老师协助孩子用表格的形式呈现购物计划，绘画想要购买的商品，记录商品的估价等。

作为一位合格的文明公民，在购物过程中，我们需要注意哪些行为呢？孩子主动谈到：轻声说话、爱惜商品、有序排队、使用环保袋等。

活动当天，孩子带着各自的购物资金（10元）、购物计划表和环保袋一起出发了。

在老师的带领下孩子首先参观超市的整体布局，了解超市物品的分类、物品摆放的规律和部分商品的价格等。

接下来，孩子根据自己的购物计划分组，分别是：文具组、水果组、蔬菜组、副食组、日用品组和饮品组。孩子纷纷前往货架找寻自己需要的商品，再查看商品的价格。咦，这盒铅笔太贵了，怎么办？在老师的引导下，孩子开始商量着使用合力购买的形式。当然也有孩子主动伸出援助之手。“我有多的钱，我借给你吧！”水果和蔬菜组的孩子在结账时遇到了阻碍。随后，孩子在超市导购员的讲解下明白，原来这些商品是需要称重后贴上价格标签才能付款的。

排队结账后，孩子主动用环保购物袋装好自己的物品并带回幼儿园。大家分别介绍自己的购物经过、购买的商品和价格。孩子记录商品的实际价格，并与预估价格对比，计算其中的差价。

本次活动，孩子在了解超市布局和体验独立购物的同时，还运用了各自的数学知识和经验、学习做行动计划，在积累和运用经验的过程中不断成长。



Although supermarkets are everywhere and are familiar public places for adults, it can be interesting to learn about for young children. They are curious about how the store is laid out, the types and prices of the goods, the payment process and so on. For the topic of “Supermarket”, we explored the local Yonghui Supermarket. The students spent time preparing for the visit.

Children made their own shopping plans based on two basic criteria: what they wanted to buy and how much money they needed for it. During planning time the teachers guided students to draw pictures of the things that they wanted to buy and wrote down an estimation of the price.

Children considered how, as civilised citizens, they should behave while shopping in the supermarket. Some of the things that they mentioned were speaking politely, treating the products with care, queuing in an orderly fashion, using recycled shopping bags and so on.

Children brought their own money (RMB 10 yuan each), shopping plan and recycled bag along with them.

With the teachers' direction, the children explored the layout of the supermarket, and the classification and arrangement of the products and their prices.

Before they went shopping, the students were divided into six groups according to the shopping plan. Each group was assigned a type of product like fruits, vegetables, staple foods, daily necessities, drinks, etc.

The students searched for their allocated goods and checked their prices. Sometimes they faced problems upon realising that products were more expensive than they had budgeted for. The teachers helped to guide the students in resolving these problems using their own solutions. They communicated with each other and worked together to solve the problems. For example, sometimes they had to reallocate the money and share some with others to successfully complete the order.

After queuing and paying the children put all the goods they had bought in their recycling bags and brought them back to the Kindergarten themselves. They also recorded the actual prices of the products and compared them with their estimated prices to see the difference.

In this activity, children not only learnt about the overall layout of the supermarket and enjoyed their shopping experience, but also applied their math knowledge and experience of daily life to making a shopping plan. This activity helped to expand the students' knowledge and abilities through applying and accumulating experiences.



秋天就要到田野里

Let's Go to the Field in Autumn

北京耀华婴幼儿教育中心招生主任杨晓慧
Elena Yang, Marketing & Admissions Officer, YWITEC Beijing



金秋十月是个收获的季节，也是亲近大自然的最佳时节。2018年9月26日一早，小班、中班、大班的幼儿和家长来到学校集合，跟着老师一起前往秋游目的地——金巨罗龟山。随着车子的启动，孩子都兴奋不已，路途上充满孩子的欢声笑语与歌声。

