



Xuexi

学习

聚焦

SPOTLIGHT

Empowered Learners

成长的力量

Issue 33



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学而时习之 不亦说乎 有朋自远方来 不亦乐乎

The title 学习 Xue Xi originally comes from the first two sentences of the "Analects", a collection of what Confucius, the great Chinese educator, had said and done.

He said in the beginning of the book.

"To learn and practice what is learnt time and again is pleasure, is it not?

To have friends come from afar is happiness, is it not?"

Xuexi 学习

《学习》杂志每年11月开启投稿通道, 次年4月出刊, 欢迎投稿或加入编辑团队。 Submissions open in November each year for our Spring issue (published in April). You are welcome to contribute or join our editorial team.

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BCIS Adventurer 冒险家

欢迎参加BCIS冒险家——准备一枚骰子和你的专属棋子(可以是两个小手办),邀请一位以上的伙伴,从起点出发,轮流掷骰前进。每一步都可能触发格子上的惊喜奖励或意外惩罚。最先「恰好」抵达终点者获胜。属于BCIS自己的大富翁,快点行动起来吧!

Welcome to BCIS Adventurer! Prepare one die and your own special token (it could be two small figurines). Invite one or more friends, start from the starting point, and take turns rolling the die to move forward. Each step may trigger a surprise reward or an unexpected penalty on the grid. The first player to land exactly on the finish grid wins. This is BCIS's very own Monopoly—let's get started!

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亲爱的读者，

当你翻开这本熟悉的小方本，是否感受到一些新的气息？

自二十周年特刊以来，我们一直在酝酿一场焕新——而这一期，正是杂志翻开新篇章的开始。

这场焕新的核心，是“**学生自主性 Student Agency**”。每一次我们发布征稿，总会看见投稿纷至沓来——绘画、文章、诗歌、摄影，从幼儿园到高中，从个人创作到班级项目。这些主动投递的作品，是 BCIS 学生主动性最生动的体现。这样的主动性，是我们最珍视的东西。

而这一期，我们发出了一个新的信号：欢迎学生以更多样的形式参与到杂志的编辑中来。

于是，我们收到了许多学生和家長踊跃参与的来信——“我们还能如何更多地参与？”

然后，我们有了“小顾问”，为栏目设计出谋划策；有了“小编辑”，有的学生才三四年级，却已经用编辑的视角重新打磨自己的供稿。她们采访身边人，聊自己感兴趣的话题；她们发起栏目创意，甚至成为某个栏目的“小主编”，带着读者走进属于她们的一方天地；

而我们的 Student Editorial 团队，则担起了本期最核心的栏目——**聚焦成长的力量**”。从策划、选题，到采访、撰稿，他们全程参与，拿出了真正的专业姿态，从 Xuexi@bcis.cn 邮件往来的字里行间，我们看见了一个杂志编辑社的影子。他们也从邮件那头被称为“他们”的投稿者，变成了参与栏目编辑的“我们”中的一员。

这场转变，才刚刚开始。此后每一期，我们将见证更多同学站在舞台中央。这是我们努力的方向，也是我们不变的承诺——让《学习》成为舞台，让每一个你都能发光。

当然，也有一些东西从未改变。

《学习》，依然是这样一本方方的小书。你可以把它握在手中，像你的笔记本一样，随身携带，随手翻阅。它依然在记录——记录你在乐成的课堂、操场、画室里的每一次探索，记录你写下的字、画下的画、问过的问题，记录那些关于成长的小小瞬间。

一本小书，一方天地。从笔尖到指尖，从一个人的记录到一群人的共创。


愿这本小书，继续陪伴你的学习，也见证你的发光。

《学习》杂志编辑团队

2026 年 4 月

编者按

Editor's Note



Dear Reader,

As you open this familiar little square book, do you sense something new?

Since our 20th Anniversary Issue, we have been quietly preparing for a renewal. This issue marks the beginning of a new chapter for the magazine.

At the heart of this change is **Student Agency**. Every time we send out a call for submissions, we are met with an inspiring wave of responses—paintings, stories, poems, photographs; from kindergarten to high school; from individual pieces to whole-class projects. These self-initiated contributions are the most vivid expression of our students' agency, and they are what we treasure most.

This issue also sends out a new message: we invite students to take part not only as contributors, but as editors.

Soon, letters arrived from students and parents alike: “How else can we be involved?”

And so, new roles emerged.

We now have **Junior Advisors**, helping design and shape our columns. We have **Junior Editors**—some only in Grades 3 or 4—who revise their own work through an editor's lens. They interview people around them, explore topics they care about, and propose ideas for new sections. Some even become “young chief editors” of their own columns, guiding readers into worlds they have created.

Our **Student Editorial Team** took on the most important feature of this issue, themed The Power of Growth. From planning and topic selection to interviews and writing, they were involved every step of the way. In their emails back and forth, I saw the outline of a real editorial team taking shape. They, too, have crossed from the inbox where calls for submissions arrive, to the outbox that sends invitations— from being “they” to speaking as “we,” on behalf of Xuexi.

This transformation has only just begun. In future issues, more and more students will step into the spotlight. This is both our direction and our promise: to make Xuexi a stage where every student can shine.

And yet, some things remain unchanged.

Xuexi is still a small, square book you can hold in your hands—easy to carry, easy to open, like a notebook of your own. It continues to record your explorations in classrooms, on the playground, and in the art studio: the words you write, the pictures you draw, the questions you ask, and the small moments of growing up.

A little book, a big world.

May this little book continue to accompany your learning—and witness your light.

Xuexi Editorial Team
April 2026

At schools around the world, we speak often of empowerment—of equipping young people to think critically, act with integrity, and contribute meaningfully to the world around them. At BCIS, this is not merely an aspiration; it is something we see come alive each day. Our students do not wait for opportunities to arrive—they create them. They are collaborators, innovators, and leaders in every sense, and this year's magazine theme, Empowered Learners, perfectly captures who we are as a learning community and what we stand for.

One of the finest illustrations of this spirit comes from Bruce and Rocko, SS BCIS students, whose love of film blossomed into something that brought our community together. Inspired to celebrate student storytelling, they imagined, organized, and hosted our first student film festival—a feat that required creativity, coordination, and courage. In turning a personal passion into a collective experience, Bruce and Rocko discovered not only the art of filmmaking but also the power of their own voice to inspire others.

We see similar leadership in Cong Cong, another SS BCIS student, whose drive and generosity continue to make a profound impact. This year, she led a debate tournament on campus, showcasing remarkable initiative and poise. As a GOA Student Ambassador, she now represents BCIS globally, engaging in meaningful dialogue and expanding her perspective as a young leader. Her journey reminds us that leadership is not about titles; it is about taking initiative and making a difference in the lives of others.

Empowerment at BCIS, however, extends far beyond high-profile events. It thrives quietly in everyday moments—the kind that reveal genuine character and care.





We see students mentoring younger peers on the playground, coaching sports teams, hosting assemblies, and contributing their energy to community traditions such as the Eco Market or Winter Bazaar. Each initiative reflects their growing sense of purpose and belonging, their understanding that learning is most powerful when shared.

In classrooms across our school, empowerment takes shape in the way students approach their learning. Whether in Early Childhood classrooms or the Diploma Programme, students act not as passive recipients but as active inquirers. They challenge assumptions, explore their interests through Personal Projects and Fun Fairs, and often take their learning beyond the school walls. Their education is not something delivered to them—it is something they design, question, and own.

Our students also take part in shaping the very culture and identity of our school. One of the most meaningful examples is their participation in the interview process for new leadership roles. When students sit on panels alongside faculty, they ask probing, thoughtful questions that speak to their values—questions about empathy, curiosity, and the learning environment they wish to see grow. Their insights enrich every conversation, reminding us that the future of education must be crafted with students, not for them.

This same partnership was evident in the development of our Graduate Profile. Students played an active role in defining the attributes that will guide generations of BCIS learners to come—advocating passionately for wellbeing, empathy, resilience, curiosity, and global awareness. Their contributions ensured that our vision for the future truly reflects the hearts and hopes of those it serves.



As our learners take increasing ownership of their educational journeys, they are also helping us refine what personalized learning means at BCIS. Through thoughtful course choices, exploration of interests, and reflection on their goals, students are shaping pathways that mirror who they are and who they aspire to become. Their voices and choices continuously push us to keep growing as a school that listens, adapts, and trusts.

At its core, empowerment is an act of trust. We entrust our students with real responsibilities, real decisions, and real opportunities—and they rise to the occasion every time. Yes, they make mistakes, but in doing so, they develop courage, compassion, and confidence. They learn to lead not by being perfect, but by being purposeful.

Most importantly, our students are discovering something profound: that their ideas matter and that they have the capacity to create meaningful change. From organizing film festivals to championing community initiatives, BCIS students are proving every day that they are ready—ready to think deeply, act boldly, and lead with heart.

As we reflect on this theme of empowerment, I would like to extend my sincere gratitude to our teachers, parents, and community members. Together, you create the environment in which our learners flourish. Empowerment is not a destination—it is a shared journey. And at BCIS, it is a journey we are proud to walk side by side.

Tom Egerton
BCIS Head of School

HEAD OF SCHOOL'S NOTE



聚焦

SPOTLIGHT

Empowered Learners 成长的力量

本期 Spotlight 聚焦栏目由 BCIS Student Editorial
社团独立呈现
Presented by the BCIS Student Editorial Team

BCIS Student Editorial

Rita J (G11) · Elina W (G11) · Bruce L (G10) 策划、
采访、撰稿

内容提供 Content Contributors

Photography EA · Seven (G8) · Owen (G4) ·
Patrick (G6)

特别鸣谢 Special Thanks

所有供稿或接受采访的师生及家长
To all the students, teachers, and parents who
contributed or participated in interviews

The BCIS Student Editorial Team is the main student-led media organisation at BCIS. It is also one of the EAs with the longest history. We aim to create an inclusive and engaging school environment through sharing stories of school life with the rest of the BCIS community. This was the first time the Student Editorial Team collaborated with the Xuexi Magazine, and it has been an honor to learn through this experience. The Student Editorial advocates that growth can be exhibited in diverse ways, and every story of growth deserves sharing. Thus, we hope that by reading these stories, the readers can be inspired to be empowered learners just like the BCISers featured in the cover story.

Elina W

Our work for the Xuexi Magazine this year has been one of the highlights of my Grade 11 experience. I loved every step of this experience—meaningful conversations with BCIS'ers from every corner of the community, gaining practical skills such as writing and interviewing, fruitful meetings with the Editorial team and typing away late into the night, trying to finish the articles on time. Through this, I myself have had the opportunity for growth as a learner and a community member. After reading this magazine, I encourage you to also reflect on the moments of growth in your own life and how growth has manifested in different ways along your own journey.

Rita J

Thank you so much to the Xuexi Editorial Team for giving us this opportunity to broaden our horizons. As someone who loves art and design, I enjoyed learning about organising the visual elements of an article to accentuate the story it tries to tell. This project pushed me to think creatively and bravely vocalise my ideas. I am honored to have contributed to this collective album of shared memories, and I believe this magazine serves as a testament to the collaborative power and extraordinary talent of my community. Enjoy your reading!

Bruce L

Working on the Xuexi Magazine this year has been one of the most rewarding chapters of my time at BCIS. Through every edit and every conversation, I witnessed growth appear in a thousand different forms within our vibrant community. How the Xuexi Editorial Team has been continuously inspiring and supporting us feels like the purest embodiment of "Empowered Learners." May these stories empower you, and I hope you'll enjoy the column!

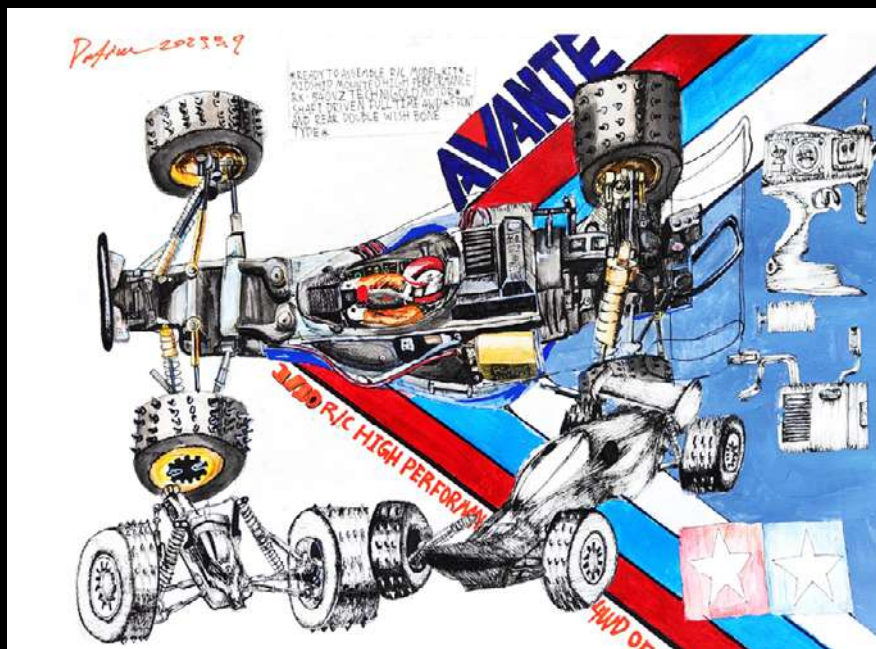
More Than a Sketch: The Boy Who Put His Dreams in Gear

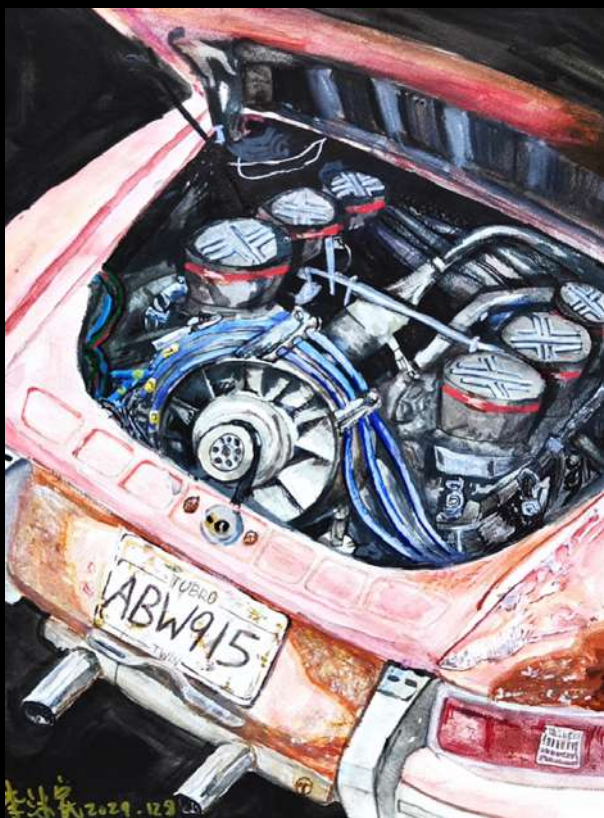
我是 G6 Patrick，我想围绕这个主题，分享我的故事：是车和画笔，点燃了我的勇气、好奇与自信！

从小，我就对各种各样的车充满好奇。这份热爱让我拿起画笔，把看到的、想象的车都记录下来。画画需要勇气——从最初歪歪扭扭的线条，到敢于挑战复杂的赛车结构，每一次下笔都是克服困难的尝试。为了画得更逼真，我产生了无穷的好奇：为什么跑车能那么快？越野车怎么爬山？

这驱使我主动去学习汽车知识。坚持画画带来的进步，给了我巨大的自信——我不仅在国内外绘画比赛中多次获奖，更惊喜的是，这份对车的专注和理解，让我在 rc 漂移中表现出色，最终成功签约成为 RTS 漂移车队最年轻的车手，并在比赛中拿到奖杯。

从画纸上的车，到真实赛道上的飞驰，我深深体会到：成长的力量，就藏在对热爱事物的勇敢尝试、不懈探索和点滴积累的自信里！希望能有机会与同学们分享这份由热爱驱动的成长旅程。





More Than a Sketch: The Boy

If you were to put “cars” and “drawing” on a Venn diagram, not many people would be able to find the intersection. But Patrick from Grade 6 found it when he was just a toddler, and it has remained the driving force behind his journey ever since.

From the day his parents bought him a toy car when he was 2 years old, Patrick has been a car fanatic. At 3 or 4 years old, he could identify the exact model of cars just by a glimpse of the tail-lights. Nothing excited him more than studying the different cars he saw on the streets or expanding his model car collection. What he needed was a creative way to capture this fascination and keep a record of the car models he liked. A box of coloured pencils and some paper presented him with the perfect opportunity and thus began his first foray into art.

Initially, Patrick’s goal when drawing was simply to record what he saw and replicate the car models he liked as realistically as he could. He used his pen and paper like a camera and his sketchbook like a visual diary. Never having attended art classes, his best teacher was his own curiosity. Even then, his precocious artistic flair set him far ahead of others his age—and even children much older than him. As he grew older, his passion for cars flourished, as did his creative insight. He immersed himself in books, video tutorials, blogs, and online resources, gathering ideas for his own art. Gradually, he built confidence through his commitment to his hobby and his bravery to try new styles and techniques. He began drawing motorcycles, ships, the inner structures of racing cars, and engine bays. He expanded his toolkit to watercolour, marker, and acrylic paint. He tried composing series as well as standalone artworks.

Soon, Patrick advanced from purely sketching his observations to pouring his boundless imagination and ambitious dreams onto the canvas. His growth as an artist led him to start telling stories with his art—stories he saw in movies like *Back to the Future*, *Titanic* and *Mad Max*, as well as stories he created himself. For instance, in one artwork he completed at 8 years old, a gas station floats high in the sky, and cars zoom around it mid-air. This sci-fi vision was his imaginative projection of the future. Moreover, he even began to explore themes of environmental awareness; the vibrant blue sky in the background symbolises mankind’s desire for a bright, clean future, whilst the dusty fog in the foreground represents environmental contamination. “I designed this all by myself!” Patrick declares with pride, exhibiting the confidence and enthusiasm he finds in his work. Indeed, his canvas is not just for paint, but also for his hopes and ambitions.

Of course, his journey of growth has been marked by numerous challenges, all of them shaping him into the confident, ambitious boy he is today. An example includes his artist’s block, a period of time when he struggled to find inspiration to draw. To anyone familiar with the creative process, this is one of the most agonising and frustrating obstacles in an artist’s career. During that period, his creative ideas seemed to be stuck at the tip of his pen, unable to flow out onto the page. Determined not to give up his passion, he was patient with himself but also pushed himself to search for motivation. Slowly but surely, his drive was reignited. Through this experience, he became even more confident in his skill and more purposeful in his quest to improve as an artist.

Who Put His Dreams in Gear

Art is not the only way he communicates his love of cars, however. Taking his interest for cars even further, he discovered the niche hobby of remote control (RC) car racing. His particular area of expertise is drifting—an exacting and competitive motorsport which is mostly dominated by adults due to its high intensity and difficulty. In fact, there are no youth divisions for this motorsport, so Patrick competes along side RC drivers 20 years older than him. His mom recalls that standing next to his hulking competitors on the driver stands, he could barely see over the railings onto the race track. However, Patrick did not let this deter him. Training hard every week, he was determined to succeed. Once, he attended a training camp where he practiced for eight hours a day in demanding conditions, pushing himself until his throat became inflamed, much to the concern of his parents. This taught him that while pursuing his goals requires dedication and discipline, it is just as important to maintain a healthy balance and take care of his body. Ultimately, Patrick's diligence and perseverance won him 1st place in the 2025 National Vehicle Model Drift Championship among other national-level awards. He was even signed by a team manager, officially becoming a competitive driver.

Through these experiences, Patrick turned from a tentative child to a confident and driven individual. By relentlessly exploring his passion and bouncing back from adversity, Patrick found his strength and inspiration to create extraordinary results. However, this is only the start of Patrick's exciting journey. He will no doubt continue to thrive and develop his interests. We are eager to see what new triumphs and lessons Patrick's future years at BCIS will bring him.



SPOTLIGHT | 聚焦

Interviewed and Written by Elina W
Illustrations by Patrick | G6

RETHINKING MATH: IB VS CHINESE PUBLIC SCHOOLS

Written by Seven | G8

Hey everyone! I wanted to share what it was like coming to BCIS in this magazine, especially how different the IB way of learning is compared to Chinese public schools, particularly with math. Since I came from a public school, I've got some good insights.

In Chinese public schools, math is a lot about memorizing formulas and practicing steps. The education department sets the curriculum, and it's all geared towards national exams. The main goal is to get good at those tests, so you mostly learn problem solving tricks just for exams. But with IB, it's more about truly understanding math concepts, not just memorizing how to do something. They connect math to other subjects, so you see how it fits into real life. You work on projects and explore things, which helps you think critically and solve problems, going way beyond just test prep.

Teaching styles are super different too. In public schools, teachers talk, and students just listen. Not much group work happens, and it's all about individual scores and competing with classmates. You spend a lot of time doing drills and practice to get good at skills. IB teachers, though, want students to learn by asking questions, exploring, and figuring things out themselves. There's a lot of group work, which means you share ideas and strategies, helping everyone understand math better. Lessons often use real life problems, so you see how math applies every day.

How they test you is another big difference. Public schools mainly use high-stakes exams that check your calculation skills and specific problem types. You don't really get much feedback on why you got something wrong or how you think, just if you got the right answer. At IB schools, tests are different.





They include projects, presentations, and open-ended questions that check if you really get the math concepts and can use them. You get feedback all the time to help you get better during the learning process.

The learning environment also plays a part. In public schools, most students come from similar backgrounds, so you might not get many different viewpoints. The focus on test results can make things really competitive and stressful. But at an international school, you've got students from all sorts of cultures, which makes learning much richer. This variety makes discussions and group projects better.

The IB approach creates a supportive vibe where making mistakes is just part of learning, and it encourages you to try new things when solving problems. So, yeah, the way math is taught in Chinese public schools and in IB learning is pretty distinct. While public schools are big on memorization and test prep, IB schools focus on understanding ideas, working together, and using math in the real world. This gives students a more complete and engaging math education.





What Empowerment Means to Me



Empowerment means for someone to give you confidence and feel excited to do something. Ms. Lily, my Chinese teacher makes me feel empowered.

I came to BCIS not knowing a lot of Chinese. I felt worried at school that I would not be able to communicate well enough to make friends. I felt worried living in China that I would not be able to read or talk to people. But then, Ms. Lily empowered me to learn and use my Chinese.



