

# RACL校刊

2017 年 11 月



# 内容提要 Table of Contents

2017 RACL 校刊首刊寄语.....	3
RACL校长书信.....	4
2017 RACL 甘肃支教集锦.....	5
2017 洛丽龙舟节.....	50
2017 RACL 简讯.....	51

## RACL校刊2017年首刊寄语

亲爱的洛丽汉语学校的同学们、老师们、家长们和志愿者们：

经过我们三个月的努力，RACL2017年第一期校刊终于和大家见面了。在这期校刊中你可以读到校长写给我们RACL社区的书信，2017年夏天洛丽汉语学校中国边远地区支教队成员们的精彩报告，以及最近来自我们洛丽汉语学校的好消息。希望大家喜欢我们的期刊并提出宝贵意见。

我们校刊编辑部的五位同学从小就在洛丽汉语学校学习中文，对洛丽汉语学校有着深厚的感情。我们衷心希望我们的中文学校越办越好。

校刊的发行与学校领导和广大同学、老师、家长的支持是分不开的。希望大家踊跃投稿，用我们的笔下我们身边发生的故事和我们的感想，用我们的眼睛发现美好的场景，把它拍摄下来，并用我们的校刊把它记录和保存下来。我们喜欢充满智慧的心灵鸡汤，也喜欢同学们的萌言萌语。欢迎有兴趣的同学参与我们的工作。来稿请寄racljournal@gmail.com

让我们自己、我们的校刊和我们的中文学校一起成长。

张雨晨（Noel Zhang）、李萌萌（Mona Li）、陈佳佳（Rebecca Chen）、  
雷怡然（Carina Lei）、马海培（Haipei Ma）

2017年11月19日

洛丽汉语学校的各位家长，同学，老师，志愿服务者和工作人员，

我们学校的校刊又和大家见面了。作为北卡三角地区最早的中文学校之一，我们学校有本地最优秀的中文老师和最尽心奉献的志愿团队。我们学校中文教育的良好声誉是和我校老师，同学和众多志愿服务者二十多年的辛勤付出分不开的。上一学年我们成功地完成了我校校址的搬迁，使我们的同学和老师有了更好的学习环境。学校的搬迁给部分家长带来了不便。即使这样，这些家长还是克服了各种困难，跟我们一起来到了Apex Middle School. 每周六我看到各位家长和同学都特别感动，你们的到来就是对学校最大的肯定和支持。

RACL是每位家长和孩子的，这是我们常说的一句话。我们2017-2018执委会今年最想做的一件事情就是鼓励家长和同学们积极参与学校的活动，把我校办的生机勃勃。这期校刊主要介绍的就是我校今年夏天组织的中国偏远地区支教活动。活动的成功是和张校长和方校长两位老校长的精心筹备和组织分不开的，同时活动的成功也在于我校另外十名爱心家长的积极参与。上学年我校举办和参加了几个很成功的活动，像奥数特训和思科公司组织的Shark Tank Competition”。活动的成功不仅是因为我校同学的积极参加，更因为是这些活动都是由我校爱心家长牵的头。我校的家长和同学里人才济济，我们衷心希望有更多的爱心家长能出来为我校组织更多的活动，带孩子来我们中文学校学习中文，参加学校的活动，让我们一起把RACL建设成一个有活力，有凝聚力的大家庭。

这期校刊从筹备，写稿，编辑到排版就是由我校爱心家长和Noel Zhang等编辑组的全体同学完成的。编辑组的同学们奉献了自己大量的宝贵时间让我们能看到这一期精彩的校刊。谢谢你们的辛勤工作。

校长许麟

# 2017北卡州 洛丽汉语学校甘肃癿藏中学支教活动圆满结束

## 洛丽汉语学校

李素凤

经过半年的筹备和组织，在中国侨办的牵线搭桥下，北卡州洛丽汉语学校第一次支教活动的队员们于7月2日在兰州市集结后，转乘汽车，经过四个小时的颠簸，终于在当日到达支教目的地，甘肃省临夏回族自治州积石山保安族东乡族撒拉族自治县癿藏镇癿藏中学。

洛丽汉语学校支教团成员包括七名热爱教育又充满爱心的高中生以及领队、副领队和家长义工各一名共十人。

癿藏中学位于崇山峻岭之中。现有学生三百多人，包括七、八、九三个年级。招生区域覆盖癿藏等五乡镇，学生来自东乡族、撒拉族、回族等，是当地极具代表性的一所以少数民族学生为主的农村中学。



到达癿藏中学后，支教队员们立即投入到紧张的支教活动中。他们白天给不同班级的学生上课，晚上集体分析讨论总结，不断改善教学方法，收到了很好的效果。

支教队员们设计准备的教学内容丰富多彩。Jackie Chen、Jerry Xu，和Janie Wang使用英语图片，杂志，影像等手段讲解英文知识和典故，通过互动，鼓励学生克服羞怯，大胆说英语，极大的激发了学生们学习英语的兴趣和信心。两周课程结束后，尽管学生们的英语水平还非常有限，但所有的学生都敢于开口讲英语了，对癿藏中学的英文教学起到了有力的推动作用。



Jackie Chen和Claire Liang为同学们讲解了基础科学知识和科学研究的基本方法，并带领学生观察菌落的形成过程，引导学生学习科学的兴趣。老师讲的生动有趣，学生们学的认真主动，收到了很好的效果。



Jerry Xu、Janie Wang 和 Truman Qu 通过播放录像向同学们介绍美国青年文化，引导学生讨论并回答问题。内容覆盖流行文化、娱乐节目、日常生活和饮食，等等。



为了直观、生动的讲解美国地理知识，支教队员 Claire Liang 和 Noel Zhang 精心准备了精美的图片并配有文字说明，用 power point 展示给学生，从而带领学生们领略了黄石公园，红木公园，大峡谷等美国著名国家公园丰富精美的地貌，植被，和稀有的动植物资源。学生们徜徉在奇异的异域风光中，在感叹大自然的神奇之余，也意识到自己肩负着保护大自然的责任。Claire Liang 和 Noel Zhang 还向学生们讲解了美国历史知识，例如奴隶制度的形成、演变，南北战争史，以及文学、音乐的发展史，让同学们从不同的角度客观的认识美国的历史和文化。



多才多艺的支教队员Truman Qu自弹自唱，为同学们介绍美国流行音乐以及流行音乐的起源和演变，并和Tianning Chen一起教学生们唱英文歌曲，弹奏吉他乐器。让学生们在紧张的文化课学习之余，身心得到了放松。同学们学习兴趣高涨，教室气氛活泼热烈。下课之后，同学们久久不愿离去，他们围着老师尽情歌唱，快乐的歌声四处飞扬。音乐使人快乐阳光。让人不由感叹这才是童真少年的本色。



Tianning Chen 和Noel Zhang教授的舞蹈课节奏明快，动感十足。她们不仅教授美国青少年中非常流行的街舞，还带领同学们学习美国中学生课余时间进行的运动游戏。同学们在舞蹈和游戏中放松了身心，也在跳舞和游戏的过程中了解了美国同龄人的日常生活和校园文化。



同龄人之间总是有共同的话题和爱好。老师们和同学们很快打成一片。课堂上教、学双方认真努力，课后他们一起玩游戏，打篮球，建立了广泛的友谊。



在紧张的支教活动之余，支教队员们深入周围的大山，一览本地的自然风光。积石山是国家级贫困县，周围的群山尚未开发。清澈的山泉顺坡而下，阵风吹过，散放的牛羊在野花绿草丛中时隐时

现。这交通不便的大山在支教队员们的眼中却是别有洞天，是现实版的风吹草低见牛羊的美景。他们喜欢上了这里的山山水水。



知识的传播和文化的交流是双向的。在本次支教活动中，我们的支教队员在传授知识和付出爱心的同时，不仅学到了很多中文知识，而且也被当地学生的勤奋努力深深感染了。支教队员 Noel Zhang 说，这里虽然信息不灵，交通不便，但这里的学生成绩却是如此的渴望了解外面的世界，学习新的知识，他们努力学习，尊敬师长，遵守纪律，让她深受感动。通过这次支教活动，支教队员们加深了对中国文化的了解。中国地域广阔，民族众多，文化博大精深，不同民族各有自己民族的文化特色。甘肃省临夏回族自治州是少数民族居住地，只有身临其境才能真正体验到当地的风土人情，包括语言、文化、饮食、服饰、和建筑。只有了解才能真正的接受和热爱。春雨润物细无声，这种亲身的经历和感受对支教队员的影响将是深远的。

本次给予爱支教活动给居于偏远大山里的少数民族中学生打开了一扇了解外部世界的窗户，带给了他们走出大山，改变命运的信心和希望。高山可以阻挡他们的视线，却不能阻断他们的理想。经过两周的朝夕相处，双方的学生们建立了深厚的感情。癿藏中学的学生们强烈要求我们的支教队员们明年再去。我们的支教队员们也表示明年一定再来。

2017年夏季支教活动圆满结束了。我们的支教队员克服了文化的差异，饮食的不适，圆满完成了支教任务，并在支教过程中相互学习，帮助和支持，从素不相识，个性迥异的个体成长为一个顾全大局，有凝聚力和执行力的集体。就像支教队员 Claire Liang 所说，她为他们的团队感到骄傲和自豪。





感谢中国侨办的牵线搭桥，感谢积石山县委、县政府、教育局、以及癿藏中学的全体教职员对我们的支教队的帮助和支持，更感谢洛丽汉语学校为我们的学生提供了难得的支教机会，使我们的学生在奉献爱心、传授知识的同时接受中华文化的熏陶，培养了团队合作精神和能力。愿我们的支教活动越办越好。

# 给予与收获

## 参加“给予爱”支教活动的感想和收获

王洁宁

“同学们好，”我低声练习着，试图在喉间把重音的音节强调出来，中文是我熟悉的，却因为不经常使用舌头似乎都变得笨拙了。“Hello, students,”我然后用英文继续，暗自叹息两种语言流畅程度的明显差距。

中国时间晚上十一点，我站在中国甘肃癿藏中学的一间宿舍里，正在为第二天上课做准备。明天我要用中文给六个班学生讲解英文和美国文化，这是由洛丽汉语学校主办的支教活动，亲切地命名为“给予爱”。在这样一个偏远陌生的地方，我要用中文教学和交流。即使在家里与父母讲话，多数的时候我都是中、英文无规则混杂使用。这一刻，我决定接受挑战，快速提高我的中文能力。

