

家长通讯 Newsletter

Issue 6 | School Year 2020- 2021



Welcome / 开篇语

Academics / 教务工作

Student Affairs / 学生事务

CAS / 升学指导

Counseling / 成长辅导

Paving the road today to build confidence for tomorrow that opens the journey of discovery.
铺垫今日之基石，以构筑明朝之信心，方可开启未来的发现之旅。

Dear parents,

I had prepared a completely different introduction to the final school year's newsletter, a year that was almost to include a whole ten months on campus for the students with no interruptions from COVID. As I remember writing just a year ago, "Hope for the best, prepare for the worst!"

Here we are, with a slightly less than high-octane end to the school year, fizzling out with a bit of online learning, and a lot of safety checks. This end of year was to include a graduation spectacular, special projects, and special goodbyes and celebrations in home-rooms.

We were however lucky to have our Grade 9 Drama production evenings, our "Wholly You" day in support of student well-being, our ULink Talk event, and Computer Science competition, all just before the local emergency hit. In addition, our end of year careers week for our Grade 9, our Grade 10 introduction to A-level, and our external examinations could all still go ahead, although, at time of writing they haven't all happened yet, so... "Hope for the best!"

I looked in vain for a value closely connected with "hope" in our guiding statements as a school, but it's hard to find. "Hope" can be an act of human will towards the future, towards a goal that, though not inevitable, is nevertheless generally acquired by perseverance and determination. Some of the obstacles that are thrown in front of us in life are not of our making, but many are.

"Hope" can also be blind, or lead to the feeling of lack of control, "what will be, will be". That sort of feeling can take control after taking important examinations!

It's true that once the examinations are over the outcome, though not known for a few weeks, has been decided. It's easy at that time for students to sink back into a lethargy of waiting for the results but that attitude isn't helpful. It just wastes time!

Students, take charge! Encourage your child to move ahead with their goals this summer and for them to spend some time most days on study and completing their homework tasks. Let's not wait for examination result to improve our knowledge and understanding of what we will continue to study next year.

亲爱的家长们,

此前, 我为这期通讯准备了一份完全不同的稿件, 谈及远离新冠病毒干扰的过去一年, 涵盖了学生们在过去整整10个月的校园生活。然而, 就像我在一年前那期通讯所写的那样: "抱最好的希望, 做最坏的打算!"

现在面临的情况是, 本学年的尾声有些许不同寻常, 学生们陆续转为线上学习, 人人参与的校园安全防护。然而这一年, 最终还是将以一场壮观的毕业典礼、特别的学科项目活动和学年末道别活动落下帷幕。

不论如何, 我们都很幸运, 如期举办了一系列活动: 包括G9年级戏剧表演、关爱学生福祉的Wholly You自我关怀日、ULink Talk演讲大会和首届计算机比赛, 所有这些都发生在疫情爆发之前。此外, G9年级职业探索周、G10年级A Level选修课程介绍, 校外统考仍可以按计划推行。尽管, 我在写着这些的时候, 它们还没有全部完成.....但我希望一切都顺利!

即便很难找到, 即便是徒劳, 从学校的教育使命中, 我一直尝试寻找一种与"希望"紧密相连的价值。"希望"可以是人类对未来、对一个目标的一种意志行为, 它通常是通过毅力和决心获得的。生活中, 有些困难摆在面前, 并不是我们造成的, 但很多思维障碍, 就是我们制造的。

"希望"或许是盲目的, 它可能导致失控的感觉, 那就"顺其自然"吧。尤其是结束重要考试后, 这种"顺气自然"的感觉能有效调节情绪!



确实, 一旦考试结束, 虽然还不知道结果, 但通常在这个时候, 学生很容易陷入等待结果的倦怠状态, 但这种

种态度显然不会有所帮助。这纯粹是在浪费时间!

充实自己吧, 学生们! 家长们, 请鼓励您的孩子在这个夏天朝着他们的目标前进, 让他们花更多时间在作业和学习上。我们不要等到考试的结果出来的时候再提醒他们, 哪些地方该提高知识储备, 明年要继续学习的任务是什么。

I wish you and your family a wonderful, restful, and healthy summer, full of joy and adventure.

Prepare for success, and let's hope for a better world in the future.

We encourage our students to work towards understanding the world and making a positive contribution.

Happy holidays!

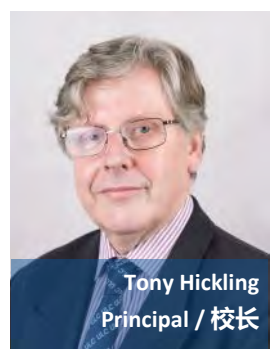


祝愿您和您的家人度过一个美妙、宁静、健康，又充满欢乐和冒险的夏天。

为成功做好准备，让我们期待未来更美好的世界。

我们始终鼓励学生努力了解世界，并为世界做出积极的贡献。

假期快乐!



Tony Hickling
Principal / 校长

CAIE and Edexcel exams

By June 11, May/June CAIE exam will have come to the end and also Edexcel Maths exams(unseen materials) have also been finished. We hope all the students have tried their best and will get good results. The results will be release in Mid of August. Students will receive their individual log in information to check the results shortly.

CAIE Oct/Nov session first entry is open for registration. Students who will take Chinese exam need to register the exam now. Edexcel Oct/Nov exams will be open for registration after summer holiday. Students can get the further information via landing page or e-mails.

G11 Optional courses

Current G10 students have chosen their optional but lots of them chose three options. It doesn't mean the more, the better. Among the students who chose three options but can't manage three options, they need to think and decide which two they will learn. They can drop one subject in the first two weeks of the new semester.

Academic competitions

A lot of students participated in the various competitions and achieved quite good results.

American Computer Science Team Competition: One of our teams was awarded Regional Honorable and the team members are Tony Zha, Luwen Chen and Harry Yang.

British Biology Olympiad: George Zhang was awarded Bronze. Jack Wu and Bowie Zhou were awarded Highly commended.

Physics Bowl: Sunny Xiao was awarded National Bronze in Division I.

Intermediate British Physics Challenge: Michael Chen was awarded Gold. Danny Ren and David Huang were awarded Silver.

Senior British Physics Challenge:

Alan Fang, Ryan Si, Stellar Su, Aries Chen and Henry Tang were awarded Gold. Evan Chen and Nancy Zhang were awarded Bronze.

CAIE 及爱德思考试

6月11日, 5-6月CAIE考试季落下帷幕, 爱德思数学考试也将结束。我们希望所有的学生都有好的发挥, 并取得好成绩。本次考试结果将于8月中旬公布, 学生将会收到自己的个人登录信息, 以便在短时间内可查看成绩。

教务处目前正开放CAIE 10-11月考试季报名, 将参加中文考试的学生现在需要提前登记。

爱德思10-11月考试将于暑假结束后开放报名。学生可以通过学生门户或电子邮件获取更多信息。

G11年级选修课程

目前, 很多G10年级学生都选择了3门选修课。事实上, 选修课并不意味着越多越好。选择3门课程但不能兼顾功课的学生, 将需要考虑最终学习其中哪两门。下学年首两周期间, G10年级学生可以选择放弃其中一门课程。

学术比赛

很多同学参加了各种比赛, 并取得了不错的成绩。

美国计算机科学团队比赛:

我们一支学生团队获得了区域荣誉, 团队成员包括 Tony Zha, Luwen Chen和Harry Yang.

英国生物奥林匹克竞赛:

George Zhang荣获铜牌。Jack Wu 和Bowie Zhou获得优秀奖。

美国物理碗竞赛:

Sunny Xiao 荣获全国铜奖。

英国中级物理挑战赛:

Michael Chen斩获金奖, Danny Ren和David Huang荣获银奖。

英国高级物理挑战赛:

Alan Fang, Ryan Si, Stellar Su, Aries Chen 和 Henry Tang斩获金奖, Evan Chen和Nancy Zhang荣获铜奖。

British Chemistry Olympiad:

Jack Wu, Bowie Zhou, Bob Feng, Victor Chuen Kam and Tiya Hu were awarded Bronze.

Euclid Competition:

Shirley Deng and Stellar Su were awarded Distinction.

NEC:

Lawrence Ye and Wilson Liu were awarded Qualifying Test Individual Distinction Award. One team was awarded Regional Overall Team Awards Bronze and the team member are Lawrence Ye, Wong Chin Long Lowis and Thomas Luo. Two teams were awarded Super Econ! Overall Team Awards and the team members are Kelvin Pan, Wilson Liu; Oscar Liang, Owen Ma, Jacky Huang and Ozil Huang.

英国化学奥林匹克竞赛:

Jack Wu, Bowie Zhou, Bob Feng, Victor Chuen Kam 和Tiya Hu 6名同学获得铜奖。

欧几里得数学竞赛:

Shirley Deng和Stellar Su两名同学获得优秀奖。

NEC北美经济竞赛:

Lawrence Ye和Wilson Liu荣获经济学测评环节个人高分奖。

同时，一支ULC学生团队荣获区域团队铜奖，队员分别为 Lawrence Ye, Wong Chin, Long Lowis 和 Thomas Luo。两支学生队伍被授予卓越经济学团队奖，团队成员为Kelvin Pan, Wilson Liu; Oscar Liang, Owen Ma, Jacky Huang和Ozil Huang。



Jennifer Li / 李娟
Deputy Principal / 副校长

We are fast approaching the end of the school year and the school is still very much a hive of activity, which you will be able to read about in this final newsletter of the year. The rite of passage for Grade 12 approaches with their Graduation and new Grade 9 's will be joining the school at the start of the next academic year.

