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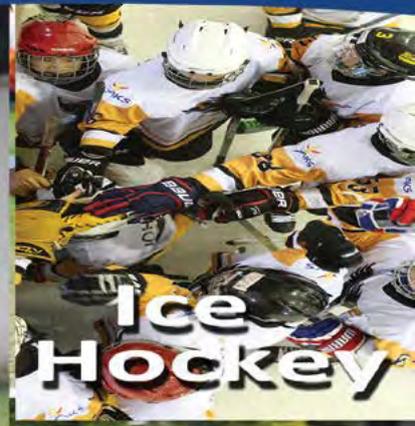
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Dear SCIS Community,

Over the past month, SCIS has hosted celebrations on each of our three campuses highlighting the diverse national make-up of our learning community. The United Nations International Day of Peace and UN Day provide students, parents, and faculty the opportunity to wear traditional attire from their home country. Though these are single-day events, they are colorful reminders of one of the most unique strengths behind our outstanding community of schools... Diversity.

Since 1996, families from nearly every corner of the Earth have enrolled at SCIS. This school year alone, SCIS has students from over 60 countries. When these students return home after school, they could be speaking any one of the 40 plus languages and dialects our families communicate in. Outside of the United Nations itself, it would be difficult to find this diverse a community interacting daily.

Both UN Day and the International Day of Peace make for some wonderful photographs as they are a colorful reminder of where we all come from. However, what is even more telling, is that this diverse population learns, plays, and grows together in a caring and accepting environment daily. Our work within the IB framework builds off the strength diversity brings to a learning community through the concept of International Mindedness. International Mindedness is valuing and understanding different cultures while recognizing that diversity brings with it strength in exposure to different perspectives.

Our SCIS faculty place International Mindedness at the forefront of our work as they consider the multi-lingual backgrounds and intercultural understanding of our students when planning, teaching and assessing units of work. Students

then are better supported to have an opportunity to share their ideas in diverse SCIS classrooms, which boast an average of 5 nationalities. With this diversity, SCIS provides our students with the chance to create global understanding, gain intercultural communication skills, and enhance additional language acquisition. This all occurs within a shared context that stresses the importance of respecting one another's cultural backgrounds, traditions, values, and beliefs.

In valuing the strength that our diverse population brings to our community, SCIS works to ensure our diversity can be maintained. We promote this through admissions initiatives, inviting mother tongue language programs onto campuses, and by working directly with consulates and companies. SCIS is also committed to representing this diversity within our faculty and staff. Currently, there are teachers, administrators and support staff members from nearly fourteen nationalities. This further supports the student experience of learning within a multi-cultural, multi-ethnic, and multi-lingual environment.

It is an exceptional experience to be a part of a diverse center for learning. While the International Day of Peace and UN Day may only come around once a year, SCIS celebrates our diversity daily both inside and outside the classroom. Please join our celebration of community throughout the pages of this edition of our *Communitas* magazine as we share stories and images that highlight the diversity of our incredible learning community at SCIS.

Sincerely,

Daniel D. Eschtruth

Director of Schools

Shanghai Community International School

communitas

NOV. 2019

Editor: Mikael Masson

Art Director: Mun Yee Choo

Designer: Alles Zheng

Do you have a story to tell, a project to share, or art to be displayed? Let *Communitas* be a platform for your voice.

Communitas is about community and we rely on contributions from the SCIS community.

Should you have any commentary, observations, wish to submit articles, or inquire as to ways to collaborate, feel free to send all inquiries or correspondence to the *Communitas* editor via email at mmasson@scis-china.org.

Communitas is published six times per year for the SCIS community, our friends, and the larger Shanghai community.

We are social! Feel free to visit us on the web at www.scis-china.org and follow us!



Individuals & Societies: Exploring the Human Experience.

The Individuals & Societies (I&S) department strives to enhance the understanding and knowledge of the human experience for its students. The dedicated team members of the I&S achieve this goal by creating lessons that examine the wide variety of ways people and communities around the world seek to improve the culture, economies, environments, and rights of the people.

SCIS students experience their lives both individually and collectively. Each have their own lives and stories, and they belong to various groups that reflect their interests and beliefs. Understanding the historical context of their experiences allows them to appreciate the work and sacrifice of those that have come before them. They also will be prepared to work towards a better future of increased opportunities in sustainable communities.

The Middle Years Programme (MYP) and the Diploma Programme (DP) allow students to explore all manner of human experiences that may interest them. MYPs run from 5th to 10th grade and allow students to explore and understand connections through

concept- and skills-based lessons. These lessons allow students to direct their learning. They are encouraged to create knowledge that transcends traditional notions of culture, identity, and place; making connections between the lives of individuals and the historical development of societies. Students develop sound reasoning and evaluative skills and produce various projects that illustrate the synergistic relationships between culture, economics, language, politics, spirituality, entertainment, environmental awareness, social equality and many other areas of human experience.

The Diploma programs build on the knowledge students create through their experiences in MYP. DP is a rigorous program that demands increased concentration and superior preparation skills. DP classes focus on particular areas of human knowledge and allow in-depth study and understanding of how these have influenced human history and thinking. Global Politics and Psychology let students explore how people think and feel, and how they express ideas through individual interactions and collective political expression. Economics

and Business Management focus on how people have labored to improve material conditions of life with competitive economic philosophies and the intense struggles of business and commerce to provide necessities for ever-growing societies while trying to conserve and improve conditions for future generations. All the DP classes explore human culture and values, how they have evolved over the millennia, and how these will likely influence the future.

The I&S team is uniquely qualified to provide excellent lessons and learning opportunities to SCIS students. It is a highly experienced and dedicated group that hails from all corners of the world and boasts a wide variety of academic and professional achievement. The collaborative nature of the I&S teachers allows us to share varied experiences and world-views and bring them together to create exceptional lessons that are interesting, challenging and, above all, centered on student learning, achievement, and advancement.

It is an honor to lead this I&S team, and a privilege to work with so many bright, motivated students. The I&S team is committed to creating knowledgeable, caring leaders that will positively contribute to their communities now and far into the future.



By **KURT LAHEY**,
Head of Department,
and IB Individuals &
Societies Teacher at
SCIS Hongqiao

The Individual in Society

During our recent parent-teacher conferences, I was sharing with a parent what it is that we learn about in Individuals and Societies. As I went into a long-winded overview of the vast range of topics that fall under our subject's umbrella, everything from revolutions to environmentalism, geography to economics her eyes began to glaze over (every teacher knows that look). I took a step back and then stated more simply, "We teach your child what it means to be a good human." She smiled, "That doesn't sound like a very easy thing to do!"

The human experience is awash with complexity and trauma, simplicity and beauty. We can wake up one morning



in a wonderful mood, eager to conquer the day and make the world just that much better, and by the afternoon find ourselves in sheer existential dread and looking for the quickest way home to hide under the covers of that same bed we were only hours before optimistically hopping out of. By studying history, we understand and appreciate the challenges that so many of the past have experienced, years of war, famine, and tremendous pain. But we can also study and learn of those that fought against the odds and made the world a better place by their simple acts of kindness, and who knows, might have in no small way prevented a global conflict (science has recently shown that we impact others by up to four degrees of separation!). By studying current events we can live in dismayed nihilism of the state of the political or social landscape, or we can choose to become a more balanced orator of perspective and examiner of our own biased unwillingness to listen to others with opened hearts and ears.

How else can a void in humanity be bridged?

At SCIS our IB subject examines every concept under the sun. Our student-centered approach to learning sees students:

- Learning to appreciate the history, beauty, and complexity of religious systems; developing and understanding of human impacts on ecosystems while designing models of socially sustainable cities that meet UN Sustainability Goals.

- Learning about economic systems and develop their own sustainable businesses to better understand global markets and the power of conscious capitalism.
- Examining golden ages of civilizations to appreciate the complexity of human ingenuity, the connectivity of ideas, and how the fourth industrial revolution is pairing human biology and state of the art engineering, and the multicultural ethical considerations surrounding modern advancements.
- Learning about psychological processes and the relationship between genetic predispositions and sociocultural influences on human development;
- Examining conflicts, past and present and draw connections between causes and resolutions.

But most of all, the student of Individuals and Societies learns to understand and appreciate the power and responsibility of the individual in society.

Individuals and Societies is the subject of every subject. It brings the world into a perspective that allows for the critical examination of who humans are, in all their complexity, the systems they create, destroy, and rebuild again with eagerness, optimism, and hopefully, with love.