在我成为“给予爱”活动的老师之前，学习的乐趣久已被GPA，班级排名，以及大学申请的各种压力排挤。高中生们为了成为“最优秀的学生”，进“最好的”大学而学习，悲哀的是在这过程中大多数人都忘记了为了求知为了兴趣而学习的重要性。

但是，当我看到这些中国学生争先恐后地回答问题，看到他们认真地做笔记，好奇地提问，之前的紧张和担心都消失了，欢心鼓舞的我同时被深深地感染。这些少数民族学生虽然不具备优越的学习环境和教学设施，但他们是真的喜欢学习。每当我教给他们一些新的知识，我都可以看到他们专注的神情和闪亮的眼睛。他们将学习和知识当作沙漠里的一片绿洲，黑暗中熠熠发光的宝石，他们向往着贫穷乡村之外的广阔天地和无限可能。

像火花一样，学生的求知欲唤醒了我自己对学习的热爱。不是为了获得最佳成绩，他们单纯地希望了解更多知识，他们让我意识到我一直以来认为理所当然的学习条件和资源对这些比我小不了几岁的中学生来说是多么的难得。而在中国甘肃一个贫困的小村子里，感谢一群我刚刚认识而且只能用不十分流利的中文沟通的学生，我重新发现了求学的快乐和知识的力量。

我没想到我会在这个没有网络没有洗澡间的住读学校兴致勃勃的生活，那像是一个平静安全的避风港，让我暂时忘记即将来临的高中最后一年的繁忙和忧虑，真心喜欢上那一段自由自在的学习和教课还有和同学们比赛排球以及一起唱小虎队的歌——“爱”的欢乐时光，我的中文也进步不少。即使现在，完成支教活动已经几个月了，我还是每天睡觉前都期待着第二天我会有什么新的收获。虽然我是“给予爱”支教的老师之一，而那里中国农村的中学生也成了我的老师。在一个截然不同的世界跟那些学生们的接触交流，虽然短暂，我找回了我对学习的热爱，也体会到分享和传播知识的喜悦。这次“给予爱”的支教经历，给我注入了全新的活力和动力，因为只有掌握了更多更深的知识，我才能够用自己的能力帮助更多的人。

# 中国支教及团队合作

作者：梁思成  
译者：萨楚然



2017年7月初，我来到中国甘肃省积石山自治县癿藏镇，在癿藏中学参加了为期两周的”给予爱”支教活动。癿藏镇位于黄河北面偏僻山区。这个小镇的居民主要是由信仰穆斯林教的东乡族，撒拉族，回族等少数民族主成。癿藏中学是一所农村全日制完全初中，学生来自小镇和周边农村。

这段经历让我收获颇丰。回到美国后，我发现自己很想重返支教的地方。在癿藏，我与我的学生尽管在文化和社会经济状况上有很大的差异，但我能够在个人层面上与他们交流。我意识到，虽然成长在完全不同的环境里，我和我的学生却拥有相似的忧虑，希望和梦想。克服了种种语言障碍后，我在教学，翻译等工作中也获得了宝贵的经验。

除了这些收获，最重要的是，我邂逅了六位无比优秀又勤奋肯干的人——我的”给予爱”支教团队队友。我非常高兴能够与他们密切合作，并最终成为朋友。但是，当然不是一切都很顺利。大多数的团队，无论是一个小棒球俱乐部，还是一个庞大公司的管理团队，都曾有类似经历。1965年，心理学家布鲁斯·塔克曼 提出团队发展包括五个阶段：组建期 (Forming)、风暴期 (Storming)、规范

期（Norming）、执行期（Performing）和休整期（Adjourning）。事后看来，我们这个试图把美国文化教育氛围带入中国农村中学的团队，也不可避免地融入了塔克曼的模型。



**组建期**：“当人们第一次聚会时，他们最初是有礼貌的，对话大多是探索性的，发现彼此和要完成的工作。”

今年早些时候，我们当地的洛丽汉语学校发起了“给予爱”支教活动。七名高中生，包括我自己在内，提出申请，并获得批准，在农村初中支教。我们教授了英语，美国文化，美国历史，科学，音乐，和舞蹈等课程。

后来，当我们的学生在问答会上对我们进行提问时，他们惊讶地发现，我们七个人在支教之前互相并不认识。事实上，团队中除了两个女孩从小就是朋友外，其他几个人甚至没有见过对方，更没说过话了。去中国前，我们开了几次会议为未来的行程做准备工作。第一次会议相当尴尬，因为我们对话不多，却试图找到共同的兴趣。几次会议之后，通过玩游戏，开玩笑，我们开始适应彼此。

然而，在中国重聚之前，队员们没有形成更深层次的关系。为了增进了解，去西藏前，我和另外三个女孩一起去西安访问了著名的兵马俑。这个短暂的假期对我们的关系有很大促进。西安旅程结束之前，我们四个人已可以自信地称对方为朋友。原来，我们是很和得来的。

**风暴期**：“由于最初的礼貌消失，人们开始更多地参与工作和角色中，所以开始争论在第一次遇到的时候没有意识到或没有实现的事情。”



在某种程度上，大多数组成的团队将经过塔克曼所指的“风暴”阶段。这是一个以冲突，高度紧张和低生产率为特征的增长时期。不幸的是，我们的团队也没有例外。

在中国的头几天，团队成员之间开始出现不和谐。

我不想具体解释这些紧张形势造成的结果。我想探讨一下我们的风暴掀起的原因。就我们这个个例而言，为了更好地从经验教训中学习，我认为分析风暴的原因比分析其造成的影响重要得多。

表面上，冲突是由于个性的不同引起的，比如幽默的个性和敏感的个性之间。不同类型的人可以接受的笑话也不同。在任何高压情况下，以前轻微的性格差异可能都会加剧矛盾，并点燃大火。

为了更好地反思我们团队在这段时间内发生的变化，我必须退后一步，评估我们合作的条件。一开始我们中间没有明确的领袖。最初的会议是超合作，非正统的结构。这种结构对于头脑风暴（Brainstorming）工作很有效，但是一旦我们开始真正的教学，效果就减弱了。



我们每个人都负责教授两堂课，每门课需要与一个或两个不同的伙伴合作。这让每个人的工作量很难平衡。经常是，合作伙伴花费太多的时间准备一个课程，却没有花费足够的时间准备另一个课程。在两个课程，和两个或三个合作伙伴之间，取得平衡，甚至比提出自己的课程计划更为挑战。

在教学方面，怎样为学生设计出有趣的课程变得越来越具有挑战性。大多数人必须放弃自己在准备会议阶段做出来的教案。我们发现，一个能让美国学生积极参与的课程设计，中国学生却因为害羞等原因而对它没有反应。为了使课堂气氛更活跃，我们每天都在调整课程，制定新教案。

最终，这导致了我们所有人每晚一起长时间备课。想象一下：七个成熟程度不同的青少年，人人都试图完成各自不同的任务，却必须在同一间宿舍工作，因为那是唯一一个带 Wi-Fi 的房间。我们不必想象，因为我们每天晚上花几个小时在做这件事。那个房间里从来没有一个安静的时刻。有时候，似乎强调需要完成任务的人比正在完成任务的人还多。在那些晚上，一副噪音消除耳机是我最亲爱的伙伴。被迫如此近距离、长时间的接触，说轻了是感到总在互相挤压，说重了是令人窒息。

尽管如此，为了自己，更是为了越来越牵动我们心弦的学生，我们每个人都竭尽全力使支教的时间更有价值。许多次我们发生冲突是因为争论怎么把课程安排好。每个人对成功的定义也有所不同。一些人认为把课堂气氛变得生动有趣就是成功，而另一些人认为严格地按照教学计划完成课程才是成功。

当矛盾激化时，我们停下来，作为一个团队重新评估自己，以解决我们的分歧，并确保第二天的课程尽可能顺利。我们召开了自己的会议，谈谈紧张形势，把所有的问题放在桌面上，希望能和平解

决。这个会比我们预期的要长得多。我们必须交流思想，并深刻反醒，才能在分头回各自宿舍之前，重新找回一个团队的感觉。

终归，我们是一群压力很大的青少年，肩负着一百多名学生的教学任务。我们能够一起尽力成熟地处理自己的问题，不仅仅是模仿成年人的方式，而是真正以成年人的方式。

我为我们感到骄傲。

**规范期**：“随着角色和个人冲突的整理，焦点转向了任务和需要做的事情。澄清目标，阐述工作细节。感觉更多的是一个团队，人们开始互相帮助。”



解决了紧张局面，我们开始重新建立彼此之间的信任，并进入了我们团队发展的下一个阶段：规范期。当我们把自己定位为老师的角色，并找到自己在团队中的位置后，乱藏的生活变成了美丽的旋律。

随着团队越来越凝聚，我们能够专注于制定的目标，并付出所有的努力，为我们的学生带来最好的课程。我们继续备课，努力工作，使课程更具互动性，更有趣，更重要的是更个人化。我们希望学生们了解我们，而不仅限于把我们当作老师。

因此，我们的大部分时间花在了学生们身上。教他们我们喜欢的纸牌游戏，和他们一起打排球，和他们一起唱歌，直到我们的声音嘶哑，直到我们的手臂疼痛。一件神奇的事情发生了——我们开始与学生心灵相通。

有些晚上，四个支教女孩会和女学生们一起聊天，一聊几个小时。我们嘲笑男孩，分享我们的希望和梦想。尽管有语言障碍，我们总是能够互相理解，给对方一些诚恳的建议。我觉得我和我的学生之间曾经有的距离渐渐缩小，直到小到一个缝隙。她们总是想了解更多关于美国人的生活，并乐意告诉我们她们生活中的故事。其中有些故事很有趣，但有些故事令人难以置信。最糟糕的是，初一开始每个班就只有少数几个女学生，随着年级升高，女生还会越来越少。因为大多数女生不得不辍学回家干家务，干农活。事实上，许多父母觉得女儿们稍微识字就够了，一旦到了十五，六岁的年龄，就该出嫁了。



