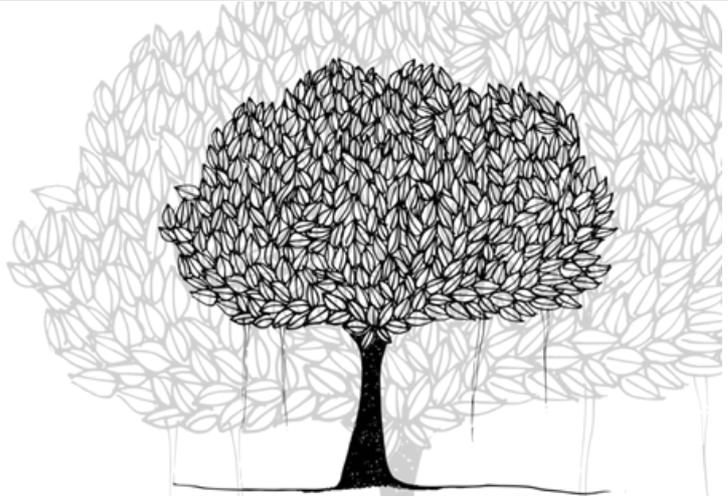


THE BANYAN



Issue 56

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Zhuhai International School: *weekly newsletter*

FROM THE FIRST FLOOR

Dear ZIS Community,

I want to commend our teaching staff for the ingenuity and dedication they've demonstrated in these first weeks of remote learning. They responded quickly to the new challenges and continue to collaborate behind the scenes to support each other and their students. Their professionalism and commitment to maintaining our school's mission and philosophy, focused on student learning, has been second to none.

From the very outset we set our goals for student learning across Early Years, Primary, and Secondary:

1. To ensure continuity of learning: remain on track with skills and knowledge development.
2. To design rich and engaging learning experiences using online subscriptions and tools to full their extent.
3. To promote a balanced day reflecting a regular day on campus.
4. To communicate and feedback early and consistently.
5. To sustain an holistic approach to teaching and learning.

Our students should also be commended for their 21st century abilities. Open-Minded, Creative, Flexible, Adaptable - they are perhaps the best equipped out of all of us to make the most of a more tech based learning environment. Looking at the samples of work being uploaded, the discussion forums connecting students and teachers, and witnessing their resolve and self-management skills in practice, these students impress over and over. They will need our continued encouragement to remain motivated, but working together with clear goals and purpose, I have full confidence our learners will continue to shine.

Your support at home is a vital element to the learning experience and thank you for all for working with us to sustain our focus on a student-centred, inquiry-driven, and concept-focused learning for our students.

Last week you read about the approaches being taken by the EY and Primary section and this week our newsletter focuses on the work that's been taking place in Secondary.

Be well and I wish you all the best in the week ahead. I will continue to share updates with you as information becomes available.

Warm regards,

Andrew VanderMeulen
Head of School



Secondary Segment



Middle Years
Programme

Diploma
Programme

Dear student and parent,

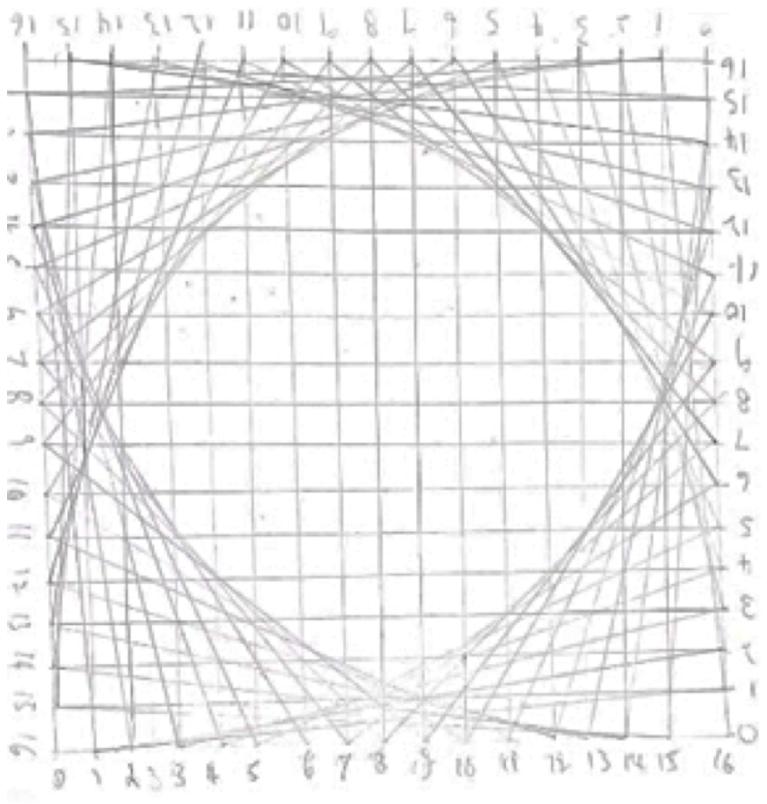
Three weeks ago we started online learning and teaching. From the outset, we have been determined to count on our strengths: continue using ManageBac and School email, while reinforcing the technologies we have already been using and where students are best equipped.