Ms. Lily empowered me to learn and use my Chinese by saying I was already good at Chinese. She challenged me to take a more difficult class. When she told me that I could do it, I felt way more confident. I am even excited to do my homework every day. I want to get better at my Chinese, so I make sure I do my homework as soon as I get home from school!

Written by Owen | G4

Ms. Lily empowered me to learn and use Chinese by helping me understand the meaning of the Chinese radicals, Chinese characters, and the story of them. It helped me to understand the language more fluently and confidently. Plus, it was super interesting.

I was just in Yunan and I helped my family translate and communicate with my Chinese skills that Ms. Lily empowered me to learn and use. For example, at restaurant, I ordered food for my family, and I could communicate with people a lot easier. I want to thank Ms. Lily for empowering me because now I don't have to worry about communicating and making friends that English isn't their first language.



SPOTLIGHT | 聚焦

Empowered Learners: Through Their Lens, Driven by Passion

Among the many talents that bloom in our community, photography is one of the most unique and diverse. Photographers are like record-keepers who tell stories of their own growth but also the growth of our world. From everyday life to scenic landscapes to social phenomena and even to outer space, our student photographers captured different corners of the universe.



These students—Jerry C ('26), Bruce L ('28), Vickey Q ('27) and Eva Y ('27)—are among the most seasoned photographers at our school. Through their camera lenses, they creatively express their values, passions and dreams. In the photos they have taken throughout the years, their technical improvement is evident as is their personal growth. Below are photo collections from each of these students which exhibit their unique photography journey.



Empowered Learners: Through Their Lens, Driven by Passion

Vicky Q | G11

I've been passionate about astronomy for the past four years, and my interest in astrophotography began during my Grade 10 Personal Project, in which I had the opportunity to capture images of some of my favorite nebulae using ZWO Seestar S50. With the continued support of my family and friends, I gradually deepened this interest and transitioned to more advanced equipment.

PHOTOGRAPHY PORTFOLIO / 2025/26

Eastern Veil Nebula (NGC 6992)

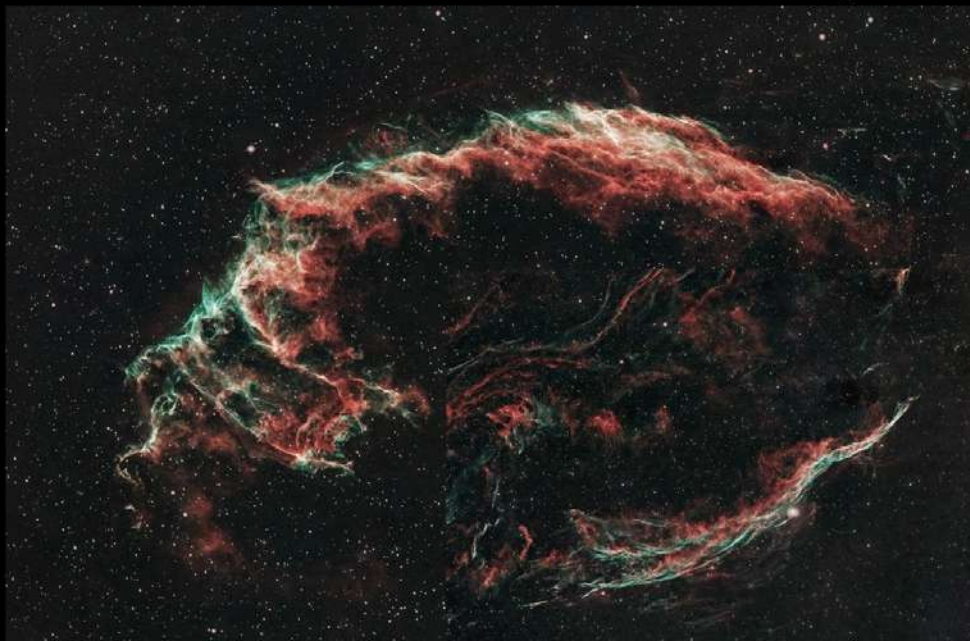
lights: 11 photos
*300 seconds =
Integration time of
55 minutes

There are 20 darks,
20 flats and 20
biases

Shooting location:
Hegezhuang Village
Committee,
Tongzhou District,
Beijing, light
pollution level 6.1

Shooting time:
September 1st,
2025

Post-processing:
siril + Topaz Denoise
AI + Adobe
Photoshop



lights: 15 photos
*300 seconds =
Integration time of 1
hour and 15 minutes

Shooting time:
September 1st,
2025,

*The delicate
filaments of the
Cygnus Loop, the
expanding
remnant of a
supernova that
exploded ~10,000
years ago. The
eastern and
western nebulae
are the
shockwaves from
that explosion.*

Western Veil Nebula (NGC 6960)

~2400 Light Years Away

The Eastern and Western Veil Nebulae were the first two targets I photographed with my telescope gear back in August 2025. To me, these two images mean something that transcends artistic expression. They remind me of the excitement I felt during photoshooting, gear adjustment, post processing, and most importantly, learning the entire process in order, all the way from how to plan the location of photoshooting, how to assemble the gear pieces, the three major steps in pre-photoshooting, taking bias/dark/flat files, etc. I love how the gear upgrade allowed me to capture minute details and vivid colors of the nebulae to a greater extent. To me, these nebulae look like shrimps in space

Astrophotography is a deeply meaningful practice for me. The process of capturing these images often takes me to quiet, remote locations, where I can lie beneath the night sky, listen to music, watch the stars sparkle and the sun rise. Through my telescope, I am able to express myself artistically while engaging with scientific observation, translating distant and invisible light into visual forms.

-2590 Light Years Away

PHOTOGRAPHY PORTFOLIO / 2025/26

Northamerica Nebula (NGC 7000)

Vast emission nebula's distinctive shape is illuminated by a tremendously hot, young star (HD 199579) just off the 'East Coast.'



SPOTLIGHT | 聚焦

lights: 28 photos *300 seconds = cumulative exposure of 2 hours and 20 minutes

There are 20 darks, 20 flats and 20 biases

Shooting location: Hegezhuang Village Committee, Tongzhou District, Beijing, light pollution level 6.1
Shooting time: September 19th, 2025

Post-processing: siril + PixInsight + Adobe Photoshop

I took this image in September 2025, when the Northamerica nebula had a high angle of elevation throughout the night. This image marked a series of 'firsts' for me: the first target I successfully shot independently, the first time stargazing with mom, the first time I tried post-processing my photos on Pixinsight, the first time I tried manually stacking the frames for better quality, the first time I realized that I probably need a 0.6x reducer to shoot large targets like this in its entirety, etc.

Empowered Learners: Through Their Lens, Driven by Passion

~7500 Light Years Away

PHOTOGRAPHY PORTFOLIO / 2025/26

Soul Nebula (IC 1848)



HOO Filter

Gear: Askar 103APO (Telescope/main lens), Bear Harmonic II (equatorial mount), ZWO ASI294mc Pro (main camera), ZWO Asi 120mm mini (starguide camera) + Yulong len7nm light pollution filter

lights: 53 photos * 300 seconds
Integration time of 4 hours and 25 minutes
20 darks, 20 flats, 20 biases

Shooting location/time: Hegezhuang Village Committee, Tongzhou District, Beijing, light pollution level 6.1 / December 20, 2025

Post-processing: siril + PixInsight + Adobe Photoshop



Dual Narrowband filter



SHO filter

This was the first image I took during winter holiday. Winter would intuitively be the worst season for stargazing because of coldness, but for astrophotography one would argue that it's the best because some of the most beautiful nebulae will be visible during the night. The soul nebula is my favorite nebula because it looks like a bear, and a bee. Before successfully photoshooting this image, I had to go through multiple nights of disappointment because of problems related to lens switching to 0.6x reducer, startracking, battery losses, etc. But creating this image was a true encouragement because no amount of words can describe the joy I felt with this favorite image of mine.

PHOTOGRAPHY PORTFOLIO / 2025/26

Heart Nebula (IC 1805)

~7500 Light Years Away

The Heart and Soul nebulae are part of a vast star-forming complex in the Perseus Arm of our Milky Way galaxy, ~7,500 light-years away. The dense, dark pillars within them are Bok globules (dense clouds of gas and dust = future sites of star formation).



My narrowband filters isolate the light of specific elements: Hydrogen-alpha (red) and Oxygen-III (teal/blue), mapping the nebula's chemical composition



lights: 70 photos *300 seconds = Integration time of 5 hours and 50 minutes

There are 20 darks, 20 flats and 20 biases

Shooting location: Hegezhuang Village Committee, Tongzhou District, Beijing, light pollution level 6.1

Shooting time: December 24th, 2025

Post-processing: siril + PixInsight + Adobe Photoshop

SPOTLIGHT | 聚焦

The heart nebula is also one of my favorite deep space targets because it's sooo romantic. I also happened to photoshoot this target for my Personal Project using Seestar S50. However, I had to photoshop combine three segments of the heart nebula because of limitations of its scope, and the result image lacked accuracy and beauty. I saw a major improvement take place in this image because of how the 0.6x reducer can accommodate the entire nebulae in its frame. 😊



Empowered Learners: Through Their Lens, Driven by Passion

PHOTOGRAPHY PORTFOLIO / 2025/26

~5200 Light Years Away

Rosette Nebula (NGC 2244)



Shooting location:
Hegezhuang Village
Committee, Tongzhou
District, Beijing, light
pollution level 6.1

Shooting time: December
29, 2025

Post-processing: siril +
PixInsight + Adobe
Photoshop

Image 1 (Left) is presented
in HOO mode 2. Image 2
(right) is presented in HOO
mode 1.

The intense ultraviolet radiation and stellar winds from the cluster of young, hot stars (NGC 2244) at its center have carved out the central cavity and cause the surrounding hydrogen gas to glow (emission nebula).

Gear: Askar 103APO (Telescope/main lens), Bear Harmonic II (equatorial mount), ZWO ASI294mc Pro (main camera), ZWO Asi 120mm mini (starguide camera) + Yulong len7nm light pollution filter

lights: 27 photos *300 seconds=Integration time of 2 hours and 15 minutes

There are 20 darks, 20 flats and 20 biases

On the right is the dual narrowband color mode of the nebula.



The steps...



a massive stellar nursery located about 5,200 light-years away in the constellation Monoceros.

Rosette Nebula

The Rosette Nebula is my second favorite nebula! IT IS EVEN MORE ROMANTIC. It introduced me to the idea that stacking more frames does not necessarily correspond to a better-quality image. I only stacked 27 frames for this image, which would correspond to a 2-hour and 15-minute exposure time. However, the nebula is still presented with great detail due to how each frame captures a decent amount of information. This taught me how shooting conditions, including wind speed, atmospheric pollution, star tracking precision all play major roles in the quality of the final image.

Empowered Learners: Through Their Lens, Driven by Passion

Jerry C | G12

As someone drawn to photography, I perceive life through two filters: one in color and one in monochrome. The polychrome filter must be the palette of Ivan Shishkin, the nineteenth-century Russian landscape painter, while my black-and-white vision would resemble the monochrome style of British star photographer Greg Williams. When capturing picturesque landscapes, I slow my pace to absorb the clear blue sky and each shaft of light piercing through the tree canopy, as if I were spending an entire morning painting an oil landscape alongside Shishkin in his "Pine Forest." If I were to photograph a composed statue in a temple, I would switch to Greg Williams's monochrome aesthetic. His natural contrast and focus on authenticity, along with the warm tonal range of gray, recall classic bromide prints and Tri-X 400 scans. By excluding artificiality and emphasizing stillness, I allow the moment to feel timeless and to speak without distraction.





01

SPOTLIGHT | 聚焦

Anyue 01_28/06/2024

The photography “trilogy” (Anyue01-03), created at Anyue, Sichuan Province, marked a turning point in my journey as a photographer, representing my first formal experimentation with the monochrome style. Inspired by Hiroshi Sugimoto’s *Sea of Buddhas*, I immersed myself in the historic Dazu Grottoes, taking the time to carefully position the tripod and adjust shutter speed, exposure, and focal point before capturing each image. This image centers on the internationally celebrated gilded Thousand-Hand Guanyin of the Song Dynasty. Her face emanates profound composure, while her myriad hands dissolve into pools of darkness; the work embodies a state of serene transcendence.

Anyue 02_28/06/2024

This photograph focuses on the unconventional and region-specific Buddhist symbolism of the peacock. Under the monochrome style, the residual pigment, wind-eroded patterns on the sandstone surfaces, and the meticulous carvings depicting the peacock’s feathers are visually emphasized. Color distractions, such as dirt, moss, or variations in the rock strata, are muted, leaving only the quiet flow of time etched upon the stone surfaces to cast its magic on the audience.

Empowered Learners: Through Their Lens, Driven by Passion

Aftermath_15/02/2024

This photograph documents a temple in Zhuozhou, Hebei Province, following catastrophic deluge damage. I employed a small aperture to maximize the depth-of-field, emphasizing the scale of destruction in this image, as shattered stone pedestals and architectural fragments were enclosed by red safety barriers to mark what they had endured. This scene embodies the philosophy of “thinking like a farmer”: accepting cycles of prosperity and adversity while acting within one’s means, mirroring the quiet, persistent conservation efforts to safeguard the temple.



Eternity_10/05/2025

This photograph represents not only my return to the polychrome style but also a new perspective on traditional Chinese civilization: focusing on small, intimate details that reveal eternity—qualities that resonate universally across time. In the Mile (Maitreya) Buddha statue at Lingyin Temple, Hangzhou, the smile on the statue’s face is what captivates me and speaks across time. Though the architectures that once housed him have faded, the landscape transformed, and precipitation and vegetation reshaped, he still smiles gently at viewers across the river.





03

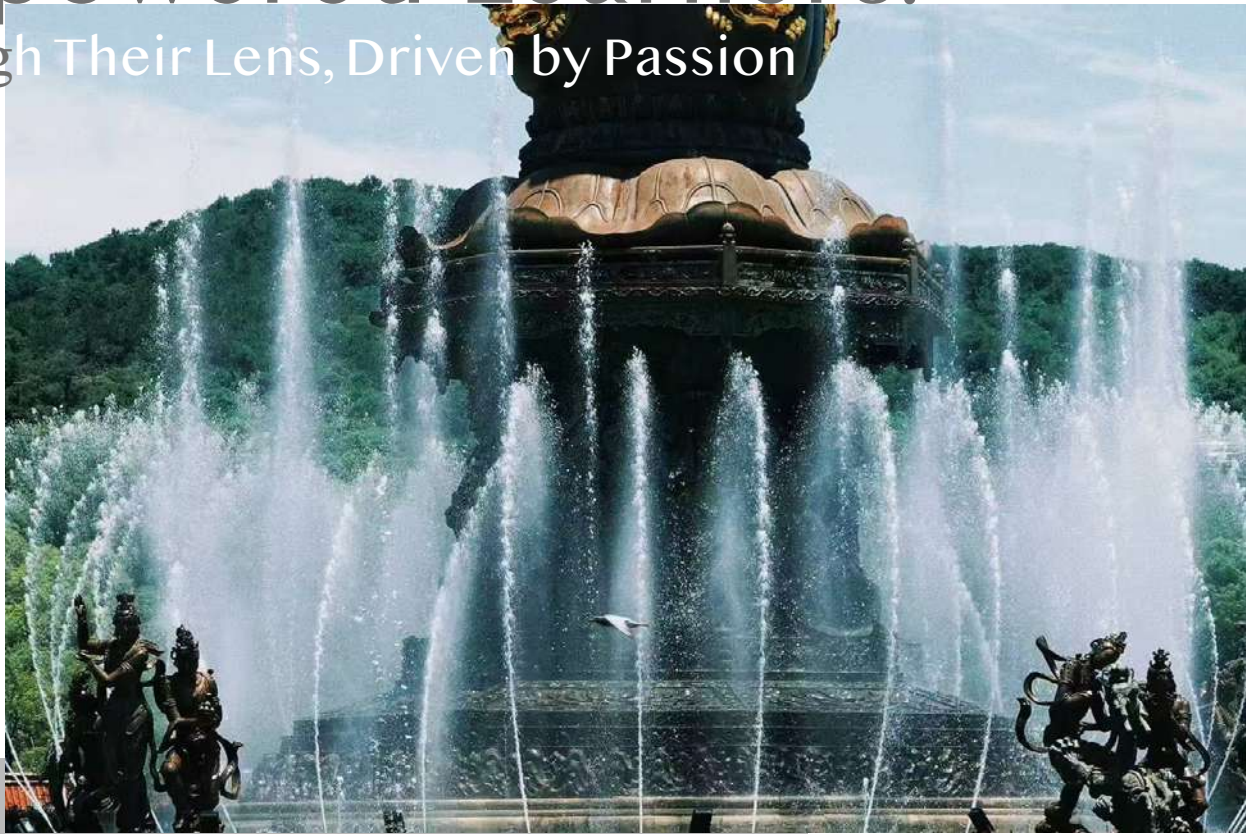
SPOTLIGHT | 聚焦

Anyue 03_28/06/2024

This photograph of the Huayan Three Saints (Avatamsaka Trinity) at Tapo explores the tension between conservation and the essence of faith. The bold white light streaks framing and separating the three statues correspond to the barriers erected in front of them, which serve to prevent tourists from approaching the sculptures. Such conservation measures are understandable, as they protect the statues from vandalism; yet they dilute the spirit of faith, as they bar believers from standing in the optimal position, originally designed so that the statues would look down upon them.

Empowered Learners:

Through Their Lens, Driven by Passion



Eva Y | G11

I became interested in photography during COVID. At that time, I couldn't go indoors, so I joined my parents on hikes in the mountains. Standing on the mountaintop overlooking the city, I wanted to capture the beauty of the place I live in for the first time. Since then, my main focus has been scenery in daily life, the city, as well as sunsets. I believe great photography is about making the most ordinary moments look beautiful.

6.27.2025

This piece was taken in Wuxi, Jiangsu. That summer, I visited many cities in southern China, a region often referred to as Jiangnan. I took many photographs of water, including scenes from Xihu (West Lake) and Taihu. However, those waters felt too stagnant, and I wanted to capture something with movement. This photograph is special to me because I was finally able to adjust the shutter speed just right.



6.15.2025

This photo was taken on Father's Day, when I was walking with my dad in my favorite place in Beijing: the area around Today Art Museum. The neighborhood feels calm despite being in the middle of a busy city. I absolutely love it there. Whenever I have time, I go for a walk in that area.



11.22.2025

This photo was taken in Shougang Park, located in Shijingshan District, using my new iPhone. Through this experience, I discovered my iPhone's potential and learned not to blame myself every time I forgot to bring my camera. I often felt frustrated about the limitations of my iPhone's camera compared to my older Huawei phone. However, I eventually realized that those limitations created a different visual style.



8.8.2024

This photo was taken in a Nongtang (弄堂) in Shanghai. It was the hottest day of the summer, so I didn't bring my camera because I was worried it might overheat. After taking this photo, I became more interested in capturing places that feel lived-in and full of humans.



6.21.2025

This photo was taken from the second-floor balcony of my grandparents' house in Lijiang, Yunnan. When I was very young, I was actually banned from going up to the second floor because I would always pour water off the roof, trying to create my own rain. Now, I am finally free to stand there again.

Empowered Learners: Through Their Lens, Driven by Passion

Bruce L | G10

I have pursued photography since middle school. I was initially drawn to the camera as a means of capturing the world's visible beauty – sweeping landscapes, glowing skylines, and carefully composed cityscapes. Over time, however, photography evolved from documentation into inquiry. I began to look beyond surface aesthetics and toward the quieter, often overlooked realities within the spaces I photographed. Today, I use my camera not only to capture scenes but also to examine them – to surface hidden contrasts, to question social structures, and to invite viewers to reflect on the tensions embedded within everyday life.

我从中学开始便痴迷于摄影。最初，相机吸引我的是它捕捉世界可见之美的能力——壮阔的景观、璀璨的天际线、精心构图的城市风光。然而，随着时间的推移，摄影从单纯的记录演变为一种探究。我开始超越表面的美学，转向我所拍摄空间中那些安静的、常常被忽视的现实。今天，摄影对我而言不仅是为了捕捉场景，更是为了向众人揭示平常我们看不见的世界另一面，促使观者反思日常生活深处蕴含的张力。





City of Light | 光之城

This photograph of the Hong Kong cityscape represents my early exploration of photography as a study of light, scale, and technical control. I experimented with long exposure and stabilization to capture clarity and luminosity amid a densely lit environment. Through this work, I learned to control exposure and composition deliberately; it reflects a period when I was focused on mastering technique and capturing aesthetic intensity.

这张香港城市景观照片代表了我早期对于光线、构图和布局的技法探索。我尝试使用长曝光和稳定技术，在密集的灯光环境中清晰地捕捉光与影之共舞。通过这件作品，我学会了有意识地控制曝光和构图。总而言之，它反映了我的早期对于掌握技术和捕捉审美的专注。

Empowered Learners:

Through Their Lens, Driven by Passion



Edge of Stillness | 静谧之边

In this image, my focus shifted from urban spectacle to the beauty of mood construction. The snow-covered Icelandic town allowed me to experiment with spatial balance. Rather than dramatic contrast, I explored quiet gradients of blue and the warmth of scattered lights, reflecting my evolving interest in mood construction rather than visual impact. Photography became less about brightness and more about stillness.

在这张照片中，我的焦点从城市奇观转向了构建氛围。冰雪覆盖的冰岛小镇让我得以探索空间平衡。我没有追求戏剧性的对比，而是探索安静的蓝色渐变以及零星灯光的温暖，这也反映了我兴趣的转变——从追求视觉冲击转向构建情绪。摄影不再那么关注亮度，而是更注重静谧。



Frozen Horizon | 雪国

In this aerial photograph, I began to consider how human infrastructure intersects with vast natural landscapes. While still visually driven, this piece shows the beginning of my interest in human presence within space. The roads cutting through the snow imply connection within isolation. Ultimately, I was learning that perspective itself can carry meaning.

在这张航拍照片中，我开始探索人与自然的交织。这件作品显示了我对空间中人类存在的兴趣的开端。道路切割雪地的画面暗示了孤立中的连接。最终，我逐渐认识到视角本身就能承载意义。



Street Vendors of the Night Market

| 夜市摊贩

Here, my focus moved from environment to people. The rising smoke, artificial lighting, and warm tones allowed me to experiment with human-centered storytelling. Instead of photographing cities from afar, I began working closer to daily life, exploring how photography can document lived experience. I learned to embrace imperfection – from the haze and to the uneven lighting – as expressive tools.