我们进行了哪些活动呢？小班孩子在玉米迷宫中寻宝，之后又在花海中完成老师交给他们的任务，一起记录花的颜色和种类；中大班的孩子通过观察花，集体现场写生。最让孩子兴奋的是挖花生，孩子说原来花生是长在泥土里的……他们拿好铲子和小桶，认真仔细地挖花生，比比看，谁挖的多？最后，孩子还自己动手制作草帽。

通过这次短暂而愉快的秋游，孩子不仅能远离城市喧哗，来到农村体验乡村生活、感受丰收时节和学习新知识，同时家长也得到很好的亲子沟通平台。让我们一起期待着下一次的酒吧！

October is the harvest season and also it is the best time to get close to nature. Early morning on September 26, 2018, students of K3, K4, and K5 and their parents came to school where they and teachers took a coach to the field trip destination — Jin Po Luo Gui Shan. The children were so excited, and there was full of children's laughter all the way.

What activities did we have? K3 students played treasures hunt in the corn maze. After that they needed to complete the task assigned by the teachers by recording the colour and type of different flowers. K4 and K5 students needed to observe the flowers and finish on-the-spot drawing. The most exciting part for children is digging peanuts. The children then realised that peanuts actually grow in the soil. They each got a small shovel and bucket and started to work. Let's see, who dug the most? At the last activity, the children learnt to make farmer's straw hats by themselves.

Through this short and pleasant journey, the children had the chance to experience rural life in the countryside, staying away from the noise of the city. The harvest brought everyone happiness and let children learn new knowledge. The trip also provided a good opportunity for parents to communicate with their child. We are looking forward to the next field trip!

航天馆之旅

Field Trip to Space Museum

在2018年5月2日，日照耀华国际学校的小学部高年级的学生为了丰富关于太空的知识，参观了日照自然科技馆。他们该月学习的主题正是太空和星球，所以当介绍员讲解人类探索太空的历史时，他们争先恐后地举手，回答他们所学到的太空知识。

他们从有关火药发明部份开始，一直参观到第一颗载人火箭的模型，无不惊叹于人类文明的伟大。接着他们又体验了火箭发射模拟装置、跳伞模拟装置和宇宙空间站模拟装置，仿佛变成了一位宇航员，在使用各种机械和按键操纵着飞船驶向神秘的宇宙。

对学生来说，这是一次难忘的体验。他们对于未知的宇宙更加好奇，有的学生甚至已经立志在未来成为一名宇航员了。

Students of Upper Primary of Yew Wah International School of Rizhao visited Science and Technology Museum of Rizhao together on May 2, 2018 to enrich their knowledge of space. The topic of study for the month was space and the planets. When the guide explained to them the history of human exploration of space, they couldn't wait to raise their hands and answer what they had learnt about space.

The tour begun with the part about invention of gunpowder till that of the first manned rocket. The students marvelled at the greatness of human civilisation. Then they experienced the rocket launching simulator, the parachuting simulator and the space station simulator as astronauts, using various machines and buttons to steer the spaceship towards the mysterious universe.

It was a memorable experience for the students. They have become more curious about the unknown universe; some students have even aspired to be an astronaut in the future.





《手拉手、心连心》爱的教育主题活动

Seeds of Hope Love-Themed Educational Activity



秉持“与仁爱结盟”的校训，在这个收获的季节里，耀华国际教育幼儿园日照园 K5C 班来到西湖镇竖韩幼儿园，参加“希望种子”之“手拉手，心连心”爱的教育主题活动，一起感受秋天的美丽，体验乡村幼儿园的学习和生活。

前往西湖镇的大约一小时车程里，小朋友在车上唱起了他们要演出的歌曲，不知不觉中就到了竖韩幼儿园，那儿的老师早在路边等待我们了。到达幼儿园，小朋友相互介绍之后，就手拉手一起参观教室，竖韩幼儿园的老师和小朋友热情地向我们介绍他们的教室环境。参观完教室后，耀华的中方和外方老师一起组织的丰富的游戏便开始。耀华小朋友演唱了中英文歌曲。在礼物赠送环节，竖韩幼儿园的小朋友用自然材料做了有趣而特别的礼物送给我们的朋友，耀华的小朋友和家也将准备好的图书、玩具、文具等送给竖韩幼儿园的小朋友。