Nevertheless it turns out, unsurprisingly, that we have many learners and risk-takers within our community! They have been busy trialling and implementing novel ways of showing, communicating, discussing and conveying concepts, information and case studies. Like those who strive to improve the quality of our digital school, you too are invited to explore how digital platforms shared at ZIS can enhance learning.

Sharing will get us far. If you find the software useful, and want to continue learning from others at ZIS, then collaborate in ways that further our inquiry learning as a group of people in our subjects. Classes are small communities, but so are friends, House buddies and subject friends. We learn from people as much as we learn from books and websites.

A big thank you goes out to those teachers who model collaboration in order to increase the professional capital among teachers and the learning capacity of each one of us in our school community.

Year 7 Mathematics
Geometry Investigation



Year 9 Study of Natural Forces



HOW THEY OCCUR

Tsunami occur when there is a sudden movement in the sea floor like an earthquake or a land slide or a major volcanic eruptions.

HOW THE AUTHORITIES WILL RESPOND

First they would send out a tsunami warning and to tell you to get to high ground or go in land away from the sea and to also get under a table or anything else while the earthquake is happening.

After the tsunami the Authorities/ government will send out Fire trucks and ambulance and police to help the people in need who need help or are hurt. They would also send out air support so if people climbed a really big hill or mountain they can get help.

Sometimes other countries will send over food and help and money and the if the tsunami is a huge one affecting over 4 countries the UN will send over money and food.

LEVEL OF RESPOND FOR THIS LOCATION

DEPENDING ON WHERE THE TSUNAMI IS THE LEVEL OF RESPONSE CAN BE DIFFERENT IF ITS LIKE IN A BIG CITY AND ALOMST HALF THE THE CITY IS GONE THERE WILL BE ALOT OF SUPPORT AT THAT LOCATION

IF THE TSUNAMI IS IN A REALLY SMALL CITY AND IT ALL GETS WIPE OUT OR ITS NOT REALLY DAMCED THER LEVEL OF SUPPORT AND RESPOND WILL BE QUITE SMALL COMPARED TO A REALLT BIG CITY.



Year 7 Science Introduction to "Matter"

Why Does Matter Matter?

by Kelly Hashway



solids	volume	container	matter	ice	juice
gases	mass	atoms	chair	oxygen	melting
liquids	shape	space	milk	helium	

Choose a word from the box to complete each sentence.

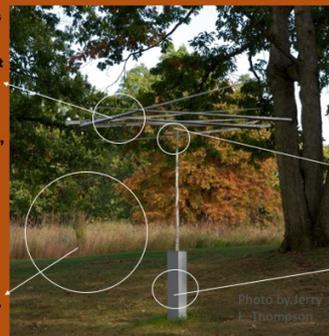
1. The three basic properties of matter are solid,
liquid, and gas.
2. All matter is made up of tiny particles called atoms.
3. Volume is the amount of space that matter takes up.
4. Mass is the amount of matter an object has.

Year 10 Visual Arts research on "Kinetic Models"

Annotating *Six lines in a T*

When stationary, six hand-crafted, reflective, stainless steel blades are approximately parallel to the ground, but the slightest breeze sets them in motion. Each blade moves slowly according to its own trajectory without contacting any other blades, showing a sense of elegant rhythm. Rough surface refracts sunlight or rain, changing the way it looks and feels as light, wind and rain change.