One of the things we will be focusing on next year across different subjects on top of the exam related material, are the minimum key skills that students will acquire in order for them to succeed. One of the ways Grade 10 students will be using the skills they have learnt this year is in the cross curricular unit which will start during the month of May onwards through project based learning. Project based learning has the potential to teach key skills and knowledge in a more engaging and real – world way. It is built on the principle that students learn better when they are taught through real world problem solving, project based activities that encourage enquiry based, hands on lessons that are student led. There are many benefits of this type of learning and we are confident students will be able to use these skills in the future. Some of the benefits are listed below,

- Increase involvement and retention of information
- Encourages critical thinking skills /deeper levels of understanding
- Supports communication & collaboration
- Boost grades/academic achievement
- Increases student motivation
- Teaches real life world problem solving /helps students to become lifelong learners by requiring them to apply the knowledge they have learned to everyday or real life problems (putting their subject in context)
- Positively affects students attitude towards learning
- Prepares students for higher education
- Integrates knowing and doing
- Teaches students that it is not enough to information, but rather being able to use the information they have in a meaningful and productive way
- Organise presentations around a given holistic problem enabling them to make more connections

Summer work will be set for students Grade 9-11. I would like to encourage all students to read over the summer. It has been proven through research that, "Children who read for pleasure are likely to do significantly better at school than their peers, according to

本学年很快就要接近尾声了，您可以在这一期通讯发现，学校活动络绎不绝。G12 年级学生的毕业典礼即将开始，G9年级新生将在下一学年加入我们。

我们明年的关注重点，除了帮助学生熟练掌握不同学科的考试知识之外，是学生获得成功所需的最低限度关键技能。

始于今年5月的跨学科项目式学习中，G10年级学生运用所学知识，便是其方式之一。项目式学习，具备帮助学生以更投入、更真实体验的方式学习关键技能和知识的优势。它通常基于以下原则：当学生通过解决现实世界中的问题、参与鼓励探究的项目式活动、主导实践课程来学习时，他们会学得更好。这种学习方式有很多好处，我们相信学生将来能够运用到这些技能。

以下是一些项目式学习的好处：

- 提高对信息的参与度和接收度
- 鼓励批判性思维技能/更深层次的理解
- 支持沟通和协作
- 提升成绩/学术成就
- 提高学生的积极性
- 通过要求学生将所学知识应用到日常或现实生活的问题中，有助于解决现实生活中的问题/帮助学生成为终身学习者
- 给学生学习态度带去积极影响
- 为学生接受高等教育做准备
- 有助于知行合一
- 教育学生，仅仅传授信息是不够的，还要让学生能够以有意义、有成效的方式运用现有的信息
- 围绕指定的整体问题组织学生演讲，使他们能够在事物间建立起更多的联系

为G9 - 11 年级学生设置暑期作业。我想鼓励所有的学生在暑假养成阅读的习惯。IOE教育研究所的最新研究证明，以阅读为乐的孩子在学校的表现优于同龄人。

new research from the Institute of Education (IOE)”

The IOE study, examined the effect of reading for pleasure on cognitive development over time. It found that children who read for pleasure made more progress in Math’s, vocabulary and spelling between the ages of 10 and 16 above those who rarely read. Dr. Alice Sullivan conducted the research and Matt Brown from the IOE.

“It may seem surprising that reading for pleasure would help to improve children’s Math grade,” she said. “But it is likely that strong reading ability will enable children to absorb and understand new information and affect their attainment in all subjects.”

This study emphasizes the importance of encouraging children to read even in our digital age. E-readers can offer easy access to books and newspapers and it is important that they are encouraged to read particularly in the teenage years where they tend to read less.

I hope you enjoy reading the rest of the newsletter and these nuggets of information on teaching & learning.

What’s Up this Month in EAL?

Off to End the Year with this Inspirational Event—The Online Career Awareness Week

What an exciting way to end the year of our ninth graders with their Career Awareness Week as the College Application Services Offices teams up with English as an Additional Language Department in making this happen.

This event is initiated to help our dearest grade 9 students in identifying their strengths that will match their suitable career in the future. Other than that, students can understand how their current subjects; their future A-level subjects and their personal choices will affect their future life roles, particularly their choices for a career.

IOE研究调查了阅读对认知发展的影响。研究发现，在10岁到16岁之间，快乐阅读的孩子在数学、词汇和拼写方面比很少阅读的孩子进步更多。Alice Sullivan 博士和来自 IOE 的 Matt Brown 领导了这项研究。

“快乐阅读有助于提高孩子的数学成绩，这结果是令人意外的，”她说，“但这是很有可能的，强大的阅读能力会促使孩子吸收和理解新的信息，并影响他们在所有学科上的造诣。”

这项研究强调了鼓励儿童阅读的重要性。在数字化时代。电子阅读也提供了更快捷方便的书籍和报刊，对阅读通常较少的青少年来说，鼓励他们阅读的重要性不言而喻。

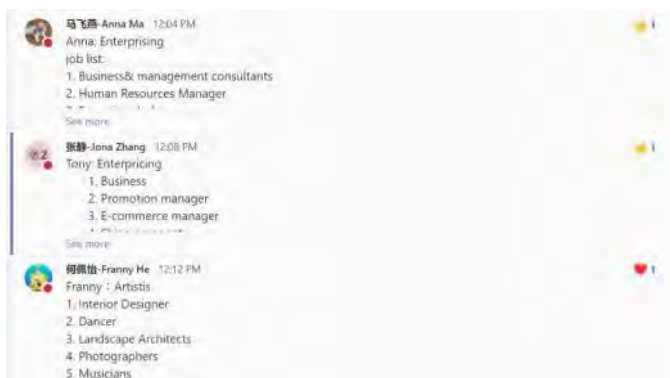
我希望，您在阅读这期通讯的同时，也能够接收到学校教学和学习版块的重要信息。

本月，EAL 英语额外语言支持组迎来什么活动？

以线上职业察觉周这一启发思考的活动结束为本学年画上句号。

CAS升学指导处和EAL英语额外语言支持组联合为G9年级学生带来了线上职业察觉周，这意味着G9年级学生本学年的EAL课堂将以这一令人兴奋的方式落下帷幕。

本次活动旨在帮助G9年级学生确定自身与未来职业意向相匹配的优势。除此之外，学生可以了解他们当前所学科目、下阶段A Level科目、个人选择将如何影响他们在未来生活中的角色，尤其是未来他们所选择的职业道路。

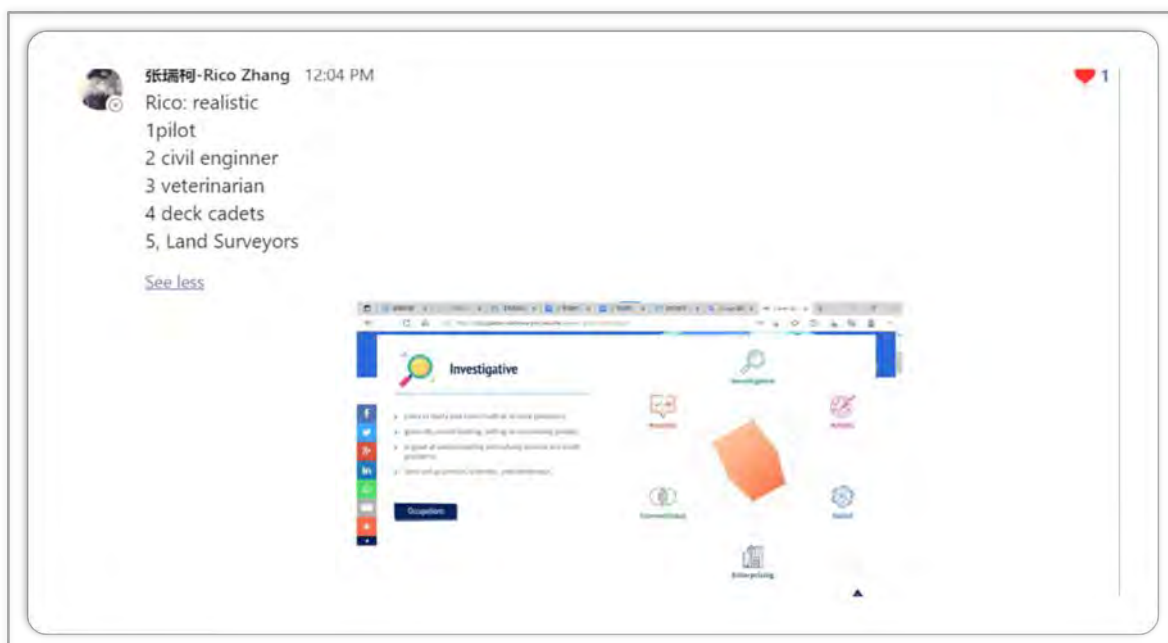


The schedule for this Career Awareness Week is as follows: 本次职业察觉周的日程安排如下:

Date 日期	Teams Room 线上频道	Activity 活动内容
June 10- Thursday 6月10日 (周四)	EAL Teams Class EAL线上频道	<ul style="list-style-type: none"> Career Assessment 职业评估
June 11- Friday 6月11日 (周五)	EAL Teams Class EAL线上频道	<ul style="list-style-type: none"> Occupation Research 职业意向调查 Sign-up on the link for the Career Guidance Talk on Wednesday 登记报名下周职业指导讲座
June 15- Tuesday 6月15日 (周二)	EAL Teams Class EAL线上频道	<ul style="list-style-type: none"> Creation of Curriculum Vitae (CV) 制作个人简历
June 16- Wednesday 6月16日 (周三)	Grade 9 Career Awareness Week Teams G9年级职业察觉周线上频道	<ul style="list-style-type: none"> Career Guidance Talk from different speakers (职业指导讲座) Accounting (会计学) - Ms. Judy Alonzo Art (艺术) - Mr. Ye Jianguang Business (商务) - Mr. Lesley Burrows Finance (经济) - Ms. Wang Haitao Information Technology (信息科技) - Ms. Naomi DeJesus Ronquillo Maths (数学) - Mr. Richard Brodniansky Psychology (心理学) - Ms. Hilda Fan College Application Questions/Inquiries will be answered by the CAS G9 TEAM through Microsoft Teams (升学指导处老师为G9学生提供大学申请答疑): Homeroom 9A - Ms. Leean.Zhang Homeroom 9B - Ms. Frances Sun Homeroom 9C - Ms. Renne Chen Homeroom 9D - Ms. Frances Sun Homeroom 9E - Ms. Fiona Liu Homeroom 9F - Ms. Letty He Homeroom 9G - Ms. Ivy Lin
June 17- Thursday 6月17日 (周四)	EAL Teams Class EAL线上频道	<ul style="list-style-type: none"> Mock Interview 模拟面试 Survey (for feedback) 调查问卷 (活动反馈)

Hoping this will be new, fun, exciting and enlightening for our dearest year 9 students. This event will somehow help them have concrete ideas on what they can do now while in high school, to assure success in university and their adult life.(From Jocelyn Ymbong, HoD EAL/English Teacher)

我们希望，这次活动能给他们带去新鲜、有趣、令人兴奋和有启发性的体验，也希望能通过不同方式启发学生，帮助他们对现阶段高中生活可以做的事情形成具体想法，在未来大学和职业生活中取得成功。(来源: EAL组长/英语教师Jocelyn Ymbong)



Kickstarter for CS GO!