此时，我的焦点从环境转向了人。升腾的烟雾、人造灯光和温暖的色调让我得以以人为中心讲述故事。我不再置身事外地描摹景观，而是走进平常，探索摄影如何记录真挚的生活体验。我学会了用不完美——从模糊不清视觉的雾气到不均匀的照明——作为叙事的手段。



Homeless and Cosmetics

| 无家可归者与化妆品

This photograph took in London represents my transition from aesthetic observation to social commentary. The juxtaposition between a luxury cosmetics advertisement and the homeless man beneath it was profound. I intentionally framed both elements to create tension and contrast. By this stage, I was consciously exploring inequality and invisibility in modern society. This image reflects my understanding that photography can function as a critique, as a tool for questioning structures of privilege and marginalization.

这张照片标志着我从审美观察转向社会评论的转变。伦敦都市中，奢侈化妆品广告与无家可归者之人的对比令人震撼。我有意将两者共纳入画面，以制造张力和对比。到这个阶段，我有意识地探索现代社会中的不平等与隐形现象。这张照片反映了我对摄影功能的理解：它可以作为一种批判，作为质疑特权和边缘化结构的工具。



Today 11:35 AM

MOMENTS OF GROWTH ✨ ✨

Read

A collection of social media posts from our community, capturing moments of learning and the journeys in between 🐾 🙌

Growth doesn't always present itself in grand or formal ways. It can happen anytime, anywhere. Often, it's found in the small, everyday moments we choose to share, much like how people celebrate and capture these experiences through social media posts.

LELE



BIG thanks to everyone who submitted their posts!



Jessie L '28

NISMUN V 🇺🇸



南京市·南京国际学校

2026-3-8 21:03





Ms. Catalina Roncancio

A cross-curricular moment between Science and Spanish EA, where students practiced laboratory vocabulary in Spanish while observing a safe science demonstration. The activity helped connect language learning with real scientific experiences. Special thanks to Mr. Miguel for demonstrating the experiment to the EA-Spanish class.

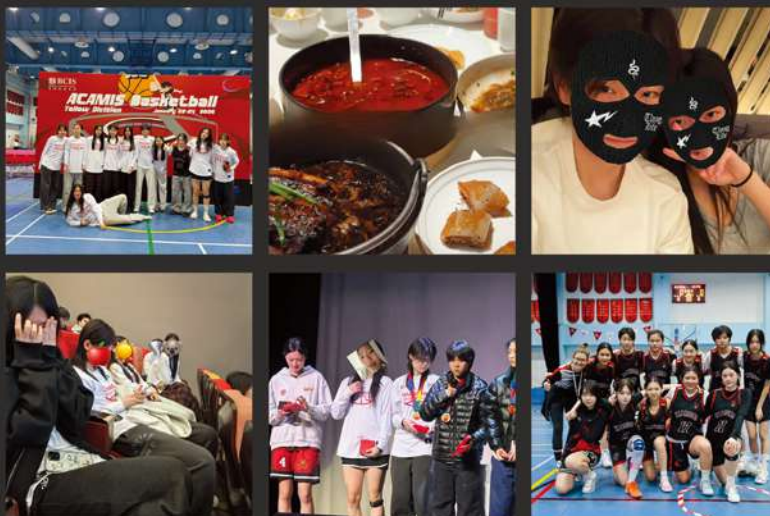


2026-2-5 16:20



Apple J '27

无伤🏀acamis计划失败😭



2026-1-25 11:04





James L '29

and i swear in this moment we are infinite



2025-12-1 02:34



Mr. Nick Kolentse

Growing in our understanding of Chinese culture, travel, baseball and hiking in the mountainside



2024-12-29 19:22





Mr. Tom Egerton 🏃🏻📷

exploring panorama



2024-5-9 13:51



Jessica Z '23

To the past 8 yrs



Beijing City · 北京乐成国际学校

2023-4-21 18:47





Qinglan D '22
他乡也暖成故乡



United Kingdom · Cambridgeshire

2023-2-12 14:41



Michael Z '28

We actually got into nationals, yes! Yes yes yes yes yes yes



2026-1-19 15:42





Rita J '27

working with the marketing team feels like...



Mentioned:Elina W '27

2025-3-18 17:01



Rita J '27

20:10

Content Credits:

James L '29, Jessie L '28, Michael Z '28, Apple J '27,
Jessica Z '23, Qinglan D '22, Ms. Catalina Roncancio,
Mr. Nick Kolentse, Mr. Tom Egerton



Rita J '27

20:11

Designer: me ;)



成长
有回响



热爱
可奔赴

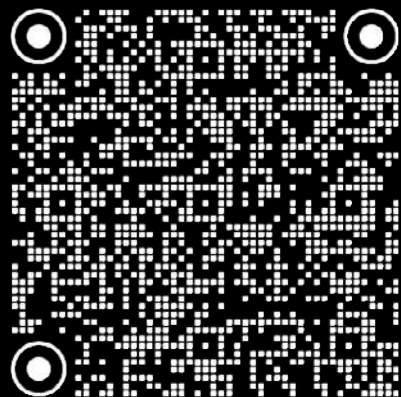




遇见更多成长的力量

More journeys,
one scan away

—
meet more
empowered
learners





我这幅画的中间部分讲述的是我如何勇敢的尝试各种各样的课和兴趣爱好。黑白的部分是画可怕的女巫的东西

等着我去挑战。边上的七彩世界画的是在黑暗中心里也要永远是彩色的。

-Rosa



| 秘境 |

Linda | G9

"A Beijing Century"
Poetry collection

Leo 的诗集「节选」

用诗歌，记录北京百年的城市记忆

文：Leo | G10
图：Christie Huang



My poetry collection explores how poetry can serve as a combination of collective memory and emotional history. Building on my longstanding interest in Chinese poetry and the cultural past of Beijing, I set out to create a bilingual collection of ten modern love poems that trace the city's transformation from 1919 to 2025. Each poem is written in vernacular Chinese and paired with an English translation, using intimate love stories to illuminate the social atmosphere, historical ruptures, and emotional landscapes of different eras. By integrating creative writing with historical research, the collection investigates how personal emotions can mirror broader societal changes. The final product is a curated digital poetry book that combines poetic text, historical annotations, and structured design to present a century of Beijing's history through the evolving forms of love.

我的诗集探讨诗歌如何成为集体记忆与情感历史的融合体。基于我对中国诗歌与北京文化历史的长期兴趣，我着手创作了十首现代爱情诗的双语诗集，追溯这座城市从1919年至2025年的变迁。每首诗皆以白话中文创作并附英译，通过亲昵的爱情故事映照不同时代的社会氛围、历史断层与情感地貌。通过将文学创作与历史研究结合，这部诗集探索个人情感如何折射广阔的社会变迁。最终成果是一部精心编排的数字诗集，融合诗歌文本、历史注释与结构设计，以爱情的嬗变形态呈现北京跨越百年的历史图景。

Poem 1

Leo | G10

Depicting Beijing's early stage republican era

北海: 即今天的北海公园。在民国时期, 它由皇家禁苑转变为向公众开放的公园, 迅速成为北平(北京)最负盛名的公共空间之一。这里湖面开阔, 建筑精美, 兼具山水之胜与人文之雅, 不仅是文人墨客寻找灵感、雅集唱和的场所, 也是当时追求新风尚的青年男女钟爱的约会胜地。

白塔: 耸立于琼华岛之巅的藏式喇嘛塔, 是北海公园最醒目、最经典的标志。它通体洁白, 形态优美, 在任何一个角落几乎都能看到其身影。

五龙亭: 位于北海北岸西侧的五座亭子, 如同水面上的一条游龙, 是公园内另一处重要的景观建筑。亭子伸入水中, 视野极佳, 是观赏风景和感受湖风的绝佳位置。

North Sea (Beihai Park): Known today as Beihai Park (could also be translated into North Sea), it was transformed from an imperial garden into a public park during the Republic of China era, quickly becoming one of Beijing's (then Beiping) most renowned public spaces. With its vast lake, exquisite architecture, and a perfect blend of natural scenery and cultural elegance, it was not only a place where literati sought inspiration and gathered for refined activities but also a favored dating spot for young men and women embracing modern trends.

White Pagoda: Standing atop Qionghua Island, this Tibetan-style lama pagoda is the most iconic and striking landmark of Beihai Park. Its bright white structure and elegant form make it visible from almost every corner of the park.

Five Dragon Pavilions: Located on the northwestern shore of the park, these five pavilions stretch into the lake like a dragon winding over the water. As an important architectural feature, they offer excellent views and are an ideal spot to enjoy the scenery and feel the breeze from the lake.

《北海》

回看白塔的晴影，
数数湖浪的波纹，
我倚暖了桥上的白柱，
白柱却沁凉我的肉体。
夕阳，你莫学伊人走，
用霞光掩住伊人羞，
你应在此永世存留。
感柳枝飘飘下秋风，
思念初夏荷叶托扶的露珠；
听五龙亭畔的风语，
恰似梦中诺言沉又浮。
水粼粼，风飕飕，
北海空留多情的苦肉；
柳依依，天渺渺，
北海令人长忆心中的忧惆。

“The North Sea”

Again I gaze at the white pagoda's sunlit trace,
Counting the ripples, each watery line,
I've warmed the white pillar of the bridge with my embrace,
Yet its cold pierces this flesh of mine.
Sunset, do not slip away like her,
Veiling her blush in twilight's golden hue
She ought to linger here, forever.
I feel the willow branches sway in autumn's breath,
Missing the dew that summer lotus leaves upheld;
I hear the wind whisper by Five-Dragon Hall,
Like promises in dreams, that rise and fall.
Water shimmering, wind sighing low,
North Sea holds but a lovesick body's pain;
Willows wandering, skies vast and slow,
North Sea making me long for her, again.

Poem 2

Leo | G10

Depicting modern Beijing

Forest is set in Beijing after the 2010s, a period marked by rapid urbanization and accelerating daily life. During this time, natural spaces were steadily replaced by high-rise buildings, and everyday routines became increasingly planned and efficient. Within such a fast-moving city, individuals often lose their sense of direction, and emotional closeness is no longer guided by instinct but by schedules and expectations. In the poem, the “forest” symbolizes an undefined state—slow, intuitive, and driven by the body’s response, where closeness happens naturally through the rhythm of the heart. The “city,” by contrast, represents maturity, control, and speed. When the two figures finally meet, the forest has already evolved into a city, and love is folded into plans, labeled, and managed. Rather than a pure, gradual intimacy, it becomes a brief and functional relationship shaped by urban life. The poem does not describe a clear separation, but a quiet drifting apart, in which the heartbeat that once guided closeness slowly fades.

《森林》以 2010 年代之后的北京为背景，借“森林”与“城市”的变化，描绘高速城市化对个人情感的影响。在这一时期，北京经历了飞速的发展，高楼不断取代自然空间，生活被规划、被加速，人们习惯在明确的路径与时间表中前进。在这样的城市节奏下，个体容易在集体生活中迷失方向，人与人之间的靠近也逐渐失去本能与冲动。诗中的“森林”象征一种未被定义的状态——缓慢、直觉、以心跳为指引的情感；而“城市”则代表成熟、理性与效率。当两人真正相遇时，森林已进化为城市，爱情被放入计划与安排之中，被推迟、被解释、被标注，最终不再是一种纯粹的靠近，而成为都市生活中一段短暂、被规划的关系。诗中所表达的并非彻底的分离，而是在不断前行中，逐渐失去曾经靠近彼此时那份真实而清晰的心跳。

《森林》

我希望我们在森林中相遇，
你站在那棵树的树冠。
树影与身影之间，
时间会自动放慢，
节奏会渐渐舒缓，
心跳的加速显而易见。
我希望森林，
意味着泥土、风，
和那不被定义的路径；
意味着靠近不是选择，
而是心跳加速驱使向前的本能。
可我们相遇之时，
树根变成公路，
树木长成高楼，
树叶挥发为雾霾，
森林又进化到城市；
我们站在其中，
把想念折进计划，
把沉默理解为成熟，
把拥抱推迟到下一个周末。
路径被规划，
方向被标注，
连迷路，
都显得不合时宜。
我寻找不到我们可以坐下来的空地。
于是我们在曾经的森林里
越走越远，
始终没有真正的离开，
只是慢慢失去了从前靠近时的心跳。

“Forest”

I wish we could meet in a forest,
you standing in the crown of that tree.
Between the shadows of trees and bodies,
time would slow on its own,
the rhythm would gradually soften,
the quickening of the heartbeat unmistakable.
I wish the forest
meant soil and wind,
and paths left undefined;
meant that closeness was not a choice,
but an instinct driven by a racing heart.
Yet when we finally meet,
tree roots turn into roads,
tree trunk grow into high-rise buildings,
leaves evaporate into smog,
the forest evolves once more into a city;
we stand within it,
fold longing into plans,
interpret silence as maturity,
postpone our embrace to the next weekend.
Paths are designed,
directions are labeled,
even getting lost
feels out of place.
I cannot find an open space where we can sit.
So within what was once a forest,
we walk farther and farther apart,
never truly leaving,
only slowly losing the heartbeat we once had when we drew close.



I Wish I Looked Like You

Nancy | G10

The picture was beautiful. Her hair fell in soft ringlets, as graceful and natural as waves on the ocean. They framed her face, a face that had lips the perfect shade of red and cheeks the perfect tinge of pink. Her eyes shined blue, like diamonds in the sun. So bright. So flawless. So exquisite. The picture was beautiful, and Stacy Drabton hated it.

Stacy slid her fingers across the phone screen, zooming in on the selfie until she could count every immaculately curled eyelash. She was an expert at finding imperfections, whether it was a speck of dust on the windowsill or a coffee stain on the tablecloth. Stacy had to be good at that sort of thing, or else who would pay her a dollar an hour to scrub and sweep every surface of their home? But even she could not pick out a single blemish on that face.

The face was simply too radiant, too dazzling. Staring at it was like peering into a brilliant flame—mesmerizing, but painful after a while. Stacy couldn't stand to look at the photo a moment longer. Her gaze drifted to the heart-shaped icon at the bottom corner of the screen, and the number beside it that read *9,700*.

Nine thousand and seven hundred likes. Nine thousand and seven hundred people who thought the picture was beautiful. How could they not? Stacy agreed with them, but she could not bring herself to tap on the little heart. It would be like sticking her finger into the fire. It would burn. Instead, she clicked the symbol next to it—the comments. There were hundreds of them, and Stacy scrolled through the compliments until her vision blurred.

Stunning!

So cute!

Absolutely gorgeous!

You're the prettiest person I've ever seen!

I wish I looked like you, Lia!

Lia. Now we know the name of the woman who was blessed with this spectacular face. Lia.

Stacy didn't know how long ago she had discovered Lia's account and started scrutinizing her life through the cracked screen of her phone. All Stacy knew was that Lia was perfect. The pictures she posted belonged on the cover of a magazine.

But Lia didn't just post her face. She posted her clothes—flowing dresses and silk shirts that definitely cost more than Stacy's car. She posted her possessions—glittering pieces of jewelry and vases full of bright flowers that were probably gifts from all her adoring friends. She posted her travels—photos of beaches and monuments that Stacy would never be able to visit.

Lia's life was Stacy's dream. Some days, when Stacy felt especially tired and hopeless, she would play pretend. She would pretend that instead of mopping someone's dirty floor, she was skiing in the mountains like Lia did every December. Stacy still remembered Lia's post from two winters ago, the one with the gleaming white ski slopes and mugs of hot cocoa. Upon seeing those pictures, Stacy had dropped her phone onto her bed and buried her face in her pillow. She hadn't been able to stop the tears from leaking out of her eyes, because why was Lia always on vacation in such magnificent places? Why was she constantly having the time of her life, all year round? Perhaps Christmastime for Lia meant *snow* and *chocolate*, but for Stacy, it meant *no money for heating* and *clothes that never dry properly*.

So you can probably see why Stacy liked to play pretend so often. She could *be* Lia, even if it was just for a little while, even if it was all in her head. But no matter how much she cried or fantasized or hated Lia for having everything she wanted, Stacy was *never* holidaying in the mountains and *always* mopping someone's floor. Or cleaning their sink. Or wiping their windows. For minimum wage. And Lia? Stacy couldn't picture her doing anything of the sort. She probably had her *own* cleaner! Stacy could imagine Lia in a glamorous mansion, laughing with her head thrown back and surrounded by all her equally beautiful friends.

Oh how Stacy wished she could be Lia's friend. *If I can't be Lia, at least let me be around someone as perfect as her*, thought Stacy. Maybe if she was prettier, she could message Lia and ask to meet her in person. Maybe they would hit it off instantly. Maybe Lia would teach Stacy how to take gorgeous selfies, and they would comment on each other's posts every day. Stunning. So cute.

Stacy continued to flick through all the adoring remarks on her phone. Gorgeous. So pretty. Each one pierced holes through the make-believe bubble in Stacy's mind. Who was she kidding? She was no Lia. Her face wasn't worthy of likes or comments. I wish I looked like you, Lia! Stunning! So cute!

Stacy could feel the tears coming. Absolutely gorgeous! You're the prettiest person I've ever seen! Stacy blinked furiously. Stunning. So cute. Absolutely gorgeous. Prettiest person. I wish I looked like you. Stunning so cute absolutely gorgeous—

"Drabton!"

Stacy's head jerked up in surprise, the phone sliding out of her hands and clattering onto the floor.

"What are you doing? The guests will be here any minute now!" The speaker was a thin, grey-haired lady, standing in the doorway with her arms crossed and an even more crossed expression on her face.

"Sorry, Mrs. Baker," Stacy mumbled, grabbing a towel from her apron pocket and turning her back on the disgruntled woman. She began to scrub the dining table, trying to avoid Mrs. Baker's glare.

"How have you not finished setting everything up?" Mrs. Baker demanded. "You've been here all morning! Or have you been on your phone this entire time? I swear you are obsessed with that thing. If I catch you on it again while you're supposed to be working, I will cut from your pay this month!"

What a hypocrite Mrs. Baker was! *She* was the one who spent all day on call with her friends or scrolling through videos on *her* phone, while Stacy made her breakfast and barely had time to eat her own. Stacy desperately wanted to say so, but the thought of getting her wages reduced kept her quiet.

"It won't happen again, Mrs. Baker," she promised, stuffing her phone into her pocket.

Mrs. Baker was glad that Stacy worked quickly and attentively after that. She didn't know, however, that every time the phone buzzed with a notification in her pocket, Stacy itched to take it out and check if maybe Lia had posted again.

Stacy parked in the driveway of her house and all but fell out of the car. Her hair had fallen out of its braid from all those hours of sponging and scouring Mrs. Baker's apartment, and the sticky August heat was not helping with her mood.

"My life is horrible," she grumbled to herself, then pulled up short as she spotted a figure on the neighboring lawn.

"Hey Elizabeth," said Stacy, inclining her head in the other woman's direction. Her gaze travelled from her neighbor's dirty sandals to her bed of greasy, unkempt hair. Stacy had never felt pretty enough to dress up—what was the point, when supermodels like Lia existed?—but Elizabeth looked, if possible, even more disheveled than her.

Her sweatpants were dotted with stains and her wrinkled T-shirt smelled like it hadn't been washed in days. Or perhaps that stench was coming from the bulky trash bags in Elizabeth's hand.

Stacy realized with embarrassment that she had been eyeballing the woman for quite a while.

"Um, taking out the trash?" Stacy asked awkwardly, then immediately regretted it. She'd never been good at small talk—she knew it was the kind of thing that only came naturally to confident people. *People like Lia.*

"Yeah," Elizabeth replied. She didn't seem to mind the fact that she looked like she'd just come out of a washing machine. Perhaps it was because Stacy didn't have the appearance of someone who took care of herself either,

with her shabby apron and dark eyebags.

Stacy pitied Elizabeth. She thought back to the day she had first moved into the neighborhood, all those years ago.

"You asked for the house with the lowest rent," said the agent.

Stacy stood in the very same driveway as the one she stood on now, surveying the grey brick house and its untrimmed hedges.

"This is it?" she queried. Despite the fact that this was the cheapest street in town, Stacy knew that she'd probably have to work double-time for a month to even pay the deposit.

"Well, it's actually the second-lowest," the agent admitted. He pointed at the house next door—if you could even call it a house. Its cracked brown walls looked on the verge of collapse and its windows were duct-taped together. "That is the property with the lowest rent in town. But it's occupied—been occupied for years."

"Occupied by who?" asked Stacy.

"She's a bit of a mystery," said the agent, his brow furrowing. "She rarely ever leaves the house, so she must have some sort of work-at-home job, because how else could she afford rent? No emergency contact number—no friends or family. Probably an orphan or widow, or both. Poor thing."



After moving into the neighborhood a week later, Stacy had wondered when she would meet the poor thing. The mysterious woman must have it worse than her, to have to live in a shack like that. There was no car in her driveway. She didn't even have a backyard.

Perhaps she had some kind of illness that inhibited her from going outside. Perhaps she was old and stooped. Perhaps she was weak and miserable. Or could she be a witch? Whatever she was, Stacy had thought, she couldn't be *beautiful*. Beautiful people didn't live in trashy suburbs and rot in their rooms all day.

Now, as Stacy stood across Elizabeth, she contemplated the fact that she'd been right. Not about the witch part, of course. She looked at the woman's pimply face, beady eyes and rather pronounced nose, and felt a wave of despair wash over her. Because Elizabeth wasn't beautiful at all. Beautiful people didn't rot and clean and cry and pay rent and take out the trash and feel horrible.

Stacy climbed up the front steps of her house after bidding Elizabeth goodbye. She stepped through the door and the sound of it slamming was a hundred blows to her stomach and a thousand cracks in her heart. Forget feeling sorry for Elizabeth. The feeling was probably mutual. Elizabeth probably looked at *her* and thought *poor thing* and *she's not much to look at* and *what a dreadful life she must have* and she would be right.

Stacy's phone buzzed. She took it out of her pocket in an instant, clicking on the notification and coming face to face with another picture of Lia. Another picture of those blazing eyes and those bloodred lips and the rest of that beautiful, beautiful face.

Stacy ran to the bathroom and stared into the small, dirty mirror. She scratched at her eyes because they would never be blue enough and pulled at her hair because it would never be silky enough. Her pale cheeks would never be rosy enough and her sparse lashes would never be long enough. Her face was so unlovely Stacy had had enough and she wanted to smash the mirror into pieces because she would never *be* enough.

Although for us it has been mere seconds since Stacy's breakdown, for her, it has been four years.