我给我的学生讲了一个男孩的故事。这个男孩就像他们一样，在一个贫穷落后的农村长大。他过生日时才能吃到一个鸡蛋。他每天上学前去拾柴，放学后在农田里干活。这个男孩长大后，通过自己的努力考入美国的大学，开始了新的生活。我讲的是我父亲的故事。希望他们可以从中获得更多的信心和希望，因为当我问他们将来是否愿意来美国留学时，他们说那是他们不可能做到的。

毕竟，这就是我在西藏的意义：让我的学生接触一些普通课堂上学不到的东西。和他们交朋友，鼓励他们努力走出去，看看外面的世界。其实他们最缺乏的不是金钱和老师，而是安心读书的思想和面对未来，面对外面世界的勇气。

**执行期**：“最后，实现稳定状态，团队达到最佳性能水平。一个好的团队将会像一个幸福的家庭，而其他团队则达成工作协议，个人差异得到管理，并在很大程度上受到控制。”



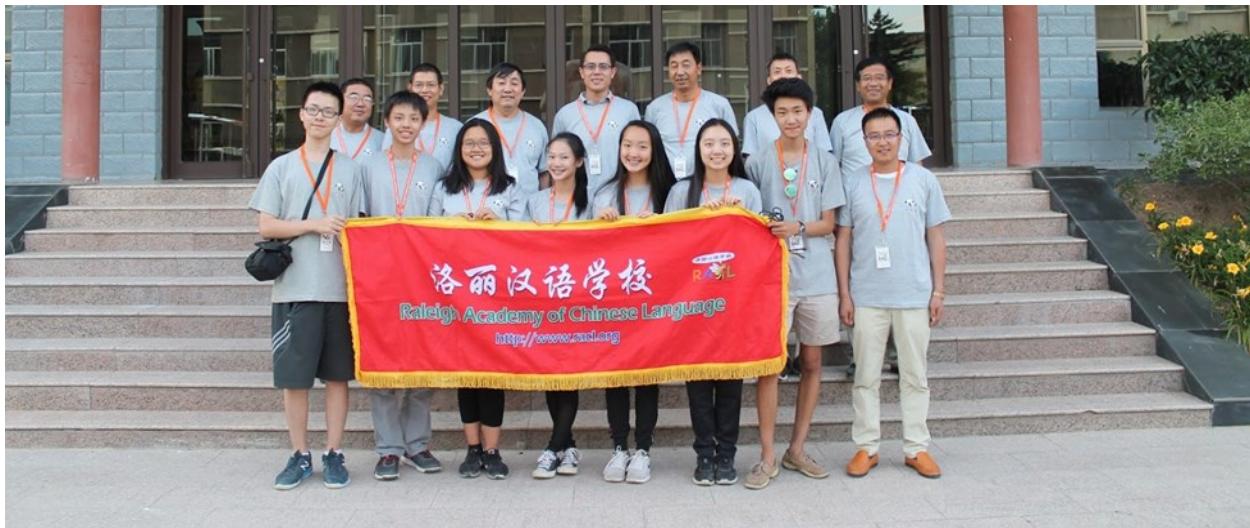
绝望的时候要采取绝望的措施吧？对于我们七个人来说，团队合作的最终考验发生在男孩宿舍门锁坏掉的那个夜晚。

我们用尽了各种办法，包括卡片，曲别针和锤击等等，仍然打不开锁。那是我们在癿藏的最后一个晚上。那个夜晚格外漫长。刚刚备完课，身心疲惫不堪。意识到即将离开癿藏中学了，情绪也很低落。一个坏掉的锁难道是压倒骆驼的最后一根稻草吗？不敢相信我们的运气这么糟糕。明天还要给学生们上最后一天课。夜深人静，没人能帮助我们。绝望中，我们决定七个人都住在女孩宿舍，三个男孩住一个上下铺，四个女孩住两个单人床。

这可能比我们以前遇到的情况更让人恼火，更一触即发，但是这场战火并没有燃烧起来。事实上，我们都保持克制，甚至是，友好，尽管偶尔有一些紧张的时刻。总而言之，取得了巨大的成功——我们证明，作为一个诚实至上的团队，我们能够克服个体差异，以成年人的方式处理事情。

**休整期：**“在团队自然生涯的尽头，人们开始担心自己的解体。它已经成为一个安慰和友谊的天堂，他们知道如何成功，不会受到威胁。虽然有些人向内转，但其他人可能会向外看向下一个任务。因此，差异和焦虑可能会爆发内部或外部冲突。”





最后，虽然我们中的很多人同意，如果没有这个支教项目，我们可能永远不会考虑把对方当成朋友。但我们最终通过这个项目成为了彼此信任的朋友。

在中国为期两周的支教生活是我从来没有想过的冒险。我第一次潜入了成年人的世界，真正影响到了他人的生活，真正解决了现实中的问题，并与和我具有截然不同背景和个性的人有了深层次的交往。

感谢乩藏中学，感谢洛丽汉语学校。感谢我的学生，我的队友，是你们让我成长。

# Teamwork, and Teaching Abroad in BieZang, China

Claire Liang

A log of my adventure as well as some lessons I learned about teamwork along the way.

In the summer of 2017, I spent two weeks with the Give Love program teaching classes for middle school students in BieZang China, a remote town located in the mountainous area near the Yellow River. It is inhabited primarily by the Hui people, a Muslim ethnic group.

The experience was a blessing for many reasons, and upon returning home I found myself longing to go back. In BieZang, I was able to relate with my students on a personal level despite drastically different cultures and socioeconomic statuses. I realized that even though we grew up on opposite ends of the world, my students and I held on to the same worries, hopes, and dreams. I gained invaluable practice in teaching, translating, and working through language barriers.

Beyond even these gifts, though, I am grateful to have worked closely with and found friends in six talented and hardworking Give Love teammates.

But, of course, it wasn't all smooth sailing. And it isn't for most teams out there, whether it be a little league baseball club or the administrative team of a huge corporation. In 1965, psychologist Bruce Tuckman provided some insight into how groups develop as they go through four inevitable stages—forming, storming, norming, and performing. In hindsight, the team that was brought together to bring a slice of American culture and education to a rural school in China can fit seamlessly into Tuckman's model.

## FORM

“Forming happens when people first come together. They are initially polite and the conversation is mostly exploratory, finding out about one another and the work that is to be done.”

The Give Love program was initiated earlier this year by our local Chinese school, Raleigh Academy of Chinese Language. Seven high school students, myself included, were selected to join the final group that would travel to BieZang in order to work as guest teachers in a rural middle school. In anticipation of the trip, we planned original lessons covering the subjects of English language, American culture, science, music, dance, and American history.

Later when our students barraged us during Q&A sessions, they were shocked to learn that almost none of us had known each other before the trip. In fact, there were only a few pre-formed relationships within the team. There was a pair of girls who'd been best friends since childhood, but besides that only a few of us had ever even met each other, let alone spoken. As such, the first meeting was rather awkward as we made minimal

conversation and searched for common interests. As the preliminary meetings stacked up, we became more comfortable with each other, taking breaks to play games and joking around over brainstorm sessions.

Deeper bonds, however, didn't form until we were reunited in China. To christen the program, the other three girls and I went to the province of Xi'an to visit the famous Terracotta Army. The pre-vacation did wonders for our relationships, and by the end of the trip the four of us could all confidently call each other friends. Turns out, we had great chemistry hiding underneath the initial rigidity.

## STORM

"As the initial politeness fades, people start to get more into the work and their roles and so start to argue about things that were left unsaid or not realized when they first met."

At one point or another, most groups formed will go through a period referred to by Tuckman as the "Storm" phase. It is a period of growth characterized by conflict, high tensions, and low productivity. Unfortunately, our team was no different.

Within the first few days of our time in China, incompatibilities between team members emerged and trigger points for individual members were stumbled upon.

Rather than explain the nitty gritty details of the results of these tensions, I'd like to explore the reasons why I think our stormy period was set off, as well as why I think it was so volatile. For the purpose of growing from this experience, I think that analyzing the causes of the Storm is, in our case, infinitely more important than focusing on the effects of it.

On the surface, there were the clashes in personality and senses of humor. Different people found different types of jokes acceptable. In any high-pressure situations, previously minor differences in character can be exacerbated and act as the kindling for a larger fire.

In order to properly examine the ways that our group dynamics changed over this period of time, I must take a step back and assess the conditions under which we worked together. At the start, there was no clear leader among us. The initial meetings had had an ultra-collaborative, unorthodox structure to them that worked well for brainstorming but less so once the group of us began to teach real students.

Each of us was responsible for teaching two classes with one or two different partners, which became difficult to balance workload-wise. It was easy for partners to become preoccupied with one of their classes and spend an insufficient time preparing for the other. Juggling the two classes and partners became almost more of a challenge than coming up with the lesson plans themselves.

On the point of plans, it became increasingly challenging to create interesting lessons for the students. Many of us found ourselves scrapping the lesson plans we'd come up with in the preliminary meetings because we found the students shy and unresponsive in the face of activities and lessons that would've been hits in America. In an attempt to make the classes more entertaining, we made new plans for our lessons before each school day.

Eventually, this led to the group of us spending late nights planning together. Imagine this: seven teenagers with varying levels of maturity all trying to work on separate projects in a single dorm room—the only room with WiFi. We didn't have to imagine it, because we spent hours upon hours each night doing just that. There was never a quiet moment in that room, and sometimes it seemed like there were more people talking about getting on task than there were people actually on task. In those moments, a pair of noise cancellation headphones was my dearest possession. Being stuck so close to each other for such long periods of time felt at best like we were stepping on each other's toes, and at worst like we were suffocating.

In the end, though, we were all just trying our best to make our time teaching abroad worthwhile for both us and for our students, who we came to care for very much. Many of our clashes in opinion stemmed from arguing over class operations. We all had slightly different mental models of what success meant for this program. Some of us saw success as making the classes fun for the students, while some of us saw success as following the lesson plans through to a T.

When the level of hostility reached its climax, we hit pause and, as a group, reassessed ourselves in order to resolve our differences and ensure that the next day of classes would go as smoothly as possible. For much longer than any of us had anticipated, we held our own conference to talk through the tensions and lay everything out on the table, in the hope that we could reach a peaceful resolution. Mediators and soul-searching sessions were required before we were able to split off to our respective dorms feeling like a team again.