By **STEVE LAWRENCE**,
Individuals & Societies
Teacher at SCIS Pudong



Concept-Based Learning at SCIS and at Home

When your child is born, she is the center of your universe. Everything you do revolves around making your child happy, and, for the most part, all babies need is to sleep and eat. Being able to meet these needs creates a feeling of competence as a parent. Then, that feeling changes as your child grows older and you want to ensure their happiness and success. As children get older, guiding them becomes more challenging as they seem to be pulled in from so many different directions. In the move from grade 5 to grade 6, parents often worry about the new environment students now face. The child's school experience seems more fragmented somehow with different classes and subject teachers. But in the Middle Years Programme (MYP) at SCIS, this experience is not fragmented. In the move away from a content-driven classroom to conceptual understanding, we are working hard to ensure your child will achieve success post-graduation.

Concept-Driven Education

Concept-Driven education adds depth to student learning. Instead of knowing and doing, teachers design the courses, so students know, do, and understand. [1] When faculty members develop units, they identify key concepts and craft statements of Inquiry. These two

components form the basis for students' thinking throughout the unit. They require students to identify connections, think abstractly and compare and contrast big ideas. Of course, to reach that level, teachers scaffold learning for students so that they have the tools to tackle complex ideas and comprehend why what they are studying is relevant today. Students take charge of their learning by asking questions that have meaning to them.

When you ask your child about what they are studying, they often do not answer with one word. When students are discussing what they are learning, they talk about the big picture and how they relate to it. Recently I had the opportunity to be in a grade 9 Individuals and Societies class. Students were presenting infographics about multinational companies. They first researched and then shared the facts about their chosen companies, this activity was a stepping stone to learning about and engaging with the concept of global interdependence. As they shared, they began to draw connections between their companies and through their discussion, identify the strengths and weaknesses of economic interdependence. Students were able to understand the role of a multinational company in the world economy.

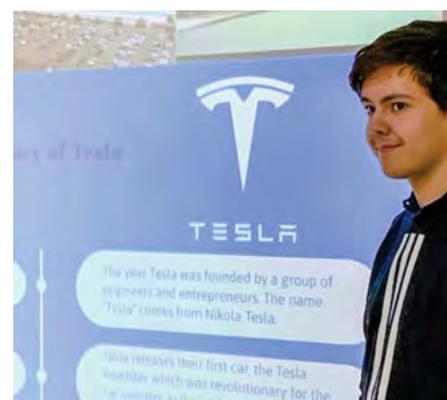
How can you encourage the same kind of learning at home? Shanghai is an excellent city for exploring interconnectedness. For younger children, focus on big-picture discussions of your daily events. Ask them to take charge of a day, planning the activities for the family. From budgeting to planning, to transportation and itinerary, allowing them to identify all of the aspects of a day will boost big-picture thinking. Encourage your older children to discuss events in the daily news from various perspectives. Urge them to share their opinion and listen to them. Encourage them to plan a meal or a week of meals around a theme which, in this multi-cultural city, can broaden their world view.

Concept driven discussions help students think about the big ideas that matter and can be key for student success in school, jobs, and life.

[1] Barnard, S. (2016) *Concept-based learning for today's students*. IB Community Blog.



By **AMY VALERIO**, Upper School Vice Principal at SCIS Hongqiao



Getting Ready for College Life

As the time approaches for young adults to leave home for university, parents are often hit with a variety of feelings: pride in their children's academic and personal growth up to that time; excitement about their bright future; and, yes, apprehension about the challenges and the unknowns of that next stage of life. Fortunately, our community's parents have many good reasons to be confident about their children's continuing success at university because of the excellent foundation the students build for themselves at SCIS. Below we've highlighted four key aspects of university life that represent opportunities and challenges for students and show how an IB education at SCIS makes our graduates ready for it all.

1. Pushing Ahead

Of course, the most important part of university education is the intellectual growth that students go through as they explore their academic focus – that is, their course or major – as well as learning opportunities outside the classroom. The IB learner profile emphasizes two characteristics that particularly matter



here: namely, that students be both **inquirers** and **thinkers**. The former refers to students who ask questions rather than just take in knowledge passively, as it is those questions that will motivate the students – and their professors – to push the boundaries of knowledge forward. And many of those questions will be inspired by the second characteristic, as being a thinker means to break down and dig into knowledge to better incorporate it into what the student already knows and to find those limits that need to be pushed.

2. Being Open-Minded

Another important characteristic of an IB learner is **open-mindedness**, which our SCIS students develop in spades. That is in large part due to the international background of our students: dozens of nationalities, cultures, religious traditions and languages mixing daily in and outside the classroom. Not only do students come to accept others from different backgrounds, but they also learn that differences and uniqueness are to be celebrated. This will prepare them well for today's university communities, which around the world are far more international than ever before.

3. Getting Involved

Beyond classroom learning and dorm room discussions, universities are communities where every other aspect of life is happening. That means sports and ways to stay healthy, artistic activities and events, cultural groups and cooking clubs, and just plain making friends and having fun. In this regard, an IB education encourages students to be both **balanced** and **risk-taking**. The first term refers to making sure that the student maintains a healthy body, mind, and spirit by balancing academic time with time to be physically active and time to enjoy life in whatever way they like best. And risk-taker here means someone

who goes outside their comfort zone in different ways: trying out for the new musical production, starting a new club, or just trying to make new friends from the moment they first arrive on campus.

4. Recognizing Challenges – and Helping Others

No matter how well-prepared students are for university, there will always be times when they struggle. That could be in a particularly difficult subject or class, or it could be in some part of their social or personal life. When those challenging times come, SCIS students should be well prepared to face them because they have learned to be **reflective** and **caring**. Here reflective means first recognizing there is an issue, then thinking through their experience to better understand the nature and cause of the challenge they are facing and consider what options they have for addressing it. And caring means understanding that others also face challenges and sometimes need help, too – help that our graduates are ready and willing to provide, even if it's just offering a sympathetic ear.

University with Less Adversity

Wherever our graduates go to continue their education, their IB education and SCIS experiences should help them to push ahead in their new classes and courses, meet others with an open mind, get involved with their community and make friends, and face the challenges that inevitably come. And we will be here, ready to cheer their successes long into the future.



By **JOSHUA BEARD**,
Upper School College
Counselor at
SCIS Hongqiao

The Ever-Evolving Nature of the Spanish Language

“Se llevaron el oro, nos dejaron el oro.”

Pablo Neruda

The word community comes from Latin *communitas* which is a term derived from Greek *koinótēs*. *Koiné* in Greek means common and, in linguistics, a *Koiné* Language refers to the result of the combination of two or more intelligible languages or dialects.

According to the 2019 Instituto Cervantes annual, 580 million people speak Spanish (7,6% of the world population) of which 483 million are native speakers. It is studied by 22 million people in over 110 countries and it is the third most common language on the internet. This ever-growing presence of the Spanish language in the world has reopened the debate among some scholars about the necessity of adopting a sort of standard Spanish or *Koiné* Spanish which would combine the linguistics variants mainly from the so-called, American Spanish and European Spanish.

However, the considerable amount of differences between these two variants makes it an almost impossible task. Focusing on the lexical variations will provide a general view of the great and rich variety of the Spanish language.

Languages are not static, they are continuously growing and adapting to different contexts. These changes might come from the same language such as the adoption of new patterns (lexical and phonological) normally based on the economy of language and socio-economic phenomena or the spontaneous creation due to cultural activities (e.g. Shakespeare invented over 1700 words in English).

They could also come from the contact and exchange with other languages. In the case of Spanish, the influence of other European languages and Arabic (around 8% of the words in Spanish come from Arabic) is noteworthy. In America, the contact with the pre-Columbian communities and the need of naming animals or food that did not exist in the European continent led to the inclusion of new words such as chocolate and tomato (from the *náhuatl xocolatl* and *tomatl* respectively), *patata* or *papa* (from the *quechua*), *maíz* (corn, from the *taíno mahís*) or *alpaca* (from the *aimara all-paca*).

After the consolidation of the Spanish brought to America by the Conquistadores, it evolved and changed over time, leading to the fragmentation and diversification of the already diverse language that we have today.

Consequences of this mix are that if you order a *tinto* you will get a glass of red wine in Spain but a cup of coffee in Colombia. If you call someone *guapo* or *guapa* in Spain you will compliment his or her physical appearance whereas in Peru, Argentina, Paraguay, Mexico or Cuba you will be praising his or her efficiency at work. However, if you want to compliment a man's physical appearance in Uruguay, Argentina or Bolivia you will call him *churro* and it is well known that in Spain *churros* are doughy desserts that usually come with chocolate!