在送出信念、希望和爱的同时，我们的孩子也收获了信念、希望和爱。我们相信“教育的根本在于品格的塑造”，所以把品格融入课程内，让幼儿意识到他们对家庭、学校、社会所肩负的责任，进而形成服务社会、贡献群体的良好品格，这是“希望种子”活动的精神源泉。

“希望种子”是耀中教育机构及耀华国际教育机构于 2011 年正式启动的慈善项目。作为学校品格教育的重要组成部分，该项目计划每年在耀中、耀华学校所在省市援建一所学校，以教育学生心怀感恩与悲悯，对所有生命彰显爱心与关怀。

Adhering to the motto “align with Love and Charity”, K5C of YWIEK Rizhao came to Shu Han Kindergarten in Xihu town in the harvest season and participated in the “Hand-in-Hand with Heart-to-Heart” love-themed educational activity.

During the one-hour bus journey, the children rehearsed the songs for their mini performance. We then arrived at Shu Han Kindergarten where the teachers had already been waiting for us by the roadside. After self-introduction, the children from both schools visited the classrooms hand-in-hand. The local teachers and children introduced their classrooms to us with enthusiasm.

After that, the local and foreign teachers from Yew Wah organised a lot of games. The Yew Wah children then gave a mini performance of Chinese and English songs, followed by a session of giving and receiving gifts. Our children received interesting and unique gifts made of natural materials from the Shu Han children. In return the Yew Wah children gave books, toys and stationery prepared by both parents and children.

When we gave our faith, hope and love, our children also gained them. We believe that “the essence of education lies in the shaping of character”. We incorporate character formation into our curriculum and teach children their responsibilities to family, school and society, so that they have good character of serving society and contributing to the welfare of people, which is the essence of “Seeds of Hope”.



“Seeds of Hope” is a charity project which was officially launched by Yew Chung and Yew Wah in 2011. As an important part of school character education, the project plans to build a school in the cities or provinces where YWIES or YCIS is located every year and educate students to be grateful and compassionate and to show love and care to everyone.

高科技园动手行

Hands-On Visit to Hi-Tech Park

耀华国际教育学校浙江桐乡校区科学部
Science Department, YWIES Zhejiang Tongxiang

浙江桐乡校区一至五年级的学生在2018年10月24日前往上海张江高科技园的钛创星科技教育公司参观。本次活动主要是为了让学生进一步深入了解科技对人类生活产生的巨大影响，孩子还动手利用各类设备制作了属于自己的科技产品。

早上7点45分，全体师生从学校出发前往张江高科技园，到达后受到非常热烈的欢迎。上午，钛创星公司的韩博士为学生主讲题为“少年小创客与时代需求”的讲座，使学生初步了解芯片的发展历史以及计算机对人类历史发展产生的重要影响。孩子还亲眼看到历史上的第一台苹果电脑，并了解苹果公司的创始人乔布斯如何把它发展为全世界最高市值公司之一。

下午的活动更加精彩，终于到了学生非常期待的动手实践的部分啦！

一至二年级是制作会发光的小灯笼，使用导电胶带连接元件，做一个灯笼，让它发光。在公司工作人员的细致讲解下，学生学习、动手操作，终于制作出会发光的精美小灯笼。看着一个个制作成功后的喜悦表情，老师也替他们感到骄傲呢！

三至四年级是用3D打印笔制作自己喜欢的小物件，公司还特意为学生选购了温度较低的打印笔，避免伤到他们。学生制作出自行车、蝴蝶、小眼镜等丰富的作品，老师也纷纷夸赞他们。

五年级的就更加高级了，他们要利用编程完成一辆可以发动的小汽车。这对于之前没有接触过此类活动的他们来说真是一个不小的挑战，但是看他们学习时的认真劲儿，相信他们一定可以的！果不其然，有好几个小组的同学都完成了制作。

通过此次活动，孩子亲身感受了众多先进的科学技术，亲身体验到科技的发展给人们的生活带来的改变，大大激发了孩子对生活的热爱。相信他们以后会以更加饱满的热情投入到各科学学习之中！



Grade 1 to Grade 5 of YWIES Zhejiang Tongxiang joined together on October 24, 2018 for the first ever whole Primary school trip! The objective was to learn about the developments in science and technology which have made our everyday lives so different from the past. The children also spent the afternoon making various models with 3D design pens and creating lamps with electric circuits to light up their creations!