Ultimately, we were a group of stressed adolescents with heavy burdens and the collective happiness of a hundred students to shoulder, and we were able to work through our problems together as maturely as we could manage.

I'm proud of us for it.

## NORM

“As roles and personal conflicts are sorted out, the focus turns towards the task and what needs to be done. Objectives are clarified and the detail of work is laid out. Feeling more as a team, people start to help one another more.”

Tensions resolved for the most part, we began to rebuild our trust in each other and moved on to the next stage in our group's development: Norm. As we settled into our roles as teachers, and into our places within the group, life in BieZang fell into a beautiful rhythm.

With the team dynamics healed, we were able to focus in on our goals and put forth all of our efforts towards bringing our best for our students. We continued planning lessons, and worked hard to make them more interactive, more fun, and above all more personal. We wanted our students to get to know us as people rather than just as teachers.

As such, much of our time was spent with our students. We taught them our card games, played volleyball, and sang songs with each of them until our voices were hoarse and our arms were sore. Something magical had happened—we began to connect with each other.

Some evenings, the four of us girls would hang out with our female students and talk for hours about everything and nothing. We giggled over boys and shared our hopes and dreams. Despite the language barrier, we were always able to make each other laugh and give each other advice; I felt the once gaping cavern between myself and my students diminishing until it was a mere crack on a sidewalk. They always wanted to know more about life in America, and were willing to tell us stories about their own lives. Some of these stories were amusing, but others were incredibly disheartening. Most tragic is that in reality, the middle school had only a handful of female students in each class, and that with each passing grade more and more of them dropped out in favor of working for the family. The truth of the matter was that the only expectation many parents had for their daughters was that they could write their own name—any education beyond that would be made pointless as soon as they were married, often at a young age of 15 or 16 years.

I told my students the story of a boy who, just like them, grew up in an impoverished countryside. I told them the story of a boy who could only have eggs on his birthday, of a boy who worked in his family's fields after school each day, of a boy who grew into a man and defied all expectations by testing into an American university and making a life for himself in a foreign land. I told them the story of my own father, so that they might take from it more confidence and hope for themselves, because when I asked them if they'd like to come to America they demurred and said they wouldn't be able to do it.

After all, that was what I was there for—to give my students a taste of something different from what they learned in their normal classes, befriend them, and maybe help to alter their mindsets.

## **PERFORM**

"Finally, a steady-state is achieved, where the team reaches an optimal level of performance. A good team will feel like a happy family whilst other teams reach working agreements where personal differences are managed and largely kept under control."

Desperate times call for desperate measures, right? For us seven teachers, the ultimate test of our teamwork came the night the lock broke.

More specifically, it was the night the lock on the door of the boys' dorm room stuck, and would not open despite our best paper-clipped, bobby-pinned, and hammered attempts. The predicament had been discovered at the end of a long night of planning for one of our very last lessons. Facing the fact that we were soon to be leaving the small school had left us emotionally and mentally drained, and a broken lock was a thousand cherries on top. Disbelief at our luck, and desperation for a solution was replaced with a resolute survival instinct; in order to be able to give our best for the students on one of the last days we would be with them, we needed to make some compromises. It was decided that all seven of us would have to stay in the female teachers' dorm, with the three boys taking the bunk bed and the four girls piled onto two other ones.

It could very well have become an even more turbulent situation than the one we had just worked our way past, but the match was never set aflame. Indeed, we all remained civil and, dare I say, friendly despite a few tense moments here and there. All in all, a resounding success—we'd proven that we, as an honest-to-god team, were capable of overcoming personal differences and *being* rather than acting like adults.

## ADJOURN

"Towards the end of the natural life of the team, people start to worry about its dissolution. It has become a haven of comfort and friendship where they know how to succeed and do not feel threatened. Whilst some people turn inwards, others may be looking outwards to the next task. Differences and anxiety can consequently explode into internal or external conflict."

In the end, although many of us agreed that we might never have even considered friendship if we hadn't met through the program, we all came away with friends and people we can trust wholeheartedly.

Taking this two-week teaching opportunity in China was an adventure of a caliber I never could've anticipated. It was an escapade into the world of adulthood—of projects with real live impacts, of problem-solving as a team, and of forming deep connections with people of drastically different natures.

## 洛丽汉语学校 学校 暑期中国支教报告

Jackie Chen

2017年夏天，我们一行七个高中生到中国甘肃癿藏中学支教了两个星期。这次支教的目的是教育生活在中国贫困地区的学生关于美国的生活和学习。

我们的课程有六门：英语，科学研究，美国文化，历史，舞蹈， 和音乐。每节课教45分钟，一天两次，每节课有2-3个人教。但是，在我们逗留期间，学校进行了几天的期末考试，所以我们一共上了八节课。英语课程侧重于基于情境的词汇和口语。科学研究课的重点是科学的方法和实验。美国文化课上，我们展示了美国生活的视频和对话。历史课教授美国早期历史。舞蹈课教学生嘻哈舞蹈。音乐课向学生展示了流行音乐的现状和过去。所有课程在课堂结束时都留有额外的时间来回答学生们有关美国生活和学习的问题。

当我们第一次讲课时，学生们很安静，学生和老师之间的沟通很少。缺乏沟通的主要原因是来自美国。学生们从来没有见过中国以外的任何人，导致他们更害羞。我们以前从来没有教过课，所以我们也很紧张。学生的羞怯和我们的紧张使得整个房间充满了不安。然而，在两周的支教过程中，我们发现学生的参与度和活跃度明显增加。学生积极参与课堂互动，越来越多的学生提问和回答问题。这是因为学生们和我们越来越熟，变得放松起来。我们在教学方面也越来越好。这让我们更加自信。我们彼此也越来越熟悉。我们在课后和学生们谈话更多，一位学生甚至请我们其中的一名老师教他如何弹吉他。有时候，我们和学生们一起打篮球和乒乓球，有时候向学生们展示在美国受欢迎的学生是什么样子的。随着我们的友谊越来越深，我们的课程越来越有趣，越来越多的学生参与到我们的课堂中来。有一件难忘的事是在学生们得知期末考试后支教就结束了的时候，他们集体向校长请愿，最后，校长同意大家在期末考试后，在暑假期间留在学校再呆两天，听我们讲课，这是我们日益增长的友谊的另一个记录。

在癿藏中学，学校的一些设施比我们预期的好，比如教学设备。但其他方面很糟糕，比如卫生设备。这所学校有与美国许多学校一样多的教学材料，功能齐全的实验室，科学仪器和教科书。生活条件也高于预期，床铺有床垫和床单。虽然男孩的房间只有床，女孩的宿舍里有写字台和办公桌。然而，卫生是一个大问题。首先，唯一获得水的地方是建筑物后面的两个水龙头，所以没有办法洗澡。更困难的是，由于该地区缺水，厕所只是一个在架高的房间地上水泥板上挖的一个洞，大小便直接堆积在厕所的下方。这样的厕所在美国绝对是不允许的。

我们这次支教活动也有很多地方可以改进。首先，我们的课表可以更加灵活。我们对这次事先对上课的安排计划非常静态，只能适应最理想的情况。虽然我们能够在上课过程中及时改变，但下次我们还是应该准备得更灵活和充分。另外，我们需要事先和学校多交流，以澄清问题并做好准备。这可以帮助我们准备旅行，并在问题发生之前想好解决办法。

作为参与活动的高中生来说，我认为这是一次非常有教育意义的支教活动。我觉得我更能够体会

和理解生活条件差的人们，并且真正帮助他们。我相信这次支教活动十分有益，虽然还有很多事情可以改进，但总体是成功的。我们能够完成我们的目标，帮助有需要的孩子，体验贫困的生活。

## Report of Participating RACL Summer Educational Support in Chinese Rural Area

*Jackie Chen*

Our group of seven high school students went to Bie Zang Middle School in Gansu, China for two weeks during the summer of 2017. The purpose of our trip is to educate students in poor conditions about life in Chinese and what education is like in the United States.

Our curriculum consisted of 6 classes: English, Research, US Culture, History, Dance, and Music. Each class was taught for forty-five minutes, twice a day, with two to three teachers per class. However, the school had final exams for a few days during our stay, so we had a total of around eight classes. English class focused on scenarios based vocabulary and speaking. Research focused on the scientific methods and experiments. US Culture showed videos and talked about life in the United States. History taught about early United States History. Dance taught students hip-hop dance routines. Music showed students current and past popular music. All classes used extra time at the end of class to answer questions about life and studies in the United States.

When we first came in to teach, the students were very quiet and communication between student and teacher was minimal. Most of this lack of communication was due to the fact that we were from the United States. The students had probably never seen anyone from outside China, which led to them being more shy. We had also never taught before, so we were also very nervous. Both the students' shyness and our nervousness caused the entire room to be filled with unease. Throughout the course of the two weeks, however, we found a noticeable increase in student participation and energy. Students were more engaged in classes and there were many more students who asked and answered questions. This was because the students became more used to our presence and became less wary. We were also getting better and better at teaching, which made us more confident. There were many signs of us getting to know each other better. We talked more with the students after class, and one student even asked one of our teachers to teach him how to play the guitar. There were times when we played basketball and table tennis with the students, and also times where we showed the students what was popular in the United States. As our bonds grew stronger, our classes became more fun and more students participated. One unforgettable incident was when the students learnt that there would not be any more lessons after their two day's final exam, they raised their petition to the principal of the school. At last, the principal agreed, and the students decided to stay at the school after the final exam was over for two more days during their summer break to hear us teach. This is a wonderful sign of our growing friendship.

In Bie Zhang Middle School, some aspects of the facility were better than we expected, such as educational materials, but other aspects were worse, such as hygiene. The school had as many educational materials as many schools in the United States, with a functioning lab, science equipment, and textbooks. Living conditions were also above expectations, with beds with mattresses and sheets. Although the boys room consisted only of beds, the girls dorm had writing desks and working outlets. However, hygiene was a big problem. First of all, the only place to get water was from two taps behind the building, so baths were kept at a minimum. The most problematic, though, was the bathrooms. Due to the lack of water in the region, the toilets were holes cut in a raised concrete room, with the waste piling up under the building. Bathrooms such as these would definitely not be allowed in the United States.

