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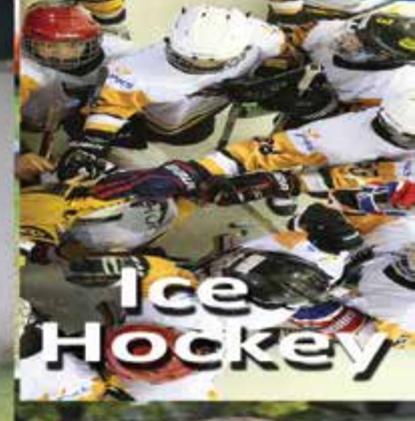
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TABLE OF CONTENTS

Features

P. 4 // [Director of Schools' Letter](#)

P. 5-8 // [IB Corner](#)
Honoring Traditions, Honoring Heritage
Our Lifelong Learning Educators

University Applications: Debunking Four
Common Myths and Misconceptions
Cultivating Curiosity at the ECE

P. 10 // [Language Acquisition](#)
Student-Centered Non-Fiction Writing
Strategies for English Language Learners

P. 11 // [Favorite Spot in the City](#)
Show Me the Cache!

P. 12-14 // [Community Feature](#)
SCIS Celebrates the Chinese New Year of
the Pig Together!

P. 32-34 // [Sports Recap](#)
Dragons Stand Tall On and Off the Court

P. 35-36 // [Art Gallery](#)



Community

P. 15-17 // [PAFA](#)
Heart to Heart Winter Donation Drive

P. 24-25 // [Family Spotlight](#)
Meet the Crandalls

P. 26-27 // [Student Spotlight](#)
Meet Grade Three Figure Skater Virtuoso:
Krystal Zhu

P. 28-29 // [Teacher Spotlight](#)
Meet Molly Myers, Grade One Teacher at
SCIS Pudong

P. 30-31 // [Alumni Spotlight](#)
Ann Kim (Hongqiao Class of 2018)

P. 37-38 // [Partner](#)
Childhood Infections Cheat Sheet
Creating the Best Food Experience at Home



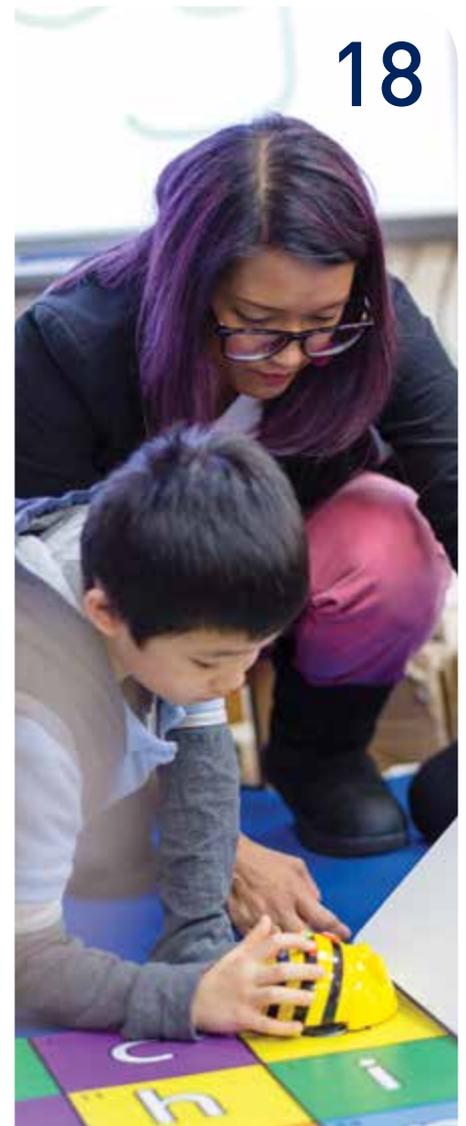
Campus Highlights

P. 18-19 // [Hongqiao ECE Campus Highlight](#)
Using Technology the Right Way At ECE

P. 20-21 // [Hongqiao Campus Highlight](#)
The Hour of Code

P. 22-23 // [Pudong Campus Highlight](#)
A Weekend with Kath Murdoch – Inspirational
Professional Development for SCIS Pudong
and Hongqiao Campuses

Cover Photo Credit: Bebe Jacobs





Dear SCIS Community,

Xīn nián kuài lè and welcome to the Year of the Pig. For the past month, these words could be heard throughout the school hallways as our entire community celebrated the Spring Festival and the lunar new year. The coming of the Year of the Pig was also cause for students at SCIS to learn more about China and the country's long and rich history. New Year's decorations adorned our entrances, doorways, hallways, and classrooms as our students, teachers, and parents, led by an enthusiastic team of Mandarin teachers, focused the learning lens on Chinese traditions, song, and dance just prior to the Spring Festival holiday. Our school sets high standards for our engagement with our host country's culture, history, and language.