Not much has changed for Stacy. She still cleans and tidies people's homes for a dollar an hour. She still follows Lia's account, analyzing all her selfies but never pressing the like button on any of them.

Except Lia hasn't posted in a week. *She's probably camping in the mountains*, Stacy thought, scrubbing furiously at Mrs. Baker's dinner plates. *No signal, but plenty of friends and marshmallows and pretty pictures.*

Stacy's phone buzzed.

She whipped off her rubber gloves and grabbed her phone from the kitchen counter. It had to be Lia. As much as Stacy did not want to see proof that Lia was living the dream while she was serving Mrs. Baker hand and foot, Stacy could not help herself. She tapped the screen, and it lit up with not a notification, but a call.

"Hello?" Stacy answered.

"Miss Drabton?" said a voice. The real estate agent. "We need you to do us a small favor."

"What favor—"

"You see, your neighbor, Elizabeth—she died on Tuesday. Slipped on a bar of soap in the shower."

Stacy barely had time to feel shocked before the agent rattled on.

"The body has been removed from the premises and there's no blood or anything of the sort left, so you needn't worry."

"What do you—"

"It's just that she has so many belongings stuffed in that house, and we need it all cleared out as soon as possible in case there are prospective renters. The agency is quite busy at the moment, so we would be incredibly grateful if you could help us out. We thought you'd be good at the cleaning aspect of things, given your—erm—profession."

"I—"

"Perfect," said the agent. "It'd be best if you could get it done by this evening. Thank you!"

Stacy stared at the screen that was flashing "*Call Ended*" in disbelief. How irresponsible of him! Part of her wanted to call the agent back and tell him to clear the house out himself, but like how she'd refrained herself from snapping at Mrs. Baker a lifetime ago, Stacy took a deep breath and began gathering her things.

She arrived at Elizabeth's house an hour later and stood wearily by the front door. It was slightly ajar, and the air that wafted out from the crack smelled stale. Stacy had always wondered what her neighbor's house looked like on the inside. She'd pictured a smaller, emptier version of her own. There was no way Elizabeth could afford expensive furniture or decorations. But the agent had said that her house was crammed with possessions.

So what was in there?

Stacy pushed open the door and peeked inside.

The tiny living room was packed with things. Things that didn't make sense. Clothes in every color were strewn across the floor. A vase of roses stood on a small table. Stacy stifled a scream as she saw a head under the sofa, only to then register that it was merely a wig of long, wavy hair.

She noticed another door to her left and threw it open. Stacy stepped into the room, staring at the tiny bed and the paper thin sheets that lay upon it. She inspected the closet, which was wide open and held—if possible—even more clothes than the living room. Finally, she turned to the desk, which was cluttered with tiny bottles and containers in shades of peach and pink and red. Makeup, Stacy realized. In the center of the desk, surrounded by all the powders and creams, was a bulky computer. Stacy reached down and clicked on the mouse beside it, and—

The dusty screen lit up, and Stacy found herself, once again, staring into Lia's big blue eyes.

Stacy shrieked. She stumbled backward, tripping over a shirt that lay on the floor. She heard the sound of tearing fabric as she fell down beside the closet. Stacy peered down at the top she had just ripped. The cloth was shiny—silk. But as she picked it up, Stacy knew at once that it wasn't. Silk did not feel scratchy. It did not look like that when it teared. Stacy would know, having ironed and handwashed Mrs. Baker's silk shirts for who knew how many times a month.

Silk shirts. Stacy felt her body go cold, as if all the blood had drained out of it. Silk shirts. Flowing dresses. Long, wavy hair. Vases of flowers. And most importantly—a beautiful, beautiful face.

Stacy's gaze landed on the pile of makeup on the desk, then she looked up slowly to meet Lia's stare.

Lia.

Elizabeth.

One and the same.

Suddenly, it all made sense. Stacy jumped up and rifled through the closet—fake silk, fake leather, fake designer. She dashed to the computer and combed through every file and application. Thousands of selfies. Thousands of Lias. But Stacy opened one of the photos, and her eyes went straight to a button that read *“Reverse all edits”*. She clicked it, and Lia was gone. It was Elizabeth who was winking at the camera.

Perhaps you have suspected this all along, or perhaps you were just as surprised as Stacy to discover the truth. Now we watch as she ransacks the entire house, finding necklaces made of copper and flowers made of plastic. She sits in front of the big computer for hours, uncovering the reality behind every lying picture she had ever fallen for. The snow-capped mountains and hot chocolate and all the other snaps from Lia's “travels”? Taken from the internet. Photoshopped. Edited.

None of it was real.

Stacy understands now. She understands it all. She practices and practices on the photo-editing softwares, enlarging her eyes and pinching her face and whitening her teeth. She tries on every itchy piece of clothing and every shade of lipstick in the closet, like a little girl playing dress up. She calls the agent and tells him that she will be moving into Elizabeth's house. She goes back onto the computer, deletes Lia's account, and starts a new one.

As you finish reading this story, Stacy is probably still sitting at that desk. She has been there for months, maybe even years. She touches up her makeup and poses for the selfie. Then comes the step that takes the longest every time—but Stacy never gets tired of it. She hunches over the computer and clicks all the buttons, watching her face slowly become what it was always meant to be. Beautiful.

Stacy clicks the final button. *Post*. She gets thousands of likes and hundreds of comments. Stunning. So cute. Absolutely gorgeous.

Stacy knows that none of it is real. She still feels horrible when Mrs. Baker orders her around, barking at her to sweep and clean. But every time the phone buzzes with another like, another comment, another *I wish I looked like you*, Stacy forgets. Real life doesn't matter anymore. The stunnings and so cutes are what matter.

I suppose Stacy gets a happily ever after. Did you want this story to have a happy ending? If not, let me say one last thing.

While Stacy washes off the mountain of makeup on her face and gets ready for bed, somewhere in the world, a girl is staring at her picture. No, not just one girl—hundreds. They zoom in on the red lips and curled lashes and the tears start falling.

The picture is beautiful, and the girls hate it.



The Story of LOVE

Olivia | G6

We're four girls whose initials happen to make the word LOVE, Luna, Olivia, Vivi, and Emily. The four of us have been best friends for more than a year, so let me tell you about this story of our friendship.

It was the start of Grade 5, I walked around during snack time, trying to find somewhere to sit, then I saw a table with an empty seat. Two girls sat there, that's Vivi and Luna. Later on, I learned that they've been friends since Grade 4. I asked, "Hi! Do you mind if I sit here, it's pretty crowded and I can't find a seat." "Oh, sure!" they said, and scooted around to let me sit. We started to talk, share snacks, and laughed together. The snack bell rung, and they invited me to play tag with them. We shared our favorite books and hobbies. Soon, we became friends in homeroom too, and

you could see the three of us together every day.

After the winter break, a new student came to our class, and we learned that her name's Emily, and she's from Australia. After class, we saw Emily standing there alone, the three of us eye-contacted, then we walked over to her to invite her to join us. Emily seemed a bit surprised but relieved, and she accepted our offer. Now, our group is four people united. Our homeroom teacher Mr. Jordan Sprentz, said that the four of us were so different in personalities, yet we can still be best friends. He said that it was such a miracle.

The four of us did projects like the Fun Fair and the Grade 5 Exhibition. We also went to WWW, living 24 hours together was like being with

family. During the first activity of climbing trees, we gave each other thumb-ups and yelled words of encouragement. Another time, it was the musical, Emily and I were in the cast, Luna and Vivi bought tickets and enthusiastically watched our show with their family. As we bowed, my best friends waving at me was the only thing I could see through the audience.

Now we moved up to Grade 6, though 'LOVE' is split into two advisories now, we still share some learning tips with each other during lunch time. We even added two new members to our group: Gillian and Stella. Our 'LOVE' continues endlessly, we try new things, and explore as a group in our journey. Our group is all about 'LOVE', friendship, courage and diversity.



Dear Cyrus,

I'm your sister Elsa. You were born during the Spring Festival of 2025, when I was in G3, and I was so thrilled. I want to kiss and hug you all the time.

But as you grew older, a worry crept into my mind: would Mom and Dad stop loving me because they had you? That's why I always wanted to snatch things from you and hated it when you came into my room to play.

As you kept growing, I noticed you were getting more and more capable. You learned to roll over, to sit up on your own, and then to stand by yourself. Today, I even saw you pushing your toy cart and taking a few steps!

You are such a little rascal. You love climbing onto my desk and messing up all my stuff. Whenever you do that, I shouted at you. Yet every time you see me, you break into the biggest, happiest grin.

These days, I've realized that whenever you see a beautiful view or taste something yummy, you always want to share it with me. You can't talk yet, so you wave your

little hands, point your fingers, and babble to get my attention. You even try to feed me your favorite treats—watermelon, oranges, Chinese yam, and sweet potatoes. Mom asked me if I was happy that my little brother had learned to share. I told her I am very happy, and my heart felt as sweet as honey.

I think true sharing is about giving your favourite things to the people who matter most to you. And that is such a wonderful, happy thing.

Dear little brother, this past year, both of us have grown a lot. Even though you've become naughtier and naughtier, I've learned how to get along with you. I don't worry anymore about "sharing" Mom and Dad's love. In fact, there's just one more person who loves me now—and that person is you.

I love you, Cyrus.

With all my love,

Your sister Elsa

January 1, 2026

亲爱的 Cyrus:

我是你的姐姐 Elsa。2025 年春节,你出生了。正在上三年级的我很激动,忍不住想要亲亲你,抱抱你。

可随着你的长大,我在担心,爸爸妈妈会不会因为有了你而不爱我了?所以,我就喜欢跟你抢东西,也不喜欢你进我的房间玩。

随着你的长大,我发现你的本领越来越大,你学会了翻身,学会了自己坐、自己站起来,今天我发现你都可以推着玩具小推车走几步了。

你很调皮。老是喜欢爬到我的书桌上,把我的东西都弄乱,我就朝你大吼大叫,但是你只要看到我,总是笑得很开心。

这段时间,我发现当你看到喜欢的风景,吃到好吃的东西,你都会跟我分享。你现在还不会说话,所以你就举起你的手,伸出你的手指,嘴里发出咿咿呀呀的声音,引起我的注意。你把你喜欢吃的西瓜、橙子、山药、红薯,都塞给我吃。妈妈问我说,弟弟学会了跟你分享,你开心吗?我说,我很高兴,心里就像吃了蜜一样甜。

我觉得,真正的分享,是把你最喜欢的东西给你最重要的人。这是一件很幸福的事。

亲爱的弟弟,这一年,我们俩都长大了。虽然你也越来越调皮,但是我学会了怎么跟你相处。我也不再担心我们是在分享爸爸妈妈的爱,事实上是,又多了一个人爱我。那就是你啊。

我爱你, Cyrus。

爱你的姐姐 Elsa
2026 年 1 月 1 日

爱和分享
- 给 Cyrus 的一封信



Love and Sharing
- A Letter to Cyrus

Elsa Y | G3

love



IMPRINT | 笔迹

Do You Play Eggy Party?

Interviewed and Written by
Elsa Y | G3



On the last night of 2025, my parents and little brother watched fireworks to welcome 2026. I watched a digital fireworks show with 20 Eggy Party friends on my Eggy Island.

Dad thought this way of making friends was really fun. But Mom felt worried. Eggy Party is a video game. Mom said playing it would hurt my eyes and make me not focus on my studies.

Are video games only bad and no good? I wanted to find out, so I decided to do an interview at school.

Many of my classmates play Eggy Party too. Like me, they think the game is fun and helps them make friends. When we win the game, we get points and special gifts. It's really cool! Their parents also worry about their eyes and their studies.

So I asked my G3D homeroom teacher, Ms. Darden, for an interview. She says students can play video games. "Video games are fun. They help relax kid's minds and take their focus off schoolwork, plus they boost hand-eye coordination."

See? We can play video games! But Mom told me to talk to more teachers

and experts.

Then I asked Mr. Fred Schafer, elementary school principal, to talk with me. He was interested in this topic. He also says kids can play video games. "Because there are actually a lot of things kids can learn from them," he said, "but we have to be careful with how much time they spend on gaming. "There's plenty of research about how long kids play games and how easy it is for them to get hooked." Mr. Schafer said if we can control our gaming time, and parents make sure to check the games to confirm they're age-appropriate, then gaming is totally awesome.

Now I know one thing for sure from the interviews: **we can play video games, but we need to control our time. Mom agreed with this. But she asked me, how can we stop playing when we are having so much fun with the game?**

I asked Mr. Schafer and Ms. Darden for help. Mr. Schafer is a dad too. He told me, "First, set a timer on your phone. Let it ring after 20 minutes of gaming. When it rings, stop playing, take a break and do other things. A simple timer can help you keep track of time."

Ms. Darden said young kids can't balance gaming and study by themselves. We need parents' help. "Parents need to guide their kids," she said. "They can set a timer, or take away kids' phones at night. Then kids can't play games on phones or laptops. Parents must be responsible for their kids' gaming habits." She also said: "Set clear time limits—it always works. Let kids play for 10 or 15 minutes. Then tell them to play outside. They can play a little more later."

But what can teachers and adults do if a kid wants to play games for a very long time?

Learning Frontier Clinical Psychologist Ms. Shum Pei San said we need to talk to parents about our ideas. If we tell parents why we like playing games, they can understand us better and help us find a good balance.

Mr. Schafer said the key is to tell kids why we can't play too long. "Parents and teachers must tell kids the real reasons," he said. "Playing for hours is bad for eyes. And it also makes it really hard to step away from the game if they do it all the time. People call this 'addicting', like getting addicted to a game. I'm not sure if

it's a full addiction for kids, but these games do have addictive qualities. It can make kids feel like they have to play. They will be miserable if they stop."

For gaming addiction, Ms. Shum Pei San gave us good advice, "It's important to focus on managing our time better. We need to remember that our lives include different parts, like physical, emotional, social, occupational (like studying), spiritual, and intellectual aspects. Balancing these areas is crucial for our overall well-being. While playing games can help us feel better, having a plan is still a good idea and making a schedule for other activities, like reading, playing outside, or doing homework, can help ensure you have a healthy mix of fun and responsibilities."

Then Mom agreed that video games are part of our life now. We can't avoid them. I think we can learn fun and useful things from playing games.

Ms. Darden said some games help kids know space better—we learn where to put things and how to arrange them. Games with obstacle courses or building parts can teach kids to build things with our hands. There are even math games—we can learn math while playing.

Mr. Schafer also said there are so many great video games that help kids build creativity, problem-solving skills, and logical thinking, and they're fun too! So if kids play those kinds of games, we're not just having a good time—we're learning at the same time.

But remember, the most important thing is: don't play for too long.

后记:

“这次采访和写作，Elsa 学到了很多，我想对我来说也是一个完成挑战的过程。我从她的经历和成长中获得很多思考。当她独立完成这么多采访时，我为她感到高兴。我从她带回家的录音可以听出来她非常自信。当她采访过后比对着录音，能在字本上快速记下老师的回答时，我也感到震惊，毕竟我还要通过录音软件转录才能帮助她核对，发现她的记录竟然是非常准确的，当然，这个过程中她也学会了一些新单词。看她一天天写作的过程，也很有趣。非常感谢老师们对 Elsa 的指导和帮助。”

——Elsa 妈妈



Egg vs parent

Poems

Snow

It snowed!

As white as a piece of paper,

I was a cheetah to the window.

I waited a billion years.

The snow jumped on the ground,

With a loud, loud, splash!

I can't sleep without counting
sheep,

The snowing almost seem glowing!

Reading

Calm, relaxing

Flipping, laughing, thinking

Happy, relaxing, exciting

Education

Jean | G4

Autumn

Autumn is a splash of orange paint,
It makes the season nice and neat.
Everywhere color is all the same,
It is easy for people to look and see.
Orange leaves fall from trees,
Kids don't waste the fan they create.
They build up some colorful
mountains out of leaves,
As other kids jump and try.
It's so thrilling, exciting and fun.
Every autumn I come to build it tall.
Some leaves dance in breeze,
They invite kids to play.

Spring

Spring is a gentle girl,
She has green hair with a twist.
She has big eyes giving people a twirl,
She gives life to the world.
Grass grows where she sees,
Rain falls from her palm.
It goes where it needs,
Everything is joyful and nice,
As long as she is here.
She goes from place to place,
Not leaving a single lace.

Lily | G5

Poems

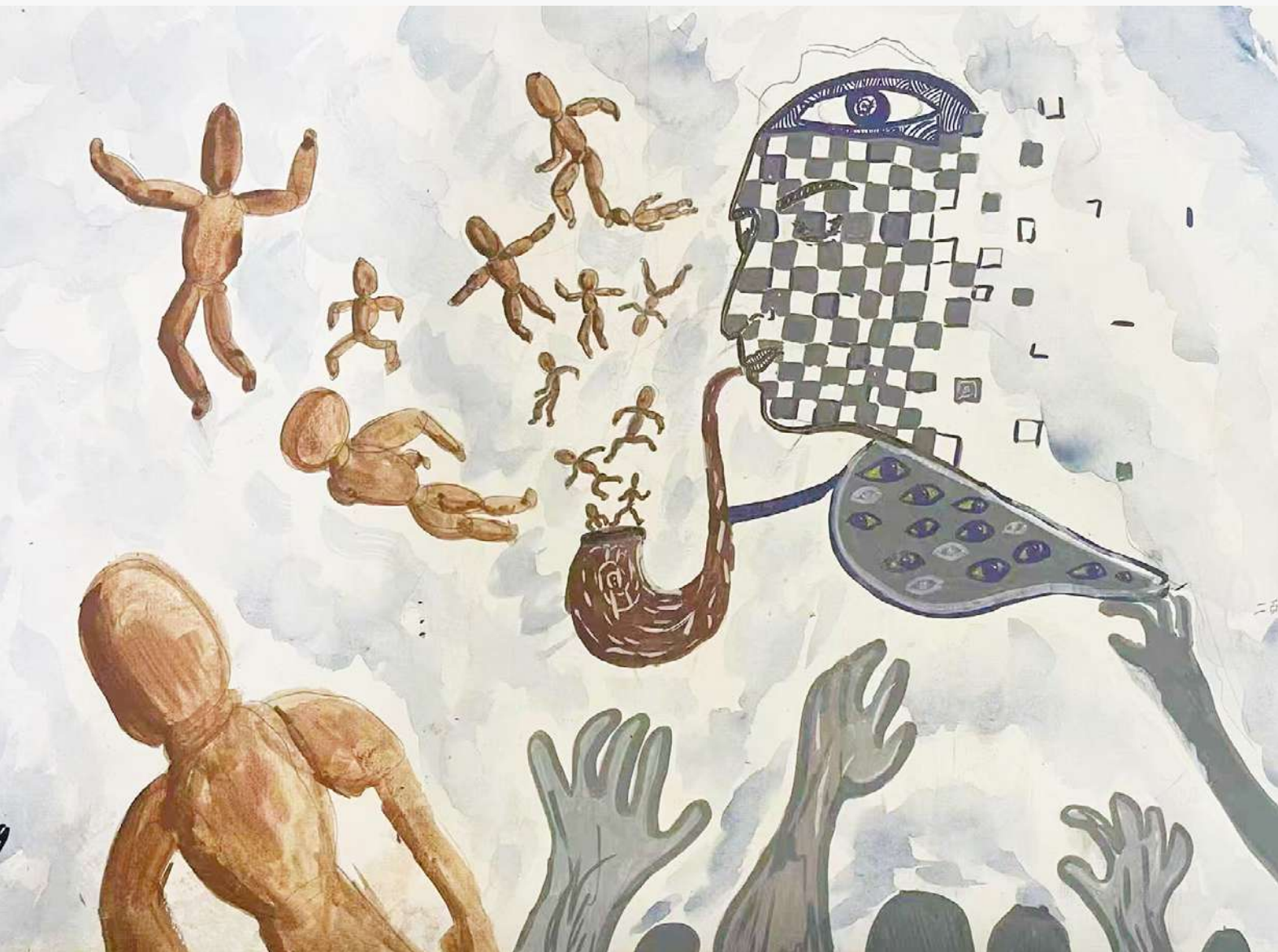
Amy | G6

Happiness

Happiness is a river that flows in our heart.
It is in the deepest part in our heart.
Happiness is like a dancing little girl.
Slowly healing all our bruises and scratches.
It eases all the scars that is kept in our heart.
It makes us forget about time.
Happiness, the way and the reason you need to live
Happiness, the most powerful magic you can cast on others.
Happiness is the key of everything, moreover it is the meaning.
More important it is everything.
When you face a problem, remember happiness.

The meaning

No one ever told me the meaning of living on this world.
All I know is that there is a meaning of every else on this world.
I'm a blank book, waiting to be filled with its own adventures and experiences!
I'm a secret diary, where I keep my own secrets.
I'm a question mark, waiting to be filled with answers.
My gut tells me that I'm unique, I'm special, I'm an irreplaceable part in this world.
The truth is we're all unique, special and irreplaceable.
I'm lucky that I can find the correct meaning of everything else, but finding
the meaning of me is impossible.
The road of finding the meaning of me is sooooo long that even if I walk on this
pass for years, I can't see the end.
Finding the meaning of me is impossible, but I'm working hard on it.