Students and teachers started out early, leaving at 7.45 a.m. for the Zhangjiang Hi-Tech Park in the Pudong district of Shanghai, and feeling excited at a day away from the school campus. When we arrived at the park two hours later, we were treated to a VIP welcome and taken straight into the conference room for a lecture.

The students learnt about the development of the microchip and how computers became the next great human invention! They saw the first ever Apple computers and how its creator, Steve Jobs, began a company that has grown into one of the biggest on the planet! The children were given an opportunity to write briefly about how they used computers in their everyday life and yes, playing games was the most popular feature of computers!

After a delicious lunch, we quickly went back to work and this was where the real fun lay.

Grades 1 and 2 had to make a lamp. They had to use all the components required to make a simple electric circuit. They used switches, wire strips and batteries to turn the light on. Then they used coloured paper to design the lamp shade and put the two together to create truly wonderful lamps!

Grade 3 and 4 were given 3D printer pens and shown how to use them to design different models. They were truly engaged using this technology and made many intricate and colourful plastic models such as bikes, buildings and glasses!

Finally Grade 5 students were given the task of working in teams to build coding cars. It was a very challenging task. Students also explored 3-D printing and applied it to creative STEM designs.

All in all, it was an exciting fieldtrip and enjoyed by students and teachers alike!



访古探今——小学四年级吴越游学

Grade 4's Cultural Trip to Wuyue



耀华国际教育学校上海临港校区四年级游学领队温惠凌
Mary Wen, Grade 4 Study Tour Chaperon, YWIES Shanghai Lingang



参观了中国私家园林的代表狮子林和昆曲博物馆，并且跟随老师学习了国家非物质文化遗产的苏州桃花坞木刻年画。

这次游学不仅拓宽了孩子的视野，把课堂与实践相结合，还锻炼了孩子自理自立的能力。游览西湖的时候，风雨交加，许多孩子的鞋袜被雨淋湿，尽管如此，他们依然能在登上雷峰塔时忘记暂时的不适，投入到美景中去。这次游学，几乎所有的孩子都是第一次离开父母，在老师和同学的陪同下出门游学。个别孩子途中生病，或者想家，但他们都能开心、顺利地完成游学。

本次的吴越游学之旅，让孩子了解地域文化差异，亲身体验生活，与老师、同学一起分享自己的感受，在旅行中行以求知，知更行。

烟花三月，我们带领孩子来到苏杭，展开五天的游学之旅，寻访源远流长的吴越文化。出行之前，为保证孩子顺利学习，我们给孩子介绍了历史朝代，使他们初步认识中华文明的源远流长。游学第一站是浙江省博物馆，孩子在以历史时期为分界的五个展厅中清楚地了解吴越地区从史前时期到近现代这千年的发展与传承，从每个时期的经济、文化发展的成果体会属于每个时代的辉煌。

吴越地区得名于先秦时期在该地区兴起的吴国和越国，卧薪尝胆的故事就发生在这两个国家之间，孩子在“古越王国”展厅看到了散发着寒光的“者旨於赐剑”，直观地感受到那个全民崇尚武力的时代。在“三吴都会”展厅，孩子从王羲之与谢灵运两人的成就中体会到当时人们渴望安定，为躲避北方战乱，迁移到南方之后崇尚文化、热爱自然的心态。