There are many things that can be improved upon from this trip. First of all, we needed a clearer curriculum that was more flexible to change. The plans we had for this trip were very static and could only fit the best case scenario. We were able to come up with better plans during the trip, but we should prepare better next time. We also need to contact the school beforehand to clarify issues and prepare. This can help us prepare for the trip and warn us about possible problems before they happen.

Personally, I thought this was a very educational first trip. I felt I was able to connect more with people who live in poor conditions and actually help them. Although there are many things to improve on, I believe this trip was a success. We were able to accomplish our goal of helping children in need and tasting what living in poor conditions is like.

## 甘肃支教有感

Truman Qu

我是很喜欢中文，但是我的中文绝对没有好的可以写一篇长长的作文。

于是我用我自己心里真心的感受 写下我这次支教的几个美好的记忆。也许在你们看起来这不是一个非常像总结的文章，但是我相信没有人看到会怀疑我对这次支教亲切真实的感受。

2017年的夏天我们去甘肃，在当地的中学支教了两个星期。刚到那所学校的时候我很紧张。我害怕我们的团队相处不好，也害怕我教不好课。我担心那里的环境我不适应，也担心那里的学生不会喜欢我。

第一天我们参观了学校，我们男生的宿舍没有Wi-Fi也没有电。这个我还能接受。但是那里的厕所跟我想像得非常不一样。简直是天壤之别。里面可真臭啊。我捂着鼻子都不敢呼吸。

我们参观学校的时候看见了一些学生们。可是那些学生们看起来都很害羞，连看我们一眼都不敢看。其实我们比他们更害羞，我们都害怕跟他们说话。

刚刚到甘肃集合的时候大家都不熟悉。但是很快大家都全都认识了。我们的团队队员有不同的性格和很多不同的想法。但是最后这些问题都解决了。最后结果都很好。

我们每天晚上都熬夜做第二天的计划。有一天晚上我们在做计划的时候发现男生的宿舍被锁上了，打不开了。那天晚上我们七个人都挤在女生的宿舍里。第二天早上有一个老师把锁打碎了我们才能进去。

我们教第一堂课的时候，发现那里的小孩大部分都不会说英文。所以这对我们非常有挑战性。我们原来做好的计划现在全都需要翻译成中文了。

我们教的课当中英文和音乐是最受欢迎的。最后学生们都来到这两个班了。我去支教的时候带了一把吉他。这把吉他非常受欢迎。每天学生都非常想听我弹吉他唱歌。他们非常喜欢听我唱英文歌。而且也教了我一首中文歌。我们还有一起唱歌的时候。我的吉他给孩子们的生活增添了很多色彩。每次我唱一首他们熟悉的歌，他们都非常高兴。在音乐课上，我给学生们讲了很多音乐历史和音乐文化方面的东西。还带着学生们一起弹钢琴。

这次我参加甘肃支教的主要原因是我想了解那里的孩子的生活。因为我们家经常到世界各地旅行而且常常回国，我想了解和接触不同的风俗文化。

通过音乐我和孩子们的距离拉近了。他们跟我讲了很多他们自己的故事。那里的孩子们每天早晨6:30就得起床做早操。那里的学生都住在宿舍里。只有在周末的时候学生们才能回家洗澡。

最后补充一点，甘肃的饭每天只有面条。我这两个星期吃的面条比我一辈子吃的都多。回来以后我再也不想吃面条啦！

今年夏天我在中国甘肃省度过了非常有意义的两个星期。虽然我是我们团队中相对年轻的一位，因为我去过中国很多次，我比较了解中国的文化和语言，对和学校的孩子交流起到了很好的作用。

这次支教的经历让我学到了很多。作为一个在美国生长大的ABC，我深深地爱上了中国的风土人情，喜欢那里的孩子淳朴的笑容。我们小伙伴在一起共同学习，共同进步。每一个人都发挥了自己最大的效力。这两个星期我会永远记住！

## Gansu trip

Truman

On the day we first arrived at that middle school, I was nervous. I was nervous that I wouldn't teach well, I was nervous that the kids wouldn't like me, I was nervous that I wouldn't be able to endure the living conditions, and I was nervous our team wouldn't get along. To some degree, that was exactly what had happened.

Our first introduction to the school was a tour of its facilities. Everything seemed fine, although the guys' room didn't have WiFi or any working outlets. In my mind, I thought that everything was going to be OK. But then came the bathrooms. At first glance, they seemed fine; nothing less of what you'd expect of a public bathroom in China. But the moment you stepped foot into the actual building, all hell broke loose. The room consisted of a few holes in the ground where the students would go everyday to pee and poo. The smell was something from another world and if you breathed in the wrong way, you could faintly taste it in the air. The whole experience was quite traumatizing. Even today, I don't know how we dealt with it for two weeks.

As we walked around the campus, we began to get our first glimpses at the students that we'd be teaching for the next two weeks. But we noticed something was wrong. The moment the kids saw us, they would run away and hide like a poor, weak animal. It seemed that they were too nervous to face us, let alone talk to us. Every time we walked near any of them, they would put their heads down and run away. Little did they know we were just as nervous as they were. It was definitely gonna be a challenge to teach them.

We had our first taste of the local food on the first night at dinner in the school cafeteria. Our meal consisted of bread, lamb chops, and noodles. A LOT of noodles. I ate more noodles in these two weeks than all of the rest of my life.

Since it was the first day, our whole group was a little shy. No one was friends with another one prior to Gansu so we were just beginning to know the people that we were going to be living with for two weeks. The girls had all flown in from the same summer camp, but the guys hadn't had much interaction at all apart from our planning sessions back in the US. This was the "form" stage of our group, when everyone was first put together.

er and no one really knew each other.

That first night, we all went to bed uneasy about the next day. Uneasy about the students, uneasy about tomorrow's lesson, and uneasy about our group.

The next morning, we got up early and went class by class to introduce ourselves and the classes we would be teaching. We had the kids sign up for classes. I think it was at this point that some of the other group members thought that the kids had some type of favoritism towards me. The other members thought that the kids liked me more because of the way I presented myself, the way I looked and dressed. But I disagree, for in the beginning, I was the only one that made an effort to interact with these kids. While the rest of our group were embarrassed or nervous to talk to the kids, I decided to make an effort because I knew the kids weren't going to approach us first.

After having the students sign up, we began our first real class. It wasn't the worst I had expected, but it wasn't by any means close to good. All of our classes were relatively unprepared and our teaching didn't deliver our content in the proper matter of time. Some classes had finished way too quickly and sat there looking dumb for twenty minutes while others didn't even come close to finishing their lesson plan. But our biggest surprise came when we found out that the kids barely spoke English at all. All of our lesson plans were based around the fact that these kids had basic English skills and could at least talk to us. But we were wrong, and that completely changed the game. We knew that teaching our class in Mandarin would be hard but it was just another obstacle we had to overcome.

When we weren't teaching, we spent most of our time planning lessons, but the guys started to get to know each other by playing card games. Throughout the two weeks, whenever we had a second of downtime, we would play cards.

That day during the kids' free time, I played basketball with some of them while the other members did other things to try to get to know the students better. At night, we would all congregate in the girls' room to plan our lessons for the next day. This proved to be a more tedious task every day. We would stay up almost past midnight every night to plan our lessons. It was at this time that certain personalities within our group started to conflict with others. There were certain individuals who weren't exactly fond of other certain individuals and vice versa. On top of that, the boys and the girls sort of had ongoing conflicts and a blatant divide between the two genders. But, since the girls outnumbered us and were generally older, they usually had the bigger say in decisions.

One of the hardest parts for me every day was waking up. I am NOT a morning person so waking up at 6:30 every morning was a stroke. But that was just another obstacle that I would have to overcome. The students at the school on the other hand got up before 6:30 everyday to clean their rooms and get ready. At 7:00, the whole student body would gather down at the basketball courts to do morning exercises.

As we taught more classes, we began to get into the flow of things. Our classes slowed more smoothly and we were connecting more with the kids. The English kids would learn English while the Music kids were singing songs. The Science kids were conducting experiments while the US Culture kids were watching YouTube videos. Two classes that were going noticeably well were English and Music.

Everything in the classroom was going great, but within the group, conflicts arose. One night, we were planning lessons in the girls' room and some of the girls teaching the dance class started to talk about problems they were having in their class. The girls said that the boys in their class weren't participating and were being disrespectful. Everyone was giving their input, but a lot of the things they were suggesting contradicted what was expected of us as kids under the American school system. I wanted to give my input but everytime I said something, a certain group member would tell me to shut up and block me out of the conversation. The other group members would just stand as a bystander and let me be shut out. This had been going on for a while throughout our first days there. That night I decided that I had had enough and that our team wouldn't ever be effective if everyone's opinions were not heard. No matter how different we all are. I stood up for myself and soon enough other group members stood on my side and my opinions were finally expressed. A plethora of sensitive topics arose afterwards and some people were crying. Overall, it was quite an emotional night.

The classes I taught progressively got better and my class populations slowly began to rise. Classes that had originally started with 20 students had rose to 40 students. What would happen was that one kid would tell their friends to come to a certain class that they found unique and so those friends would come. But, those friends' friends would also come and it spurred a chain reaction. This kind of thing happened all the time at schools in the US and American culture as a whole. This showed me that, although these kids lived thousands of miles away and had extremely different lifestyles, we were all the same. Eventually I had to kick a lot of the kids back to the classes that they had originally signed up for.

On one of the late nights on the first week, when TT, my Music co-teacher, and I were practicing a few songs we were gonna perform for the kids, a group of girls came to our door. We let them in and they explained to us that they had heard us singing from their dorm room and they decided to come and listen to us sing. We sang for them and they loved it. The moment was magical, definitely one of the most deeply rooted memories that I have from the entire trip. I swore I saw a tear in one of the girls eyes. That night meant so much because we brought something so meaningful and different into their lives. Our singing brought genuine happiness to them. But even more, their companionship brought genuine happiness to us. TT doesn't even sing.