CS GO! If you are not familiar with this term, you may not belong to what we called Alpha Generation. CS: GO or Counterstrike: Global Offensive is a kind of an online game pits with two teams of five players against each other, with each team having to complete certain objectives to win. Each team takes on the role of the Terrorists, while the other team are the Counter-Terrorists.

The concept of the competition that the ULink CS Intruders organized was based on this game. The event was made possible by our 11th graders, namely Nick Tsai (Leader), Jerry Li (Logistic), Daniel Shuai (Content Producer) and Stellar Su (Artist). They were all involved from conceptualization, preparation of materials until the night of execution. Each of member has indeed devoted their time and skills despite of their busy schedule and revisions for their external on-going examinations.



[CS Intruders Team - Picture from left to right Jerry Li, Nick Tsai, Naomi Ronquillo, Joanne Guan, Stellar Su, Daniel Shuai]

On 24th May of 2021, the first ULink Computer Science competition was held at the Lecture Hall. The competition consisted of 3 Rounds (Online Quiz, IP Address Hunting, Who Wants to Be the Administrator) where all participants were given a chance to demonstrate their knowledge and skills through various tasks provided. From 36 students who did the 1st round thru Online Quiz, 20 students were chosen to compete as group of 4 with 5 members each to make it on the 2nd round. Whilst the remaining 16 students were still part of the night competition. They were asked to create an interactive game using Scratch program. On the 3rd

首届UCL计算机科学竞赛来了!

CS GO! 如果你不熟悉这个单词, 你有可能已经落伍啦! CS:GO (《反恐精英: 全球攻势》) 是一款知名线上游戏, 玩家分成正、反方两个阵营, 并在竞争中达到要求目标。



[Nick Tsai and Miss Naomi Emcees of the Night]

这款游戏便是首届UCL计算机科学竞赛的灵感来源, 该项比赛在5月24日晚进行, 并由学生团队CS Intruders发起。毋庸置疑的是, 这次活动的成功举办离不开Nick Tsai (组长)、Jerry Li (设计师)、Daniel Shuai (内容制作)、Stellar Su (艺术指导) 的辛勤付出。尽管他们同时面临着来自CAIE考试季和忙碌校园学习生活的压力, 但每位成员都付出了大量的时间和精力, 这体现在竞赛形式构思、材料准备到当晚比赛开展效果上。

当天晚上, 选手们迎来了线上测试、IP地址寻宝游戏、百万富翁三轮挑战, 每名参与者都展现了自己的知识储备和各种技能。

期间, 36名首轮线上测试参与者中, 20人进入第二轮, 并以小组形式参与挑战; 剩下的参与者则体验另一项活动——用一个极其简单的编程软件“Scratch”进行游戏创作。



[Stellar assisting participants in doing the IP Address Hunting Task]

round, 10 students were chosen to have a head-to-head challenge through the “Who Wants to Be The Administrator” game. Three students with the highest mark were declared as winners.

Some of the participants gave their feedback of their CS GO Experience.

“I was excited when I got the third prize. This event is a helpful way to put all the lessons we have in class and put into this kind of activity. It was not really hard, but it motivated me a lot in the further Computer Science study.”

– Chloe Chen, Grade 9 3rd Winner

“It's my pleasure to be part of this competition and it's my honor to win the second price. In this competition, I worked hard and finally qualified to stay in the last round. The fun part is the - group work wherein we had to pass a lot of hard checkpoint and solve all the difficulties by brainstorming. I must say that “Winning or losing is not important, what matters is that you participated, you tried your best, you learned from it.”

– Cido Fang, Grade 9 2nd Winner

“I enjoyed this activity very much and won the first prize. My teammates are very cooperative and won the first prize in team activity. Being part of this event CSGO is my honor. I learned a lot and I will participate for sure again next year.”

– Leo Luo, Grade 9 1st Winner

During the planning stage of this competition, we insisted on the purpose of fun, cooperation, and novelty. Then, we combined the popular social game called CS GO with some basic CS knowledge to make this competition fun and more engaging but at the same time increase their knowledge for future learning of CS. I hope in seeing more students to join in our team next year! So, please join us! I always believe that wonderful things are about to happen...

– Jerry Li, Grade 11 - CS Intruders Logistics

“On the actual day of the competition, I was so nervous and anxious, thinking that this maybe was all a mistake. However, on that same night, I have decided to make this successful – the very first CS competition organized by ULink students. I claimed



而在第三轮中，第二轮诞生的10名晋级者完成了一场面对面较量。学生们通过回

答问题赢得分数，最终得分最高的3名同学成为终极赢家。

以下来自部分活动参与者的反馈——

获得三等奖后，我很兴奋！这次比赛让我们可以将课堂上所学知识都运用起来。比赛不算难，但它激励我去挑战更高阶的计算机科学知识。

三等奖获得者 G9 年级学生 Chloe Chen

我很高兴参加了这次比赛，还幸运地赢得第二名。期间，我努力进行比赛，最终晋级最后一轮比赛。团队竞争环节很有趣，我们必须到达指定任务点，并集思广益解决难题。我想说：“输赢并不重要，重要的是尽力而为，并设法从中获益。”

二等奖获得者 G9 年级学生 Cido Fang

这次活动中，我感受到比赛的乐趣，并最终获得了第一名。我们组的成员合作得非常棒，最终成为了第二轮团队竞争的获胜者。参加CS GO！是我的荣幸。我从中学到了很多东西，我一定会参加明年的比赛！”

一等奖获得者 G9 年级学生 Leo Luo

在比赛的策划阶段，我们始终基于趣味、写作、新颖的原则和方向。自然而然地，我们将人气游戏与一些计算机科学基础知识相结合，让比赛内容变得有趣且更具吸引力，这也让参与者们收获知识，有助于下一阶段的学习。希望明年能有更多学生加入我们的队伍！欢迎你们！我期待着美好的事情将发生.....

学生团队CS Intruders设计师 Jerry Li

比赛那天，我处于紧张、焦虑之中，还在想组织这次活动也许是个错误。但是，到了晚上，我的想法变了——这不仅是ULink学生组织的首届ULC计算机科学竞赛，也是所有参与者的趣味之夜。



that this will be the best night for all. I made sure that I will not regret leading the team because I know to myself that I always aim for the BEST. To also be the best student I can be in ULink school.

Surprisingly, this competition was totally beyond of my expectations. The participants quickly fell into the mood of competing with the other groups, and everyone is enjoying this interactive and fun environment.

Through this experience of organizing a competition, I have broadened my horizon by knowing more students who have passion in Computer Science and improved my communication skill and managing events like this greatly. I truly understand the significance of team work now, and I am very proud to explore the world in the different views with the team CS Intruders. I hope to witness another CS festival next year!"

-Nick Tsai, Grade 11 CS Intruders Leader

"The first ever CS Go was well planned and executed, setting high standards for the next ones. This kind of student-initiated event should be done more regularly at our school. Congratulations to the organizing team led my Ms. Naomi! Looking forward to the CS Go 2022!"

- Miss Judee Bacus - HOD Maths/IT Dept



CS Intruder is organized to provide a venue for students who are passionate in the field of technology

- most especially for those who are already taking Computer Science course. Students who belong to this group are expected to generate, advance, and share common interests. The group meets during ASA time and plans on CS activities such as workshops, events, projects, and other network opportunities among ULink students.

就算过再久，我也不会后悔组织这次活动，毕竟我清楚自己一直在追求“最好”，就像我想在ULC成为“最好的自己”一样。

不得不说，这场比赛完全超出了我的预期。选手们很快就进入与其他小组竞争的状态，每个人都在享受这种互动而有趣的过程。



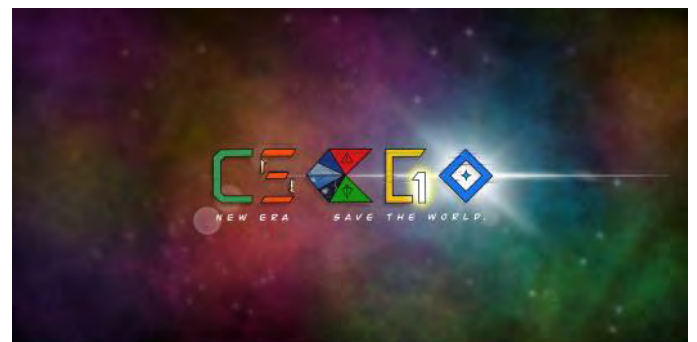
通过组织这次比赛，我认识了更多对计算机科学充满热情的学生，大大提高了我的沟通能力，也

拓宽了我的视野。我现在真正意识到团队合作的重要性！现在的我，能以CS Intruders团队一员的视角探索世界，我感到非常自豪。我期待明年的第二届计算机科学竞赛！

学生团队CS Intruders组长 Nick Tsai

ULC首届计算机科学竞赛的创意、执行非常棒！这也让我们提高了对下一届比赛的期待，期待校园内能定期开展更多由学生发起的这类活动！祝贺这次比赛的指导老师Ms. Naomi女士！期待2022年CS Go！"

数学/计算机科学组组长 Ms. Judee Bacus



学生团队CS Intruder旨在向对技术领域充满热情的学生，尤其是那些正在学习计算机科学课程的学生提供平台。该学生团队将挖掘、拓展、分享共同兴趣，平时以ASA课后活动形式聚在一起，并规划计算机科学领域活动，包括研讨会、项目以及适合ULC学生的线上锻炼机会等。

Initially this computer event's goal is to use this as opportunity to demonstrate what they learned for the entire year in an interesting and fun way. We combined CS theoretical concepts and practical application together through a game mechanism. In this way, students also benefit from teamwork, and at the same time help them to build logical thinking abilities.