The sculptures are sited in a glade, as Rickey's works are not intended for the strong gusts of open spaces. The sculpture and the background have very moving, poetic coordination.



The succinct, T-shaped body that blends perfectly with the rest is welded to the slender base that George Rickey used to use. Most of his early abstract dynamic sculptures have slender shapes. The hand-made long pillars are specially polished to show wonderful sunlight refraction. The minimalist sculpture of stainless steel contrasts beautifully with the warm background.

Rickey, George. "Six Lines in a T", 1966-79. Stainless steel, 325.1 x 199.4 x 77.5 cm, National Gallery of Art in Washington, D.C.

Further samples of technology usage reveals the range of tools in use:

In Music, for example, students' work is monitored in real time (synchronous communication) by using Microsoft OneNote. A couple of websites of choice that music students use are www.musictheory.net for access to musical theory and www.tonedear.com for training the ear in areas such as tone, timbre, pitch ...

Students in Science are using Padlet on top of ManageBac to build small groups for near-synchronous communication. This week they are starting to use Khan Academy videos. This site is really good at communicating concepts in the Sciences as well as Maths.

Zoom conferences are currently being used in some English classes because on top of the regular video chat, there is a whiteboard facility that enhances student's understanding of the key ideas. Students can edit these Whiteboard comments as well. A number of students are embarking on an independent reading-training microsite on readtheory.org which the teachers can monitor. Similar to MAP testing software, it only provides questions to students slightly above their current level of reading accuracy.

For Maths classes, students are being shown a wide range of portals ranging from Desmos to Geogebra Graphing Calculator, Khan Academy, and other teacher-crafted videos.

In Physics and MYP Sciences, students still have access to virtual labs by logging in

on [PhET](#). Again, screencasts are being produced in this subject area to enhance delivery of the subject content and make instruction more efficient.

Design students are accessing Tinkercad. virtual classes have been set up and the projects can be monitored remotely.

The only caveat with all of the above is that some websites, such as PhET, require a Java installation and update which not all students can manage by themselves. Security, Privacy and Websites settings need to be carefully managed by all users whatever browser they are using!

No School online learning bulletin is complete without mentioning our virtual libraries. We have free access to Project Gutenberg - a library of over 60,000 free eBooks. Formats available include epub, and Kindle eBooks and this site is the biggest, oldest of the online libraries I know, predating Copernicus2000! It contains all the literary classics. An app to convert book formats is Calibre.

We have an array of resources we already subscribe to such as the Science Quest 7 / 8 / 9 / 10 online textbooks, a subscription to InThinking for various subjects and teacher-uploaded text books to ManageBac to support student research - Maths has uploaded to the Files tab, for instance.

This is the start. We are currently seeking ways to broaden and make more enjoyable the process of online learning. Whether the quarantine period extends into March or not I would like to emphasise that any further developments in the online learning arena will not occur at the expense of our students' wellbeing. This is as much about pacing ourselves, managing our time and our state of wellbeing as it is about learning new content, consolidating it and translating it into real-life situations in ethical ways and sustainable ways.

Lulls come our way - but they are just that, solitary dips in a longer journey of learning that has not changed course since the academic year started. Watch a good film, do exercise, have long chat with a good friend, lie in. Then carry on and enjoy the journey. Teachers will show you flexibility if you communicate the current situation you find yourself in. And keep up the good work! We are adapting formidably to the new way of learning and teaching.

List of current online platforms being used

www.khanacademy.org - best for maths and sciences, but starting Language Arts also

www.musictheory.net useful for exercises

www.tonedear.com ear training exercises

Padlet.com - asynchronous communications within groups

Readtheory.org - good for developing reading skills

Quizlet - online quiz site

Kahoot - online quiz site

Zoom - for teleconferencing

Desmos - free Maths online learning site

Geogebra Graphing Calculator - self-describing

PhET - physics simulations web site

Tinkercad - online design programme

Screencast-o-matic - self-describing

ShowMe - screencasting online
<https://www.gutenberg.org/catalog/> - online library
www.read.gov - Library of Congress
Calibre app

I wish you all a safe and healthy week ahead.