在四年级女孩的世界里，柔软的布料里藏着星光的秘密。每一块面料都是星光降落的画布，每一次剪裁都在勾勒童话的轮廓，每一针缝线都在编织天马行空的想象。欢迎走进Elsa的「布帛上的星光」设计宇宙，看小小设计师用针与线，把奇思妙想缝进一件件独一无二的作品里。

草 (幸运)

模 (性新)

Elsa.
2025

背

特别企划方案

“未来设计师”

布帛上的星光

Elsa C 设计作品

设计宣言

我想让每一个女孩都大方地展示自己。不用害怕自己不够漂亮，不用在意别人不一样的眼光。穿上我设计的衣服，你就可以自信地站在阳光下，做最特别、最闪耀的自己。



Elsa C | G4



系列三：薄荷白日梦



薄荷小香套装：

小香风套装是妈妈的大爱。我想为妈妈设计一套参加春日下午茶服装。薄荷绿是初春的颜色，粗呢格纹是画框，珍珠是清晨的露水——它们一起被编织进了这套小香风套装里。我想象着妈妈穿上，优雅，闪闪发光。



国风战袍（黑色刺绣旗袍）：

这是我第一件从设计到制作要上台展示的作品。我喜欢中国元素，龙是我们民族的图腾，它充满力量。我把龙和旗袍结合，加上红色的斗篷，那是刚柔并济的，侠女风范。我一针针将金色的龙绣在旗袍上，为它贴上红色的钻，当斗篷上肩，走上T台时，我的梦想在现实中仿佛有了最初的模样。

这件战袍让我拿下了走秀国赛冠军。



作品系列解读

系列一：星纱梦境

星纱头冠（刺绣头纱）：

我把新娘的头纱变成了揉碎的银河！上面每一颗珍珠，都是我用手工一种一种上去的小星星，它们会跟着你的脚步跳舞。



系列二：初见·绽放

棉花糖礼服（粉色蓬蓬裙）：

这是我设计的第一条公主裙！我想做一条像云朵蛋糕一样蓬蓬的、像棉花糖一样甜甜的裙子。转圈圈的时候，裙摆会开出一朵花，每个女孩都是自己童话里的主角。



银河束腰（彩铅蓝色宫廷风上衣）：

这件蓝色上衣会变魔术哦！在光下面，上面的银线会慢慢亮起来，无数银线像极了美丽的银河~穿上它，就仿佛漫步在银河之上。



未来有什么梦想？

Elsa

我的梦想是创立一个以自己名字命名的品牌。品牌的理念就是让女孩子大胆做自己，展现自己与众不同的特点，勇敢表达自我。

我想举办属于自己的一场大秀，邀请我的好朋友们，也包括我自己穿着我设计的服装走秀。我还很喜欢中国民族元素，我梦想有一天能通过我的设计把民族服装带给世界。



对话 设计师

你的设计的灵感来自哪里？

Elsa

比如「星纱头冠」的银河漩涡！灵感来自一次天文馆之旅。我看到猎户座星云的投影，像一层会发光的、旋转的薄纱，轻轻盖在穹顶上。那一刻我就在想，如果把它做成头纱，戴在女孩的头上，那她就是戴上了一片星空，好美好浪漫！

BCIS 给了你设计梦想什么样的支持？

Elsa

BCIS 给了我尽情追逐设计梦想的空间。

在 Free Inquiry 课程上，老师不会限制、干预我的想法，我可以安静地坐着思考发呆，可以把脑海里蹦出来的奇思妙想尽情地画下来，及时抓住每一个灵感。



| 未来城市幻想 |



Pappy | G4



| 对古代服饰的好奇与探索 |

Pappy | G4

一次跨越时空的对望

笔尖下的三千年：

Saya (G2) 妈妈

Saya 有个雷打不动的周末习惯——去美术馆或博物馆“充电”。这次，我们把目的地定在了新近开放的中国考古博物馆。

此行原本有一个明确的“朝圣”目标：去亲眼见见那条沉睡了约 3700 年的绿松石龙形器。它出土于河南偃师二里头遗址，被誉为“中华第一龙”。那是我们此行的初衷，也是为了去感受那份震撼考古界的历史厚重感。

Saya 此行本是带着目的去写生的，但在琳琅满目的国宝中，她却在一个展柜前停下了脚步——那是一片安静的狗上颌骨。

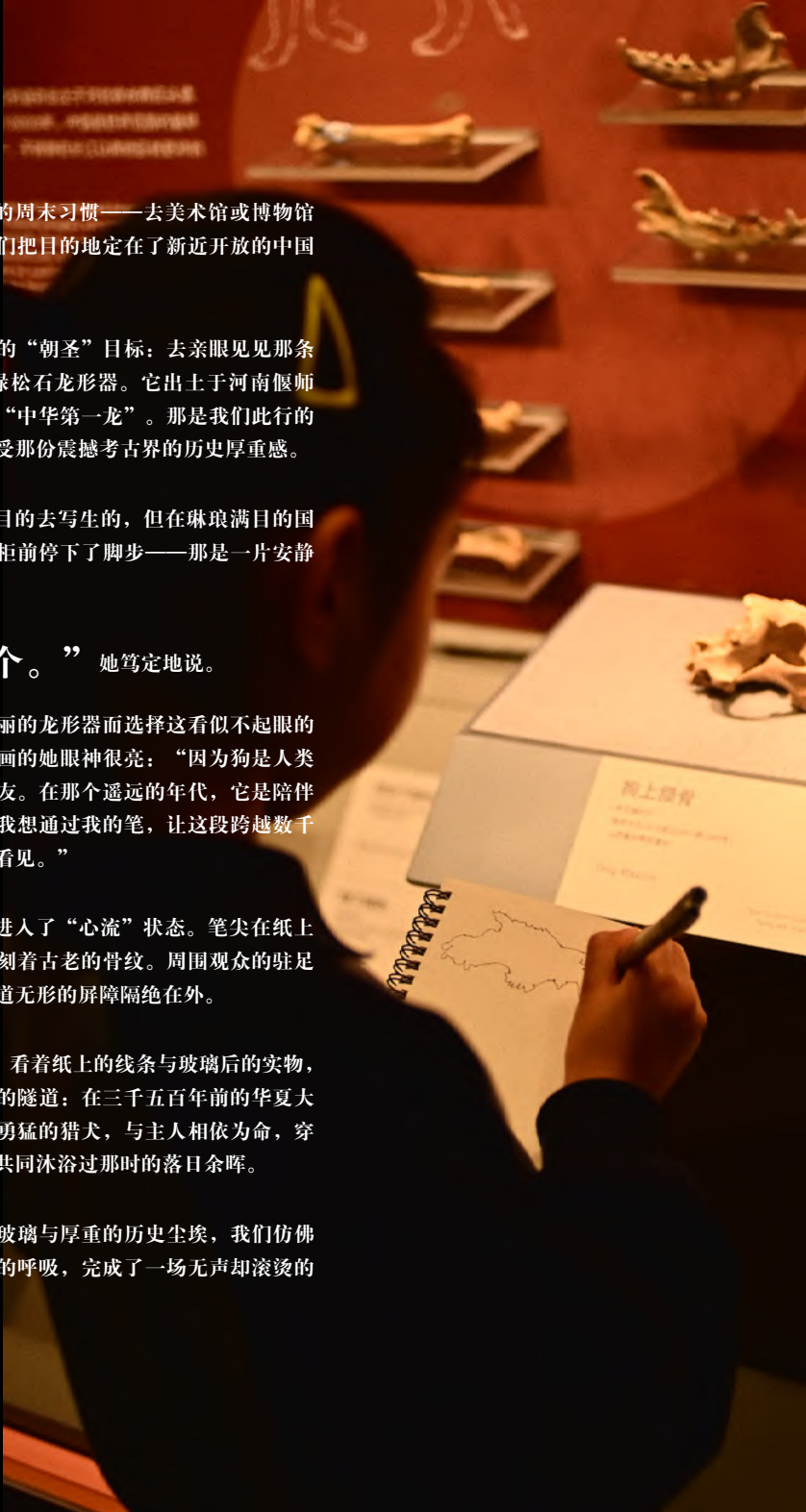
“我要画这个。”她笃定地说。

当被问及为何放弃华丽的龙形器而选择这看似不起眼的骨头时，从小自学绘画的她眼神很亮：“因为狗是人类最古老、最忠诚的朋友。在那个遥远的年代，它是陪伴主人最亲密的伙伴。我想通过我的笔，让这段跨越数千年的‘陪伴’被重新看见。”

创作时，Saya 完全进入了“心流”状态。笔尖在纸上沙沙作响，细腻地复刻着古老的骨纹。周围观众的驻足与低语，仿佛都被一道无形的屏障隔绝在外。

半小时后，画作完成。看着纸上的线条与玻璃后的实物，我们仿佛穿越了时光的隧道：在三千五百年前的华夏大地上，它或许是一只勇猛的猎犬，与主人相依为命，穿梭于山林追逐猎物，共同沐浴过那时的落日余晖。

那一刻，透过冰冷的玻璃与厚重的历史尘埃，我们仿佛真的听到了来自远古的呼吸，完成了一场无声却滚烫的对话。



350
遗址
子等
遗址
西安
遗址
的因



Alita 的攀登

Alita (G1) 妈妈

Alita 刚升入 BCIS G1M 时，当她看到一年级活动区的 monkey bar，眼睛就亮了。看着同学们像小猴子一样灵巧地荡来荡去，她心里悄悄种下了一个梦想：“我也要从这头爬到那头，自由自在地飞！”

When Alita first entered BCIS G1M, her eyes lit up when she saw the monkey bar in the first-grade activity area. Watching her classmates swing around like little monkeys, she secretly planted a dream in her heart: "I also want to climb from this end to that end and fly freely!"

可真正尝试时，她才发并不容易。双手一抓杆，脚一离地，整个人直挺挺地“挂”在空中晃来晃去，连下一格都够不着。她有些沮丧，但没有放弃，反而默默告诉自己：“没关系，我可以慢慢练！”

从此，每天课外时间，monkey bar 成了她最喜爱的“训练场”。从最初只能吊在原地、手臂发抖，到终于能往前蹭一格、再蹭一格。每一次微小的进步，都让她笑得像朵小花。

But when she actually tried, she found it was not easy. As soon as she grabbed the bar with both hands and lifted her feet off the ground, she was hanging straight in the air, swinging back and forth, unable to even reach the next rung. She felt a bit frustrated, but she didn't give up. Instead, she silently told herself, "It's okay, I can practice slowly!"

From then on, every after-school

time, the monkey bar became her favorite "training ground". From being able to only hang in place with her arms shaking at first, to finally being able to move forward one bar, then another. Every tiny progress made her smile like a little flower.

周末别人玩耍时，Alita 却拉着爸爸的手说：“爸爸，我们去学校练 monkey bar 吧！”风吹得身体摇晃，手心磨得通红，她甩甩手继续上；手臂酸得抬不起来，歇一歇，又稳稳抓住那根熟悉的横杆。

日复一日的努力，在她小小的手心里，结出了一层细细的小茧——那是她独一无二的“勋章”，是坚持的闪亮见证！

On weekends when others were playing, Alita would hold her father's hand and say, "Dad, let's go to school to practice on the monkey bars!" The wind blew, making her body sway, and





her palms were rubbed red. She shook her hands and continued on. Her arms were so sore that she could hardly lift them.

She took a break, then firmly grasped the familiar horizontal bar again. Day after day of effort had formed a thin layer of calluses in her small palms - that was her unique "medal", a shining testament to her persistence!

有一天，Belinda 老师笑着问她：“Alita，今天不去爬杆吗？”这一句话，像一束温暖的光，照亮了她的努力，也点燃了她更大的决心：“我一定要做到！”就这样，一天又一天，她几乎从未缺席。

One day, Miss Belinda asked her with a smile, "Alita, aren't you going to go on the monkey bars today?" This question was like a warm ray of light, illuminating her efforts and igniting her even greater determination: "I must do it!" And so, day after day, she almost never missed a day.

在持续坚持了两周后，终于有一天，Alita 站在起点，深吸一口气，双手一抓，身体轻荡，一格、两格、三格……动作越来越稳，眼神越来越亮！当她的双脚稳稳落在终点那一刻，她大声欢呼：“我做到了！我真的从这头爬到了那头！”她转身，又从容地爬了回来。这一次，她不再害怕，不再犹豫，真正实现了在 monkey bar 上的“来去自如”！之后短短两周，她更勇敢挑战高年级的 monkey bar，再次成功征服！

After two weeks of continuous persistence, one day, Alita stood at the starting point, took a deep breath, grabbed the bar with both hands, and her body swung lightly. One rung, two rungs, three rungs... Her movements became more and more stable, and her eyes shone brighter! When her feet landed steadily at the finish line, she cheered loudly, "I did it! I really climbed from this end to that end!" She turned around and climbed back calmly. This time, she was no longer afraid or hesitant, truly achieving "freedom of movement" on the monkey bar! In the following two weeks, she bravely challenged the monkey bar for the older grades and successfully conquered it again!

现在她仍在坚持挑战，下一个目标是可以每次横跨两个杆，用更快的速度完成 monkey bar！

Now she is still persistently challenging herself. Her next goal is to cross two bars at a time and complete the monkey bars at a faster speed!

近一个月的坚持，让 Alita 完成了一次令人骄傲的“成长飞跃”。也许在别人眼里，这只是几根普通的横杆；但在 Alita 心里，这是她用勇气、好奇与不懈坚持，一格一格爬出来的属于自己的荣耀之路！

Nearly a month of persistence has enabled Alita to make a proud "leap in growth". Maybe in others' eyes, these are just a few ordinary horizontal bars; but in Alita's heart, this is her own path of glory, which she has climbed rung by rung with courage, curiosity, and unwavering persistence!







这篇温暖的小故事，记录了一个由兴趣引发的完整学习历程。我们欣喜地看到，Joey的妈妈为我们展示了一个“家庭教育微项目”的优秀范本。她是一位敏锐的观察者 and 耐心的支持者。她敏锐地捕捉到孩子对落叶“一闪而过的兴趣”，并顺势引导，将一次简单的玩耍升华为一次充满意义的探究学习。我们鼓励更多家长像Joey的妈妈一样，做孩子身边的“引导者”，珍惜并投入这些看似平常的亲子时光。因为最好的教育，就蕴藏在这些充满生命力、陪伴与发现的日常瞬间里。

Joey 的秋叶圣诞树

Joey (ECC KG) 妈妈



1

在创作过程中，Joey 的思维非常活跃。当他决定要拼贴一棵树时，他并没有满足于单一的树叶材料。他拿起一团黄色的橡皮泥，提出了一个让我惊喜的问题：“圣诞树顶上都有一颗星星，我们可以用橡皮泥来做吗？你可以帮我捏一个吗？”这个自然而然的提问，让我看到了他思维中的创新与融合——他主动地联想并运用不同的材料，来完善自己心中的作品。



2

北京秋天的午后，阳光为树叶镀上了一层温暖的光晕。Joey 被楼下院子里落叶缤纷的色彩和形态深深吸引，他好奇地观察着每一片叶子的独特之处。看到他如此着迷，我提议：“我们一起收集一些落叶，看看能用它们做出什么有趣的东西吧？”这个想法让 Joey 兴奋不已，他立刻行动起来，开始了他的“寻宝”之旅。



3

动手操作也伴随着真实的小挑战。比如，在使用双面胶时，那层薄薄的衬纸很难撕下来。我并没有直接代劳，而是演示了一个小技巧：先把双面胶的一角粘在纸上固定住，再去撕另一边的衬纸，就容易多了。他通过亲身实践，不仅解决了问题，更锻炼了手部精细动作和解决问题的能力。



4

最终的作品是一棵用金黄银杏叶拼贴而成的圣诞树。这个创作理念完全源于 Joey 自身的生活体验和情感——他对即将到来的圣诞节充满了纯真的期待，这本身就是最珍贵的创作灵感。



Joey 一直是个热爱自然的孩子，他喜欢收集落叶、松果和好看的石头，总觉得它们藏着未知的用处。在这个美丽的秋天，通过捡拾、分类、裁剪和粘贴，他不仅近距离地感知了秋叶色彩的渐变与纹理的差异，体会着季节的更替，更在亲自动手的过程中，提升了手眼的协调性与空间创造力。这次探索，悄然激发了他对手工制作的兴趣，也培养了他对自然之美的敏感与珍视。

Finding Light

By: Adhira Law

ONCE UPON A TIME, A MOUSE NAMED MOUSE LIVED IN A SMALL VILLAGE.



INSIDE THE VILLAGE A FEW MOUSE FAMILIES...



LIFE WAS RATHER PEACEFUL, BUT ALSO RATHER UNEVENTFUL...



MOUSE LIVED THERE ALL HIS LIFE



AND EVERYDAY WAS THE SAME AS THE LAST...



1

ONE EVENING HE SAT ON HIS BED AND PONDERED UPON THE LIFE OUTSIDE THIS VILLAGE.



2



4

5



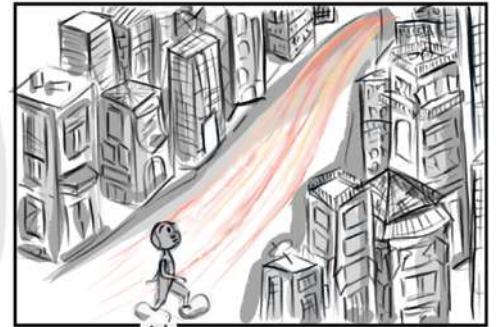
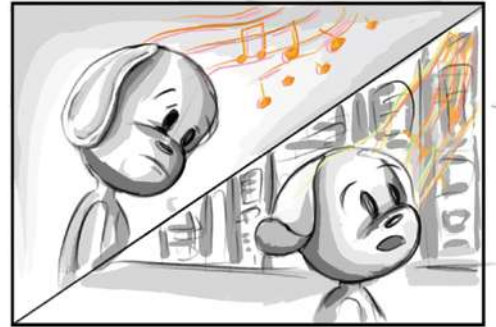
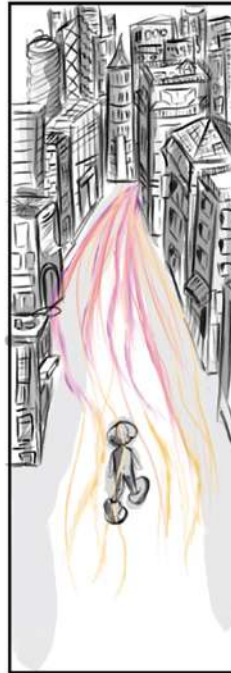
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10



11



12

13

* 本作品选自七年级漫画创作主题学习合集
This is an excerpt from the Grade 7 Comic Creation Project

Little Pig and Bicycle

Nora | G1

Nora 是一个有着奇思妙想的小姑娘，每当她画画的时候小脑袋里充满着丰富的想象力和创造力，专注地沉浸在属于她的图画世界。这是 NORA 的第一本绘本，故事里小猪 Rosie 为了学会骑自行车，不仅努力练习，还善于总结经验，并且不断地升级自己的装备。虽然在学习的过程中受到了嘲笑和质疑，但有身边小伙伴的鼓励、支持和陪伴，Rosie 仍然坚持练习，对自己充满耐心，终于她学会了骑自行车，能够去到更远更美的地方！

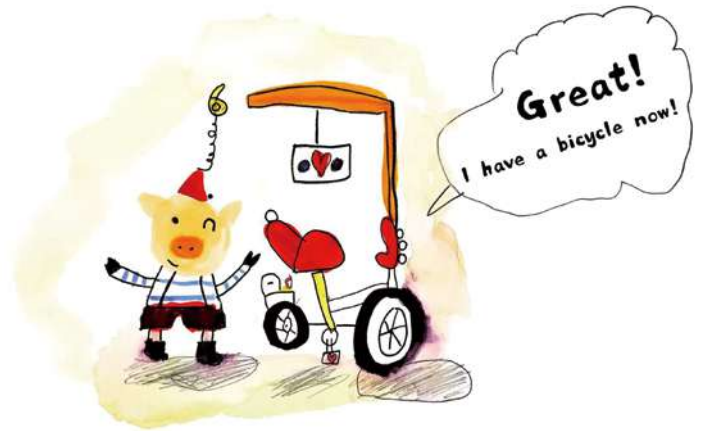
我给小猪 Rosie 发明了一辆新能源自行车，爱心装饰会一闪一闪哦，独一无二又时尚。

—Nora





LITTLE PIG AND BICYCLE



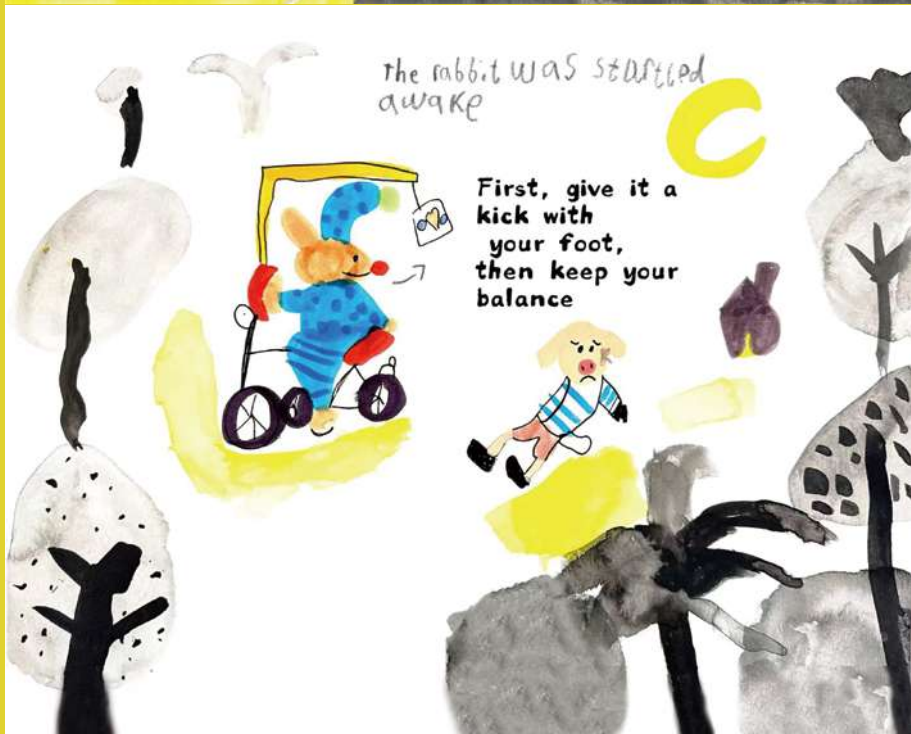
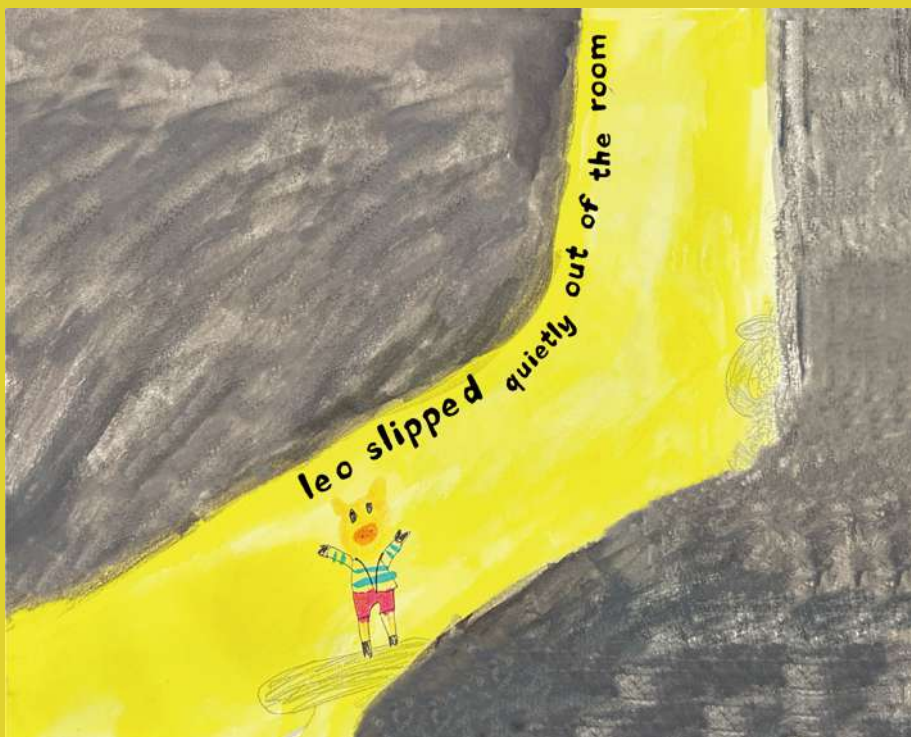
Today is Leo' s sixth birthday

In the forest pasture
a birthday party is
being held.....



leo was so
excited that he
couldn' t fall asleep







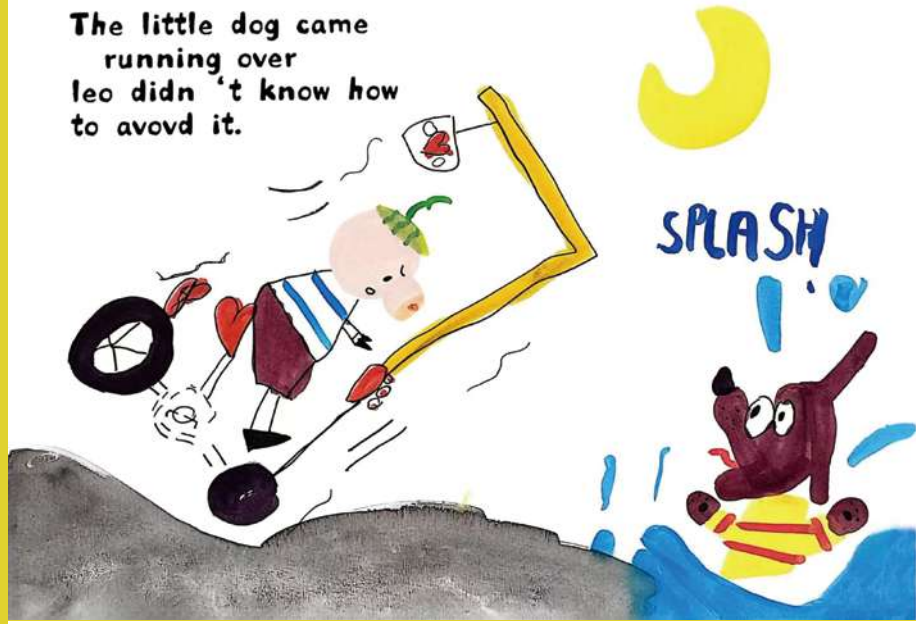
The first time he rode a bike, Leo was both excited and nervous.