Overall, it is indeed my pleasure to work with this young people who have great passion to technology. This event must have brought them into a new level of learning experience not only technically but more of a project management, "can-do-attitude", commitment to tasks, self-confidence and more. As their coach, I am also inspired to think more, explore more and be a better version of teacher in the field of Computer Science. I hope and believe that there is more in store for us.

So, to a more CS Go next year! Cheers! (From Naomi De Jesus-Ronquillo, Computer Science Teacher)



希望以更多有趣方式呈现学生们在课程中所学到的知识，也正是发起这次计算机科学竞赛的契机。通过

博弈机制，我们将计算机科学领域理论概念和实际应用结合在一起。也因此，学生可以从团队合作中受益，并帮助他们培养逻辑思维能力。

总之，我很开心与这群对计算机领域充满热情的年轻人一起奋斗。通过这次比赛，他们不只是技能知识有所提升，在项目管理以及乐观敢闯、提高自我要求、提升自信心等方面都有了收获。

作为指导老师，我也被启发着去思考更多，探索更多，并期待自己成为计算机科学领域中更好的老师。我相信并憧憬着，未来还有很多可能等着我们去探索。最后，期待明年CS Go! 加油! (来源：计算机科学教师Naomi De Jesus-Ronquillo)



[All Grade 9 Participants together with the CS Intruders Team]

Drama: the Magic of Growth

Theatre allows students to grow and shine while drama performance immerses students into a completely different world. It is always amazing to witness students' growth during a drama production. That is also why drama never fails to fascinate students. Of course, this kind of magic works on this year Grade 9 students.

It has been my pleasure to teach drama to Grade 9 students during my first year of teaching at ULink

戏剧：这无处安放的魅力

剧场是学生成长和闪耀的地方，而戏剧表演就像魔法粉，促进他们的成长。在戏剧制作过程中，我们常常可以见证到学生身上令人惊奇的成长。这正是为什么戏剧总是让学生着迷的原因。当然，这种魔法今年出现在G9年级学生身上了！在ULC教学的第一年中，我很高兴能教G9年级学

College. They are lovely, polite, energetic, creative and passionate. They enjoyed every drama lesson, every chance to practice the drama techniques, especially when preparing for the performance of *A Midsummer Night's Dream*. As their drama teacher, I have confidence in them, so I chose to set it up as a student-led production, where students take the leading role in acting and all the back-up work. To my surprise, the outcome was magical.

They have become more mature and responsible because everyone had a role in the production, whether they were actors or the supporting back-up team. Before the show, students took on different roles of the promotion, from designing tickets, handmaking posters to inviting students from other grades to watch their classmates' show. Meanwhile, the actors practiced their lines during our drama lessons, and even during self-study time. What a joy to see students involved in every moment of the production!

Interestingly, the students became increasingly demanding with regards to the final product. What I heard the most frequently was 'I think it is not good enough'. This simple sentence shows their determination, passion and love for the whole production. What's more, it also means they have been chasing for excellence rather than merely grades or results in the process. At the end, they treat the excellence performance as their own goal. I hope this attitude will pass on in their future life.



Last but not least, a lot of them have improved their communication skills. I understand nowadays students prefer to chat through online so-

cial media applications, but it does not work in drama production as they need to talk, negotiate and collaborate with each other in a production. I know some of them argued during the rehearsals, but I would consider it as a lesson for students to learn how to deal with the different opinions from others. I am glad to see them accepting others and working as a team.

生戏剧课。他们可爱、懂礼、精力充沛，有创造力和学习热情。他们享受每一堂戏剧课、每一个练习戏剧技巧的机会，尤其是在戏剧《仲夏夜之梦》演出时。作为他们的戏剧老师，我对他们信心满满，所以，我选择大胆放手给学生，让学生成为《仲夏夜之梦》表演和所有筹备工作的主导者。而结果之神奇，远远超出我的预期。

无论是演员，还是幕后工作人员，每个学生都至少担任了一个角色，他们也因此变得更加稳重和有责任感。比如演出前，学生们有不同的宣传分工，从设计门票、手工制作海报到邀请高年级学生观看演出都由他们一手包办。同时，演员们纷纷自觉在戏剧课上，甚至自习期间练习台词。学生们投入其中的每一个瞬间都让人感到喜悦！

让我出乎意料而又在情理之中的是，学生们对成果要求越来越高。期间，“我认为这还不够好”是我最常从学生口中听到的一句话，这也体现了他们对最终作品的坚持和热爱。更重要的是，这意味着他们正在追求卓越，把卓越的表现当作自己的目标，而不仅仅是成绩或结果，我希望他们在以后的生活中能保持这种态度。

借这次锻炼，不少学生提高了他们的沟通能力。就我所知，现在的学生更喜欢通过社交媒体、应用程序聊天，但这些在戏剧制作中不起作用。因为，他们需要在制作中相互交谈、沟通和协作。我知道他们中的一些人在排练时争论不绝，但我会把它看作是一个人生课堂，让学生学习如何处理与其他人不同的意见。我很高兴看到他们接纳他人，并以一个团队的形式工作。



Grade 9 students, I am feeling thankful to witness everyone of your growth during this A Midsummer Night's Dream production. Without a doubt, next year, we will produce another fantastic show!

Deep down my heart, I hope all of you have grown in the way you want.

Some of the students gave their feedback of their drama experience.

From Momo Zhang (Bottom from Act 4)

Firstly, I would like to thank Miss Joanna and my classmates, I really hope that we can work together next year as well! I was so glad, as well as surprised when I was chosen for the role of Bottom, so I decided to review my lines as many times as possible. Unfortunately, accidents happen. When I was on the stage, the microphone didn't work. I had to shout to the audience so that they could hear me. Dramatically, when I shouted, the microphone suddenly started working and it frightened the audiences. I was embarrassed but when the audience applauded me as support, I was suddenly filled with confidence, which supported me till the end of my performance.



From Frieda Wang (Helena from Act 1)

Helena was an unexpected gift for me, and it was also an enormous challenge. Our EAL teacher gave us an open questionnaire before we were allocated roles. I remember I wrote "no male character" and I didn't expect that I would be chosen as a character, especially the main character. Undoubtedly, it gave me so much pressure. Shakespeare said: "there are a thousand Hamlets in a thousand people's eyes." My ambition is to show my own Helena to the audience, for which I watched many editions of AMND and communicated with my friends about this character. Thanks to my EAL classmates, Miss Lilian, Miss Joanna. They gave me positive comments, created a good atmosphere to rehearse in and advised me on how to act better. Also, I want to thank the audience who enjoyed my interpretation of Helena.

G9年级学生们, 我很感激在这个“仲夏夜的梦中”见证了大家的成长。毫无疑问, 明年, 我们将制作另一个梦幻般的节目!

千淘万漉虽辛苦, 吹尽黄沙始到金。愿你们在话剧中成长!

首先很感谢Ms. Joanna和同学们, 很希望明年能够继续与你们合作! 当我被选为Bottom扮演者时, 我既意外又开心, 所以, 我尽可能多地练习台词, 以确保万无一失。但意外难以避免, 麦克风在表演时突然没有声音, 我不得不大声喊台词, 好让观众们听得见。但戏剧性的是, 我刚开始大声喊, 麦克风突然有了声音, 这吓坏了观众。突如其来的惊吓让我不知所措, 但观众突如其来的掌声给了我莫大的支持, 那一刻, 我突然充满了信心, 就这样被鼓励着完成了表演。

——学生Momo Zhang

Helena这个角色对我来说是一个意料之外的惊喜, 也是一个不小的挑战。Ms. Joanna 分派角色前, EAL老师让我们填写了一份调查问卷, 我记得我当时写的是“不是男性角色就可以”。因为《仲夏夜之梦》第一幕里的女性角色少得可怜, 我当时根本没有设想我会被选作演员, 尤其还是主演之一。毋庸置疑, 这给了我很大的压力。



莎士比亚曾说, 一千个人心中有一千个哈姆雷特, 将“我的Helena”展现给大家算是我微不足道的野心吧。为此, 我看了很多个版本的《仲夏夜之梦》, 也和朋友们探讨了Helena这个角色。

非常感谢EAL E班的同学, 谢谢Ms. Lilian和Ms. Joanna, 在排练的时候, 她们给予了我一个非常好的环境和氛围, 还给我提了很多帮助我改进的意见! 也非常感谢大家认可我的表演, 认可我演绎的Helena。

——学生Frieda Wang



From Franny He (Prop Team)

Last week was Mid-summer Night's Dream G9 drama show, I was so proud to be a member of the prop group, because we made a wonderful handcrafted background with Miss Joanna. We started preparing the props for the show two weeks in advance. In all the work we have done, the most interesting thing was making the lawn of the wood. The lawn was also hand-made. We asked a gardener for a big patch of grass. Then we stuck the grass onto the paper neatly and spread the paper on the floor. This grass paper was both fancy and realistic. Two weeks of prop making experience made me feel the charm of making props, which is to use our creativity and imagination.

From April Xiao (Helena from Act 2, Scene 1)

When I was chosen to play Helena, I was very hesitant and conflicted, even a little scared. Because I had rarely acted on the stage, nor even spoken out loud in life. Later, during repeated rehearsals in front of the whole class and even the whole grade, I gradually overcame this fear and got used to the feeling of performing on the stage. On the day of the performance, when I stood on the stage, the tension suddenly disappeared, and I suddenly realized that the role was made for me.

From Jerry Yuan (Hermia from Act 2, Scene 2)

I was really excited that I got the role of Hermia, so I want to thank teacher Joanna for letting me have this opportunity to shine. I had a drama class in my previous school, but most of the roles I played were male roles or some supporting roles. Personally, I really want to try female characters by imitating their gestures and tones to present the performance. The process was an amazing experience, such as stepping on dress all the time. My thick wig had to be well groomed before the show. Besides, putting on makeup takes a lot of effort. All of these let me sigh, "alas, it is SOOOOOOOOOO difficult to be a beautiful girl!"