As more and more students went to certain classes, some of our group members were upset that students preferred certain classes or certain group members more than others. Around this time, we were also informed that our stay at the school would be shortened by a week due to the fact that no students would come to school after testing. The parents weren't happy and neither were we, so during our classes that day we took a poll asking if any students wanted to return to our classes after testing. To our surprise, nearly all of the students said that they wanted to return for classes! This was a proud moment for all of us for it symbolized that we had done well to connect and bring something to the students. And so it was decided that we would stay for another week. Since the first week was ending and the weekend was nearing, we decided that we would leave the school for a few days and go to another town in the Gansu province: DunHuang.

DunHuang was a city of rich history. Being the center of the Silk Road, DunHuang was a perfect example of cultural diffusion. I figured this small vacation would be a great break from the week's stress. All of the group were excited to go, so on saturday morning we packed our bags, drove to the nearest airport and flew to DunHuang. The moment we got off the plane, we could feel the heat. DunHuang was in the middle of the desert and well over 100 degrees fahrenheit throughout the summer.

We drove through the city to get to our hotel and on the way there we saw something spectacular. We saw a KFC. Now, KFC may not be so great in the US, but in China they've somehow created a flavor that was absolutely mouthwatering. Every time I come back to China I would always make sure to eat lots of KFC. Having had noodles for a week straight, everyone in the group was craving some fried chicken. That night, the first thing we did was eat KFC.

The next few days we went to various famous attractions in DunHuang, including the most prominent MoGao Grottoes. We even got to ride camels. But along with the good things, there were the bad things too.

During that long weekend, all of us forgot sunscreen so by the time we got back to the school we were all reasonably darker than when we left. On top of that, there were more conflicts within the group. Some members didn't get along with others. Sometimes things would get heated or emotional. We were still in the "storm" phase.

The night we got back to the school we had to plan our lessons immediately. After teaching for a week and taking a break for four days, it was hard for any of us to properly plan a lesson. None of us had proper material to teach but we all somehow got through it. But late that night when us guys were returning to our room we found out that the lock to our room was broken. We decided not to wake up the parents due to the fact that it was well past midnight. After twenty minutes of hopeless efforts all of us decided that all seven of us would have to cram into one room for a night. The next morning one of the parents smashed the lock off with a rock. Quite an experience.

On one of those days (I don't remember exactly which one), a guy came up to our dorm rooms and he asked

me if I would teach guitar to him. I recognized this kid, he was one of the older students in my classes, 17 years old in fact. I said yes and we went down to the courtyard and I sat there and taught him how to strum chords for an afternoon. While I was teaching him, other kids came and watched, soon we gathered quite an audience. All the kids were so fascinated whenever I pulled out my guitar and played. I knew that I had left an imprint on these kids' lives.

On the last two days, we narrowed our classes down into just four classes and we had kids go to each class. We weren't thoroughly prepared, but it was a good time. This was the "perform" stage of our group.

After our classes, we would hang out with the kids. I actually learned a lot about their lives. I learned about the best scenic views in the village, I learned about the best lakes to swim in, I learned about the best places to eat, and I learned that no matter the age, all of the kids in the village rode motorcycles.

We ended our stay by giving out prizes(which was a huge success). We said goodbye to the kids and one girl even personally wrote a farewell letter to each member of the group(in English!). Everyone-the students, our group, the chaperones-were all melancholy when we left but nothing lasts forever. All in all, Gansu was a great experience.

## 甘肃支教的收获

张雨晨

2017年的夏天是难忘的。它会永远存在于我的记忆里。在过去的这个暑假里，我们七个美国的高中生来到中国甘肃癿藏中学支教。我们在那里教授美国文化、历史、地理、科学、音乐和舞蹈。疯狂吗？听上去像是在新闻里读到的。机会难得。我去教书，交新朋友，并收获对生活的新体验。

那是一个星期六的上午。中文学校放学后，我们七个支教队员第一次聚集在一起。没有人知道我们该做些什么，只是希望我们能努力做好支教工作。整个支教队中，我只认识一个人，我们从小就认识。可是支教活动结束后，我不能要求有比这更有乐趣的团队，更好的朋友。去甘肃之前，我们四个女孩子先在西安会合，我们友谊的花朵就是在那里开始绽放的。

七月二号，我们全体支教队员在兰州机场集合，转乘汽车去癿藏中学。我不敢相信支教生活真的就要开始了。我们七个能成为朋友真是太酷了。在去癿藏中学的路上，我们开始紧张起来。因为我们不知道等着我们的是什么。快到癿藏中学的时候，我们遇到了交通堵塞，我们决定下车走着去学校。路过广场的时候，看到那里有很多人，都带着白帽子。这时我们才知道他们都是穆斯林人。走到学校时我们都觉得这里真的是乡下。学校的学生都很害羞，我们给他们打招呼的时候，他们都笑着跑走了。我还没有意识到我们的支教生活开始会是很困难的。

我们这次支教的目的是传递爱心，传播知识。我们想努力教给学生更多的知识。每到晚上，回到宿舍，我们就开会讨论哪些地方需要改进，第二天的课要怎么上。我们都想把第二天的课上的比前一天更好更有趣。我们作为一个集体一起讨论安排课程。每个人都发表自己的意见和想法。有时候我们

也有不同的想法，有争论批评，有时候大家还有矛盾。一天晚上，大家吵的很厉害。这时带队的陈老师说了一些很有智慧的话。他说每个团队都要经过困难的阶段。要真正行成一个团队必须经过组建期、风暴期、规范期、执行期。我们是一个正常的处于风暴期的团队。经过这个过程，我们逐渐学会了相互尊重、支持和让步。我们明白了我们为了什么而努力。我们的团队越来越强，我们的课也上得越来越好。

我们还想和那里的学生建立联系，成为朋友。随着和学生们在一起的时间越来越多，我也越来越了解了他们的梦想和目标。他们和我们想的不太一样。他们珍惜他们拥有的一切。他们尊重老师，尊重爸爸妈妈。他们没有抱怨不富有的生活，也没有把好的东西藏起来留给自己。他们和我们的学习环境也不一样。他们都住在学校里，因为他们的家在很远的地方。他们从早上到晚上都在上课，周末也上课。可是他们没有生气，还很高兴。

两个星期的支教活动很快就结束了。我们也要离开了。离开那里的学生们，离开中国和我的支教队的朋友们，我感到很伤心。在机场和朋友们分别的时候，我不能相信支教已经结束了。这次支教的记忆会永远伴随着我。

这次支教的经历让我成长起来，使我更加自信和外向。作为洛丽汉语学校第一只支教队的一员，我感到很幸运。我把所有的收获都归公于我们支教队的朋友们。没有他们，我的支教经历就不会这样丰富多彩。我为我们感到自豪。谢谢你们。

## My Teaching Experience in GanSu

Noel Zhang

The summer of 2017 will stay with me and have a special place in my heart for the rest of my life. This past summer, seven of us American high school students went to Bie Zang middle school in Gansu China taught students, in this school, the America culture, science, music and dance. Crazy right? Sounds like something you read on the news. It is an extraordinary opportunity. I got to teach, make close new friends, and gain a new perspective on life.

It was on one Saturday morning after Chinese school, when seven of us met in a classroom for the first time. None of us really knew what we were getting ourselves into and could only hope for the best. On that day, many of us were just meeting for the first time. The only person I knew was T.T. who I have been friends with since we were just little kids. However after this trip, I couldn't have asked for a better, more fun team or a group of friends. The 4 girls met up before the trip to Gansu in XiAn city which definitely was where our friendship bloomed.

On July 2, we met up in the Lan Zhou airport and I couldn't believe that everything was actually going to be happening. I think it's cool to say that we all hit it off that day. On the four hour drive to the school, I think we

all were starting to get antsy and nervous. We got stuck in a traffic jam a few minutes from the school and I remembered us walking to the school and seeing many people in the town square. I didn't realize that they were Muslim until I saw all the white hats they were wearing. We soon got to the school and felt it so surreal. You could see the students inside the buildings and outside the buildings peeking behind from where they were trying to "hide". We got to walk around the school and when we said hi to the students, they giggled and ran away. I hadn't realized how different our teaching life would be.

Our goals in biezang middle school were to spread love, introduce culture, and to teach knowledge to the students in biezang middle school. We wanted to introduce as much knowledge to the students as we can. Every night, we went back to the girl's room and converse about things we could improve and what we were going to teach for the next day's class. We were always wanting to get better and have a better and more fun class than the previous day. As a team we plan our classes together, we were always bouncing ideas off of each other and asking each other for their input. Sometimes we would get into arguments with each other and get angry and frustrated at one another while lesson planning. After one of our worst fights, Jackie's dad told us some wise words. He said that every team goes through their own rough patches. A team is only truly formed after these four stages. Form, storm, norm, and perform. No worry, we are a normal team. Our team gradually came together. We learned how to support each other and compromise. We now understood what all the hard work was for and what we all worked so hard for to accomplish. We grew stronger as a team, our classes were better and better.

We also wanted to form a connection with these kids who live completely different lives than we do. Once I spent more time bonding with the students, I learned more about their dreams and their aspirations. They had a different perspective on life. I was impressed that they appreciated everything they had no matter how big or small. The students were appreciative of their teachers, us, their parents, and each other. They weren't complaining about the things they didn't have, and didn't take things for granted and lived life by the little things. Their education environment was also different than it was in the United States. The students lived at school because they had worse conditions at home or because they lived so far away. They had classes from morning to night time and even on the weekends. But instead of being mad about it, they were happy and grateful.

Before I knew it, the end of the second week was coming and we were leaving soon. I was pretty surprised by the amount of sadness that I felt. We were going to leave the students, the school, China and my teammates. After spending almost every second of every day with this team, I felt sad leaving them. As we were splitting up at the airport, I couldn't believe this whole trip was over. I know that the memories I have made will stay with me forever.

This trip has helped me grow up as a person, and made me into someone who is more confident, comfortable, and outgoing. I am incredibly honored to be on the first teaching team of the Give Love program, and so proud of what we were able to do. I owe everything to my team because without them, everything would be different, and not for the better, and I am so proud of us. So thank you.