It would be safer for me to use it as a helmet.



The little dog came
running over
leo didn 't know how
to avovd it.

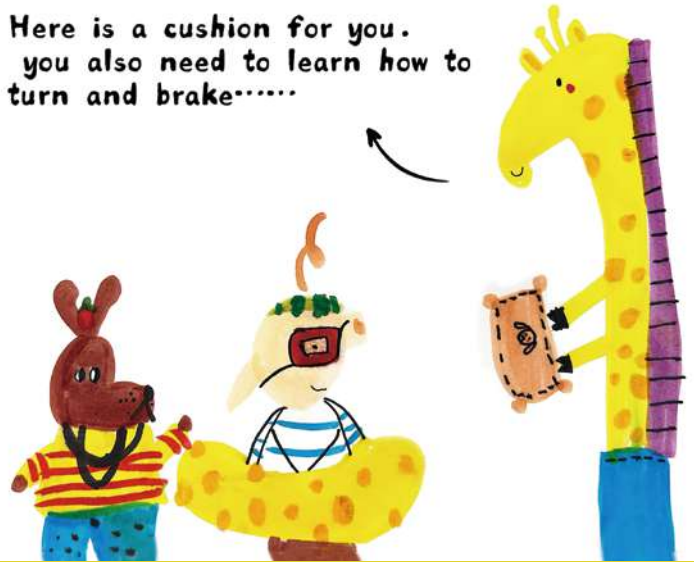


He opened
the remaining
gift box
Diving mask
and swimming ring





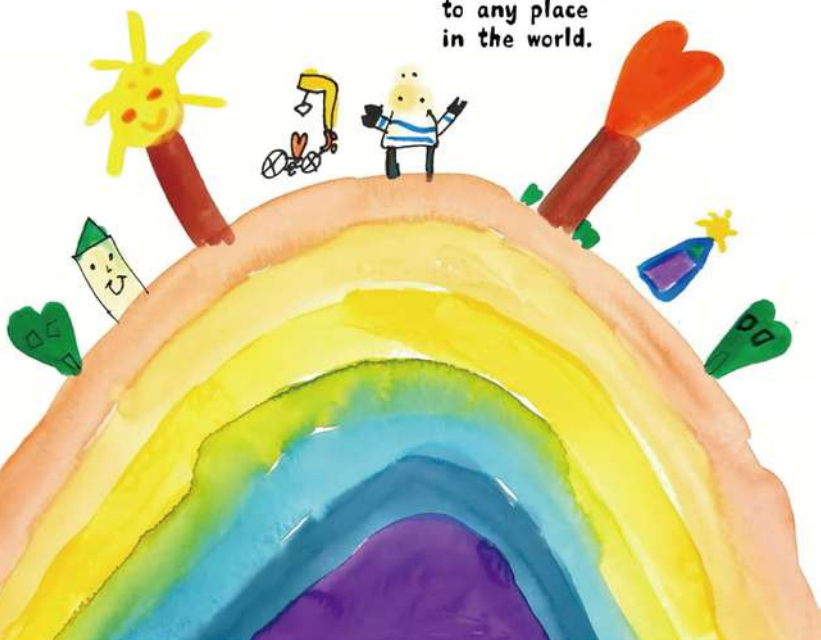
Here is a cushion for you.
you also need to learn how to
turn and brake.....



The little rabbits also
joined in, They worked
together to help leo...



Now, he can go
to any place
in the world.



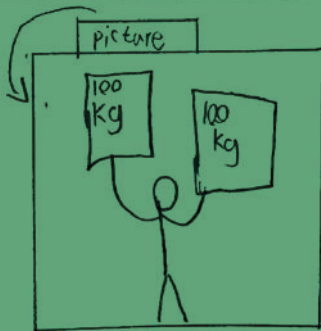
I Use Pictures to Explain Words

Qiushuo | G3

Strong

= very hard or firm

= very powerfull



① scrubs

② = wipe



③ = short tree



④ Screams

① = shout



② = shout sound



⑤ scratch

① = use nail / weapon to hurt



② = area made by scratching



⑥ scrape

① = scratch repeatedly



② = area made by scrape



porch
n.=place that
in front the
door



storm
n.=bad weather
big wind
and rain



orchard
n.=garden



chore
n.=small job at
home

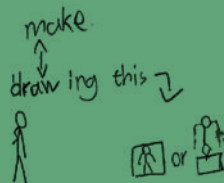


shore



artise

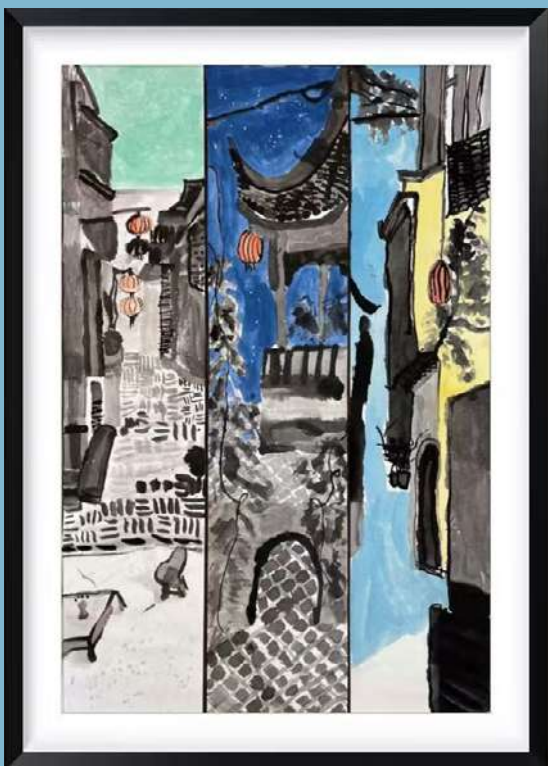
n.=people that
draw good



story



**"Hi, I'm Qiushuo in G3. We all remember things in different ways.
This is how I remember. Is it cool?"**

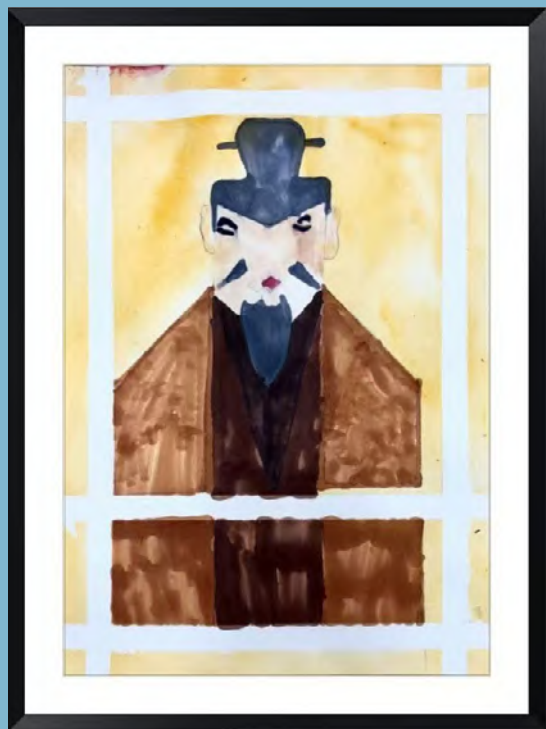


| 胡同 | | 宝葫芦 |

Yichen | G3



| 关公 | | 项羽 |



Qihao | G3



**ALUMNI
NETWORK**

BEIJING CITY INTERNATIONAL SCHOOL



ALUMNI

嗨！最近好吗？

BCIS 2025 届毕业生近况分享

又到了新的一年申请季，你是否也在为未来的方向感到些许迷茫？别担心，人生的路径从不只有一条。我们邀请了三位2025届的BCIS毕业生，分享她们在高中毕业后的不同选择与体验——有人直奔梦校，有人享受间隔期，她们都在以自己的节奏，探索着更广阔的世界。希望她们的故事，能为你带来一些启发和力量。

Bella | University College London (UCL)

Written by Bella, BCIS 2025 Graduate

与大部分人对大学生活新鲜、热闹、忙碌的描绘有所不同，我在大学第一个学期的感受则是平静的。相比于升学期间手忙脚乱地准备申请、备考，大学自由的时间表、减少的工作量和独居生活都让日子变得简单了很多。

早在 UCL 迎新周期间，一个反复强调的主题就是：现在感到不安和困惑是非常自然的事情。我一直以来都默认踏入大学后就要成为“万事周全”的成年人，而这份承诺虽然让我感到意外，却也宽慰了我许多。在学期开始后，UCL 更是设置了不同的活动来帮助新生适应。比如说，大一学生们会十几个人一组，被指定给一个同专业的大二或大三学生。这位 Transition Mentor 会组织每周一次的见面，不仅仅介绍学校设施的使用、社团活动的运作和学业上的注意事项，也会分享在伦敦生活的窍门，甚至细致到如何办理地铁卡、哪些超市的物价最便宜等等。

在学业方面，尽管高中时期有种种辛苦，但现在会发现 IB 确实做到了和大学的接轨。教育学的课程安排大部分都围绕着长篇的文献阅读和论文写作展开，对此我常听到有同学抱怨诉苦。而对我而言，这样的学习模式并不陌生。IBDP 阶段的 EE、TOK，乃至每个科目的 IA、HL Essay，这些作业让我对写作的思维框架、方式和学术规范等等都已经轻车熟路。不仅如此，大学更是一个强调自主学习的地方。一篇文章中所呈现的内容是有限的，但如何理解、从中获得了什么，又要基于其再探究什么，则是因人而异。幸运的是，这样自主探索的过程我在 BCIS 早已有所体验。从五年级 Exhibition

Project 中对辐射的研究，再到十年级 Personal Project 中对茶叶历史的了解，在 BCIS 的学习经历让我时刻关注自己的好奇心，并从中成长。

说到唯一不适应的方面，对我来说可能是大学对主动性的要求。BCIS 让我已经很熟悉和学校、社区联系在一起紧密感，而大学在这一点上则截然相反。不同于 BCIS 的小班课堂，我在大学的课程人数普遍有上百人，这意味着和教授与同学交流的机会都减少了很多。如果不主动扩大社交圈，一学期下来连年级里同学的脸都认不全。不仅如此，由于 UCL 并没有校园，而是不同的教学楼分布在伦敦市中心的各个地方，我能感到自己的学生身份被淡化了许多。我曾在网上看到一个很有意思的比喻，说 UCL 就像是一个冒险家公会，而学生就是每天自己去公会领任务，只要完成任务便能升级“头衔”。对此我深有体会。对一部分人而言，这意味着可以按照自己的兴趣和节奏安排生活，并乐在其中。但对我这样内向的人来说，这份过高的自由度反而有些让人无可适从。

教育学的课程里常有机会让我们反思自己的教育经历，而在 BCIS 九年的时光让我每一次都能有新的主题来探讨，反之，也让我以新的角度看待这份经历。从小学阶段肆意的玩耍试错，到中学期间层出不穷的 Project 与 Reflection，再到高中时来自 IB 的“折磨”，最终都组成了我生活的一部分。而我想这同样适用于现在的十二年级生们。如今的点滴或许看似零散，甚至会有迷惘、烦恼，但事实上都在以不同方式，在不知不觉间融入到成长当中。

Cici | New York University (NYU)

Written by Gaia,
BCIS Alumni, Community Relations Officer



After an intense final two years of high school, many students rush straight into university. For Cici, Class of 2025, choosing to take a gap semester before starting college became an intentional pause—one that helped her reset, explore the real world, and begin her university journey with greater confidence and a broader perspective.

“I’ve always been someone who gets overwhelmed by academic pressure,” Cici shared. “After Grades 11 and 12, I knew a short summer break wouldn’t be enough for me to truly recover and prepare for the next stage of my life.”

Admitted as a spring-entry student of New York University, Cici saw it as a serendipitous opportunity. With the support of her family, she decided to spend the extra months in Beijing focusing on herself before entering university.

From Classroom to Office

Although Cici plans to study psychology, she intentionally chose an internship outside of clinical settings. Having already interned in hospitals during high school, she wanted to explore a different professional environment—one that would give her a glimpse into how businesses operate in an office setting.

Cici completed a two-month internship at a marketing company, where she worked in the user research department. Her role involved analyzing user interfaces, comparing competing products, and identifying why users were leaving certain platforms.

“First, I worked on trading app projects for a leading securities firm,” she recalled. “One of the biggest challenges was that I had no background in finance or investment. To analyze user experience, I had to learn everything from scratch in a very short amount of time.”

Later, while working on a project with Xiaomi, she assisted in preparing focus groups for a specific product. She conducted user interviews and helped translate consumer feedback into a professional report.

The experience pushed her beyond her comfort zone and reshaped how she viewed herself.

“It helped me step out of the mindset of being ‘just a student’ and understand how workplaces actually operate.”

Life Has No Clear Manual

As a graduate of the IDEATE program, Cici reflects on her time at BCIS and the transition into life after graduation. She credits the experience with shaping a flexible and open mindset.

“It’s easy to fall into the belief that there are clear manuals for everything in life,” she said. “But in reality, the world is far more flexible than we are taught to believe. There are usually multiple ways to reach a goal.”

She recalled initially feeling frustrated in IDEATE due to the freedom and lack of strict instructions. “At first, I struggled with the uncertainty,” she shared, “but in the end, it opened up more opportunities for me.”

This perspective proved especially valuable as she navigated adult responsibilities for the first time—renting an apartment, managing utilities, and making independent decisions.

“Things were still challenging, but I panicked less,” she reflected. “I became more proactive and creative when facing unfamiliar situations.”

A Message to G12 Students During Application Season

“During application season, everything feels extremely high-stakes.” Looking back on her own application journey, Cici clearly remembers the pressure of juggling essays, activities, deadlines, and schoolwork. She deeply relates to what current

students are experiencing.

“Rejections from universities can feel like personal failures,” she said. Having received multiple rejections herself, she now views the process differently.

“Decisions made by university admissions offices don’t define your intelligence, your potential, or your future. Once you’re on the other side, you quickly realize that.” she reflected. “I hope keeping this in mind can help Grade 12 students face and move beyond the self-doubt and disappointment of rejection.”

She also emphasizes the importance of fit. By comparing the schools that rejected her with those that accepted her, she came to better understand the role of compatibility in the admissions process.

“Schools look for students whose experiences, personalities, academic records, and values align with their own. When I applied, I felt that NYU was the most compatible school for me—and apparently, the admissions officer felt the same.”

Moving Forward

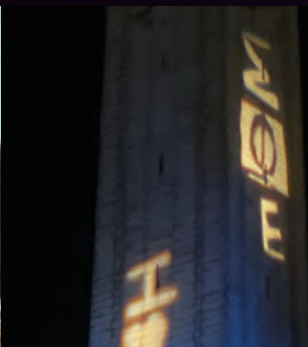
Now settling into her college life in the New York City, Cici is grateful she gave herself the time to pause.

“The gap semester allowed me to start university feeling more grounded, confident, and ready for more adventures.”

Her story reminds students that there is no single “correct” path. When leaving high school, life’s clocks begin ticking at different paces—but BCIS graduates are confident and ready to follow their own.

Catherine | University of California, Berkeley

Written by Catherine



我是 Catherine 刘千嘉，2018-2025 就读于 BCIS，目前在 UC Berkeley 读大一，准备在大二 declare 认知科学 (Cognitive Science) 的专业。我拥有敏锐的感知和天马行空的思维，喜欢一切和人文社科、艺术和前沿科技有关的内容。课余时间我是一个喜欢游戏、电影、写作和摄影的电波系宅女。

如今许多事情在脑海中变得有些模糊，只记得自己被学校的 summative/exams 和校外的 application 两面夹击的那种崩溃。我当时的申请结果是加州 (UC 系统 +USC) 大满贯，但是东边的学校并非完全如意。出于一种也许冥冥之中命运的召唤，我选择了加州。我想我做对了以下事情：

- 高校内 GPA。我也许并不是最博学的那个，但是让我走到这一步的有几个因素。第一，明智地选自己擅长及喜欢的学科和老师。第二，轻微完美主义，对自己的所有 work 有高要求。第三，know what the examiner expects，并以此来制定应对策略。可能有的学科更要求计算和做题，那就多刷 past papers。有的学科更要求背诵和积累，那就准备足够的资料并花功夫去记。有的学科更要求 projects，那就多去看那些拿高分的例子，并朝那个方向努力，并多和老师交流，寻求建议。

- 坚持自我。当时在写 UC 文书的时候，我在四个中的一个小文书选择了非常私人而感性的叙事方向。它并没有像其余几个文书一样展示我的硬实力，而是在以一种柔和间接的方式表达“我是谁”。当时有不止一个声音劝我不要这么写，但我还是更想把我最真挚的声音交出去。好在结果不算糟，但如果我未能如意考上这些学校我也不会后悔的，因为我在仅此一次的青春时代表达了我真正想表达的东西。我有时候觉得现在卷学术和活动真的很难，一方面有些饱和，一方面人外有人天外有天。在这些方面尽力的情况下，就去大胆地做自己吧。花些时间慢下来，和自己独处，好好想想自己是谁。展示自己的思考、性格、和心之所向。也许某个点就会和他人泛起共鸣呢。

- 放平心态。身处于学海的漩涡的时候心情常常被成绩的高低牵动，总是忘记了世界是比一时的申请更广阔的东西。申请结果是一个很玄学的受政策时局身份影响的东西，而成绩也只是对考试时状态的一个概括，无法说明你完整的学术能力。它们都无法定义一个人的全部，所以不需要太执着于一时的结果，和最终无论如何的结果和解吧！比那些数字和名号更重要的是那些过程中积累的经验、美好的回忆和你所建立的联系。

读大学课程的时候曾不止一次地感谢 IB 和 BCIS 把我锤炼成了一个 strong woman。先来说说 BCIS 和其教育如何帮助我更好地适应大学生活：

1. 全局掌控能力。我的措辞可能有些抽象，但 IB 一直以一种“既要又要”的全面性而出名，它无疑也锻炼了我平衡多个课业 + 申请 + 生活的能力，可以说是考试、essay、制作 project 等技能样样精通。我成为了掌控我学习、生活等方面的棋手，有种运筹帷幄的感觉，能在尽力做好当下的同时不感到迷失和 overwhelmed。

2. 独立性。熬过 IB 的人嘴里不会吐出“我不会”这几个字。会，会，都可以会的。我在乐成接受到的教育给我一种自主学习的能力，在这里知识并不是填鸭式的，而是启发式的，我们真正学习了从零开始自己建立知识库完成 project 的过程，这是一种具有强大适应性的在哪里都好用的自主能力。乐成于我好似授人以渔，一旦熬过了 IB 可以说大学的课程就是拨开云雾见月明了。

3. 韧劲和自驱力。经历了 DP 时代几乎天天出分的惊险上了大学已经对于分数的不如意感到麻木了，我收获了乐观的心态哈哈没什么大不了的。因为 DP 选课有 group 的要求再加上 BCIS 有很多多元的 EA，我也在高中的探索中最终因为深爱 Design Technology 和 Psychology 这两门课才决定大学继续深耕 cognitive science。我始终对于我的学术兴趣拥有旺盛的好奇心和探究欲。