上周，在G9年级全体学生和EAL老师的共同努力下，《仲夏夜之梦》话剧表演圆满结束，我也非常荣幸能成为道具组的工作人员之一。在这次话剧表演中，所有的道具和背景布置都是由道具组成员加工或手工制作而成的。其中，最有趣的是森林中草地的场景布置——从学校植被维护工作者手中收集到一大袋杂草后，我们将杂草整齐地黏贴在卡纸上，然后将制作完成的“草皮”铺放在舞台上。这样既点明了草地环境，又不至于让场景过于杂乱，且让观众有想象的空间。这次活动中，我和道具组成员充分体会到了手工制作道具的快乐，对“想象力和创造力是最好的魅力”也有了更深的体会。

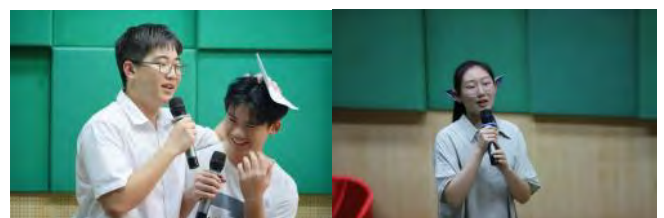
——学生Franny He

当我被选去扮演Helena的时候，我的内心十分犹豫和纠结，甚至有点恐惧。因为我几乎从来没有在舞台上表演过，日常生活中甚至不敢大声说话。但后来，在一次又一次当着全班甚至全年级的彩排中，我慢慢地克服了这种恐惧，也适应了这种在台上表演的感觉。正式表演那天，当我站在台上表演时，那种以往经常会有的紧张感突然消失了，甚至感觉这个角色好像就是为我量身定做的一样。

——学生April Xiao

我其实很高兴我能拿到Hermia这个角色，感谢Ms. Joanna老师可以让我有绽放自我的机会。我在之前的学校上过戏剧课，但扮演的大多是男性角色或龙套。我个人十分想尝试女性角色，在演出中尝试模仿她们的姿态。结果是，体验十分惊艳（感人）！比如，穿裙子走路总是会踩到，厚重的头发还要精心打理，还有漂亮的妆容，不禁让我感叹道：“唉，做个美女真难！”

——学生Jerry Yuan



From Cido Fang (Demetrius from Act 2, Scene 1)

During these days learning about drama I gained a lot.

First, I need to say thank you to my drama teacher Miss Joanna, as she has led us to this wonderful lesson and taught us a lot of knowledge and specific details about drama. I really appreciate this.

Secondly, this is the first time that I have read a script. I've never acted out any script before either. Before I had this drama lesson, I was always described as a man who seldom shows empathy because I was not patient enough to find out what people are thinking. However, after this drama production, I have tried to empathize because I need to know the mood of the character in the script, which helps me to know others' feelings in daily life.

Finally, after the preparation and the performance, I now communicate with people more confidently. I have gained a lot of experience on how to act realistically and I've conquered my stage fright.

From Vivian Feng (Titania from Act 3, Scene 1)

I think acting as Titania is a big challenge for myself, because it is my first time for playing drama. To be honest, when I was chosen as Titania, I was nervous. The first question came into my mind is if I am qualified for this role. Can I remember so many lines? My sister told me: No not grinding away at yourself, just do it. And then so I do. The fact is I succeed and enjoyed the stage.

From Sylvia Liu (Tickets Designer)



The first ticket I designed was for English Advanced and EAL B. The idea of this ticket is from the renaissance, the day of Shakespeare. So I tried to put some European vintage drawings on it to make it look elegant.

Then I designed the second and third tickets, for EAL A to F relatively. In the ticket for EAL E, A and F, forest elements can be found. The idea is from the original work, where the main story happened in the forest.

The inspiration of the last ticket is similar to the first one but somehow mixed with a little forest elements.

(From Joanna Pan, EAL Team/English Teacher)

这些日子，我在戏剧中学习到了很多。

首先，我要对我的戏剧老师Ms. Joanna说声谢谢，因为是她带领我们上了这堂精彩的课，教会了我们很多关于戏剧的知识和具体细节，对此我很感激。

其次，我以前从未演过任何剧本，这是我第一次演绎剧本。在上这堂戏剧课之前，我总是被视为一个很少表现出同情心的人，因为我没有足够的耐心去了解人们在想什么。然而，在完成这部戏剧之后，我尝试去共情，因为我尝试过了解剧本中人物的心情，这有助于我在日常生活中了解别人的感受。

最后，经过准备和表演，在与其他人沟通时我更加自信了。毕竟，在如何生动表达上，我积累了很多经验，而我曾害怕的舞台也已被自己打败了。

——学生Cido Fang

对我来说，扮演Titania是一个很大的挑战，毕竟这是我第一次表演戏剧。实话实说，当我被选为Titania时，我感到很紧张——我能胜任这个职位吗？我能记住这么多台词吗？我姐姐告诉我：想再多，越折磨自己，去做就好。所以我不再纠结，而最后的结果是——我成功了，也享受了这个舞台。

——学生Vivian Feng

为不同的班级，我设计了带有各种元素的演出门票。其中，粉色门票的灵感来源于莎士比亚的年代——文艺复兴时期。为了呈现优雅风格，我还尝试加入了欧式复古元素。绿色门票则融入森林的元素，这是因为原作中，主要故事情节就发生在森林里。浅蓝色门票和粉色门票的设计理念相似，但融入了一些森林的元素。

——学生Sylvia Liu

(来源：EAL组戏剧老师Joanna Pan)



G10 Cross Curricular Project

"OMG...NOT ANOTHER MAGAZINE ARTICLE"

I can see it in their glazed lifeless eyes. I can hear it in the faint flicker of aluminium paper, stuck to the sweaty pyramid of the 'Toblerone' dark chocolate bar on the student's desk. I take a deep breath and try to muster up some energy for the task. I clap my hands limply, maybe once or twice, but no more than three times. "OKAYYY...you know the drill...Paper 2...Question 1...Directed Writing...Magazine Article... Title, Topic, Background, Discussion, Predictions, Conclusion...450 words...guys, let's do this"! Nothing. The stupefying ethereal odor of apathy seduces the room into a disquieting comfortable silence. Welcome to my world.

Back in the staff room, I fall into the executive chair, and wait for the physical and mental sinking into anonymity. A cartoonlike figure, peering over a disheveled heap of broken ideas and empty promise. I seek solace in my inbox. With a pathetic sigh I open the email from Emilio. "Could you please write a short article about our ongoing G10 cross-curricular project to be published in the ULC Newsletter"? I picture Emilio sitting on a golden powdered sandy beach...possibly Boracay. There is no resentment. Just a profound sense of personal failure.

An old mentor once said, "don't ask anybody to do something, you wouldn't do yourself", and I remembered the faces of the undead in my classroom. My immediate future was now clear. I have to write the magazine article. If I don't, what sort of teacher am I? So, at least 450 words, in no more than an hour. I'll even include the headings for them. Here goes!

Title – CROSS CURRICULAR OR JUST CROSS-WIRED?

Topic –

It is the end of the academic year. A time which is both celebrated and dreaded by students and teachers alike. It is plagued by the global pandemic of international exams, and exuberantly rejoiced as the doorway to freedom – to video games, on-line shopping, and just chilling on the sofa. But this period of contradictory emotions spawns further dilemmas. What to do with the students during and after exams? How do we gently extinguish the smoldering embers of burnt out teachers, while kindle interest in the damp sodden minds of the students, and more importantly, satisfy the concerns of the demanding fee-paying parents? Ah yes...a project! Better still...a cross-curricular project!

G10年级跨学科项目

"天哪.....别再让我写杂志文章"

我可以从他们呆滞的眼神中读出这一点。我甚至可以在撕开铝纸的微弱声响中听到他们的心声，而铝纸原本粘在学生桌上的Toblerone三角巧克力上。我深吸一口气，试着为学生们传递一些能量。我无力地拍掌，也许一下，也许两下，但不超过三下，"好了...你们知道这次练习...是（关于）考试卷二的...第一道问题...指导式写作...杂志文章...（它包括了）标题、主题、背景、讨论、预测、结论...总共450个单词...同学们，让我们按着要求来做！"大家再无他话。课室里散发出昏沉气息，接着是令人不安的沉寂。嗯，欢迎来到我的世界。

（下课后，）回到办公室，我靠在椅背上，等待身心沉入摆脱疲惫感。仿佛一个卡通人物般，我脑海里搜寻着一堆乱七八糟的破碎想法和空洞的承诺。我打开邮件的收件箱，试图寻求慰藉。悲伤的叹息中，我打开了 Emilio 的电子邮件。"关于我们正在进行的 G10年级跨学科项目，能否请你写一篇将发表在《家长通讯》中的简短文章？"我想象，Emilio坐在金色的沙滩上...也许是菲律宾长滩岛沙滩上。那刻，我心中没有怨恨，只有深深挫败感。孔子曾说，"己所不欲，勿施于人"，我想起了课堂上学生的生动面孔。接下来我该做什么，已经显而易见，我必须写杂志文章。如果不写，那我算什么类型的老师呢？并且，至少 450 字，限时一个小时内。我甚至还会给文章加上标题。开工！
标题 – 跨学科还是只是跨界？

话题 –

临近学年尾声，这是一个让学生、老师既开心又害怕的时刻。害怕，是由于要参加全球统考。但同时，我们也为这扇即将通往自由的大门欣喜若狂，毕竟电子游戏、网上购物、靠在沙发上放松的时光指日可待了。但这矛盾的情绪也带来了难题，如何安排考试期间、考试后的课程内容？（教育的本质是“点亮”，）这个时候该怎样“薪火相传”，才能点燃学生湿漉漉的心灵兴趣，更重要的是，还要考虑到部分高要求家长？啊，有了.....一个项目！甚至可以做得更好.....一个跨学科的项目！

Background –

In the hallowed halls of academia 'cross-curricular' deserves respect. The delicate alliteration allows for seamless associations with independent learning, critical thinking, constructive coordination, and can even be stretched into personal discovery and global citizenship. According to intellects such as Matthew Lynch "cross-curricular teaching is the essence of collaboration...it requires the math teacher to align with the literature teacher, who aligns with the art teacher...it is reflective of real life...a training ground for future interaction". Move away 'metacognition' and 'literature circles' – if any pseudo-educationalist wants to impress (and many of us do), 'cross-curricular' is the word you want to bandy around!