隋唐时期吴越地区就是一直在相对安定的环境中稳步发展，一直到明清时期，由于生产分工明确，人口聚居，新型市镇逐渐形成。孩子游学参观点乌镇正是这种新型市镇的代。在乌镇，孩子还学习制作传统糕点青团和午饭团。在苏州游学的两天中，孩子先后

In March of 2018, we took our children to Suzhou and Hangzhou for a five-day study tour of the long-established culture of Wuyue. Before travelling, in order to ensure children's success in learning, we gave children a lesson on the history of the dynasties so that they had a feel about the long-lasting Chinese civilisation. Our



first stop was the Zhejiang Provincial Museum, where the children saw the development and legacy of the Wuyue region from the prehistoric period to the modern age in the five exhibition halls featuring different historical periods. In each hall, the economic and cultural achievements of each era were outlined.

The Wuyue region was named after the two kingdoms Wu and Yue, which had risen in the region in the pre-Qin period. The children saw the important bronze sword used by the king of Yue in the exhibition hall of "Ancient Yue Kingdom", through which they felt that the penchant for the use of force of the ancient Yue. In the exhibition hall of "Three Cities of Wu", from Wang Xizhi's and Xie Lingyun's accomplishments the children learnt that the people then desired stability, so they migrated to the South to escape the war in the North, and nurtured culture and a love of nature there.



From the Sui and Tang dynasties, the Wuyue region was steadily developing in a relatively stable environment. Since the Ming and Qing dynasties, new towns have gradually formed as a result of a clear division of labour and growing population. The town of Wuzhen, visited by children during the tour, is representative of this new type of towns. In Wuzhen, the children learnt to make traditional pastries. During the two days in Suzhou, the children visited Lion Garden, a typical Chinese private garden, and the Kunqu Museum and learnt from a master how to make Suzhou Taohuawu woodcut new year pictures, a national intangible cultural heritage.

The study tour not only broadened the children's horizons, but also combined the classroom learning and practice and strengthened



the children's ability to take care of themselves. On their visit of West Lake, the heavy rain and wind soaked the kids, but they were attracted to the beauty of nature and forgot about their coldness. Almost all children on the tour left their parents for the first time and went on the study tour with the help of their teachers. One or two children felt ill or homesick, but they stayed optimistic and strong.

This Wuyue cultural trip enriched students with knowledge about the culture in different areas and enabled them to gain brand new experiences which were possible only on this trip. As the saying goes, travel to know more and the more you know you will be looking forward more to travelling.



家长及校友来稿

From Parents and Alumni

对儿子未来的美好盼望

High Expectations for My Son's Future

耀华国际教育学校上海临港校区六年级学生陈思汗爸爸陈德义
Chen Deyi, Grade 6 Student Bill Chen's Father, YWIES Shanghai Lingang



“爸爸再见！”

儿子坐进校车，向我微笑告别。每个周日下午送他坐车回学校，总能感觉到他对家的眷恋。但每当惆怅的情绪闪过，他又乐观期待着和同学在一起的快乐时光。宿舍老师给他们准备了丰富的活动。而每周五下午在小车停靠点接他回家，是我一周最快乐的时光之一。我能感觉到，自八月份开学以来，他因耀华这个全新的环境而开心了许多。



儿子在新学校遇到的最大困难是英语。在公立小学期间，虽然课外也一直在补习英语，但他的英语能力还是比较薄弱。英语老师在开学之初就强烈建议我们督促他，还推荐他参加课外英语口语课程。耀华的英语教学环境推动着他进步

上六年级后，让我最惊喜的是孩子似乎懂事了，从“要我学”转变成“我要学”。国庆节长假期间，我们密集地安排英语自学和课本预习活动。他似乎也意识到和优秀同学的差距，有了不甘人后的决心，默默地挤出休息游乐的时间，去看书学习。有一天，他突然冒出一句名言：“只有自己产生动力，才真正有可能学好。”

在十月下旬我面谈了几乎所有11门课程的老师。我发现儿子相对优势最高的课程，竟然是体育！他的体能很好，体重和身高也很均衡。自从放暑假开始到目前，他的身高从1.58米长到了1.62米。足够的体育锻炼、良好的饮食和住宿条件，加上相对快乐的学习环境，可能是身高快速增加的原因吧。