It has been more than 500 years since the Spanish language arrived in America. Its transformation has been obvious,

and it will continue changing. Whether this evolution moves toward a more homogenous, standardized Spanish or a more varied and fragmented one is yet to be seen. Now it is time for you to explore and put your Spanish into practice with these and other words in the rich community of Spanish speakers that we have here in SCIS.

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By RAFAEL NAVAJAS,
MYP/DP Spanish
Teacher at
SCIS Hongqiao

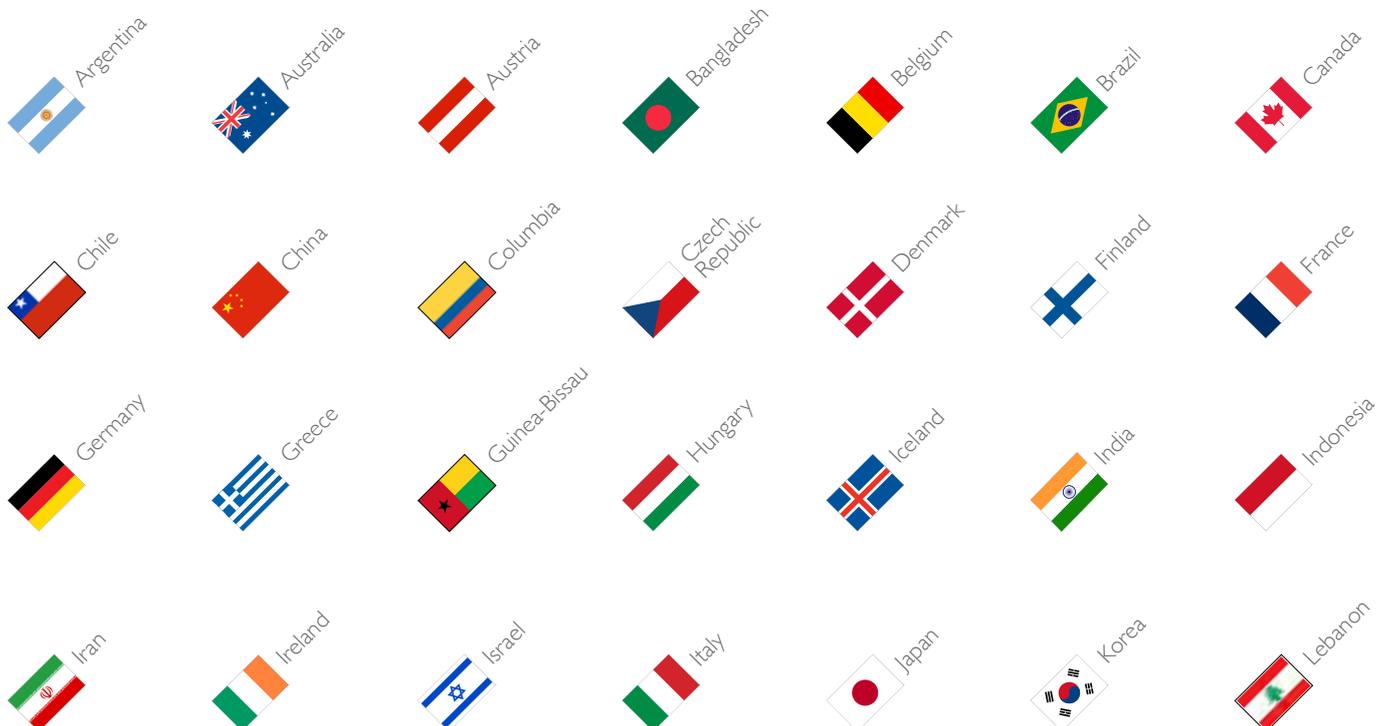
We are SCIS: One World Family

Since our humble beginnings in 1993, people from nearly every corner of the world have been a part of the Shanghai Community International School (SCIS) family. In the 2019-2020 school year alone, SCIS students and their families come from 54 countries, our teachers, staff, and administrators come from nearly fourteen nationalities, and, combined, there are more than 35 different languages and dialects with which we can communicate in.

What started out as a single campus, cozily neighboring Shanghai No.3 Girl's Middle School, with seven teachers and less than 50 students, has since grown to include three campuses across the city and over 1,700 students. While our physical locations may have changed and our numbers have grown over the years, one key element that has remained the same is the strength behind our amazing community: our diversity.



We are a community that is diverse in our backgrounds. We come from countries all over the world, speak a myriad of different languages, and have different ideas about education, life, food, and religion. On a daily basis, we are able to interact with people from a variety of cultures and are exposed to different ideas, customs and ways of doing things. While a little intimidating at times, this exposure helps us understand our differences in a personal way and reinforces our own values and beliefs while acknowledging and accepting those of others.



Celebrations such as the United Nations Day and International Day of Peace, for example, are colorful reminders of the diverse student body that we have present at each one of our three campuses. These are some special celebrations that truly showcase the uniqueness that makes up the culture at SCIS and remind us of the unique perspectives which our students, teachers, and parents bring to the community every day.

This multi-cultural and caring community means students have classmates and friends from across the globe and share a learning environment where everyone is valued as equal while still cherished as an individual. It means parents are engaged, accepted and have opportunities to take active roles in the school and in their children's education. And it means our dedicated teachers and administrators bring a breadth of international knowledge and expertise to the SCIS classrooms.

By choosing to surround ourselves with people of diverse traditions, values, and beliefs we have come to embrace our differences and recognize our commonalities. It is that very diversity that makes our community such a unique, vibrant and welcoming one, and it is why we are proud to call SCIS our second home.



By **MIKAEL MASSON PEREZ**, Marketing & Communication Officer at SCIS (Pudong Class of '08)



Chinese Culture Days at SCIS



As a Primary Years Programme (PYP) school based in Shanghai, China, Shanghai Community International School (SCIS) recognizes how important our host culture is on our campuses. In order to make a concerted effort to ensure that there is an increased presence of Chinese culture displayed throughout the school, our Early Childhood Education (ECE) students regularly participate in Chinese cultural events.

Organized and led by the ECE Mandarin team, our students engage

themselves in the country's history and multiculturalism through "Culture Experience Moments", by linking cultural qualities with the International Baccalaureate (IB)'s very own learner profiles, such as Inquirers, Knowledgeable, Open-minded, Risk-takers, and Communicators.



By SOPHIE ZENG,
Mandarin Coordinator
at SCIS Hongqiao
ECE Campus



联系 lián xì Connection

Last year the school-wide goal for the Upper School in Hongqiao was to focus on community. We did this by looking at four main pillars that led to strengthening our community as it pertains to parents, teachers and students – Cohesion, Collaboration, Celebration, and Connection.

This was a very successful initiative and we were able to meet all of our targets. As we started thinking about this, we realized that one of those pillars – Connection – was something that still had a lot of potential in terms of further development and so we have used this to frame our goals for the year.

In terms of connections we are focusing on three main areas:

1. Improving connections between teachers and students.

There is a great deal of research to suggest that empathy and strong relationships between students and teachers contribute to learning and achievement – every bit as much as teaching skills and subject knowledge. We will be working with the Institute

of Social Emotional Learning this year to do some Professional Development in this area and it will be a central focus for us throughout the year.

2. Improving connections between teachers.

We are moving towards an integration model where some of our learning specialists (Technology Integration, English as an Additional Language support, Service Learning Integration, Research, and Academic Honesty) can work directly with teachers in classrooms and in planning sessions to improve learning experiences for students.

3. Improving connections between subjects.

Following along from our successful Middle Years Programme Weeks, we will continue to develop our Interdisciplinary Units (an essential requirement of any good Middle Years Programme) from Grade 6 to Grade 10 and we will be moving towards assessing the products of these units for the first time.



As previously mentioned, there has been a lot of research around the positive influence of relationship-building, empathy, and student-teacher connection on student achievement. While it might seem obvious, prioritizing the time and energy into activities and techniques to enhance these values and behaviours is not always the norm – so often we think of all the content that must be covered, skills that must be modelled, learned and practiced, and tasks that must be prepared for, standardized, and assessed.