Discussion –

"And thereby hangs a tale". Is it just one of those words we throw out to intimidate a less confident colleague? Is it real, or is it like a 'whole school assembly', a façade, a tick in the box of an inspector's accreditation?

The theme for this year's G10 project was prematurely called "My Post Covid World". It produced some genuinely inspiring work. Global inequalities were highlighted, and 'beauty in the darkness' was found. We remembered the thrills of live entertainment, recognized human achievement, and mourned for our dying planet. The texts produced were varied, interesting and creative. Boring essays were pushed aside for artwork, video, and live performance. But did we get it right?

背景 –

在学术界的神圣大厅里，“跨学科课题”值得尊重，它可以与独立学习、批判性思维、建设性协调等内容无缝联系，甚至可以延伸到个人探究和全球公民身份。Matthew Lynch等认为“跨学科教学的本质是协作.....它要求数学老师与文学老师协调一致，而后者还需与艺术老师协调一致.....它反映了现实生活.....是学生未来场景的训练场”。在“元认知”和“圆桌阅读”以外，如果有任何伪教育主义者想要给人留下深刻印象（我们中的许多人都这样做），那么“跨学科”就是我们可以探讨的术语了！

讨论 –

“说来话长，其中大有文章”。这只是我们用来恐吓不那么自信的同事的话吗？G10年级跨学科项目，是不是真的像组织一次全校集会，打造一个门面，让检查员在认证框中打勾那么难？

今年G10年级跨学科项目的主题被过早地定为“我的后疫情世界”。期间，学生们产生了不少真正鼓舞人心的作品，不仅探讨了“全球不平等”，也发现了“黑暗中的美”。我们记得现场表演秀的刺激，认可人类的成就，并为我们垂死的星球哀悼。最终完成的文本多种多样，有趣且富有创意。艺术作品、视频和现场表演等形式把无聊的文章挤到一旁。但我们做对了吗？



G10F student Luwen Chen welcomed "the opportunity to develop skills not normally used" and physics teacher Johnathan Yang agreed that a cross-curricular approach was "the right thing to do, by encouraging independent learning". This was supported by HOD Science Samuel Juma who put forward "projects like this help students to think and synthesize information". But others felt it was a missed opportunity. HOD Humanities Ambiga Naidu wanted more control of the product of the project, and math teacher Judee Bacus observed "the timing of the project is bad. It needs a longer process to coordinate critical thinking, independent learning and incorporate global citizenship". Some just didn't get it at all. Gaby Yang G10D looked into space, confused "I can't see the connections...how can music tie in with physics"? G10G student Tiger Wu with characteristic honesty muted "all this stuff they talk about, like the cutting down of forests, and killing rhinos...I don't see how that has got anything to do with me".

Predictions –

Surely actions speak louder than words. The quality of the work that was produced by G10 students shouts convincingly in support of such projects. It will take time for both teachers and students to change the old habits and routines, but this multi-layered approach has got to be the way forward.

Conclusion –

Yes, the chains of our students' intellectual lockdown are to be released and the wires are to be connected. The shop signs of 'Sorry, we are closed' are to be replaced by 'Welcome, we are open...to new ideas'.

Job completed, forty-eight minutes of writing...and you know what...in the words of Sean McIntyre "I am enthused...and looking forward to English Week"!

Bibliography –

<https://www.theedadvocate.org/pros-and-cons-of-cros...>

(From Peter Mckeown, English Teacher)

G10F班学生 Luwen Chen 对这次“培养不常用技能的机会”表示欢迎，物理老师 Johnathan Yang 也认为跨学科项目是“正确的做法，鼓励学生进行自主学习”。这得到了科学组组长Samuel Juma的支持，他指出“这样的项目可以帮助学生思考和综合处理信息”。但也有人认为这是一个错失的机会。人文学科组组长Ambiga Naidu 想要更多地把控该项目的学生作品，数学老师 Judee Bacus 观察到“该项目推行的时机不恰当，它需要一个更长的过程来帮助学生融入批判性思维、独立学习和全球公民意识”。有些学生并没有参与进去，G10D班的Gaby Yang抬头看着天空，困惑地说，“我看不到二者的联系.....音乐如何与物理结合”？G10G班的学生Tiger Wu带着他特有的诚实，沉默了下来，“他们谈论的所有这些事情，比如砍伐森林、犀牛被杀.....我看不出与我有关系”。

预测 –

当然，事实胜于雄辩。G10 学生最终完成作品的质量，令人心悦诚服地认可这一项目。老师和学生都需要时间来改变旧的习惯和方法，这种分层次的教学方法必然是我们前行的方向。

结论 –

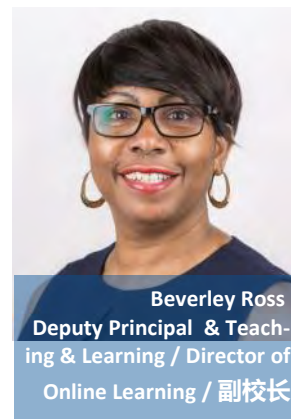
是的，我们学生的智力锁链要解开，不同学科的知识需要连接起来。（面对新知识，）“对不起，我们关门了”的店牌将被“欢迎你们，我们对新想法持开放态度”取代。

文章完成了，耗时48分钟.....你们知道吗.....对此，英语组Sean McIntyre说，“我很兴奋.....期待英语周的到来”！

参考书目 –

<https://www.theedadvocate.org/pros-and-cons-of-cros...>

(来源：英语教师Peter Mckeown)



Beverley Ross
Deputy Principal & Teaching & Learning / Director of Online Learning / 副校长

The professional development

Looking back on this year's teacher professional development, the theme was action research. As early as the beginning of the school year, in September 2020, each teacher started the first step in the action research cycle, which was to determine a topic of research. In October and November, through reading educational literature, and constructive discussions between each other, the scope of the research was further refined. From December to February, everyone learned the methods of data collection and discussed with the teachers in the group, and then determined the teaching interventions and methods of collecting student data.

Studies have shown that to ensure reasonable validity and reliability, action researchers should avoid relying on any single source of data. Most teacher researchers use a process called triangulation to enhance the validity and reliability of their findings. Basically, triangulation means using multiple independent sources of data to answer one's questions. Therefore, we have also introduced peer observation of the lesson. The teacher who observes the lesson mainly focuses on the behavior and learning effect of the students, and then gives the recorded data to the observed teacher. By watching each other's lessons and collecting student data from another perspective, the validity and reliability of the data are further ensured. Therefore, in March, each teacher wrote a lesson plan and shared it on the Moodle forum so that other teachers could coordinate their time to observe the lesson.

From the end of March to mid-April, teachers conducted classroom teaching interventions and collected student data, and gathered more student data from other teachers who observed the lesson. On the last PLR day of the school year at the end of April, teachers reported their research results and next steps for the future. From the presentations of the teachers, I can see teachers' dedication to their students, teachers' exploration of the teaching theory, and the desire of improvement of teaching practice.

To celebrate the success of action research, during the Happy hour in May, PLR Coordinator Grace Liu awarded each teacher a certificate of completion for professional training, in recognition of active participation in PLR sessions every other week.

PLR 教师职业规划和展

行动研究 (Action Research) 是本学期教师职业培训的主题。早在2020年9月开学初, 每位教师就开始了行动研究项目的第一步, 即确定一个研究课题。10-11月期间, 通过阅读教育文献, 老师相互之间进行建设性的讨论, 进一步细化了研究范围。从12月到今年2月, 大家共同学习了数据收集的方法, 并与组内老师进行了讨论, 确定了教学干预和学生数据收集方法。

研究表明, 为确保学生数据的有效性和可靠性, 行动研究人员应避免依赖任何单一的数据来源。大多数教师会使用称为Triangulation多维度测量的方法来提高其研究结果的有效性和可靠性。原则上, 多维度测量意味着使用多个独立的数据源来探讨一个共同的问题 - 即教师的研究课题。因此, 我们也引入了同伴观课, 作为另一个维度去收集学生数据。观课教师主要关注学生的行为和学习效果, 然后将记录的数据提供给被观察课堂的教师。通过观察彼此上课的过程, 从另一个角度收集学生数据, 进一步保证了数据的有效性和可靠性。为此, 3月时, 每位教师都准备了教案并放在Moodle论坛上分享, 以便其他老师可以协调时间去观课。



从3月底至4月中旬, 教师进行课堂教学干预, 收集学生数据, 并从其他观察课堂教师那里收集到更充分的学生

学习数据。4月底, 在本学年最后一个教职工培训日, 教师们纷纷汇报了各自的研究成果以及未来的下一步措施。从教师们的演讲中, 我看到教师们对学生的用心, 教师们对教学理论的探究, 以及改进自身教学实践的期望。

为庆祝教师们行动研究项目的成功, 在5月份茶歇团建活动中, 课程及职业发展协调 Grace Liu 向每位教师颁发了本年度职业培训的结业证书, 以表彰所有在这一年里认真参与每两周一次职业培训课程的教师!

本学年的教师职业培训虽然已告一段落, 但学无止境, 下一个学年, ULC的教师团队将进行新的研究课题, 继续朝着目标——更好的教学效果迈进。

Although the professional training of the school year has come to an end, there is no end to learning. In the next school year, ULC teacher team will carry out new research topics and continue to move towards the goal - better teaching outcomes.