## 甘肃支教

Jerry Xu

半夜三点钟站在癿藏中学的院子外面真的是一种特殊的体验。寒冷的山风四起，辉煌闪耀的星星在没有光污染的天上闪亮。手电筒是我唯一的照明光源，发出黄色的光束。这种超独一无二的风景在我去中国甘肃省的时候很常见。

一开始，大家都不太知道怎么做。我们都没多少在中国学校里的经验，而我们的家长也都已经毕业好多年了。这次支教经验远远超过了我的想象力。甘肃是一个非常漂亮的地方。癿藏绿绿的大地和壮阔的山脉是我在美国从来没有见过的景色。那里的人们对我们非常的照顾，也是第一次我们看见对老师这么尊敬的学生。

双方开始都很害羞。过了几天以后，我们和学生们越来越熟悉。显然，我们低估了学生们：他们的英语远远超出了我们的想象。我们跟学生交了朋友，慢慢地了解了他们的生活。虽然我们是老师，但我们从学生那里也学到了很多。我们在课后和学生们一起活动，比如打篮球（Truman 与学生们水平差不多）、打乒乓球（我们都彻彻底底地被打败）、教他们美国的歌曲之类。直到今天，我们大家还都在一个微信群里相互交流。

当老师对我来说是比较新的经历。不过我很快就习惯了。每天在英语课里，当我想出越来越不可思议的搞笑句子让学生们翻译的时候，课堂就充满了笑声。比如说：“因为有人把六万毫升液体带到了飞机上，全体乘客需要二次安全检查，飞机就延迟了三千六百五十八个小时。”让我惊讶的是，这些聪明的学生们每次都能成功地把这些句子翻译成中文。连如此可怕的句子也难不倒学生们。

当然，在学校的这两个星期里，偶尔还是会有一些危机。这两个星期非常的忙，我们大家都有点压力。我们每个人在这两个星期里都经历了起伏。通过这一切，我们严格遵守塔克曼的小组发展规律。我们成功地顶住了风暴，克服了挑战我们的困难。我们七个人之内也有了默契。每天半夜里匆忙地做下一天教学工作的准备过程中，大家也成为了好朋友。

我在癿藏支教的经验让我开阔了眼界。那里的生活确实是没有美国舒服，但习惯以后，逐渐地变得正常。与学生在一起，我慢慢地了解了他们的日常生活。我也接触了我以前没有接触过的文化。有些人可能会被那里的情况吓到，但在那里呆了两个星期以后，我适应了癿藏的生活。我们大家都也是这么认为。因此，当这两个星期结束了，我还真的有点舍不得离开。

我认为这次旅行是一个很好的机会。作为一个在美国长大的中国人，我愿意作为美国和中国不同（但在许多方面相似）文化之间的桥梁。通过这次支教，双方都大大受益。不管是在半夜里打牌、Truman 的 YouTube 频道或不可思议的辣西瓜，这两个星期是一次难忘的经历。

# Teaching experience in Gansu China

Jerry Xu

It truly is an otherworldly experience, to stand alone outside, in the courtyard of Biezang Middle School, at three in the morning. The mountain wind chills the extremities, and the stars shine with an unmatched brilliance in the absence of light pollution. The flashlight, my only source of illumination, emits a visible beam, reflected off the dancing particles in the air. This surreal sight was commonplace on my trip to Gansu Province, China.

Going into the trip, I (as well all my other group members) had little idea what to expect. None of the kids had much, if any, experience with schools in China, and the adults had been separated from Chinese schooling for many years. However, any expectations that I had were thoroughly exceeded. Gansu is an extremely beautiful place, with its low-slung but numerous mountains, its vibrant green rice paddies, and polite people. Everyone was extremely welcoming, from the students to the teachers to the government officials that greeted us. The students in particular exhibited a level of respect that was unseen over in the United States. The food was incredible, and the generosity of our hosts never ceased to amaze me.

While at first both sides were apprehensive, as the first week progressed, we began to warm to each other. It was evident that each group had underestimated the other: our Chinese was better than they expected, and their English skills were far beyond what we had originally expected. Befriending many of the students, we slowly got to know more about them in return. There was a reciprocity in the bond between the volunteer teachers in the students: we learned from them just as much as they did from us. Not only did we serve the role of instructor, we also integrated into the student body as much as we can, by socializing with them during their breaks, such as playing basketball (Truman and the students were on equal footing), and ping pong (all of us were absolutely crushed), and even teaching them the Cup Song at one point. We are in contact even today, through a large WeChat group chat consisting of all the teachers and many of the students.

Teaching was relatively new experience for me, as I had little experience in the past. However, as I became more and more used to it, I found that it was very enjoyable. Every day became an opportunity for laughter as I came up with increasingly ridiculous sentences for the English class to translate. Even that pales to the utter amazement I felt when an exceptionally bright student successfully translated something like: “The flight was delayed for 3,658 hours due to additional security checks for the 60,000 mL of liquids brought onboard.” And that’s not even mentioning the dreaded apricot.

Of course, there were occasionally a few crises during the time we spent at the school. Two weeks spent in relatively close quarters can induce stress in anyone. All of us each had our low and high points. Through it all, and strictly adhering to Tuckman’s stages of group development, all seven of us successfully form-norm-storm-performed past any difficulty that challenged us. Across the two weeks, we were kept sane by the students as well as the bond built between us from so many hasty late-night planning sessions.

My experience teaching in Biezang was a truly eye-opening experience. Living without the comforts of the western world was initially challenging and took some time getting used to, but gradually felt normal as I adjusted. Being there with the students helped me understand their daily lives and gave me insight into Chinese cultures that I had previously not been privy to. Some may balk at the situation there, but as the days passed I actually grew comfortable there, as did the rest of the group. Thus, as the time we had there wound down and it was finally time to leave, it was hard to say goodbye to the school that had so wonderfully hosted us.

I consider this trip an excellent opportunity to apply my skills to make a difference in the real world. Being bilingual, ABCs as a whole provide a bridge between the two vastly different (yet in many ways similar) cultures of the US and China. Through this link, both sides can thus greatly benefit. Whether it’s our late-night card games, Truman’s constant advertisements for his YouTube channel, or the escapades of the spicy watermelon, this entire trip was an absolute pleasure, and something that I wouldn’t hesitate to do again.

## 给予爱支教活动总结

陈天宁

今年暑假，在洛丽华人汉语学校的组织下，我们七个美国中学生，组团去遥远偏僻的中国甘肃支教。我们七个人，年龄十四到十七岁，来自不同的中学，从前都不认识，更别说一起合作去教别人。为了计划在中国的两周教学生活，第一次跟家长们一起开会，我感到无话可说的尴尬；后来我们学生自己开会增加了解，但我担心准备不充分。不过，我们每一次开会，每一次切磋，每一场争论，每一个共同的决定，都对我的观念产生了巨大的影响。总体上来说，我觉得这次活动让我对中美两种文化有了新的认识，并且也学到了成为好团队成员的知识，技能，和途径。

我是移民第二代，生长在一个讲究效率讲究结果的中国文化和没有顾忌讲究参与过程的美国文化的多元环境。这两种思维方法使得我在学校和家里有一种我自己的学习方法。看到中国学生的学习方法让我很感兴趣。跟我们不一样。很多时候，我惊奇地发现他们对知识非常渴望，这真是许多美国朋友所缺少的。可是，他们对别的知识和技能又所知甚少，而却是许多美国学生会尽力去掌握的。比如，他们非常喜欢我们带他们在操场上做体能强化训练，而不是做简单的游戏。美国学生的态度会正好相反。这种事情真是让我一下子晕了。

我们不仅在课堂上了解他们，在课外也和他们有了更多的交流。我们七个人常常跟中国学生一起聊天，了解了他们的梦想和心愿，同时他们也了解到我们在美国的日常生活。从这些交流中，我真的认识到很多时候我应该感恩我每天拥有的，比如我能够接受到的教育，可以做到的旅行，甚至日常生活的便利，都是他们还没有体验过的。和他们交流也大开我的眼界，增加我的认识。

这次支教我们不仅从中国学生那里学到很多，我们也相互学了很多。最重要的是学习了怎么和不认识的人合作做事。尤其是在支教的前三天，每天都充满了挑战和收获。

第一天，教学对我们每一个人都很艰难。因为我们不知道他们的日程安排，他们的英文表达和理解能力，结果我们大家的第一节课从我们自以为灵活的教学变成准备极不充分的一节课。课后，我们立即回到房间，谈了各人自己的感受，我们都很担心。

第二天，情况变得更糟！我们每个人开始正式给七年级和八年级上课。哇，这个比我们原先想象的要难得多。当天晚上，也许是我们这次支教活动的最低潮！我们决定不能再拖延，立即准备明天的教学计划。在我和张雨晨提出跳舞课上的纪律问题时，起先是每个人都提出了自己的看法，很快变成两种观念的争论。每个人涨红了脸指责对方，真是乱了套。凌晨两点过后，有人提议我们应该先去睡觉。于是，我们每个人带着挫折感松了一口气，休息去了。

第三天早上，我还能感到那种紧张气氛还在，我担心我们的团队真会散伙。但最终，我们一起努力走出了困境。因为每天晚上，我们会聚集在女生宿舍，一起为次日制定完整的教学计划（因为我们女生宿舍有网络，并且我们宿舍比男生的宿舍漂亮）；我们会经常互相帮助，互相提供建议，时不时互相提醒一下别太大声，我们再也没有发生过最初的大争吵。从那时起，我感到我们是一个真正的团队。

这也要感谢我们的带队老师，陈老师，他给我们讲解了一个团队形成的主要过程—成型，磨合，平稳，和作为。他告诉我们任何团队在刚开始的时候都会有一些尴尬。然后会开始一些争吵。甚至吵到不可开交。但最终大家会达成一致，互相合作，团队工作会在大家的努力下成功。当我刚听到这些话时，我觉得这是最空洞的漂亮话。但是当我们支教活动快结束的时候，我意识到我们的团队的确实经历了陈老师说的四个阶段。每一个阶段都很重要，作为最年轻的我真高兴能和学长们一起经历一起成长。

对于未来的支教活动，我建议：我们在开始教学计划之前，应该尽可能地获取支教学校的信息，比如学校的课程表，学生的英语的理解能力。这次，我们认为我们可以用中英两种语言上课，但最后，我们实际上只能完全用中文给他们上课。另外，支教活动除了开会讨论教学计划，也应该有活动让支教队员们彼此了解。

总之，我很感谢我有这次支教机会，交到五个新朋友；也强烈推荐这个支教活动，希望它能够一直延续下去，希望明年还能参加。因为这实在是一个双赢的活动。中国贫困山区的孩子和我们美国中学生都打开了眼界，相互学到了新的知识和技能。我会永远记住这个支教活动。

## A Review of the RACL Teaching Program in Gansu China

T.T. Chen

This summer, 2017, seven students flew to Gansu, China to teach at a school via the new RACL Teaching Program. The students first met in a small awkward meeting between the parents and themselves, but soon after they held new meetings where they got to know each other better and plan the two weeks they would spend together in China. Thus a “form-storm-norm-perform” squad (I will get into this later) was born. I was in this team of students and I’d say this trip has deepened my knowledge in ways I will treasure for the rest of my life. Each meeting, each pow wow, each fight, each decision we made together in Gansu tremendously changed my perspective on many things and I am exceedingly grateful that I got to be a part of this trip. Of course, every one of these steps led us to the shocking yet inevitable news we received at the end of our trip.