One such technique that has been studied and just recently published (Cook et. al., 2018) is called “Positive Greetings at the Door” or PGD. This occurs when teachers positively connect with each student via a verbal or nonverbal greeting upon their arrival into class and can also involve delivering pre-corrective statements or whole class reminders about expected behaviours, private pre-corrections with individual students who struggled with behaviour the previous day or delivering behaviour-specific praise to reinforce desired behaviours. When teachers engaged in these PDG techniques they saw diminished disruptive behaviour, and a 20% gain in AET (Academic Engaged Time) vs. colleagues in control studies with no PGD. This translates to an extra 12 minutes of on-task behaviour per instructional hour or an additional hour of engagement over a 5-hour instructional day.

As you can see, investing in these techniques, prioritizing relationships and connections, far from losing time, actually

helps create more academically engaged time and leads to improved attention, fewer behavioural issues, and improved academic achievement.

If you are interested in learning more about the power of connection and positive relationships, a great place to start is with the Harvard School of Education's “Making Caring Common Project”. You can find a treasure trove of resources, not only for educators but for parents and students.



**MAKING
CARING
COMMON
PROJECT**

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**By BARCLAY LELIEVRE, Upper
School Principal at SCIS Hongqiao**



hearts that care.

To develop
inquiring,
knowledgeable
and caring learners
who contribute positively
to their community



Connecting Music and Movement:

Family Music Night

Our SCIS Hongqiao Early Childhood Education (ECE) Campus supported positive family interactions through music and movement during the Family Music Event in September. This event, planned by members of ECE's Developing Arts & Movement Committee which includes classroom teachers and Mandarin assistants, was designed to allow families and students to come together throughout our school to explore music in a fun and engaging way! Families first partook in a joint-singing performance followed by a rhythmic performance by our parent volunteer "Junk Band". The evening then unfolded in classrooms throughout the school as teachers organized fun activities for all ages, to explore musical materials, sound, and movements.

The event began with teachers, parents, and students together in the ECE gymnasium to share a group song. This year, when celebrating United Nations International Day of Peace, our young students learned the song "Light a Candle for Peace" and sang it together as a school. On the night, families were able to share this song and its actions with their children. With help from their children, parents learned the movements representing the lyrics of the song and sang the words yearning for peace that shines around the world.

Next, parent volunteers and teachers formed a "Junk Band" led by ECE Music Teacher, Ms. Erin Babb. The group used found

and recycled materials as instruments to create a song that was shared with all those who attended the event. Materials such as water jugs, saucers, box lids, spoons, and marbles within plastic bottles were creatively used, as the group performed a song for the crowd with each material forming its line and beat within the song.

After the Junk Band's performance, families were able to explore classrooms that were arranged with individual activities and explorative materials created for families by the teachers and mandarin assistants. Parents and children were able to interact with musical instruments including drums, tambourines, and handbells. They participated in traditional Chinese dances, Guang Chang Wu (广场舞) and Hai Cao Wu (海草舞), and connected music to movement by moving to the rhythm of different music while using scarves, ribbons, parachutes, and drawing materials.

The night ended with an outdoor picnic dinner for families on the field and playground. It was a fun night for all!



By MEGAN BEER, Pre-Kindergarten
Teacher at SCIS Hongqiao ECE Campus





Java Jam



Java Jam is an event the whole school community looks forward to on the first Friday of November every year. This decade long SCIS Pudong tradition originally started as a senior project but has now evolved into a well-attended yearly student council event. The first-ever Java Jam was held on the first floor outside of the main office. Over the past nine years, it has been held in locations throughout the school, including the library and fourth-floor high school lounge. Due to the rapid growth of the event, the student council eventually assumed responsibility for it, making it a Creativity, Action and Service (CAS) experience for many students throughout the years. Two years ago, the attendance of the audience outgrew the high school lounge. As a result, it was moved to the third-floor gallery, where it has been hosted ever since.

The Java Jam planning committee steps up every year to make this event a success. This year, they worked hard to find new talents to display, as we had many staples in our community who graduated last year. Thanks to the committee, Java Jam 2019 was filled with a selection of talented, artistic individuals showcasing their skills to entertain the crowd. The Java Jam team also developed their communication skills by connecting with different members of our school community to make sure that all the furniture, sound equipment, and staging were where they needed them at the right time. It is always impressive to see how the vision comes together in the set-up process. Each member of the committee has a specific responsibility. The leadership

displayed around the room could be seen as each member ran the organization of the seating, lights, bake sale, and backstage.

It has become a tradition for senior members of the student council to host the event and entertain the crowd between acts. This year's senior hosts had the crowd laughing and were continuously complementing all the acts on how amazing they were. We had a variety of performances this year from our teacher band, "The Pudonkies", to dancers, singers, spoken word poets, rock bands, and even an electric guitar solo. The evening was crowded with students and teachers from all levels of Upper School, and even some from Lower School. We all gathered on couches, comfy chairs and bean bags from around the school to enjoy and be wowed by the incredible performances in a cozy, chill atmosphere. The goal of the committee was to create an intimate coffee house vibe so everyone could enjoy a relaxing, stress-free, event. Student Council had food for sale with everything from homemade sweets to pizza and fresh popcorn which contributed to the comfortable atmosphere.

Unique to SCIS Pudong, Java Jam remains a highlight in every student's event calendar and is known to be one of the most enjoyable and memorable events of the year.

Written by: CONNIE HEDDERSON (Student Council Advisor) and RAZ HOSSEINI (Senior Student Council Member)





Meet the Marottos

Jennifer and Johnny Marotto have been a part of the SCIS family since arriving in Shanghai in 2015. Both English as An Additional Language (EAL) teachers this year, they have been integral members of our EAL program, helping our English learning students grow. They reflect on what made them decide to give teaching a go and how they continued to do so internationally.

How did you two meet?

Jenni: Well, we used to fight a lot – literally.

Johnny: Jenni started training at the same Brazilian Jiu-Jitsu school as me when we met. During her first few weeks of training she walked up to me and asked me if I wanted to roll (“roll” is a word we use for sparring) I said I was tired and resting. She called me a wimp and said for as long as I’d been doing jiu-jitsu, I should be able to handle one more round with a “new chick” even if I was tired.

Jenni: And, then he proceeded to tie me up like a pretzel and tap me out – repeatedly and relentlessly.

Johnny: I may have tapped her out ten times or so in a few minutes. The last time I had her in a triangle choke and before she tapped out, she gurgled, “Is that all you got?” I’ve always been a big fan of talking trash, so we became good friends after that. We were friends for a long time before we started dating.

Did you both always want to pursue a career in education?

Jenni: No, not originally for either of us. I sort of happened upon working with children at first. I was in college and needed a part-time job and there was an opening for an after-school program. I had refereed kids’ basketball games and such so I gave it a shot. I had a great mentor and it turned out I connected well with kids. I thought I wanted to go into the medical field, but when I left that job and started working in a hospital, I kept missing the kids. That’s when I knew I wanted to make the switch.

Johnny: I always said I would never become a teacher because I wanted to be different. My father, my brother, and my two sisters were all teachers. Instead, I went to school to study criminal justice and worked as a guard in a jail. I had aspirations of becoming a US Marshal. I wasn’t ever satisfied with working in the jail, and one day I had an epiphany. I met an inmate that was about 35 years old and he couldn’t read or write. When he showed me a letter that he was trying to write to a judge, it was obvious he couldn’t write a complete sentence. Of course, I couldn’t give him any legal advice – I was only allowed to proof-read for errors, but it dawned on me that this guy didn’t have the education or the ability to communicate effectively. I felt really bad for him. We both grew up in basically the same area, so I was shocked that something like this could happen. I realized though, that sadly for him, it was already kind of too late. He wasn’t a kid anymore. He was already incarcerated, and he didn’t have a support system. I realized then that especially with my personality, I’d be able to more effectively contribute positively to my community by becoming a teacher.

It was when Jenni and I were friends and talking about things that she helped me make the jump into education with a great district she was working with back home.

How did you decide to give international teaching a go?

Johnny: I didn’t want to at first. On our Honeymoon, we went to the Bahamas, and it was my first time out of the

country. It was beautiful, exciting and different. We got the travel bug after that and the best way for a teacher to travel is to work abroad.

Jenni: I started looking into it and when we found a great option in Vietnam, I didn't ask him to say "Yes," I told him "Just don't say no." After a while, the excitement settled down. We had a few serious chats and decided to take the leap.

What is the major difference between teaching internationally and back home?

Johnny: Living abroad is completely different, but I don't feel like teaching abroad is that drastic of a change. The most noticeable difference for me in my first year abroad was not having to give state standardized testing and just focusing all year on my main job; teaching. The second thing I noticed was that almost all of your friends are people from work. I always had good relationships with my coworkers in the US, but I rarely socialized with them outside of school. And I never socialized with my supervisors. Abroad, it's different. It's a much smaller community for expats.