Best regards,

Micheal Coffey
Head of Secondary



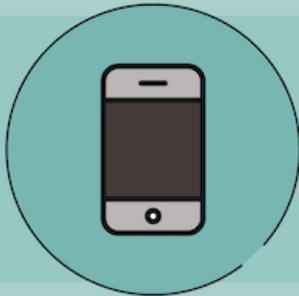
Children may respond to stress in different ways such as being more clingy, anxious, withdrawing, angry or agitated, bedwetting etc.

Respond to your child's reactions in a supportive way, listen to their concerns and give them extra love and attention.

Children need adults' love and attention during difficult times. Give them extra time and attention.

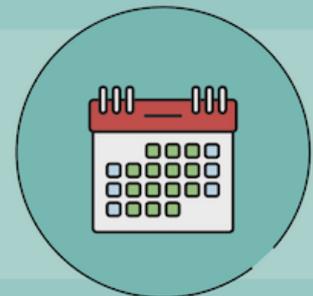
Remember to listen to your children, speak kindly and reassure them.

If possible, make opportunities for the child to play and relax.



Try and keep children close to their parents and family and avoid separating children and their caregivers to the extent possible. If separation occurs (e.g. hospitalization) ensure regular contact (e.g. via phone) and re-assurance.

Keep to regular routines and schedules as much as possible, or help create new ones in a new environment, including school/learning as well as time for safely playing and relaxing.



Provide facts about what has happened, explain what is going on now and give them clear information about how to reduce their risk of being infected by the disease in words that they can understand depending on their age.

This also includes providing information about what could happen in a re-assuring way (e.g. a family member and/or the child may start not feeling well and may have to go to the hospital for some time so doctors can help them feel better).

WTO Guidance 世界卫生组织指引

Helping children cope with stress during the 2019-nCoV outbreak

帮助孩子应对2019-nCov新型冠状病毒疫情期间的紧张情绪

1.Children may respond to stress in different ways such as being more clingy, anxious, withdrawing, angry or agitated, bedwetting etc. Respond to your child's reactions in a

supportive way, listen to their concerns and give them extra love and attention.

孩子们可能会用不同的方式来应对紧张的情绪，例如变得更加粘人、焦虑、退缩、易怒或易躁、尿床等。对您孩子的反应要用支持性的态度来回应，倾听他们的担忧，给他们更多的爱和关注。

2. Children need adults' love and attention during difficult times. Give them extra time and attention. Remember to listen to your children, speak kindly and reassure them. If possible, make opportunities for the child to play and relax.

孩子们在遇到困难时期需要大人的爱和关心。请给他们额外的时间和关注。请记住要倾听您的孩子，温和地说话，并且让他们安心。如果可以的话，创造机会让孩子可以玩耍和休息。

3. Try and keep children close to their parents and family and avoid separating children and their caregivers to the extent possible. If separation occurs (e.g. hospitalization) ensure regular contact (e.g. via phone) and re-assurance

尽量让孩子们跟父母和家人在一起，尽可能避免把孩子和他们的照顾者分隔开。如果确实需要分开（例如，要住院治疗），也要保证有规律的联系（例如通过电话）和获得安慰。

4. Keep to regular routines and schedules as much as possible, or help create new ones in a new environment, including school/learning as well as time for safely playing and relaxing.

尽量保持有规律的日常安排和计划，或者帮助他们在新的环境中建立一个新的日常规律安排，包括上学/学习，同时，还要有时间让他们可以安全地玩耍和放松。

5. Provide facts about what has happened, explain what is going on now and give them clear information about how to reduce their risk of being infected by the disease in words that they can understand depending on their age. This also includes providing information about what could happen in a re-assuring way (e.g. a family member and/or the child may start not feeling well and may have to go to the hospital for some time so doctors can help them feel better).

用他们当前的年龄能够理解的言语，提供已经发生了什么事的事实，解释现在正发生什么，并且告诉他们清晰的信息，如何降低被疾病感染的风险。这也包括用一种安慰的方式来告诉他们以后可能会发生什么的信息（例如，一个家庭成员和/或孩子可能开始感到不舒服，可能不得不要去医院一段时间，让医生更好地帮助他们）



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our food safety guidelines,
and past editions of
"The Banyan" Newsletter
are available
at zischina.com

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