When we were asked to write an essay about our trip to China this year, I’m positive every single one of us inwardly cringed at the thought of yet another homework assignment to plague our summer. My immediate reaction was to inwardly slap myself for not realizing that this would be an obvious result of our trip. Of course the leaders would want to know how it went and how to ameliorate the next trip’s stay and everything else, and I somehow hadn’t come to this conclusion before. My next thought went straight to my lack of writing skills. I knew I was going to end up being one of the last ones to turn in the essay and prepared myself for the hours of writer’s block I’d be enduring. Turns out, almost everyone had this mindset, and more than two months after our deadline, we still haven’t finished turning in the dang thing. However, now that I’m at this

time to reflect and look back with fresh eyes.

Overall, I would say this trip has given me new insight on two aspects of my life; I have a new view of the two cultures I'm growing up in and the key skills and steps needed to establish a team.

To begin with, I've always grown up with a mix of a productive, outcome-based Chinese lifestyle, and a care-free, process-based American lifestyle. Having these two kinds of mindsets integrated and used in how I learned really gave me a unique way of implementing what I picked up in school or at home. It was truly interesting to see how the students in China learned in contrast to how we did. Many times, I'd be wowed by the eagerness and speed they had in picking up certain facts or skills (that most of my fellow American students would have shown neither interest nor effort in) Then, I'd be double wowed by the lack of experience they had in certain areas (that some of my American friends would devote their whole lives toward). For example, when we first began teaching at the school, we hadn't quite come to a conclusion as to what their learning style was. But, as each day passed, we began to observe and adapt. Soon, we were able to teach much more in each subject than we had originally thought possible. When we adopted certain activities that seemed a little overused in our schools' curricula, the students actually found them interesting and enjoyed them. Specifically, when we introduced the conditioning activities that would certainly earn many groans from our American friends, the opposite occurred. They preferred it to the other simple games we offered! It was completely mind-boggling.

Furthermore, while we learned a lot from them in class, we also connected with them from out of class conversations. There were multiple occasions when the seven of us would just chat about random things with the Chinese students. We talked about their hopes and aspirations and they asked about our life in the great America. From talking with them, I really gained a newfound appreciation for many things I forgot to be thankful for on a daily basis. Many opportunities I've gotten education-wise, travel-wise, or even amenity-wise are something they haven't gotten to experience. Talking with them also sparked some interests and questions. Every conversation we had with them was eye-opening and there were so many instances of mutual discovery that I can't share them all but I can't wait for next years'.

Not only did we bond with the students in China, we also learned a great deal about each other. Perhaps one of the most prominent issues we overcame on this trip was how to function with a team of people you've never even met before. Prior to this trip, I knew Noel, who taught dance class with me, as we've been friends since daycare. Other than her, however, I had never met nor heard of anyone else in our team. The same went for everyone else, too; some had maybe heard of each other once but never truly met in person.

Back then, the idea that after a couple meetings we'd all have to work together like a well-oiled machine really scared me. The thing is, we really didn't even work perfectly after the first meetings. It took actually teaching two classes and then having very extensive late-night lesson planning sessions before we even could think about reaching that point.

To be more specific, our first day teaching in China was a little rough for everyone. We hadn't been too prepared, and on purpose too, because we didn't have the clearest idea of small things like the schedule or bigger things like the English comprehensibility of the students. Consequently, our lesson plans went from "flexible" to insufficient during those first classes. Because we only had had one class to teach that day, we all rushed back to our room immediately after it was over to talk. We consulted and worried with each other about the day and shared anecdotes about our class. If only we had known what was coming next.

The next day, each person finally got to teach both of their classes to both grades (the full schedule) and boy did it end up being a great deal harder than we had originally suspected. The night that followed was probably the lowest point of our trip. We had finished all our procrastinating and decided to get to work on our lesson plans. However, at one point, Noel and I brought up one of our issues with discipline in our dance class. Everyone had a different idea of how it should be handled and soon sides were taken. As the conversation progressed, the subject veered off topic and suddenly what had been an earnest conversation about how to deal with misbehaving kids turned into a full-blown argument about each other's flaws. With exasperated faces and pointed fingers, we were, well, a mess. At some early morning hour someone finally suggested that we all sleep on it until the next day and everyone, frustrated yet relieved, agreed.

On the following day, there was a shaky tension between us all. I'm not going to fluff this up- I thought that our group was going downhill for sure. But, somehow, we managed to climb out of the hole we dug ourselves into and we actually started working really well together. Every night, we would all hole up in the girl's room (much better than the guy's room) with the limited wifi and the limited beds and stay up just trying to perfect plans for the next day. We constantly asked each other for help and advice, periodically told each other to quiet down, and never had that kind of fight again. From that point on, we really became a team.

There was something said to us on the third night, the one after our biggest fight, that I'm sure we will all remember for a long time. Jackie's dad, Mr. Chen, educated us on the major stages of a team- form, storm, norm, and perform. He told us that there were the initial awkward moments when the team was taking its first, wobbly steps together. He continued to explain that there usually was a big argument that marked the storm stage, where there was discord within the team and it just didn't seem like everyone was compatible. Next, he reassured us that we would fall into a routine, a natural rhythm with each other where we could cooperate and collaborate with ease. And finally, he said that this would all be culminated into our performance, where our hard-work and teamwork would shine through. When I had first heard this, I thought it was the cheesiest, most generic nonsense I'd ever heard. But as our trip started to come to a close, I realized that this ingenious observation had outlined the exact course of our group. We had pretty much followed these stages to a T. Each stage had equal importance in our team's progress and I'm so glad I got to experience these stages with the people that I did.

While there were many successes from this trip, there are just a couple recommendations I'd like to give to the managers of this project for next year. Firstly, before the students get their meetings and start coming up with ideas for the lesson plans, there should really be more information about the school and its students. When we were doing our lesson plans, the amount of structure we could give our lessons was very limited because there were many things unknown. We didn't know exactly how long each class would be or exactly how many classes there would be. Even when we got to China, this information was not completely secured until the day we started teaching. Additionally, we weren't quite sure of how much English had been taught to the students, and had come thinking that we could at least partially teach in English. However, we all ended up teaching our classes completely in Chinese. I know that some of the other teachers had to completely reroute the direction of their teachings because of this. Another thing to possibly think about next year would be to give the students more meeting times to not only plan more but also get to know each other. This way, the late nights and later fights we had could at least be dialed down a bit. Most everything else was pretty nicely planned, and I don't have too many concerns other than these two.

Aside from these small inconveniences, I'm very thankful that I got the opportunity to be a part of this team and this trip. I know I will utilize the new skills I've learned from now to countless times in the future. I recommend this program to anyone looking to challenge and broaden their knowledge and share inspiring moments with a team. I'm so glad I came out of this program with a new set of skills and five friends more than I started with. I will be forever grateful for this trip and I hope I will be able to take part in it again next year. This program should continue to grow to inspire more and more American and Chinese students.

## 支教队员简介

姓名: Janie Jiening Wang

学校: North Carolina School of Science and Math

年级: 十二年级



姓名: Jackie Chen

学校: Enloe High School

年级: 十一年级



姓名: Claire Liang

学校: Raleigh Charter high school

年级:十一



姓名: Jerry Xu

学校: Green Hope High School

年级: 十一年级



姓名: Truman Qu

学校: East Chapel Hill high school

年级: 十年级



姓名: Noel Yuchen Zhang  
学校: Panther Creek high school  
年级: 九年级



姓名: Tianning Chen (陈天宁)  
学校: East Chapel Hill high school  
年级: 九年级



领队：张治平



副领队：陈景韶



家长义工：梁勇



# 龙舟节

陈佳佳

“鼓声三下红旗开，两龙跃出浮水来。  
棹影斡波飞万剑，鼓声劈浪鸣千雷”

北卡第四届龙舟节在秋高气爽的今秋时节拉开序幕，大约有二十多只龙舟队参加了龙舟比赛，46个演出节目，约500多演员。RACL龙舟队勇获B组铜牌，是我们学校的首枚奖牌，可喜可贺！

我们有幸采访了维持秩序的警察和美国红十字会。当地举办这么大型的活动，警察是必不可少的。一方面他们保护来这里参加活动的市民，另一方面他们也可以结识来自世界各地的人，结交更多的朋友。美国红十字会是一个全球性组织，帮助经历自然灾害的人们。此外，他们希望能有更多的志愿者帮助社区。

活动中有许多演出包括舞蹈和民族乐器。其中一个乐器是古筝。古筝是一种弹拨乐器。音乐有时平静柔和，有时波澜壮阔。有如高山流水。邹老师带领的民乐团为大家献上了丰收锣鼓和云追月。传统的红色服装为节日增添了很多节日的气氛。



图：杨建平

## 简讯

1. 2017年RACL有四位同学参加中文AP考试，全部满分通过。
2. 第四届龙舟节， RACL队获得了B组铜牌。
3. 洛丽汉语学校为「绿堡新移民学校」募集的冬装及文具这周六已送抵绿堡新移民学校。
4. RACL校刊面向RACL全体学生，老师，家长和志愿者征集稿件。题材长短不限。希望大家踊跃投稿。

本期编辑：张雨晨，李萌萌，陈佳佳，雷怡然，马海珮

顾问：李素凤