How did you end up at SCIS?

Johnny: Jenni did it. We had several options. We wanted a city we'd be comfortable starting a family in and with good healthcare options. Also, I wanted dumplings and bubble soccer... so Shanghai was the obvious choice.

Jenni: We have yet to play bubble soccer...but one day. We also knew we wanted a school that was a good fit for us, in a city we'd want to stay in for a while. I'm a big believer in following your gut, and when we started talking to people at SCIS I could feel it that we'd found the right place. We knew it'd be a place we could grow professionally as teachers, help grow the students and community, and we've done just that. I'm proud of how far our EAL department has come, how awesome our students are doing, and how we've grown professionally.

Favorite thing about teaching students from diverse backgrounds?

Jenni: We get to learn about all sorts of

things from the students and hear about how things are in many of the beautiful countries in the world.

And what about teaching at SCIS?

Johnny: I love how there are always events going on and the comradery with staff. We stay so busy that the school year just flies by.

You were not always EAL teachers, how did you transition into this field?

Johnny: I've always worked at schools in Texas and abroad with English Learners, so it comes naturally to me. It's very rewarding to be able to sit down with a few students and give them all of your attention. You can see them grow right in front of you. I get to do that all day long with all different types of students.

You currently teach in the same classroom, how is that going? Is this your first time sharing a classroom?

Johnny: It's nice because we have very similar teaching styles and have similar needs for the room. We tend to agree on lots of things about the layout of the class and we share what we did each day with each other.

Jenni: So far, we only argue about the beanbags in the room. He despises them, I love them...you may have noticed they're still in the room, so I think I've won for now...although one mysteriously broke last week.

Your family has doubled in size since moving here, how has it been raising a family in Shanghai?

Johnny: Doubled?! We'll be outnumbered when our third child is born in February! It's amazing. I'm so grateful for our family, the ECE and living so close to work. With our kids, there's never a dull moment.

Where can we find you outside of the classroom?

Johnny: That's easy. You have three choices:

1. At home pretending to be an airplane or alligator with our children

Jenni: Or more recently building caves and forts in our living room.

2. At the doctor for one reason or another.

Jenni: The doctors are like our weekend friends.

3. In the Upper School Gym lifting weights

Jenni: Don't forget the field! When the weather and air are good, the soccer field and playground are like our backyard.

What's next?

Jenni: We'll be here for a bit; it's a good fit. After all, we still haven't played bubble soccer yet. But when it's time, the next post will be home for a while in Texas.

Johnny: We want our kids to have roots in the United States and grow up with family around.

Jenni: Plus, we miss the Texas T-bones, fire pits, sweet tea, bluebonnets, and having all the space we want for gardening.



Interview by MIKAEL MASSON PEREZ, Marketing & Communication Officer at SCIS (Pudong Class of '08)



Meet the Brekes and Bulla Cavanagh families



Two of our longest-standing Argentinian families at our SCIS Pudong campus, the Brekes, and Bulla Cavanagh families have been with us since 2011 and 2013, respectively. Graciela and Fernando Brekes joined SCIS in 2011 when their son, Federico started pre-kindergarten. Their daughter, Valentina, then followed in 2013. Meanwhile, Juliana and Alejandro Bulla Cavanagh, along with their daughter Allegra, joined SCIS in 2013. After a wonderful journey with us, both families will be moving back to their home country of Argentina.

Where in Argentina are you from?

Juliana and Alejandro: We are from a small town (approximately 100,000 inhabitants) in the middle of the countryside in Argentina. The name of the city is Venado Tuerto (One-eyed deer, great name!). The province's name is Santa Fe. Geographically, we are in the middle of the famous Pampa Argentina.

Graciela and Fernando: We used to live in a small city which is also in Santa Fe province, which is 350 kilometers from Buenos Aires.

Where is "home" for everyone?

Graciela and Fernando: Home for everyone is for sure in Argentina, we were always thinking of coming back,

we have our whole family there and are excited to spend more time with them.

Juliana and Alejandro: Home is China, of course, Shanghai. We've been living here for nine years, and Allegra was also born here.

How did your international adventure start? And how did you end up in Shanghai?

Graciela: My husband started to travel to China in 2008 for business working for an Argentinian company. Later in 2010, considering the business was getting bigger, the company asked us to come to China. We had no doubt about making the move, we thought it would be a great experience for us individually as well as a

family. Now, almost nine years later and we have no regrets about our decision.

Juliana and Alejandro: We were living in Venado Tuerto and the Car Parts company my husband, Ale, worked for offered us the chance to come here, to start a new company for them. We said yes without any doubt. Ale traveled a lot to China and several other countries during those years, me, on the contrary, never went abroad in my life and I was three months pregnant. The idea of living here was exhilarating!

What has been your favorite thing about living in Shanghai?

Graciela and Fernando: Everything here in Shanghai is great and we discover new things almost every day. But I think the most important and enrichment experience is constantly interacting with people from around the world, knowing about their cultures and other ways of thinking.

Juliana and Alejandro: Then, during the Chinese New Year holidays, spending

the festivity among Chinese friends in their hometown was a great experience. We have also traveled through South East Asia, meeting amazing people, seeing the world differently. All these experiences that broaden your mind and change you forever.

What about SCIS, what have been your fondest memories?

Graciela and Fernando: We arrived at SCIS when our son Federico was four years old, he started pre-K, so we have a lot of memories in the school, but I think the most significant is from the UN day, when everyone is representing their home countries and also right after, when we share typical dishes from around the world.

Juliana and Alejandro: The school is amazing; it is like a home when the kids are not home. I guess that the memory I will treasure forever is seeing Allegra at a very small age, showing me proudly each room of "her" school. She has had great times there, she started in Nursery, she loves her school, her teachers and the people in it.

How do you cope with the nomadic aspect of living internationally?

Graciela and Fernando: At the beginning, it was a little hard when we arrived. The communication was a little more complicated, now we can stay in constant communication with our family and friends, I think that was the hardest part.

Juliana and Alejandro: It is a little stressful, but once you start enjoying it, it is great! You learn a lot, most of all, how to solve things quickly when you forget something behind. Anyway, after nine years of traveling, I still forget Allegra's passport sometimes! I've learned to start heading for the airport four hours before each flight, just in case!

What has been the biggest challenge for you living in Shanghai?

Graciela and Fernando: I think the most challenging part is missing some important dates in our country, such as birthdays, religious holidays, graduations, etc.

Juliana and Alejandro: Here if you want to communicate and you don't know any word in Chinese, people will always find a way, they are very nice. For Ale, the

biggest challenge was the never-ending working hours, perhaps: being 11 hours ahead from Argentina, all phone calls took place when we were going to sleep. For me, I can say staying away from my friends and family, although we are lucky to have had them visit us several times in Shanghai.

Any recommendations for families that are new to China and the expatriate life?

Graciela and Fernando: Without a doubt, we recommend new families to simply enjoy life in this amazing city. Time flies here and we will miss a lot of things.

Juliana and Alejandro: Enjoy the ride! Try to know the local customs to understand better the cultural differences. Travel a lot! We still have many places we'd like to see in China, and I hope we can come back in the future to do so.



Interview by DAVID MAZER, School Community Relations Officer at SCIS Pudong



Climbing for Hope

安香林 拉夫
g An h n i c

WEST SHANGHAI

CLIMB FOR HOPE
未来

HOPE 5th
2019.10.19

喜垂直 全场MVP

ICAL CHARITY R
将捐献给上海儿童医学中心
伴

JING AN KERRY CENTRE
静安嘉里中心

SERVICORP VOSS
party from within





Madhav Chander, grade six student at SCIS Hongqiao along with his father Sumeet, competed in a Vertical charity run last month, both finishing in podium positions. I sat down with Madhav to hear all about his achievement at the charity event.

Congratulations on finishing second overall during the Vertical Charity Run, how did it feel to end up in the top three?

It felt amazing to have ended up second! This completely surpassed my expectations, which were just to go there and have fun, maybe make the top 20.

Walk us through the event, how many floors did you run up in total and what was your final time?

I woke up early that morning because the event started early. There were about 300 people there. In the building, there were sixty floors, and the event started on the third floor. This is equivalent to about a hundred floors in my building because residential buildings have lower floors than offices. I ran all the way up and was done in around twelve minutes, my dad was twenty seconds behind me!

Incredible, what were your expectations coming into this event?

My expectations were to go there, climb to the top, place in the top twenty and have fun while doing it.