我觉得耀华的老师还是比较公平的，而且比较偏重用鼓励的方式去激励孩子。语文老师兼班主任赵玥老师给儿子的一个评语让我很动容，说他“虽易粗心，但品格很好，为人豁达”。在问题的处理过程中，家长能感受到学校公平、高效，全人教育的一致理念，这些正如在录取面试中，我和孟珂校长的诚恳交谈中获得的印象。这种理念，不得不承认，并非所有的学校都能做到吧。

在这几个月中，儿子也有让我很恼火的时刻，尤其在九月份时，我发现他拖欠好几份作业。这个问题，通过在Class Dojo平台上和班主任、年级主任、任课老

师和晚自习老师交流后，得到基本解决。Class Dojo 这个平台让家长可以在手机上了解孩子每一天的表现，同时可以和老师充分地交流问题，也能及时获得最新的学校信息。加上家委会等机制，问题可以充分得到反映，也能看到及时的反馈处理。



"Father, good-bye!"

My son got on the school bus and said goodbye to me with a smile. I can always feel his attachment to our home when I send him back to school every Sunday afternoon. After a short while of melancholy, he would look forward to the happy times with his classmates. The Residence Hall Teacher organises plenty of activities for them. Picking my son up at the car stop every Friday afternoon is one of the happiest times of my week. I can feel that since the beginning of school in August, he has been much happier because of the new environment in Yew Wah.

My son's biggest challenge in his new school is English Language. At the public primary school, he studied English after class, but his English proficiency was still low. Now his English teacher at the beginning of school strongly advised us as parents to supervise our son and urge him to make efforts to improve, and also recommended him to take an ASA about oral English. The English teaching environment at Yew Wah helped him make good progress.

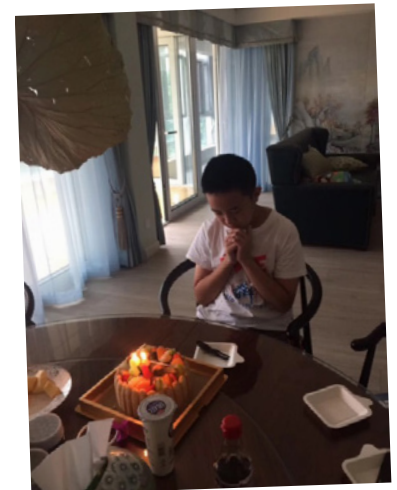
After he entered Sixth Grade, what surprised me the most was that he seemed to be more mature and changed the mindset from "others want me to learn" to "I want to learn". During the long holiday of the National Day, we arranged intensive English self-study and textbook preview activities for him. He seemed to be aware of the gap between him and the excellent students, and with the determination of "unwilling to yield to others", he used the time for rest and recreation to read and study. One day, he suddenly came up with a famous saying: "Only when you have the motivation, can you really learn well."

In late October, I talked with almost all the teachers of 11 courses.

Surprisingly I found that the course in which my son has the highest comparative advantage is PE! He's physically fit with well-balanced weight and height. Since the beginning of the summer vacation, he has grown from 1.58 metres to 1.62 metres. Adequate physical exercise, good diet and accommodation, coupled with a relatively joyful learning environment, may contribute to his rapid increase in height.

I think Yew Wah's teachers are rather fair, and put much emphasis on encouraging children. Caroline Zhao, his Chinese teacher and core teacher, has made a comment about my son which touched my heart. She said: "Although he is often careless, he has good character and an open mind". In the process of dealing with problems, we can feel the school's fairness, efficiency and the philosophy of holistic education, which is just like the impression I got from the sincere conversation with Mr Christopher Munn, Western Co-Principal, during the admission interview. This kind of philosophy, I have to admit, is not promoted by all schools.