PDQ Teaching and Learning

As the first qualified center to provide Cambridge Professional Development Qualification (PDQ) Teaching & Learning (T&L) program in China, our school has successfully run the program for 5 years and has supported many teachers in teaching and their students in learning. The cohorts from 2020 to 2021 started PDQ T&L Program last year but then stopped by close of school due to Covid. We resumed the program in August and finally completed in February. Congratulations to the following candidates who received Cambridge International Certificate in Teaching and Learning - they are Crystal Hao, Doris Liu, Julie Zhong, Michael Chen, Niki Luo, and Sylvia Zhao! Among 6 submissions they got 2 Passes and 4 Distinctions! Here is the feedback from Cambridge - This was a pleasing set of portfolios that clearly evidenced sound engagement with the module materials and consistent application in the candidates own teaching and their students' learning. Candidates were well supported by positive mentors who acted as critical friends and challenged as well as supported. Based on all of the candidate submissions, these candidates were well supported by both mentors and the program leader.

Thanks to the input from mentors to their candidates! The mentors are Jack Su, Jocelyn Ymbong, Judee Bacus, Nigel Ross, Richard Brodniansky and Ruth Cumberland. We greatly appreciate mentors' contribution and commitment of time, energy and expertise on behalf of the mentees.

Now the second cohort has finished all guided learning sessions with the program leader Grace. We wish them all the best in their lesson observations in August!

Parent class - Critical thinking and creative thinking

A parent class entitled critical thinking and creative thinking was held in late April. Due to the limited space, we selected 30 parents out of around 60 to participate. Based on the previous foundation parent classes (parent-child communication and CAS support), PLR Coordinator Grace Liu and G9 GLC Yivan Tang have

本学年的教师职业培训虽然已告一段落，但学无止境，下一个学年，ULC的教师团队将进行新的研究课题，继续朝着目标——更好的教学效果迈进。

PDQ项目2020-2021年度第一批学员结业



作为中国首个获剑桥授予“PDQ教师认定资质(Professional Development Qualification)的国际学校，我校已成功运行该项目五年，并为众多教师

教学和学生学习提供了支持。去年，2020-2021 学年的第一批学员参加了 PDQ Teaching & Learning教学职业培训项目，但期间因疫情中断；同年8月恢复了该培训项目，并在今年2月画上句号。恭喜以下获得剑桥国际教学证书的教师 - Crystal Hao、Doris Liu、Julie Zhong、Michael Chen、Niki Luo 和 Sylvia Zhao! 6份文书均获得“通过”，更有4人收获“优秀”级别的成绩。以下是来自剑桥考官的反馈——这是一整套令人愉悦的文书集，清楚地证明了6位教师在这个项目中的认真参与度，展现出在各自教学中的充分应用。这些教师都得到了来自导师的大力支持，导师们扮演带着批判思维的朋友，既给予挑战也给予支持。这些教师所提交的文书，表明他们都得到了导师和项目负责人的全力支持！

非常感谢向这批教师提供支持的导师们！他们是 Jack Su、Jocelyn Ymbong、Judee Bacus、Nigel Ross、Richard Brodniansky 和 Ruth Cumberland。在时间、精力以及教学上的指导等方面，他们带给学员良多助益，非常感谢导师！

目前，参与PDQ培训项目的第二批教师已完成了项目负责人 Grace 为期四个月的指导学习课程。希望8月时，他们的被观察课堂、文书提交都能顺利！

家长课堂 - 如何培养批判性和创造性思维



4月，众多家长报名参加了主题为“批判性和创造性思维”的家长课堂。由于场地有限，最终有30名家长（约50%报名者）来到活动现场。

延续往年主题（亲子沟通和升学指导），今年

added three parent classes, which are related to teaching and learning in ULC classrooms. The purpose is to enable parents to understand the teaching mode of international schools from another dimension, in order to stimulate communication between parents and children. In addition, we also teach parents ideas of coaching and how to communicate with kids using coaching methods. We aim to further integrate school education and family education by this new type of parent class. The feedback from parents has shown that they welcome and look forward to more of this type of parent class.

In the April parent class, Ms. Yivan Tang (G9 GLC and EAL teacher) introduced what critical thinking and creative thinking are about, then let parents know some ways in which how ULC teachers cultivate these two kinds of thinking in classrooms. Afterwards, parents participated in activities, like how their kids doing interactive communication in class, to understand how different subject teachers cultivate critical thinking and creative thinking skills. Finally, Ms. Yivan talked about how to structure powerful questions, changing the way of asking questions, in order to stimulate children thinking.

School education and family education are inseparable. They can learn from each other to achieve more. We look forward to having more opportunities to create high-quality parent classrooms. Together with parents and we together empower children to grow.

的3次家长课堂均与教师课堂活动相关，希望帮助家长从另一个维度去了解国际学校的教学模式和方法，增加家长和孩子沟通的途径和话题。另外，我们还为家长提供了教练思维和沟通的方法，进一步将学校教育家庭教育融合起来。从反馈中，我们可以看出，家长们对这一类型的家长课堂非常认可。



这次家长课堂中，Yivan Tang (G9年级长兼EAL英语额外语言支持老师) 向家长们介绍了“什么是批判性和创造性思维”，并分享了ULC教师是如何培养孩子这两种思维的一些方法。随后，家长模拟学生在课堂中互动模式，亲身参与活动中，以了解不同的学科是如何培养学生批判性和创造性思维能力。最后，Yivan老师讲述了如何改变以往提问方式，通过强有力的提问来激发孩子思考。

学校教育与家庭教育密不可分，可以互相借鉴，也可以互相成就。我们期待，未来能有更多的机会，与家长们共创优质的家长课堂，赋能孩子成长！

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Grace Liu / 刘嘉儿
PLR Coordinator/
课程及职业发展协调员

ULINK TALK



Ulink Talk is one of the most important academic activities in ULC. Students will stand on the stage to share their point of views by connecting with the current hot topics and express their ideas from different perspectives around the theme. The purpose of the event was to develop student's public speaking skills, cultivate their confidence to present themselves in front of the others, and of to improve their critical thinking skills when based on their understanding of the topic.



The topic of this year is CHALLENGE, it can be personal issue to solve, it can be tasks to achieve, it can be a thing of human beings... the wonderful presentations were delivered by three student speakers and two parent speakers. Although it was a pity for not having our teacher involved on the stage at this time, but it was our great honor to have our parents involved, it was the first time, but it won't be the last time.

Here are the names of our speakers:

- G9A Chelsea Chen
- G9D Rex Huang
- G11G Rebecca Chen
- Ms. Connie (parent)
- Mr. Evan (parent)

Last but not least, thank you for our students, parents, and staff, who had made such a great effort to our school event, to fully support our students who were working hard to make this event happen, and to be the good example to the others.

Hope to see more of you to stand on the stage for the next ULINK TALK!!!!

By Kitty He, Student Life Coordinator / Student Union Advisor

ULINK TALK演讲大会

Ulink Talk是ULC最重要的学术活动之一。学生们将站在舞台上，围绕指定主题，联系当前热度话题，从不同的角度表达自己的看法。本次活动旨在培养学生演讲能力，提升公众演讲自信心，以及提高他们在理解话题时的批判性思维能力。

今年的主题是“挑战”，它可以是待解决的个人问题，可以是需要完成的任务，也可以是全人类的话题.....5名职业、阅历迥异的优秀演讲者（3名学生+2位家长）。这次活动，没有老师的参与，实属遗憾；但非常难得的是，有家长到场与我们分享观点。这是Ulink Talk演讲大会第一次以这样的形式展开，相信将会延续下去。

以下是五名演讲者：

- G9A Chelsea Chen
- G9D Rex Huang
- G11G Rebecca Chen
- Ms. Connie (家长)
- Mr. Evan (家长)



最后，感谢参与其中的学生、家长和老师，他们为这次活动付出了巨大的努力，始终全力支持我们的选手，使得活动能顺利举行，感谢他们！

下一次的ULINK TALK舞台上，希望能看到更多的演讲者！

Latest events from V.A.

During the vacation, many students participated in different kinds of volunteer activities: congee service, small animal protection association, street office volunteers and so on.



Last year's Love Charity was absent because of the epidemic. This year, the Volunteer Association brought new products with a new look, and

planned the activities sincerely. We held this charity together with Yingdong School, NCPA, Linked, ASDAN and Nansha Time Bank. Thanks to the above organizations and institutions for their great support to our activities, without their efforts and help, our activities could not be successful like we expected.



In this year's, we break the record of money that we donated. It was the most interesting and participated charity in history.

By Dane Li, Volunteer Association Advisor

2021 IELTS Spring Course and Subjects Tutoring Course

The 2021 IELTS Spring Course and Subjects Tutoring Course have been successfully completed, and the course effect is gratifying, and has won the unanimous praise of all students. The Learning Center will continue to bring up characteristic IELTS and subject tutoring after the starting of summer semester of 2021. Parents can pay more attention to the information released on campus, as well as the news of the official micro blog. See you next semester!

近期义工社组织活动

春假期间，不少同学参加了校外义工活动，包括奉粥、小动物协会保护、街道办义工等等。

因为疫情，去年的义卖活动取消了。今年，我们携手英东中学、NCPA、领科物业、ASDAN、南沙时间银行共同举办此次义卖活动，特别鸣谢以上组织对活动的大力支持，没有他们的付出与帮助，我们的活动无法如此成功。

善款明细 The fundraising subsidiary			
Expenditure cost 支出成本	V.A Material purchase 物资购买	12662.1	
	Stage 舞台	8600	
	GSO Material purchase 物资购买	2450	
Income 收入	Total expenses 总支出	18912.1	
	V.A Proceeds from charity sale (including booth fee)	12114.5	
	ASDAN Proceeds from charity sale	738	
	GSO Proceeds from charity sale	3410.5	
	Linked (individual donation 单独捐赠)	1121.9	
	Total revenue 总收入	18257.4	
			in this love charity, school cooperated with the Linked, ASDAN raised a total of 18257.4 RMB, of which 872.5 RMB was for the sale of handicrafts from the disabled person. 本次义卖学校携手领科、ASDAN，共筹款18257.4元，其中872.5元为代售残疾人手工艺品。

今年爱心义卖有了全新的面貌，不仅有新意满满的物品，还有各类精心策划的活动，让参与者收获快乐的同时贡献爱心！这也是历年来参与度最广、趣味性最高的一次爱心义卖，并且善款数额创新高！

来源: Dane Li (义工社指导老师)



2021雅思春季班与学科辅导课程

2021雅思春季班与学科辅导课程已顺利结课，课程效果喜人，并获得不少学生的好评。

待8月新学年开学后，学习中心将开展更多有特色的校内雅思以及学科辅导课程，家长可以通过学习中心公众号了解，我们下学期再见！

Under the epidemic

In late May, we experienced the recurrence of the epidemic again, and the Learning Center also gave various support and adjustment within the school according to the specific policies: the curriculum was changed from offline teaching to online teaching; Make sure the teacher can follow up the learning situation of each student in class; To provide extra help for students who are preparing for the CAIE exam. I hope that the students who are also working hard to prepare for the exam in this special period can achieve the ideal results in June's CAIE exam.