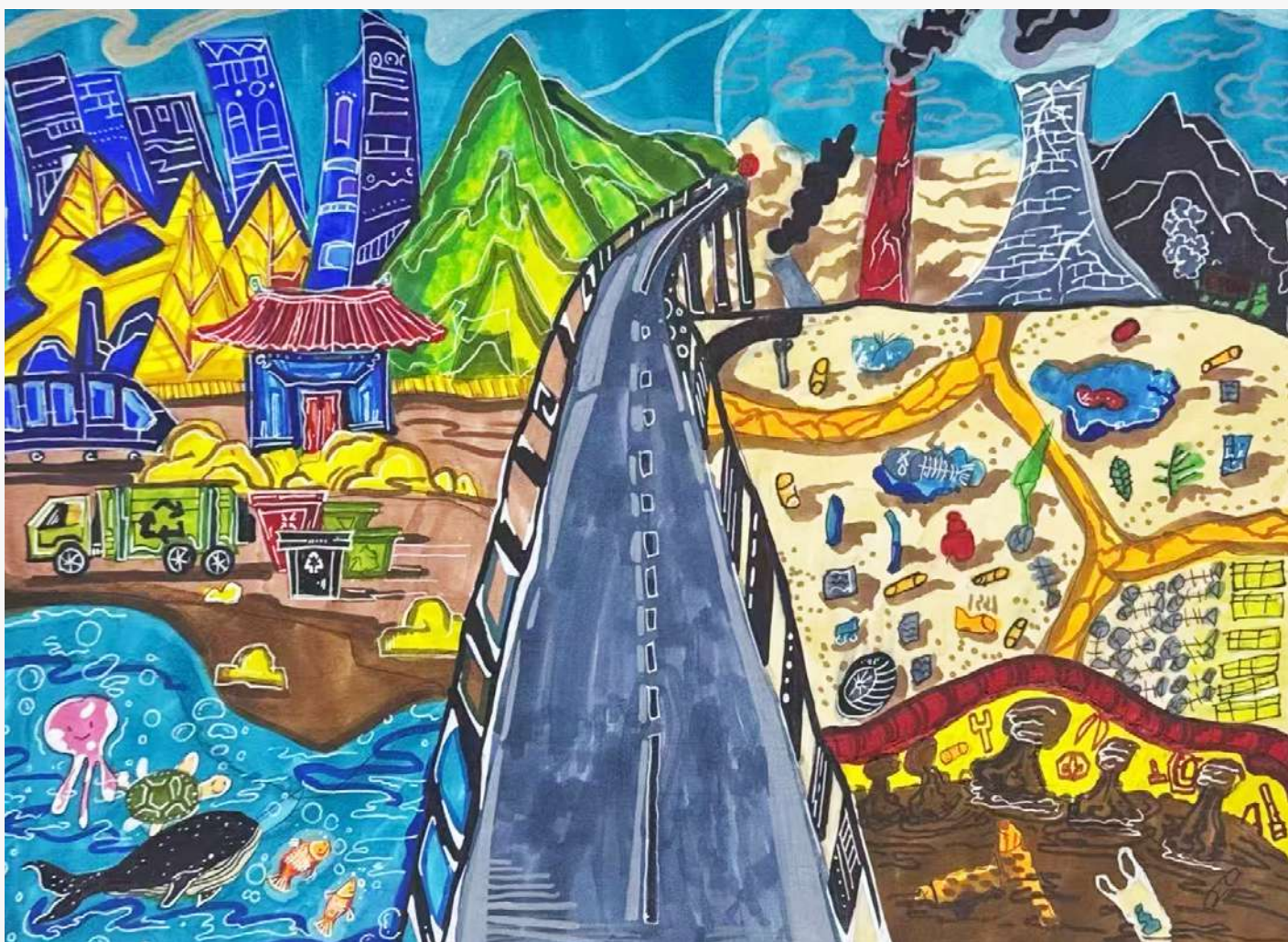
再来说说 UC Berkeley 综合生活体验以及和 BCIS 不太一样的地方：

- 最明显的，人数。作为一个大公校在客流量高的时

候在食堂和校园穿梭时简直像是国内十一假期的热门景点。不过人多机会也多，我永远不会忘记 Sproul Plaza 那种混乱的热烈，有悠扬的乐声有舞蹈有谈笑声有食物有 protest 有人在宣传自己的 startup 也有人热情地邀请你进入他们的社团。假如 BCIS 是一个安逸的小镇，那么 Cal 就像是一个繁华的都市，机会多到乱了人的眼，却也容易感到迷失。假如不去主动地建联，没有人事无巨细地关心你，一切机会都需在竞争之中争取。Cal 让我这种内向的踟躇不前的人突破舒适区，成为一个更为自己负责的努力寻求机会的独立的人。大学生活有趣如一个开放世界 RPG 游戏，你永远不知道你身边随便坐着的那个人是不是你刚好要申请的社团的社长还是一个参与诺奖研究却仍然谦逊仍然热情的和蔼教授，只要勇敢向前世界会向你敞开。

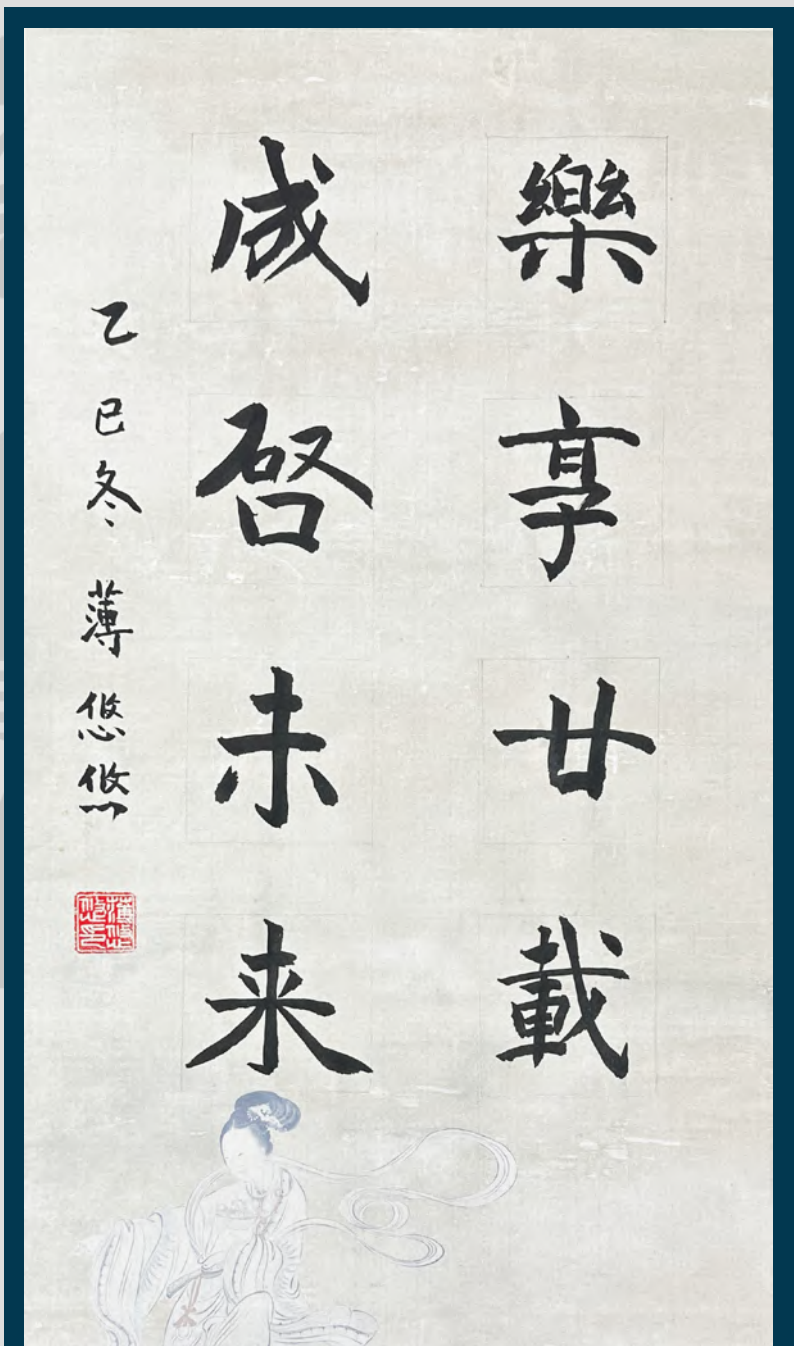
- 再来说一个我对 Cal 很满意的点。饮食。对的真的是饮食。可能是我们这边亚裔很多吧我意外地过上了爽喝抹茶奶茶爽吃湘菜川菜陕西菜还有日料韩料的日子。我们附近总是能看到熟悉的饮料品牌，一芳、吃茶三千、喜茶等都是步行距离，可以说是吃货水牛快乐校。

- 另一个就是学术氛围很强，无论是环境还是人文。我们的十几二十几个图书馆各有特色，有的庄严静谧有的现代富有活力，我度过了很多快乐的学习时光。晨光初升时在薄雾和巨大的桦树之下看哲学 reading，在日落时看沐浴在橙粉光芒之中的 Campanile 奏乐都是很美好的回忆，让我找到内心的安宁。这里也不乏积极求索的人，草坪上长满了阅读的学生们，随便去一个咖啡馆几乎所有学生都在 coffee chat。不想努力都难。



| 废弃与新生 |

Wilson | G1



成	樂
啓	享
未	廿
來	載

乙巳冬
薄悠做



—乐享廿载 成启未来—

Yoyo | G3





| 樱桃 | | 小熊猫 |



Crystal | G6

— 国粹遇上长城，笔墨绘出中国韵 —



Sienna | G5

— 仙鹤伴飞，神龟守城，科技和古韵撞个满怀 —



Now I Can!

BCIS ECC

Our ECC learners tell their stories of growth in the simplest words.

These small steps show how they understand being Empowered Learners —

“I couldn’t before, but now I can.”



Pengpeng

Before I can not jump. Now I can jump high.

I can go to EA's by myself. Before, I was scared.



Violeta

I learned how to draw stars.

I can draw many stars now.



Nadia

Before I can only read pictures, but now I can read words and pictures, and I can write words too.



Enbao

In nursery I didn't like to write. In Pre-K I like to write. I can write books now.



Archie

I can write my name and I can draw so beautifully.



Aiden

I know how to melt ice.

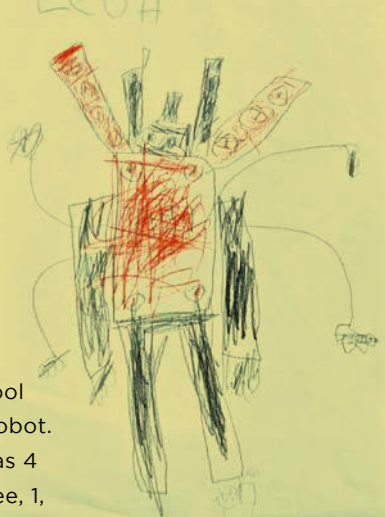
1. Can put it in the oven.
2. Can put it in hot water.

I can learn things.



Qiqi (middle)

When I was little, I didn't like to go outside. Now I like to go outside and learn.



Leo H

I can make cool stuff. Like a robot.
This Robot has 4 extra arms, see, 1, 2, 3, 4.



Leo:
Now I can speak lots of English.

I can draw very good.

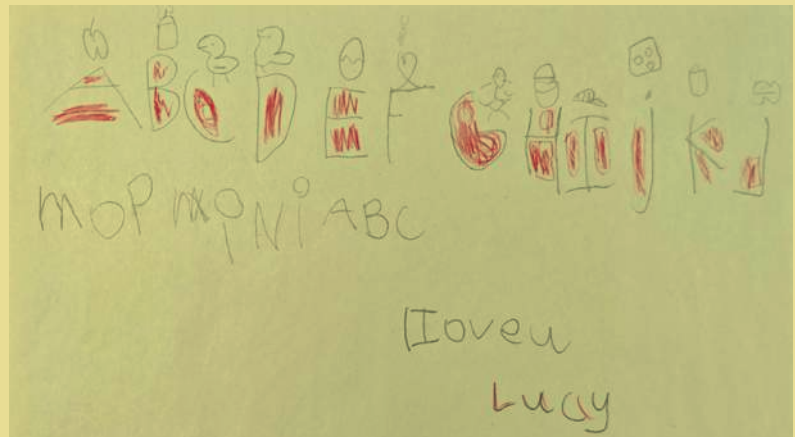
R D I O D R D b o k
M A P U Z

Marcus

I can read and write a book.

Lucy

I learned to write letters.
I know the alphabet.



Ivan (right)

I have many friends. I can make new friends.



Pulling up on the bar.



Me doing cartwheels.
The arrows shows
where I move. I'm
saying Isla."

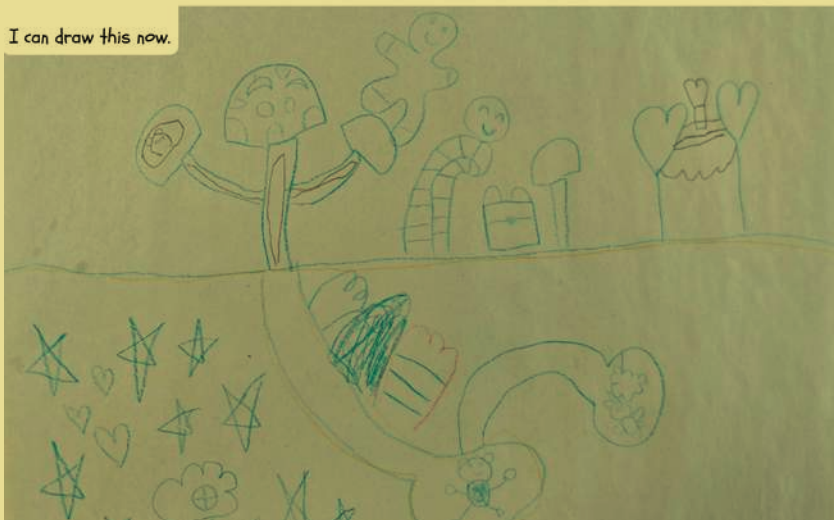
Isla

I can do gymnastics now. That makes me proud.

Anny:

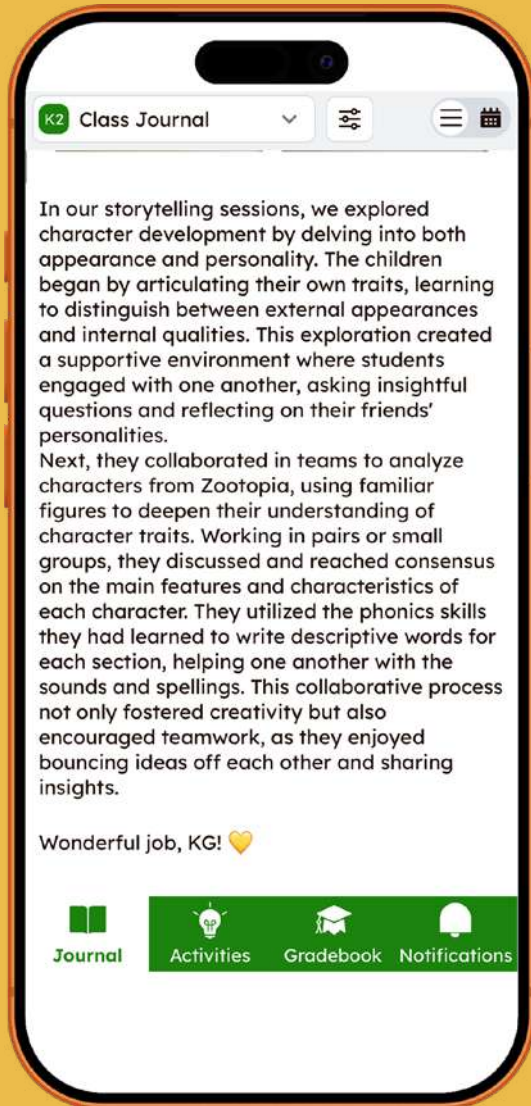
I can draw so many things. Like this Chipmunk home, with mushrooms and the gingerbread man jumping.

I can draw this now.



Let's Learn About Characters with Zootopia!

BCIS CK | KG



By Belinda



By Emika



By Haato



By Ann-Sophie



By Logan



By Jane



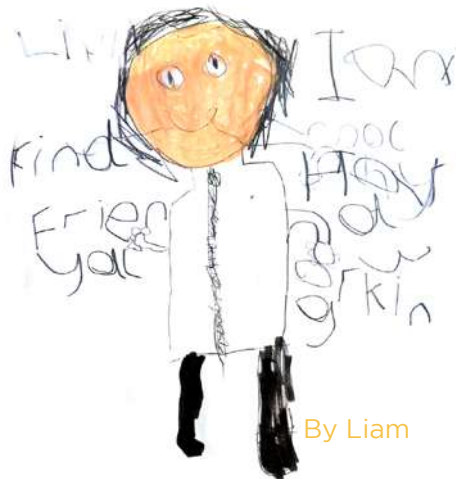
By Belinda



By Anan



By Archer



By Liam

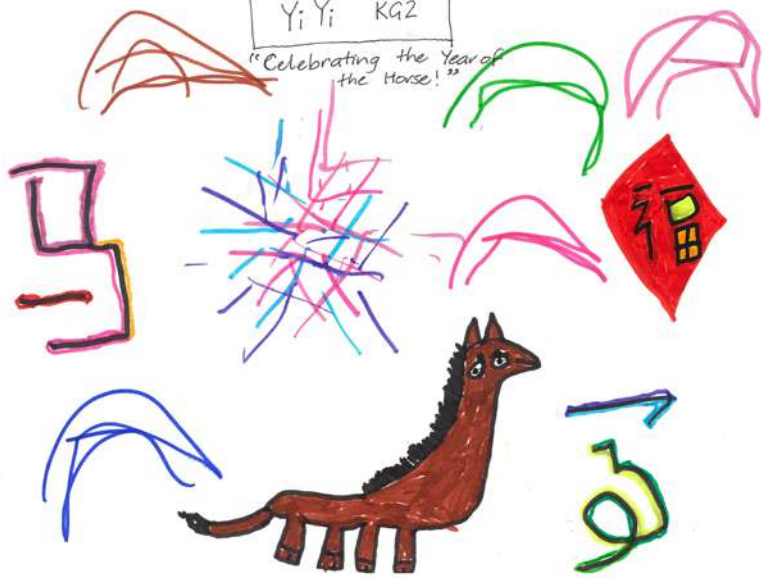


Unicorn is also a Horse. Has lots of magic. ~Elsie~

Celebrating the New Year of the Horse ~ KG2 ~

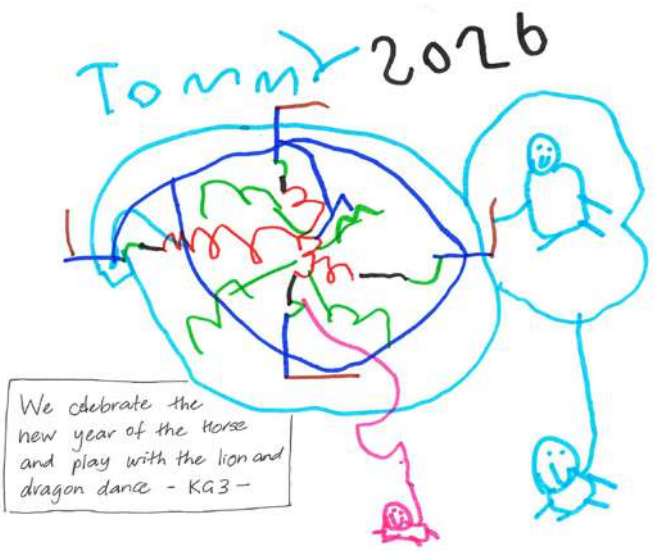
Yi Yi KG2

"Celebrating the Year of the Horse!"

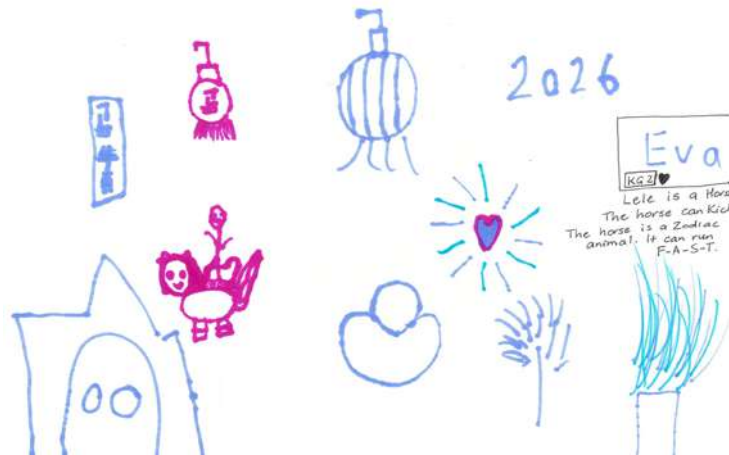


"Rainbow:
I like it because it is
Beautiful and Colorful

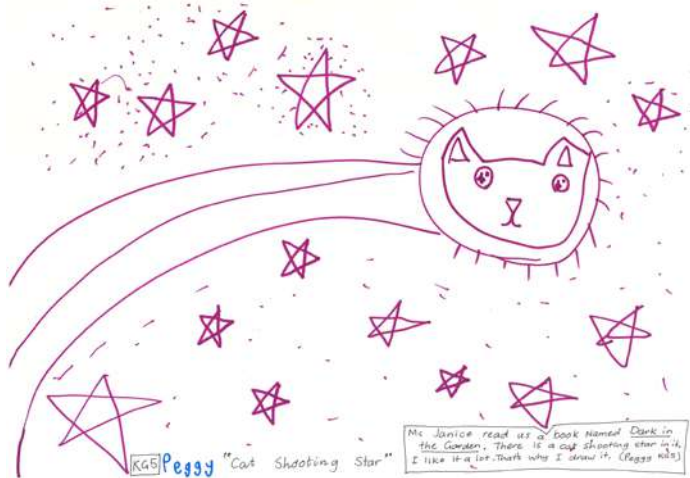
Sarah
KG3



We celebrate the
new year of the Horse
and play with the lion and
dragon dance - KG3 -



Celebrating the festivities of Chinese New Year 2026 KG3



骐骥驰骋

栏目编辑

Elsa C | G4
Monica Zhao

作品供稿

小学部“马”主题艺术项目
各年级学生关于马的创作投稿
中学部水墨画创作
校友“乐乐马”拟人画作

采访、撰稿与封面插画

Elsa C | G4

受访嘉宾

Jess Hertz | ES Art Teacher

照片提供

Charles Cui
Lila Zhang

马在中国文化里是勇气和进取精神的象征，也是 BCIS 的精神图腾。“骐骥驰骋”栏目汇集了来自小学部“马”主题教学项目、各年级学生关于马的创作投稿、中学部的墨韵马画，以及校友特别创作的小马乐乐人物形象等作品。感谢大家的热情参与！

“骐骥驰骋”出自《楚辞·离骚》：“乘骐骥以驰骋兮，来吾道夫先路。”

我们选择这个词作为本期主题，不仅因为它有深厚的文化底蕴。“qí jì”押韵，“chí chěng”双声，读来朗朗上口。而且这四个字，字字带“马”——骐、骥、驰、骋，不见一个“马”字却让人感觉“万马奔腾”，让我们感叹中文的博大精深。

马年到来，我们的校园在马年也到处是“马”：围绕马展开的学习，随处可见。更别提我们的吉祥物乐乐，迎来了他的本命年——乐乐好像更欢脱了！在我们定下来这个主题不久，我们惊喜地发现央视的春节联欢晚会也采用了这四个字，作为了主标识和吉祥物的名字！

希望“骐骥驰骋”能够成为大家喜爱的栏目，一个欣赏美、展示创意的平台。

— Elsa C





So Many Horses,

An art inquiry about color, choice, and creativity

Article by Elsa C (G4)

What goes through a young artist's mind when they pick up a paintbrush? I sat down with Mrs. Jess and some of our youngest learners to find out how Grade 1 and 2 students think about color, choice, and creativity. Their answers were full of curiosity and heart, showed me just how wonderful artistic exploration can be—especially when horses and creativity collide!