Is this your first time participating in a charity run event? Do you see yourself continuing to participate in these types of events in the future?

This was not only my first time participating in a charity run, but it was also my first time in an official stair climbing event. I am definitely going there again next year, to have fun, break my record, and try to get first place.

Why did you decide to take part in this charity?

I decided to participate in this particular event because I love stair climbing and I love helping people, and an opportunity like this was too good to pass.

Would you recommend others to participate in similar events?

I would definitely recommend others to participate in events like this, mainly because you get to have fun and help people at the same time, which is great for everyone. The vibe there was great... sporty and enthusiastic and we all got to have breakfast at the Shangri-La after the race was over!

Can we expect a stair running club in SCIS any time soon?

It's a great idea! Who knows...maybe if we have enough people who want to do this, we can start up a SCIS stair climbing club!



*Interview by MIKAEL
MASSON PEREZ, Marketing
& Communication Officer at
SCIS (Pudong Class of '08)*



Volleyball Season



Hongqiao Varsity Boys Volleyball

Coach: Justin Corvers

Captains: Evan Grady (G12) and Oscar Huang (G12)

The SCIS DI Boys Volleyball team had another successful season! We worked hard in practices and competitions to improve our skills, teamwork, and consistency. The boys showed amazing character, growth, and sportsmanship both on and off the court throughout the season. We finished our regular season in 1st place in the West. We moved to a cross-river SISAC tournament where we took home the 3rd place trophy. ACAMIS this year was held at Kaohsiung American School in Taiwan. We battled hard through sore muscles and injuries all weekend and captured our second consecutive championship after a thrilling 3 set win over KAS in the finals!

Hongqiao Varsity Girls Volleyball

Coach: Melissa Kirwin

Quick reflexes, hard swings, and learning to cope with loss were big learning concepts this season for the Girl's DI Volleyball team. Gaining only three new players, who were already skilled players, meant kicking off the season by building muscle and refining our skills, helping to push us into full gear early on. It was easy for the girls to gel and trust one another on the court as most are good friends and a silly Friday practice at a trampoline park added to the cohesive relationships. The season games were kicked off with a friendly Dragon Cup tournament allowing for good competition and learning the teams' weaknesses and strengths. Building upon knowledge, learning new drills, and pushing to be stronger athletes helped the girls to a 6-1 in-season record on the west side, only losing to SAS Puxi. We were confident in our team and ready to take on SISAC in the Cup division.

The day was long and hard-fought to pull 6th place against tough teams in the West. A couple of weeks of focused practice on hitting, improving reflexes at the net and digging balls, we headed to Kaohsiung, Taiwan for the final ACAMIS tournament. The girls' worked as a team, cheered each other on and came out 2nd in pool play, beating YCIS, AISHK, DCHK, and AISHK. The final play started with a tough, well-played game against DCHK with SCIS coming out with an unfortunate loss. Struggling to get over one of the few losses of the season and the realization we were out of the 1st place running, AISHK took the W on our last game pushing us to 4th overall.

No one enjoys falling hard, especially at the end of an amazing season, but it teaches us how to dig in, pull our heads out and find the strength in ourselves to keep going. We reflect on our strategy, our choices, our plays, and vow to be better next year. With most girls returning for a 2nd or 3rd season in 2020, this team will rise again, and the breath of the Dragon will be felt upon all the land.

Hongqiao Junior Varsity Boys Volleyball

Coaches: Christopher Kim, Kirk Thomas

Captains: Kerem Samataci (G9), Yu-Hsuan (Morris) Huang (G9)

This is my first year at SCIS and my first-time coaching volleyball. Thankfully, I had the help of assistant coach Kirk Thomas, my captains, Kerem and Morris, and a good group of players to work with. We had an athletic mix of players ranging from grade 9 all the way to grade 11, and everybody worked hard to bring their best to the team. They learned quickly and played well in regular-season games, even if the results did not always go our way.

In the SISAC Plate tournament hosted by NAIS, we overcame some injuries to a couple of players as well as general nervousness about being in the final to take second place. We lost in two very close sets in the final to a very tough SSIS-Suzhou team. Overall, it was a good season that went better than expected, and I hope that the players had as much fun as Coach Thomas and I did.

Hongqiao Junior Varsity Girls Volleyball

Coach: Leah Brownell

Captain: Huai-Yin (Ingrid) Yao,

Co-Captain: Daisy Yeh

The JV girls had an almost perfect season this year, losing only one semi-final match at the SISAC Cup tournament. Over the months of training the girls all improved tremendously over a very short period of time. The West Division 1st place honor was due to their consistent focus on communication, passing and serving skills on the court. The highlights of the season were how the girls worked together as a team, always supporting each other at all times as well as the 3rd place finish at SISAC. It was a very successful and exciting season for everyone, and we are all already looking forward to next year.

Pudong Varsity Boys Volleyball

Coach: Joshua Vanta

The Varsity Boys, with fresh faces and not a lot of experience, came into the season eager to develop in hopes of a year full of growth and improvement. Players and coaches alike focused on "getting better every day", consistently using game and practice experiences to build from during the course of the season. Highlights of the

season included a competitive outing at CISS for their Phoenix Friday at the end of our SISAC season, and a Semifinal appearance that went to the 3rd set in Nanjing for our ACAMIS tournament. Points away from a Finals appearance, this year's group has taken tremendous strides developing and setting a positive example for our boy's program that we hope to continue with our returning players leading into next season.

Pudong Varsity Girls Volleyball

Coach: Victor Caban

After winning their first-ever SISAC East regular-season championship last school year, and adding an ACAMIS championship as well, the Pudong Varsity girls came back ready for more. Despite losing a starter to graduation and another starter to a family move away from Shanghai, the returning four starters were back for their fourth year together and welcomed two new starting players who were ready to contribute, and two new 9th graders ready to learn and take on their new roles.

The regular season saw the girls flying high, but admittedly, met their match against a tough Concordia team. After finishing the season with a 5-1 record, the girls managed to reach the first-ever girls SISAC DI Cup Final in school history. After SISAC, it was time to look forward to defending their ACAMIS Orange Division championship. With intense focus and exciting gameplay, the girls dominated the tournament by not dropping a set on their way to their second consecutive championship, and their 3rd in the 4 years.

Stay tuned for more next year.

Pudong Junior Varsity Boys Volleyball

Coach: Jill Sculerati

Captain: Garrett Dublado (G I I)

The JV boys worked hard all season, with the addition of several new players and several players moving up from last year's Middle School team. They made steady improvement in their serve, serve-receive and passing skills. They demonstrated great sportsmanship and teamwork, being loud in their support of each other. They finished the season with their best level of play, taking all of their opponents in the SISAC tournament to third sets.

Pudong Junior Varsity Girls Volleyball

Coach: RiAnn Caban

The Pudong JV girls' volleyball season was filled with energy and growth. This team, predominantly 9th graders, except for one 7th grader, came to practice every day with energy, motivation, determination, and willingness to learn and improve.

As the season moved forward, each game proved to be a true testament to their growth, getting better with each one. Their final game, in the SISAC tournament, was their best-played game and a tremendous way to wrap up the season, showing all of their hard work, determination, and effort. It is exciting to think about next year's season when reflecting on all the growth made during this one.



Deconstructing an Artist's Craft

Having a visiting author is not just about hearing the words read aloud from the book or getting an autograph or visiting the theatre for a presentation. It is about engaging with the work and craft of that individual. Visiting artist and author Bryn Barnard not only presented to Middle Years Programmes (MYP) year groups about his fascinating art and non-fiction, but he also engaged with small groups in more interactive sessions. He worked with students in areas many do not expect when they hear the words "visiting author."