From Zach Zhang, Campus Learning Center Assistant

疫情下的我们

5月下旬，我们再一次经历了战“疫”。根据学校的具体政策，学习中心进行多方面的工作调整：课程从线下授课改为线上进行；确保老师能跟进每位上课同学的学习情况；为在校备考学生提供额外的帮助等。希望各位同学能够在6月CAIE考试中取得理想的成绩。

来源: Zach Zhang (学习中心助理)



Cherry Chang / 常燕
Deputy Principal / 副校长

College Application Updates

After having most of the decisions from universities in May, we can now say it's almost the end of our college application journey for this year, while we are still expecting a few more to come. From this year's admission selection process, we can see the competition for applying to UK is even more intense. Like LSE, this year they received 26,353 applications for just 1751 places (15 applications for each place). Many excellent students this year are rejected, meeting the entry requirements and a good personal statement are not a guarantee that an offer will be made. They also look at, but is not limited to, academic reference, and applicant's potential, motivation, skills and qualities also form an important part of the selection process.

Not only the exceptional rises in the number of applications, COVID-19 has also brought uncertainty for university applications this year, so students have all been encouraged to apply to multiple countries/ regions in order to better cope with this uncertainty and challenges. However, challenge also brings opportunities, University of Marco, Marco university of Sciences and Technology first time open their admission to Mainland Chinese Students with International qualification. More than 20 students had submitted their applications to Macao in last two weeks. We are expecting to receive their decisions in coming months.

升学信息分享

随着大部分录取纷纷而至，今年的录取工作在5月暂告一段落。但接下来，可能还会有少许录取的不定时更新。从今年录取结果来看，英国大学的申请竞争越发激烈。如LSE伦敦政治经济学院，在今年只录取1751人的情况下，一共收到26353份申请，相当于15个学生竞争1个席位。在这种形势下，今年非常优秀的学生也没能成功收到LSE录取。总的来说，优秀的学科成绩和文书已不足以让申请者脱颖而出，学生的推荐信、学科潜力和动力、能力和品质等都会被综合评估。

今年的毕业生面对到的不单止是申请人数的上涨，疫情的持续蔓延也给申请带了更多不确定性。对此，学生们都被鼓励进行多国/地区申请。但今年的这种不确定与挑战，也同时蕴藏着机遇。澳门大学、澳门科技大学上个月同时宣布接受持国际课程成绩的内地应届高中毕业生申请。截止至目前，一共有超过20名准毕业生提交了澳门的申请。录取结果预计会在接下来7/8月份陆续发放。



Career Guidance and Individual College Counselling on -going

Despite the fact that the A-level course selection process was completed earlier, G10 students were encouraged to come and talk to the career counsellor and College advisors individually whenever needed, welcome

一对一职业指导/升学咨询持续中

尽管A Level选科已经结束，一对一的职业/升学咨询还是一如既往地面向有需要的G10年级同学们开放，欢迎对接下来学习方向和大学专业选择仍感到疑惑的同学继续预约指导老师面谈，寻求设立学习目标、制订行

those students might still have doubts or concerns of their academic pathway of college profession in the future to make individual appointment with our CAS teams, help to set goals and action plans for study and/or life. Our career counsellor also provided resources of career exploration, e.g. website that introduces careers related to certain A-level subjects, were shared with students via TEAMS, to help students get a more comprehensive idea about different occupations in the real world.

Career Talks and School Visits



In April, the world's famous violinist Mr. Haoli Lin visited ULC and delivered a superb master class/career talk to the G9 and G10 students. By sharing his journey of music both in China and

in the U.S., Mr Lin revealed how to turn something you like into something you are passionate about. In addition, Mr. Lin demonstrated his extraordinary level of violin by giving instructions to the two lucky students at ULC.

The representative from Durham University, University of Leeds, University of Nottingham visited ULC in March/April and shared with the G11 students the most up-to-date admission information, especially the current situation under the COVID-19 circumstance. The career counsellor, who graduated from Durham University, shared with the students her personal experience of living and studying in Durham.

动方案的帮助。此外，职业指导老师将分享各种关于职业探索资讯，如根据A Level选科可匹配相对应职业及相关介绍的网站，均会定时通过TEAMS分享给G10年级同学，让他们对意向职业的真实状况有全面的认识。

职业分享讲座及英国大学来访



今年4月，世界著名青年小提琴演奏家林浩力先生亲临ULC，为G9-10年级的同学带来了一场别开生面的小提琴大师班体验。通过讲述自己从

小在国内学习小提琴以及在美国求学的经历，浩力大师以自身的经历展现了如何将兴趣发展为自己真正热爱的事业。最精彩的部分莫过于浩力大师拿起自己历史悠久的顶级小提琴，为两位ULC学习小提琴的同学亲自示范演奏技巧，赢得全场学生热烈的掌声和欢呼。

英国杜伦大学、利兹大学、诺丁汉大学分别在3、4月到访ULC，给G11年级同学介绍了大学最新的录取要求和相关专业的介绍，尤其是新冠疫情下大学的最新情况和措施等。此外，曾毕业于杜伦大学的职业指导老师分享了她当年在该校读书的学习生活经历。



Ivy Lin / 林佳

CAS Coordinator/升学主管

The May 25 Self-Care Day

May 25 is National Mental Health Day. The pronunciation of "525" is similar to "I love me". The core content of "525" is to care for yourself, understand yourself, accept yourself. Pay attention to one's mental health and spiritual growth, improve one's mental quality, and then care for others and the society.

On May 25, the school's career advisor and counselor brought a 525 self-care flash activity, titled "Wholly You". Activities include:

- "Unlock" the surprise -- by "coin to get the twisted egg" way to draw their own little surprise gift.
- "Self-care Station" -- write down the theme of self-care/self-encouragement/self-drive on the card provided. After writing down the card, you can keep it and send it to others, or you can choose to paste it on the activity board, or send it to others through the growth mentor.
- Vote for Favorite Self-Care "Tips" -- During the activity, there will be a number of self-care methods on the activity board for reference. Students and staff can vote on the methods they agree with, and they can also write their own self-care methods on the activity board.

During the activity, many students gained a personal way of caring for themselves, and said they gained a "healing" warmth and strength while having fun. We hope that through this 525 self-care campaign, ULC community members will be able to take better care of their own mental health and spiritual growth, and realize that while caring for others, we also need to care for ourselves.



525心理健康节·自我关怀快闪活动



5月25日是全国心理健康日，525谐音为“我爱我”，其核心内容为：关爱自我，了解自我，接纳自己，关注自己的心理健康和

心灵成长，提高自身心理素质，进而关爱他人和社会。

5月25日当天，学校成长导师、职业指导老师联合带来了一场主题为“Wholly You”的525自我关怀快闪活动。活动内容包括：

“解锁”惊喜——通过“投币取扭蛋”的方式，很多师生抽取了属于自己的惊喜小礼物。

“自我关怀小站”——同学们在卡片上写下有关自我关怀/自我鼓励/自我驱动等内容；完成后，他们或自行保管，或（通过成长导师）转赠他人，或直接贴在活动板上。



投票喜爱的自我关怀“小贴士”——活动期间，活动板上展示了一些供大家参考的自我关怀方法，师生们纷纷给心目中认可的方法投票，个别参与者还在活动板上写下个人的自我关怀方法。

活动中，许多学生都收获到了个人专属的自我关怀方式，并表示他们在娱乐的同时获得了一种“被治愈”的温暖与力量。我们希望，通过这次的525自我关怀活动，ULC社区成员们能够更好地关注自己的心理健康和心灵成长，并意识到在关爱别人的同时，也别忘了好好关爱自己。

Sex education class - "real life library" story sharing session

On the afternoon of May 20th, volunteers from the Campus Friendly Fund, an off-campus organization, presented G11-12 students with a "Real Life Library -- Teenage Gender Life Stories Sharing Session".

At the "Real People Library" sharing session, young volunteers shared their own gender stories in addition to their gender-related knowledge. The story covers topics such as LGBT self-identity, sexual harassment and gender stereotypes. Through these concrete and true stories, students saw the constraints of young volunteers under the existing gender culture, and saw the vitality of volunteers in the face of these difficulties and setbacks. In the sharing session, the students also actively interacted with the volunteers and shared their feelings.

Through the stories of the volunteers and the Q&A interaction with the volunteers, the students have a clearer understanding of the real situation of each person and how to understand their plight and challenges. This story sharing session inspired students to think from multiple perspectives instead of receiving knowledge in one direction. It is also a kind of education to cultivate students' empathy, and it is also a kind of pluralistic education.

性教育课堂——“真人图书馆”故事分享会

5月20日下午，校外机构友善校园基金的志愿者给G11-12年级学生带来了一场主题为“真人图书馆”的青少年性别生命故事分享会。

在分享会中，青年志愿者们分享了性别相关的知识，还讲述了自己的性别故事。故事的主题包括LGBT的自我认同、关于性骚扰和性别刻板印象等。通过这些具体而真实的故事，学生们看到青年志愿者们在现有性别文化下的束缚情况，也看到面对挫折时志愿者们所展现的生命力。期间，学生们积极与志愿者们问答互动，并分享了自己的感受。

在聆听故事、问答互动中，学生们更清晰地了解到性少数者们的真实处境，以及如何去理解少数者的困境与挑战。这场故事分享会并不是单向接收知识的传输，它激发了学生们从多元角度进行思考，是一场培养学生同理心的教育体验。

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