During these few months, there are some moments that I was irritated by my son, especially in September, when I found that he failed to submit several assignments. This problem was basically solved by communicating with class teachers, Curriculum Co-ordinator, core teachers and Residence Hall Teachers via Class Dojo. Through the platform Class Dojo, I can learn about the performance of my son every day on the mobile phone. At the same time, I can fully communicate with teachers and get the latest school information. With the mechanism of Parent Committee, the problem can be reflected and timely feedback can be seen.



Nurturing children and seeing them grow bring a mix of bitterness and sweetness. I often think that in China, there may not be an easy way of education. In the past three months, I have seen the transformation of my children, and I am full of good expectations for the future. So I would say this school may be the best choice for my son right now.



从耀华到牛津：我的大学之路

From Yew Wah to Oxford: My Journey to University

耀华国际教育学校烟台校区毕业生刘百川

Daniel Liu, Graduate of YWIES Yantai



2018年12月4日，随着飞机降落在蓬莱国际机场，我再一次回到烟台。而这次，则是以一位大学生的身份来重返故乡，重返母校。八周的时间过得飞快，牛津的米迦勒学期(Michaelmas Term)就这样的结束了，这么说自己在牛津九分之一的时间就这样过去了。一直很喜欢A大楼一幅海报上的一句话：Life can only be lived forward but looked backward(生命只能向前活及往后看)。在现在这个时间节点上，再一次回到耀华，可以借此机会回顾过去的八周以及从耀华到牛津走过的这一路。

9月30日，当从伦敦帕丁顿车站坐上前往牛津的火车上起，三个月的暑假终于结束了，期盼已久的大学生活不再是未来，而是现在。当时的我心里充满了憧憬与向往，同时也充满着对不明的恐惧，毕竟要离开一个生活了七年的环境，去接受全新的学习方式和社交习惯。去牛津之前，高中生活一直都是很享受很轻松的，即使是在申请大学最忙的时候也不过是心理上的压力，而不是真实存在的课业量。直到米迦勒学期结束的那一刻，才切实的意识到为什么牛津的学制这么短，一个同学比喻道八周就是退学与抑郁的一个完美平衡。

新学期前四周我都一直处于超出负荷的状态，牛津剑桥的学业压力要远远超过英国其他的大学，即使是相对轻松的文科，一周也要写2000-3000字的论文，加上大量的阅读书单。这种高强度论文写作不仅锻炼了我们对于不同课题的了解，更是锻炼一种思维方式。实际上在耀华的课堂上就有这种思维方式的锻炼。记得一节地理课上讨论到血汗工厂和童工的问题，我提出了很多时候对安全的定义是会随着时间而变化的，所以我们不应该完全站在西方的角度上去看待这个问题。没想到在牛津居然学到类似的概念，讲到我们应该如何去打破一个欧洲中心历史观和殖民主义的思维方式，去以发展中国的思路去看待发展中国家的的问题。

对于文科生来讲，我们有很多自己可支配的时间，而如何去利用空闲时间则是来牛津之后最迷茫的一点，就是要问清楚自己在大学想要什么，未来的职业规划又是什么。牛津有着很多意志坚决的人，除了那一部分决定做学术的人之外，很多人早早准备好各种政治社团的选举或者对未来的政治路线做计划；也有很多人马上开始准备自己的简历申请暑假实习，准备毕业留在英国在金融或者咨询行业工作。在牛津的生活就是一个不断寻找自己的追求并且反思的过程。实际上在耀华的时光自己就常常进行这种思索。

而回想起耀华的两年A Level时间，最大的收获之一就是时间管理能力。自己是一个很喜欢自由，很喜欢独立的人，很讨厌被支配、被控制。我也一直认为每个人有最适合自己的生活方式、作息方式，找到这个





自己的模式并且坚持下去才是最重要。高中最后的两年里，不论是课堂上，还是在自由时间，都让自己顺利的找到这个生活模式，而在牛津第一个学期则是去进一步改进并延伸自己那久违的生活模式。从耀华到牛津，在旁观者看来是一个很大的跳跃，而对我而言只是生活上诸多个节点的链接，一环扣一环，按部就班的生活与成长。