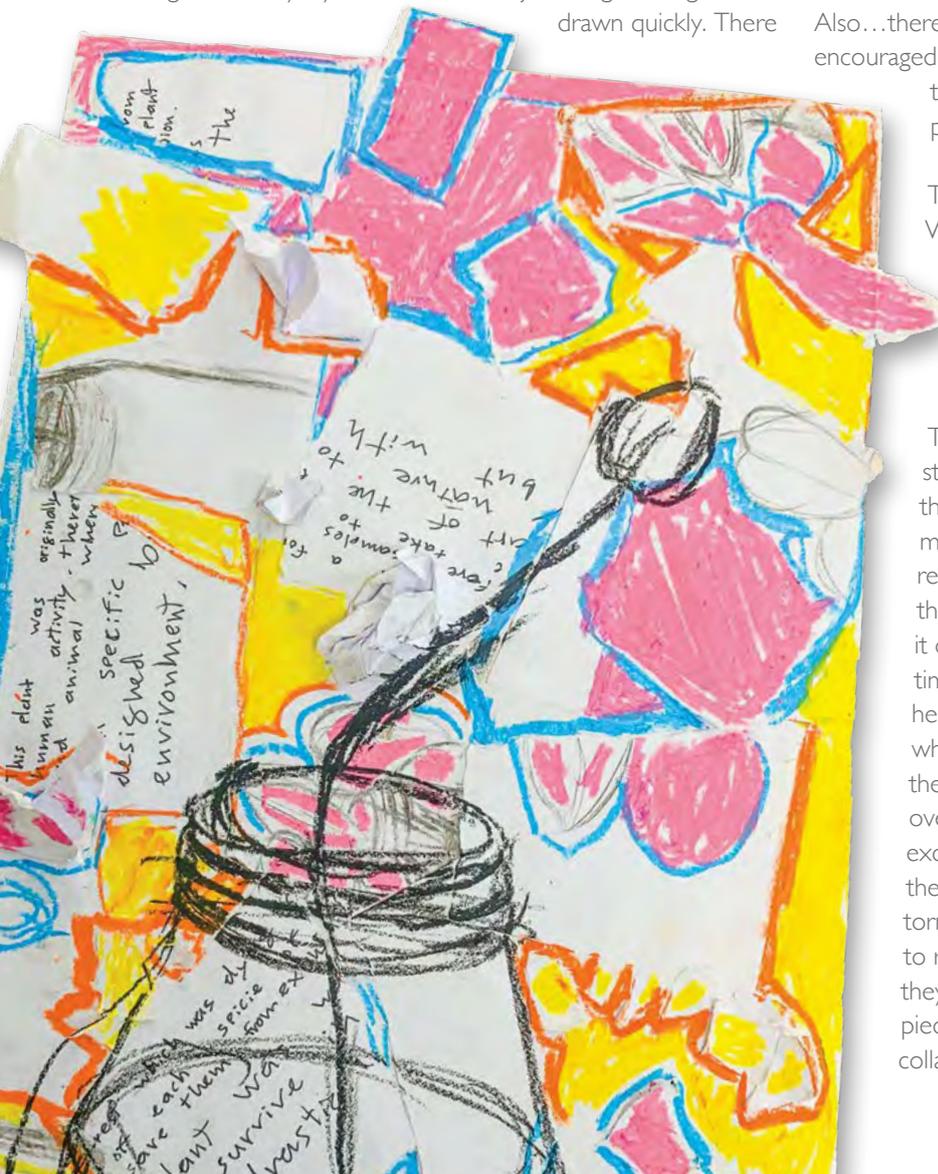
It was sort of a mystery going into the "Creativity Confidential" session planned for MYP Visual Arts students. Mr. Barnard asked me to gather everyday objects large enough to be drawn quickly. There

needed to be enough objects for each set of partners to have one. I went on a quick scavenger hunt during lunch for some items: bananas, soap dispensers, a plant in a glass jar, a tea kettle, a ball of yarn, tape dispensers, and an empty Tabasco bottle. Students were provided with oil pastels, charcoal for sketching, black markers, glue sticks, and some A3 and A4 paper.

Mr. Barnard told me that the first step would be for student-pairs to work together to draw and write about their object. One partner was to fill an entire A4 page with a drawing of the object, using only the charcoal to sketch. The other partner was to write enough to fill another A4 page with text. Students were hesitant at first, slow to start, especially with the writing. Also...there was a 5-minute time limit for the first round. We encouraged students to write with larger text and to use mother tongues to write - Korean, Italian, French - just fill the page! We started to see the pages fill.

This was as far in the process as I had been told. When I asked Mr. Barnard during set up what the next steps would be, he just gave me a sly smile and told me it would be a surprise. All I needed to know was that students would be passing their work.

Then, came step two. Mr. Barnard told groups to stack both pages, writing and drawing, and then tear them into pieces. The response in the room was a mix of disbelief and laughter. Tear them to pieces? I remember thinking that it was a good thing he had them pass the work first, as some students might find it difficult to tear up something, they had taken the time, however brief, to create. There was a definite hesitation in the room, and Mr. Barnard modeled what he wanted students to do. Some groups kept the pieces large and organized. One group got a little overly ambitious and ended up with confetti. In the excitement of the moment, some students had missed the next step in the process, which was to glue the torn pieces down onto the A3 paper. They were not to reconstruct the images or text like a puzzle; instead, they were to create something like a collage of the pieces, combining both image and text into one; a collage of form and words.





Next, students outlined the negative space between the edges of the glued pieces with a couple of pastel colors. Another 5 minutes passed. The next step was to color in those outlined negative spaces using some sort of complementary or contrasting color scheme. 5 minutes. Finally, students were told to find their originals for the final step in the process. This was a little more complicated than anticipated; the work had been completely transformed from what it once was. We scrambled for a couple of minutes to sort the work, and then students completed the final step. The partner who had done the writing at the beginning was asked to redraw the original image in bold, black lines over the entire page of work. The partner who had done the original drawing was to title the piece, also in bold lines using the pastels.

As I watched this entire process unfold, I couldn't imagine that anything the students produced through such a process would resemble anything more than a mass of torn paper and glue akin to something they had likely done during their preschool years. I was surprised to discover this wasn't nearly the case. While I cannot claim that their work was something that showed the meticulousness of the time and care that they typically put into their long-term projects, there was an essence of something beautiful in what they created. Mr. Barnard and I talked about this. He told me that one hurdle that many artists face as they enter a more professional world is the attachment they have to their work. Many artists feel solitary ownership over their creations. But creating for publication or commercial purposes isn't a solitary exercise. An artist has to be ready to have their work torn to pieces and reconstructed in ways that they often cannot control. Life lessons from a professional - artist and writer.

The work created during the session with Mr. Barnard is on display in the HQ Upper School Library.



By **ASHLEY SIMMONS**, Upper School Librarian at SCIS Hongqiao



Presentation to grade 6

Constructing Process



Book Recommendations for All Ages

Ashley Simmons, Upper School Librarian at SCIS Hongqiao



Dry

By Neal Shusterman

Ages: 12+

Imagine going to turn on the water faucet only to have nothing happen. This is exactly the scenario faced by the characters in *Dry*. Written in alternating perspectives, this dystopian book set in the near future follows the events of the California “tap-out” as everyone grapples with surviving when the water runs out all over the state. Readers will be on the edge of their seats as the events unfold thanks to the author’s often fast-paced style of writing. Shusterman creates a story that is close to the reality that climate change threatens to produce, making the reading experience even more intense. Grab yourself a bottle of water and check out *Dry*, now available in the Upper School Library.

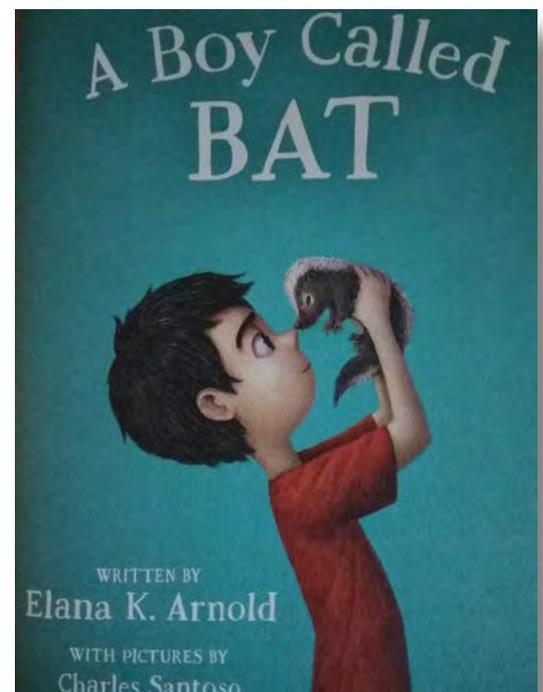
Daniel Zimmerman, Lower School Librarian at SCIS Hongqiao

A Boy Called Bat

By Elana K. Arnold

Ages: 8–12

Bixby Alexander Tam finds it difficult to pick up on social cues. He is constantly bickering with his sister Janie, who seems to delight in pushing his buttons. At school, he finds loud noises so hard to deal with that his teacher allows him to wear earmuffs when he feels overwhelmed. When he gets frustrated, he flaps his arms wildly and, consequently, is known to everyone as Bat. One day, Bat’s mother brings home an orphaned skunk kit. Bat falls deeply in love with the kit and desperately wants to raise it as a pet. His mother doesn’t quite think that this is a good idea. Bat is forced to ask himself if you badly want something, how far outside of your comfort zone are you willing to go to get it?