As a community, we support our students in developing a stronger sense of not only themselves and their own unique identity, but a strong sense of awareness toward other people, customs, and cultures. In doing so, we will be supporting our children in being capable members of what is bound to be a globally interconnected future. We look forward to working with our entire community in furthering our efforts to give students unique and memorable opportunities to explore and learn the host country language and culture, as well as the other 60+ cultures that make up our diverse student population.

We know that our students are consistently given the opportunity to experience China within and beyond the walls of our schools; and we believe strongly that our students are developing interpersonal, intercultural and social responsibility skills that will help them as young leaders of the future.

On the pages that follow, I invite you to explore and learn more about our host country and join in on the celebration of China's culture, language, and history.

And, on behalf of the SCIS team, I would like to wish you all happiness, success, and prosperity in the Year of the Pig 2019. 恭喜发财，新年快乐！(Gōng xǐ fā cái Xīn nián kuài lè!)

Sincerely,

Daniel D. Eschtruth
Director of Schools
Shanghai Community International School

communitas

FEB/MAR 2019

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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!





Honoring Honoring *Traditions, Heritage*

How do we highlight an understanding of our host culture in our classrooms? We might investigate various traditions and then take part in them, such as during the Chinese New Year celebrations. We may venture on exciting outings in Shanghai to visit museums, galleries, and restaurants. We of course travel on our "China Go!" trips each year to immerse ourselves. And in English Language and Literature, we honor Chinese heritage when we study various texts by Chinese authors. Chinese in English, you ask? Why yes! The English Language and Literature course, both at the Middle Years Programme (MYP) and Diploma Programme (DP) level, includes reading texts in translation including memoirs, novels, and personal essays.

Ji-li Jiang's memoir, *Red Scarf Girl*, is the current text in Grade Eight English Language and Literature, which is one half of an interdisciplinary unit (IDU) with Humanities. English teacher Mike Nicholaides along with Humanities and English teacher Michael Steele crafted the IDU's statement of inquiry: "An audience's desire for a better life influences how

they respond to power and authority." Nicholaides says the way *Red Scarf Girl* connects to living in our host country is "representing a perspective of a host citizen at the time of the cultural revolution," and Steele adds, "looking at both the personal expression and the historical perspective will help students have a more complete and deeper understanding of this challenging time in Chinese history."

Other challenging times in Chinese history include migrating to new lands, and Amy Tan captures this in *The Joy Luck Club*, one of the novel choices in the literature circle unit in Grade Ten English Language and Literature where the statement of inquiry reads, "our own identities and relationships with others shapes our perspective of humanity." Students see this in four main characters of *The Joy Luck Club* when what binds the characters together is playing mahjong, eating Chinese food, and sharing family memories of China in their new home of San Francisco. This ultimately invites empathy and sympathy from the students as they recognize this shared identity

of Chinese heritage because whether they're Chinese or not, they do have a connection to elements of the text; in their literature circle journals, I ask students to write freely about these connections before moving into more analytical tasks.

Amy Tan also makes an appearance in DP English Language and Literature in Part I of the course, Language in a Cultural Context, where students read her personal essay "Mother Tongue." Here, Tan writes about the various "Englishes" that she uses, namely the English reserved for academics and the English she speaks with her mother, an immigrant from China. With my colleague, Samantha Riddle, we invite students to write about the various "Englishes" they use, and this turns into a lively discussion about all languages used, when and where, with whom and for what, and inevitably includes their use of Mandarin, whether it's their mother tongue or not.

Regardless of your own mother tongue, perhaps you can now add a few titles to your reading list and join the English Language and Literature department at SCIS-Pudong as we honor Chinese heritage and traditions.