On December 4, 2018, I came back to Yantai again as the airplane landed at the Penglai International Airport. However, this time, I am a university student, coming back to my hometown and to my old school. Time flies! After eight weeks, my Michaelmas Term in Oxford came to an end, which means I have spent one ninth of my Oxford life already. I always like the words in the poster on the 3rd floor in Building A: Life can only be lived forward but looked backward. At this special moment, I came back to Yew Wah, which offered me a good chance to look backward to my past eight weeks and the whole journey from Yew Wah to Oxford.

On September 30, as I took the train from London Paddington station to Oxford, my three months' summer holiday came to an end. My long-awaited university life was coming into reality, at present, not in the future any more. At that time, my heart was filled with visions and dreams, as well as the fear of uncertainties from leaving the environment that I had lived cozily for seven years and accepting a totally new learning style and social customs. Before going to Oxford, I always felt relaxed and enjoyed my Upper Secondary life; even at the busiest application season I merely felt the psychological pressure rather than the reality of a very large workload. By the end of Michaelmas Term, I really realised and understood why Oxford set up such a short term. One of my classmates made a metaphor that eight weeks made a perfect balance of withdrawal and depression!

I had been overloaded for the first four weeks because the academic pressure in Oxford is much heavier than in other universities in the UK. I need to finish a dissertation of 2000-3000 words in one week along with an extensive reading list. This kind of high-intensity writing not only increases our understanding of different topics, but also builds a way of thinking to be tolerant to different ideas and pluralistic to different perspectives. Looking back to high school, I actually practised a lot about this way of thinking. I remembered we discussed the issue of sweatshop and child labour in a geography class. At that time, I presented that the definition of safety would change over time, so we shouldn't look at this issue



totally from a western perspective. I had never expected I would learn the similar concept in Oxford, which told how we should break free from the thinking mode shaped by a Eurocentric view of history and colonialism, and look at the issues of the developing countries from the perspective of developing countries.

As an Oxford geographer, I have plenty of spare time. However, it has also been the most miserable and disorientated aspect for me to make good use of my spare time since I came to Oxford. The key is to make it clear what I want from university and what is my future career plan. There are many goal-orientated people in Oxford who put lots of peer pressure on the rest. Some people focus on academic development; many have made their preparation for the elections in all kinds of political associations and have planned their future political path; others have started to prepare their CV for the internship during the summer holiday and plan to work in the field of finance or the consulting business in the UK after graduation. Life in Oxford is a continuous process about self-reflection to seek your true self. In fact, when I was in Yew Wah, I often reflected like that.

Looking back to my A Level in Yew Wah, my biggest gain was the ability in time management. I am the type of person who enjoys freedom and independence but dislikes being managed or controlled. I always think that everyone has his or her own lifestyle and daily timetable. It is therefore essential to find your own style and stick to it. During the last two years in Secondary, whether in the class time or free time, I led my own lifestyle. Therefore, my first term in Oxford was to further improve and extend my old lifestyle. From Yew Wah to Oxford, in the perspective of bystanders it may be a great leap, but to me, it's just the connection of many points in life with one linked to another, and is just part of the step-by-step process of living and growing.



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廣州耀華國際教育學校

Yew Wah International Education School of Guangzhou
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桐鄉市耀華國際教育學校

Yew Wah International Education School of Tongxiang
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北京耀華國際教育學校

Yew Wah International Education School of Beijing
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耀華培訓中心

Yew Wah Training Centre (YWTC)

深圳 Shenzhen

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耀華國際教育幼兒園

Yew Wah International Education Kindergarten (YWIEK)
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上海園 Shanghai

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重慶復地園 Chongqing Forte

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耀華嬰幼兒教育中心

Yew Wah Infant and Toddler Education Centre (YWITEC)

北京 Beijing

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耀華語藝教育中心

Yew Wah Arts and Language Centre (YALC)

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