Joshua Balli, ECE Librarian at SCIS Hongqiao

All Are Welcome

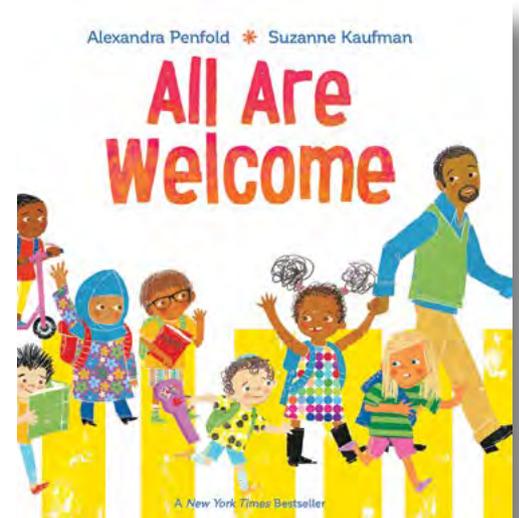
By Alexandra Penfold

Ages: 4–8

Last year when I was asked to find a book that was relatable to Peace Day, I looked online for some ideas. I found that there has never been a time with more varied options celebrating diversity in children's books. One book, in particular, stood out as a clear choice, however, and that was *All Are Welcome* by Alexandra Penfold.

The basic theme of the book is that the world is a big place, with different kinds of people and we should celebrate this. The book talks about how there are different kinds of food, clothes, beliefs, and traditions. It is told in simple rhyme and the repeating chorus of the story is both fun and easy to remember. The thing I liked most about the book is that it celebrates all people. It simply celebrates all different types of personalities in a fun and easy to read way.

For slightly older children, the book has some nice opportunities for open questions and talking points. For example, at the end of the book, there are various flags pictured hanging from the school gym. Children may have fun trying to identify if their countries' flag is there as well as a few others. We have this book in the library and is a great teaching tool when teaching about diversity.



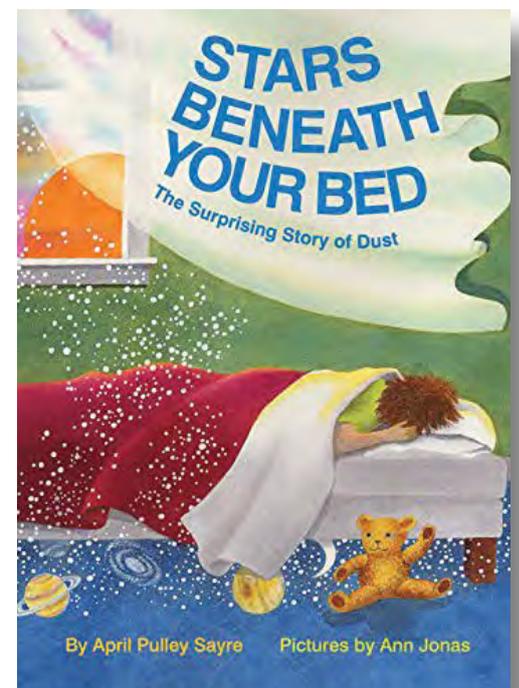
Emily Williams, Librarian at SCIS Pudong

Stars Beneath Your Bed: The Surprising Story of Dust

By April Pulley Sayre

Ages: 4–10

Ever wonder about the dust underneath your bed? Author April Pulley Sayre offers many insights in *Stars Beneath Your Bed: The Surprising Story of Dust*. The informative and inspirational text and lovely pictures by Ann Jonas highlight the many ways dust is a part of the history of everything around us. Maybe you knew that dust makes the color of the sunset. But did you know that dust from the Sahara falls down on the Amazon rain forest and helps plants grow? Did you know that dust is needed to create rain? This book explains how and illustrates all the ways that the dust all around you is interesting, necessary and often beautiful.



Celebrating our Nations

at the 2019 International Food Fair

One of the most anticipated events of the year, the 2019 International Food Fair (IFF) took place on Saturday, October 2019. This rich and diverse festival is a community favorite that features traditional dishes from around the world, showcasing the uniqueness of SCIS's international culture.

IFF is SCIS Hongqiao Parents and Friends Association (PAFA)'s biggest fundraising of the year. The annual fair is a celebration of world cuisine, culture, and community. Country booths are decorated to reflect the flavors of our participating countries, and student performers share ethnic songs and dance routines. It is an opportunity to share the things that make us each unique - and those that bring us together as one.

World Cuisine and Fun for all

Food options were far and wide as we were able to enjoy delicacies from around the globe. A few dishes of note included:

Anzac Biscuits (New Zealand) – Traditional cookies of golden-brown color made of oats, coconut, syrup, flour, soda, and butter. Historically, these were sent to soldiers fighting in Gallipoli during WWI.

Kung Pao Chicken (Greater China) – Famous Chinese dish consisting of tender, marinated chicken pieces, lip-tingling spices, and crisp roasted peanuts.

Munakasrulla (Finland) – Delicious omelet rolls filled with stuffing made of cheese, herbs, meats and fresh vegetables.

In addition to the food, country representative of India and the Netherlands went above and beyond by including special activities next to their booths. India included *Henna* painting while the Netherlands showcased three different traditional games: *Sjoelen*, *Spijkerpoepen*, and *Grabbelton*.

A brand-new addition this year saw the cafeteria turned into a Games Zone with plenty of fun games such as balloon blaster, inflatable hoop, table soccer, mini-golf, trampoline, and yoyo fishing. Of these games, "Do-It-Yourself Slime-making" was one of the most popular with kids lining up for up to 30 mins to have a turn!

IFF by the Numbers

- In all, 18 countries and regional booths were represented at this year's IFF.





- Over 2,800 fairgoers were in attendance.
- Our country and regional ambassadors, as well as countless parent volunteers, worked hard at the booths, ensuring that every detail was looked after.
- Many gifts were donated by our generous sponsors, amounting to 41 raffle prizes with a total value exceeding RMB 170,000.
- There were seven lovely student performances held throughout the day, and over 130 upper school students signed up to volunteer their time at different booths.
- At the day's end, over RMB 182,000 was raised. As PAFA's main fundraising events, the funds raised at IFF will go towards enrichment and extracurricular activities for all our students from nursery to grade 12.

Country Ambassadors

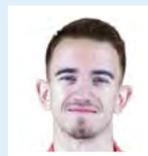
None of this would have been made possible without the effort and dedication of our country ambassadors and parent volunteers. The passion and enthusiasm of these individuals truly made a difference in the success of IFF.

"I love the diversity and creativity about how PAFA planned this IFF and I was super amazed at some countries' decorations, like Germany and SEA. Most importantly, the wonderful friendship established between all country ambassadors during IFF was my favorite thing out of everything." – Tina Zhang, Australia/New Zealand Country Ambassador.

"IFF was fantastic, there is no better way to learn about China's diverse culture and characteristics than savoring Chinese local dishes. By promoting Chinese foods, I hope more people come to appreciate the local culture." – Kaylin He, Greater China Country Ambassador.

"Since my children have been in many international schools this was one very important event held in all schools. We enjoyed this event as it lets us know the different cuisines and makes us aware of what is expected in a particular country. IFF is a good platform for one to interact with other people and it makes one feel proud to share one's traditions and culture. It's also a way to give support to the community we live in as in India we say- 'Vasudev Kutumbkam' one world family." - Sumitra Kaul, India Country Ambassador

IFF was a truly successful event that brought together a great exchange of culture through food, music, and entertainment for the whole community. Most importantly, it was a celebration of what makes SCIS such a unique place of learning - our international and diverse community.



Interview by MIKAEL
MASSON PEREZ, Marketing
& Communication Officer at
SCIS (Pudong Class of '08)

PAFA NEWS

SCIS has parent organizations called the Parents and Friends Association (PAFA) on each campus. PAFA serves as a way that parents can communicate ideas for the betterment of the school to the administration and Board. SCIS is proud of the high level of parent participation in their schools and value their partnership with the parent community.

PAFA conducts various activities, from community events to charity fundraisers to volunteer support for teachers and students. Each campus has a PAFA board who works closely with each campus' administrations to plan events that help to make SCIS Campuses a unique experience for families, faculty, and students alike. We are always welcoming new members!

For more information about PAFA, please contact us at:

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