By **BROOKE BOLDON**,
DP/MYP English
Language & Literature
and Theory of Knowledge
Teacher at SCIS Pudong

University Applications: Debunking Four Common Myths and Misconceptions

Full of senior year is one of the busiest, most stressful and, at the same time, one of the most exciting times in the life of a high school student. With IB and university application deadlines looming, students are faced with the seemingly impossible task of maintaining a delicate balance between rigorous academics, extracurriculars, and a fulfilling social life, while making important decisions about their future. At a busy time like this, students often turn to their older siblings, friends and the internet for advice regarding university applications. Speaking to others about their experiences can be an excellent way to gather first-hand information, but it can also perpetuate myths and misconceptions about the university selection and application process. Having the correct and accurate information early on can greatly reduce the stress of university applications and help students have a more enjoyable experience during their senior year of high school.

Here are a few common myths about applying to universities, which I have encountered over nearly a decade of assisting students and parents with this important task.



Myth 1: University admissions decisions are based solely on grades and/or test scores.

Universities around the world evaluate applications holistically, taking into account grades, standardized test scores, predicted IB marks, the rigor of the high school program, extracurricular activities, evidence of leadership and initiative to extend one's learning beyond the classroom. While there are a few countries where universities make their decisions primarily based on grades and entrance exam scores, this is not the case in the U.S., Canada, U.K, Netherlands, Australia, Hong Kong, Japan, and most universities in Korea. Academic achievement, as measured by high school grades and standardized test scores, is an important part of the application, but it's not the only criterion that universities use to decide whether or not to offer someone a place.



Myth 2: No one reads the application essay; this is not an important part of the application.

Universities in most countries around the world ask applicants to write an essay. In some countries (e.g. the U.S.), this is called simply the '(college) essay', but sometimes it is known as the 'personal statement' (U.K, Hong Kong), 'motivation letter' (Netherlands) or 'personal profile' (Canada). This task sets the tone for the rest of the application; it allows applicants to introduce themselves to the admissions team in their own words, to convey their personality and their passion, and demonstrate why they are a good fit for a particular university or field of study. It also gives applicants the opportunity to show that they are able to communicate effectively and eloquently in writing, which is an essential skill for all university students, regardless of their major or field of study. The essay can make or break the application; therefore, it is highly advisable to dedicate time to it, ask for help and feedback and write many drafts and versions of the essay in order to produce a piece of writing that represents the student well.



Myth 3: Only well-known or elite universities will lead to job opportunities.

Many of our students choose to attend university in a country that is different from their parents' country of origin. This is not surprising; SCIS students tend to feel at home when they learn alongside peers from all over the world, and many choose to extend their international education journey by attending university in a new country. Understandably, parents want to ensure that their children get the best possible education, and when the time comes to select a university, many families tend to gravitate towards a handful of well-known institutions that have widely recognizable names. While the excellent reputation enjoyed by these universities is often well-deserved, focusing only on a small number of institutions can be limiting. Fortunately, there is a vast number of universities that offer excellent, internationally recognized and reputable programs. The difference between universities is not so much in the quality

of education but in the types of learning communities which they foster. Some universities are large and bustling, others are small and give each student a lot of individual attention. Some universities emphasize the in-depth study of a single discipline while others encourage students to examine contemporary issues using multidisciplinary lenses. There isn't a single type of university that is universally good or bad. Each approach is a good fit for certain students and not others. Finding a university that is the right fit allows the student to learn in an environment that matches his or her unique learning style and personality, which maximizes the chances of a successful university experience. This, in turn, will lead to increased opportunities for employment and further study. A few years ago, Princeton University researchers, Stacy Dale and Alan B. Kreuger, completed a longitudinal study that compared the earnings of graduates from elite universities in the U.S. and those who were accepted to elite universities but chose to attend less prestigious institutions and found no difference in annual earnings between these two groups of graduates.



Myth 4: It is not possible for international students to receive scholarships.

I have also encountered the opposite version of this myth, which claims that it is easy for academically strong international students to receive full scholarships. Both of these claims are wrong, and the actual cost of higher education and the availability of scholarships varies greatly, depending on many factors. In the United States and Canada, where the cost of higher education is quite high, international students can be eligible for many merit-based scholarships. The majority of these scholarships cover only a portion of tuition or living expenses. To maximize scholarship opportunities, it is advisable that students consider universities which are located farther away from major urban centers, as well as those that typically admit students whose average marks and standardized test scores are slightly lower than the applicant's. This strategy greatly increases the chances of obtaining a substantial or even a full scholarship. Scholarships

for international students who wish to study in Europe are extremely limited. However, European universities have lower tuition fees, to begin with, and most bachelor's degree programs are three years long instead of four (which is typical in North America), which significantly affects the overall price of higher education. In addition to offering world-class education, in many cases taught fully in English, universities in Asia (namely Hong Kong and Japan) are very generous with their scholarship programs designed to attract international students. Depending on individual choices and goals, quality higher education can be very costly or quite affordable, which is why it is important for families to discuss finances early and openly.