1. Why This Unit?

Elsa C: Why did you design this unit?

Mrs. Jess: This unit is an inquiry into artistic exploration; we can express our unique identity and discover connections to others! As we explore and play with the form of our favorite animals and humans, we can explore what is unique about each one too. For example, we can break our creations into shapes to help us draw the form, yet when we get to the details and the color, we can use our unique identity to celebrate the beautiful different details that make us, US. We have a beautiful diverse community here at BCIS, I wanted students to learn skills to create art they are proud of while celebrating our unique identities. Our main goal is for our artists to understand that there is no 'proper way' to create art. The only wrong way to create is to not create at all!

2. Where Inspiration Comes From

Elsa C: Where did you get the inspiration for these artworks?

Mrs. Jess: The artwork always is inspired by a spark from a student! It happens in class when a student says, "Ms. Jess, maybe we could..." and these artworks are no different. Being new to China, I was eager to learn more about the Chinese culture. When we began this unit, a few students asked, "how do I draw a horse?" Curious, I asked why does everyone want to draw and create horses? That led to a lovely lesson for me about the Zodiac animals and that this 2026 was the year of the horse.

Elsa C: What do these artworks mean?

Mrs. Jess: Each artwork is different. I encourage my students to connect with their art by naming it. Yet, the thing I LOVE about art is that each person that sees art, the artist or the admirer, will feel a different connection, a different feeling. When you see this art, you may see a sunset, while another may see fire... there is no wrong answer. To me, the stampede of horses means a lot. To me, it symbolizes our beautiful diverse BCIS ES community. We are all humans working together to grow, learn, and make the world better, yet each of us are beautifully unique and has something different to give to the community.





Student editor Elsa interviewing Mrs. Jess

Elsa C: When you have an idea or inspiration, what do you usually associate it with?

Mrs. Jess: I am very inspired by traveling the world and experiencing different cultures and humanity. This is when I get infused with the most ideas. I see patterns in the different textiles, and I see the colors of the temples or buildings. When I see these remarkable things, I must open my journal and start painting or drawing. My heart and mind bursts with inspiration!



Jason | G3

3. Trying Many Things

Elsa C: I have a question for you. Why do they choose these colors?

Mrs. Jess: That is a great question. What we are working on is helping young artists slow down and really think about their choices. This is an important skill we are learning in Grade One and Grade Two. Sometimes when students are very young, they just want to work quickly. So I always remind them to slow down and think carefully before they start painting.

I asked them to choose only two colors, and they needed to justify their choices because we are practicing thinking and communication skills. After they chose their two colors, they explored how the colors look together. For example, some students used light green and dark green. One student said they love nature and were also inspired by Minecraft. They added lines and designs, and they had to explain why they chose those colors.

Every child chooses different colors because we all have our own identity. One thing I learned since coming to China is that white is not an auspicious color here. Many students chose red and yellow because red stands for good luck, and yellow or gold represents good fortune. They connected their color choices to their culture and identity. Some students just said, "I like this color," like a little girl who loves pink. Both kinds of answers are okay, if they slow down and think about the colors they use.

Elsa C: When you slow down, do you ever think of others?

Mrs. Jess: I think that when you slow down, you do think about other things, and yes, I do too. When we do art, if we slow down and give ourselves time to really think, that is when we produce our best work. Sometimes I tell the students let's try it on the table first. If they like how it looks, then we can do it on our paper.





Mimi | G3



Jasper | G1

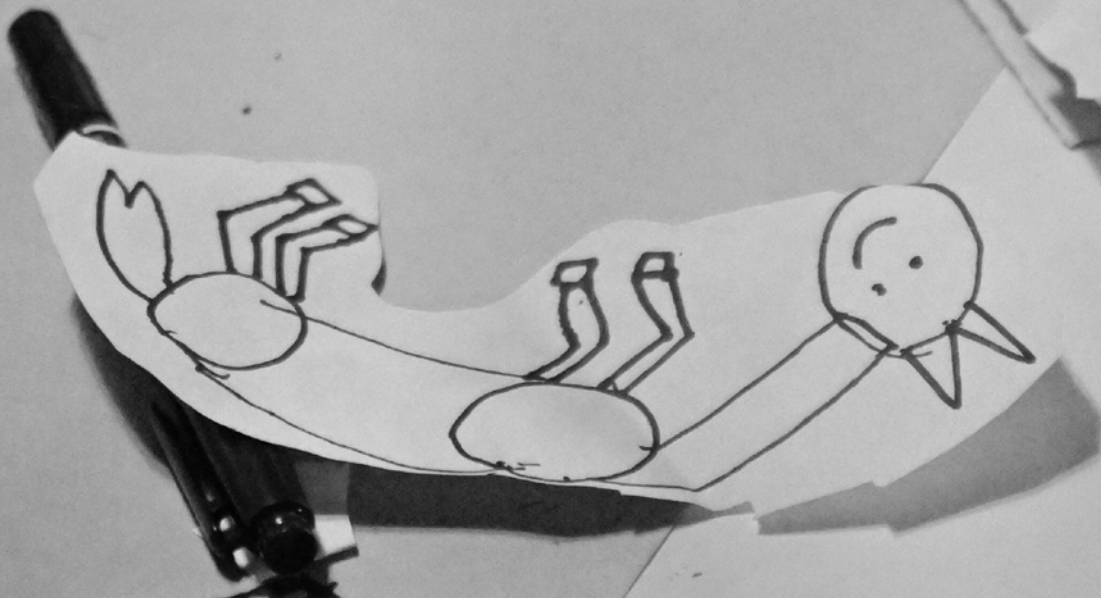
Elsa C: Will they try many different things to find out which color they like the most?

Mrs. Jess: They try many things. In fact, the students didn't have to do the same project. They could choose different kinds of artwork. Some students decided to draw a horse. Some chose to build a horse farm with blocks. Some used large stickers. Some used paper, ripped it, and made a horse.

Some students were inspired in different ways and drew Lele, showing caring choices. Other students used clay to create their horses, using different shapes to put the horse together. Some worked together as a team using recycled paper. Down here, you can see students practicing Chinese calligraphy and writing the character for "horse". They are definitely inspired by horses, and they get to choose whatever materials they want to use.

Elsa C: They get the inspiration for what they do.

Mrs. Jess: Exactly. They get inspiration from the materials they are curious about. If they are curious about tape, they can create a horse out of tape. We also use a lot of recycled paper. They can rip it, paint it, and create beautiful art in their own way.



4. Working Together

Elsa C: Do they compare and get inspiration from each other?

Mrs. Jess: That is such a great question! I used books to show the students what a horse looks like, and that gave them inspiration. Then some students worked together and created a horse using tape. Later, a Grade One student saw that and made a smaller horse. You can see how inspiration grows. Creativity is contagious. It is fun to see how a simple book can lead to so many different ideas.

Elsa C: When they compare to each other, will they make their work better?

Mrs. Jess: That is another good question. I teach the students to stop and reflect: How can I make this better? Sometimes they look at their own art and think quietly. Sometimes they ask a friend for suggestions. Learning to improve is part of the process.





Elsa C: When they work in a team on one project and have different ideas, do they put them together into one idea?

Mrs. Jess: That can be tricky sometimes. But I make sure they learn to be good communicators, caring, and open-minded. They must listen to their friends and respect different ideas. If someone really likes their own idea and doesn't want to change, they can also work independently. I try to step back and let them solve problems by themselves, and I only help when they need me.

Elsa C: When they are in a team, do they all do the same thing, or do different people do different jobs?

Mrs. Jess: It depends. They don't have to be in a team; that is their own choice. When I watch them work together, I see students sharing jobs. One boy might crumple newspaper, another holds it, someone else uses the tape. They split the work and help each other to finish the project.



Amaya-Grace | G1



Martin | G3



Ashley | G4



Jackson | G3



Angelina | G5

Young Artists in Their Own Words

Jenny (G1)

Elsa C: If you make it again, what details will you add?

Jenny: I will add some details on the fur and draw some patterns on its body.

Elsa C: What colors will you add to it?

Jenny: I like pink and purple. The legs and the fur on the back will be pink. The body, tail, and head will be purple.

Marico (G2)

Elsa C: Why did you choose these colors?

Marico: Because they are so beautiful, and I really like them.

Elsa C: Why did you use these patterns?

Marico: I think the patterns will make it look much more real.

Elsa C: What details will you add if you make it again?

Marico: I will use different colors and different patterns.



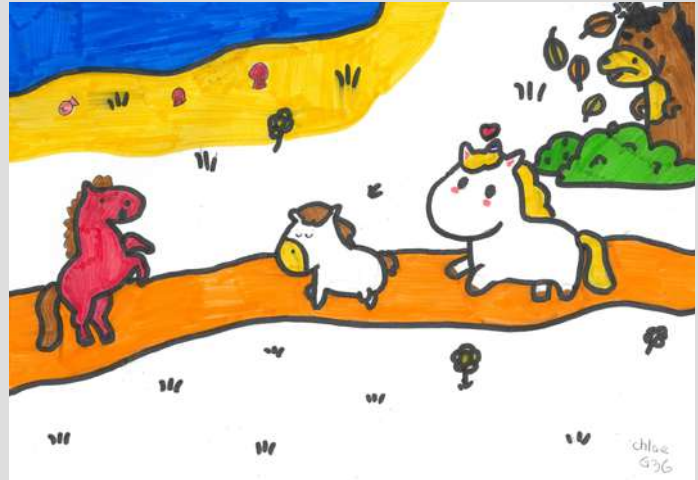
Red Horses
By Lucy Goff 2026
recycled recycled paper
"My horse can run!"



My Blue Horses
By Lucy Goff 2026
"I like my horse. I made
it with paper and scissors."



Mumu | G1



Chloe | G3



ManYan | G3



Doris | G4



Nora | G1



Harry | G2



Rosa | G3



Sabrina | G4



QianQian | G4

As I listened to Mrs. Jess and watched the students at work, one thing became clear: creativity isn't about being "perfect" or following rules—it's about being ourselves, slowing down to think, and sharing our unique voices. The horses they created, in all their colorful, varied forms, are more than just art—they're little pieces of who each student is. And in that, I saw something amazing: when adults let us choose, explore, and work together, so many horses (and so many ideas!) can bloom. Art, is just like us, is better when it's diverse, curious, and full of heart.



| 马 |

William | G9



| Horse |

Lily | G5



| 马年的马 |

Alick X | ECC-KG

**Ink Painting of Horses
Inspired by Xu Beihong**

MYP Grade 9 Artwork



Vicki



Moore

Tina

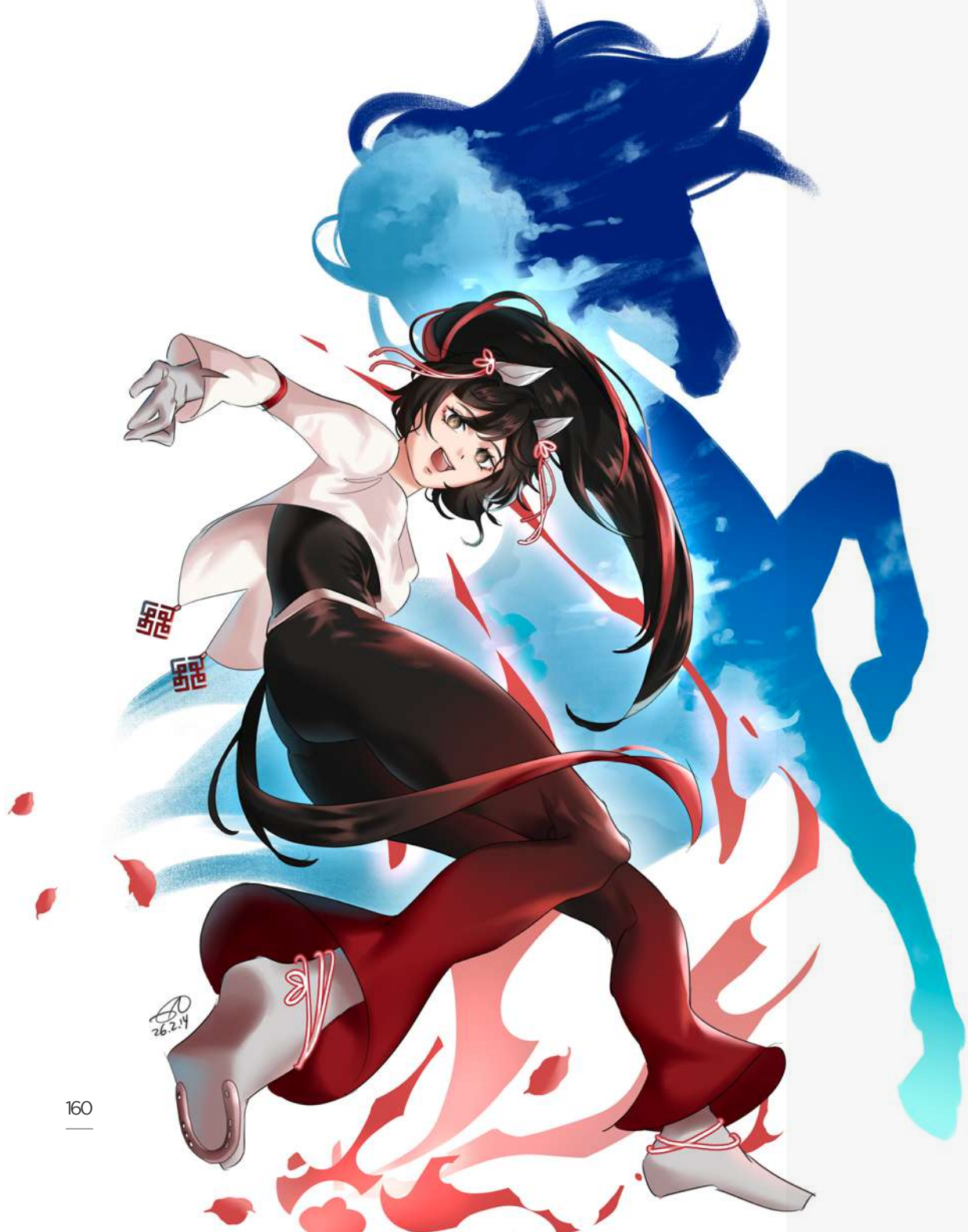


Deva

Cindy



Palm



From Campus Mascot to Character Design

Anna Fan's Tribute to Lele

Studying far from home at UC Berkeley, Anna Fan (BCIS Class of 2025) recently created a personified portrait of Lele, the school mascot. Inspired by the Year of the Horse and her daily drawing practice, she turned a familiar symbol into a lively character design. In this interview, she shares the story behind the artwork, the details hidden in her design, and how her life after BCIS has unfolded.

Drawing Lele from Berkeley

Studying so far away from home at UC Berkeley, what made you think of BCIS and choose our school mascot as the theme of your artwork? Was there a special feeling or moment that inspired this idea?

Even in university, I've been trying to keep up with the habit of drawing something every day. A few days before Chinese New Year, I realized that since the Year of the Horse was right around the corner, it would be nice to draw something horse-themed as a break from my usual queue of illustrations — and who better to draw than our esteemed, world-famous Lele?

I decided to make a personified design of Lele, because I've been working to improve at character design for some of my future projects and thought that this would be a great opportunity to put this skill to use. I've also been wanting to see more diversity in Lele-related media, so I decided to use this mini project as a way to take that initiative as well.

Overall, the artwork took about 5.5 hours to complete, which includes designing the character and creating the actual splash art (which is much better than the usual 15+ hours I spend per illustration, making it a great way to take a break and tend to my mental health). I had a lot of fun working on this piece, and I'm happy to see that BCIS likes it!

Hidden Meanings in the Design

Could you tell us more about the design of your artwork? Are there any thoughtful details or hidden meanings in it?

I love incorporating Easter eggs into my artworks and designs. For the Lele artwork specifically, I was aiming to combine the red-haired and black-haired Leles we've seen at BCIS into one character. As a result, the character's hair is a combination of the two colors. Her overall palette also features BCIS' red and black theme, with some white added to portray a more energetic personality.

For her outfit, I decided to go with clothes that imply a traditional Chinese heritage, incorporating a special type of silky flare pants that are evident in Chinese dances. The background features a silhouette inspired by the BCIS "Warrior Horse", the blue sky inside which represents hope and limitless potential.

From BCIS to Berkeley

How has your life at university been so far? Do you ever miss BCIS? Is there anything you would like to say to your former teachers and fellow students at BCIS?

I'd say that university has been very rewarding and fulfilling so far. I've been able to gain meaningful experiences from all aspects of life, from attending research symposiums to working in the executive team in clubs. I've met many new friends and am happy that I'm able to share my experiences with them.

Not only have I been able to develop professionally in neuroscience, but I've also found the time and opportunities to explore my artistic interests, taking classes on digital illustration and using my creativity to contribute to campus events.

Of course, I miss BCIS, especially the people I grew up with there. I must also say that college classes are now becoming unbelievably easy after I suffered my way through math, biology, and chemistry HL for two years.

If there's something I'd say to my former teachers and peers, it would be this: to my teachers, thank you for getting me through the challenges of high school so that I'd have an easier time in college. I miss being in your classes and am excited to visit you over the summer!

To my peers, the IB may feel difficult right now, but it will probably help you in some way in the long run. Also, high school isn't all about suffering from CAS and exams; I hope you can make some time to stay committed to your interests, just like how I played video games every single day throughout the entirety of the DP. Good luck — and I believe in you.

Lele's two hair colors combined into one



inspired by this version of Lele



horseshoe

a unique type of silky flare pants often featured in Chinese dance

Start

向前一步
Take a step forward

原地转三圈
Spin like a tornado 3 times

BCIS IDOL
高歌一曲
It's BCIS IDOL! Sing a Song

Sports Day 蹲起五个
Do 5 jumping squats

前进两格
Move forward 2 steps



BCIS MUN
模拟联合国
Name 3 Asian Capitals 说出三个亚洲国家首都

上课迟到保持“跑步姿势”凝固8秒
Late for class! Freeze in "running pose" for 8 seconds

忘带电脑 后退两步
Forgot to bring laptop Two steps back



Gap Year 间隔年
Pause for one round 暂停一轮

Group Project
Take the same move with next player 跟下一个玩家同步移动

唱一首英文歌曲 否则回到校长办公室
Sing an English Song or return to the HoS Office

Bridging Day 桥梁日
To the other end of the bridge 到桥的那一端

Go to APEX Center

前进2格
Move forward 2 steps

Xmas Fair
你太开心了 跳了一段舞蹈
You got so excited, you just had to dance!

Cheating Scandal!
Your rival gets to roll twice next turn 作弊被抓! 下回合你的对手可以投两次骰子

背一首古诗 否则回到校长办公室
Recite a Chinese poem or return to the HoS Office

环保市集
Eco Market
All players take a step forward 所有玩家前进1格

Buddy System! 互助伙伴
Swap places with another player 和另一位玩家交换位置

BCIS IDOL 高歌一曲
It's BCIS IDOL! Sing a Song

Cafeteria 餐厅
沉迷食物暂停2轮
Skip your next 2 turns to eat

Sports Day 蹲起五个
Do 5 jumping squats

原地转三圈
Spin like a tornado 3 times

Theater 剧院
表演一段才艺
Start your talent show!

HoS Office 校长办公室

Spring in the City
你太开心了 跳了一段舞蹈
You got so excited, you just had to dance!

Competition Award 竞赛获奖
再前进2格
Take 2 more steps forward

IB Test 大考
再投一次, 六则到终点, 一测到底点 (其余不动)
Reroll that die! 6 = Wins! (Straight to finish) 1 = Oups! (Back to square one) Anything else? Stay put.

OUT 出局
There are always 7 days a week when I don't want to go to school! 一周总有那么7天不想上课

Bridging Day 桥梁日
To the other end of the bridge 到桥的那一端

背出BCIS的Mission 否则回到校长办公室
Recite the BCIS Mission or return to the HoS Office

Roll the dice again

Gym 健身房
一口气做了10个仰卧起坐
Complete 10 sit-ups

忘带校园卡 后退两步
Forgot to bring BCIS card Two steps back

International Day 国际日
Say Hello in 5 Languages 用5种语言说你好

BCIS Adventurer 冒险家



OUT 出局
The earth is round, I want to wander around, 世界那么大, 我想去看看

WWW 无边界学习周
All players take a step forward 所有玩家前进1格

Buddy System! 互助伙伴
Swap places with another player 和另一位玩家交换位置

Go back to Lele Space

APEX Center

Cheating Scandal!
Your rival gets to roll twice next turn 作弊被抓! 下回合你的对手可以投两次骰子

Go back to Lele Space

Lele Space

Detention! 留堂处罚!
Go back to START & reflect on your actions. 回到起点好好反省

PE Class 体育课
5 Push-ups 5个俯卧撑

Terry Fox Run
前进5格
Move forward 5 steps, go go go!

Go to APEX Center

Fire Drill! 防火演练
Crawl under the table until the next round 抱头蹲到下一轮

Gap Year 间隔年
Pause for one round 暂停一轮

Group Project
Take the same move with next player 跟下一个玩家同步移动