There are many other myths and misconceptions that pertain to universities in specific regions of the world or to certain fields of study. With so many choices and the world at their fingertips, it is not surprising that deciding where to study can seem overwhelming to our students. University counselors are a great source of the most accurate and up to date information about university opportunities around the world. It is our job to help students find universities that are a good fit and we are always eager to answer any questions that can help families to make an informed decision about the future. Please don't hesitate to reach out to us to set up an appointment to discuss your plans and goals. We would be happy to dispel myths and empower you to select the right university, with the right information, for the right reasons.



By MAJA KELLY,
Counselor at
SCIS Pudong

Cultivating Curiosity at the ECE



Shanghai Community International School (SCIS) recognizes the importance of cultivating curiosity within our learning communities. Curiosity drives inquiry and is the foundation of the teaching practice within the Primary Years Programme at SCIS. Visitors to an early years classroom will see students full of wonder exploring their environment.

Classroom environments are carefully planned to ensure that students have intentional opportunities to explore the world around them. In looking around classrooms you will notice the careful placement of furniture and materials that invite students to explore and direct their own learning throughout the day. Materials are selected to provide students with opportunities to use them in a way that piques their curiosity. Seashells could be used for digging sand, sorting, creating patterns or counting. A basket of sticks could be used for building, counting, creating letters or serving as a magic wand or musical instrument during dramatic play. These carefully curated materials provide numerous intentional learning opportunities for children especially when coupled with a skilled inquiry teacher.

To further support teachers' understanding of ways in which curiosity can be supported, we welcomed

education consultant, Kath Murdoch, to spend time with teachers and administrators specifically on the topic of cultivating curiosity. Many ideas were shared with teachers to promote curiosity and inquiry in the classroom. These ideas can easily be adapted for caregivers who are seeking ways in which to support their child's curiosity. Here are a few suggestions adapted from those teachers use in the classroom:

- Model curiosity: Stop and wonder at the flower growing in your garden or ask questions about the design or purpose of a familiar object.
- Plants and animals provide numerous opportunities for cultivating curiosity. Don't have time for pets? A trip to the zoo or aquarium will offer similar opportunities for wonder, as will books or photographs of wildlife. Some websites stream videos from animal habitats. An online search will yield many possibilities. Panda cam might be a good place to start. <https://nationalzoo.si.edu/webcams/panda-cam>
- If your child is curious about something, provide the time and resources for him to find the answer rather than just providing it. A trip to the library or the natural history museum encourages your child to satisfy his curiosity through inquiry.

- Old appliances offer opportunities for children to take things apart and explore how these objects work. Just make sure they are appropriate to the age of your child and that there are no small parts that may be swallowed.
- Allow your child to explore intriguing objects. That souvenir you bought from your last visit to Bali or a box of unworn jewelry might capture your child's curiosity. Where is it from? What material is made from? Are there others like it?
- Sounds from a white noise machine or music may provoke curiosity in your child. How does this music make you feel? How can you move your body to the rhythm of the sounds you hear?
- Older children can keep a wonder or curiosity journal where they take note of things that interest them. Ideas about how and where to find answers to these curiosities could be noted as well, supporting actionable inquiry.

Curiosity is characterized by the joy of discovery and the motivation to seek answers to the unknown. A challenge for teachers is keeping the spirit of curiosity alive as children move throughout their education. We invite families to share in our mission to sustain a child's curiosity well into adulthood. For additional information about how children learn through play and inquiry, we invite you to visit your child's classroom and meet with his or her teacher.



By **HEATHER KNIGHT**,
Vice Principal at SCIS
Hongqiao ECE Campus

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Student-Centered Non-Fiction Writing Strategies for English Language Learners

Writing is difficult. It requires sustained focus, practice, and diligence. The challenges of writing can feel especially daunting when a child attempts to write a report or non-fiction essay in a language in which they are not yet fluent. Below are three tips for teachers to help empower English Language Learners (ELLs) to produce their best writing.

Tip 1

Before they write, I encourage ELLs to brainstorm topics that interest them. Passion for a subject is the fuel that propels students to carry on with a writing assignment even when they find the process difficult. Often students will have trouble identifying a topic or say they don't know enough about a single topic to write a report or essay. In these instances, I like to point out student interests or successes I've noticed: "you like to check out books about dinosaurs during our library visits—I bet you know a lot about dinosaurs," or "I heard you scored two goals in yesterday's football game; football might be a great topic

to write about!" Another individualized brainstorming approach I've found effective is to have parents and children discuss and identify writing topics at home in their mother-tongue. ELLs can ask parents to generate a list of five to ten topics based on their child's unique interests and experiences. Students can bring these lists back to school and use them as an idea springboard for writing.

Tip 2

Once a student has a topic, I like to help him or her generate an individualized writing map. Recently, I was working with a Grade One ELL student who was having some trouble getting started on his informative writing assignment about basketball. Working together, he and I established what the focus of each page would be. He decided that page one would focus on the different player positions, page two would detail the uniform and shoes, page three would describe the court, etc. At the bottom of each page, I wrote one word that would remind him what that page was about. The student also drew a small picture at

the top of each page to help him visualize what he was trying to describe. Once he had the framework for his writing, he was able to go back and begin filling in the pages with information.

Tip 3

Finally, during the editing phase, encourage ELL students to focus on one area of growth such as punctuation, spelling, or sentence structure. Trying to fix too much at once often overwhelms students and discourages further writing. Highlight the successful elements of the essay and offer a single tip or suggestion for how to improve the writing.

Writing is difficult, but by giving ELLs structured writing frameworks for their individualized interests, the process can be fun, constructive, and rewarding.



By **JARED LAWRENCE**,
English as an Additional
Language Teacher at
SCIS Hongqiao



Show Me the Cache!

Who knew there were so many geocaches hidden around Shanghai? I sure didn't. To be honest, I thought geocaching hit its peak around a decade ago and disappeared along with the handheld Garmin GPS. But when my sister visited during Golden Week, there were only two things she insisted we do, go geocaching and eat dim sum. So, we grabbed our phones, opened the geocaching app, and headed out to explore Shanghai and discover hidden caches I didn't know existed.

If you're not familiar with geocaching, it's the world's largest high-tech treasure hunt which gets you outdoors and using your phone's GPS receiver. Participants navigate to a specific set of GPS coordinates and then attempt to find the geocache (container or object) hidden at that location. According to www.geocaching.com,

you can get started in just three easy steps.

1. Create an account

Create an account online or through the Geocaching® app to view a map of geocaches near you.

2. Find a geocache

Use the app to navigate to a geocache nearby. Don't forget to bring a pen!

3. Share your experience

Once you find the geocache, sign and date the logbook. Place the geocache back where you found it and log your experience online.

So, what exactly is a cache? Many of the caches we found in Shanghai were magnetic micro caches measuring approximately 14mm tall by 11mm in



diameter, often hidden under benches, railings, and downspouts. Inside the cache, you will find a paper scroll to log your name and date. Some other caches we found were small waterproof containers and metal tins. Know that some caches are easier to find than others and difficulty ratings and clues can be found on the geocaching app.

Do you need more reasons to get out and go geocaching? Well, here you go. It's fun to discover that there are hidden caches in some of the most popular spots, including the Bund, Jing'an Sculpture Park, Century Park, and Xiantandi. Geocaching can also bring you to interesting places that you might never explore otherwise. For example, did you know that there's a beautiful park and Martyrs Cemetery beside the Longhua Temple? For those folks living in Shimao Towers or near Bitian Sports Park in Jinqiao, there are caches right in your neighborhood! Geocaching is free fun and exercise for the whole family, and builds perseverance, curiosity, balance, and thinking skills, just to name a few of the IB attributes and attitudes!

What are you waiting for? Download a geocaching app and head outside for some adventure, exercise, and physical and mental challenges today.



By **TIFFANY JOHNSON**,
Grade Three Teacher at
SCIS Pudong

SCIS Celebrates the Chinese New Year of the Pig Together!

Chinese new year, also known as the Spring Festival or 春节 (chūnjié), marks the end of the winter and the beginning of spring and what it brings: honoring household, prosperity, and new beginnings. Most importantly, it is a time of celebration and family reunions as China plays host to the largest human migration in the world with family members traveling to rural villages to be back home just in time for New Year's Eve dinner with their loved ones.

Despite the cool weather, celebrations at SCIS were warm and plentiful throughout our campuses. Our community came together to honor the traditions of our host nation, China, through performances, cultural activities, and crafts.

Kicking off the celebrations was our Hongqiao ECE Campus, which held a day packed with fun, hands-on activities, for the whole family to enjoy. Alternating

between classrooms, our youngest of learners tried their hands at dumpling and glutinous rice balls making, pieced together lanterns and lucky red envelopes, learned traditional handkerchief dancing, and so much more. The day ended with choreographed assemblies from Pre-kindergarten and Kindergarten classes.

Festivities first took place in the auditorium at our Hongqiao Main campus, as lower school students were treated to acrobatics and martial arts spectacle. The whole school then came together on the field to witness a dazzling dragon and lion dance. For the rest of the afternoon, the lower school gym was transformed into a cultural carnival where, according to lower school mandarin teacher, Vivan Wang, students explored: "ten different Chinese cultural activities, such as Chinese Knot-tying, Dragon art calligraphy, traditional paper-cutting, sugar art and many more."

To wrap up the celebrations, our fantastic mandarin department at our Pudong Campus organized a wonderful Chinese New Year assembly showcasing performances from



our mandarin learners along with outside professionals, followed by a student favorite, the Temple Fair. Parent volunteers graciously helped man booths at the fair for students to play traditional Chinese games such as rubber-band skipping, shuttlecock kicking, hoops rolling, and Chinese shadow play.

"After the Christmas holiday every year, the booming Chinese New Year scene takes over!" comments Linda Zhang, lower school Mandarin teacher at SCIS Pudong, "Lanterns are hung up, the word 'Fu' is written everywhere, and festive-themed paper-cuts decorate people's windows. It is also a time where Chinese teachers explain Chinese culture to our students by telling the story of the beast 年兽 (nián shòu), the true meaning of the 12 zodiac animals, as well as the legendary story of 仓颉 (Cāngjié), the inventor of Chinese characters."

**From all of us here at SCIS,
新年快乐 (xīn nián kuài lè)!**



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







Heart to Heart

Winter Donation Drive

At the end of November, the SCIS Hongqiao Parents and Friends Association (PAFA) Executive team organized a school-wide three-day clothing and toy donation drive for our charity partner Heart to Heart Shanghai with the help of our school administrators.

On the first day, our team peeked inside Room 01 in the basement of our main Administrative building A to estimate the number of donations that came in, and to plan on how many buses we would need to bring the donations to the hospital, there was a modest amount and we predicted that we would need one single small bus. By the end of the third day when we finally accounted for all the donations that came in, we had so much donated goods and we would need three large buses to deliver everything to the hospital! We were amazed by the

generosity of our community. We quickly had to request two additional buses in order to accommodate all the donations!

This donation drive epitomizes the compassionate community that is SCIS. As we gaped at the number of donations piled up in Room 01, in many large random piles and various size bags and boxes, we knew we would need a lot of help with sorting and boxing the donated items and have them ready for transport. We quickly tapped into our SCIS communication network, i.e. the many SCIS community WeChat groups to ask for volunteers. In less than 48 hours, we had a dozen moms show up and within two hours, we sorted, taped up boxes, finished and packed over 50 large boxes!

Our head of school, Mr. E, was kind enough to arrange buses for the

volunteers and the donations. Together, we took up 4 buses. On December 4th, during the pouring rain, the school custodial staff helped put all the boxes onto the buses. However, we were worried that with a handful of mothers, it would be tough to move all the boxes to the 3rd floor of the Yodak hospital. It rained all day and the buses were parked a good distance away and would require heavy lifting. Again, we were amazed at how strong our SCIS moms were because, within a short amount of time, over 50 boxes were put in the freight elevator, then onto pushcarts and delivered to the Heart to Heart Office on the third floor of Yodak hospital.

Heart to Heart accepts donations every Tuesday morning, and when we delivered the donation boxes that rainy Tuesday morning in early December, we saw



groups of volunteers sorting the incoming donations in one room while in another room, crafty volunteers were making some gorgeous outfits for the Heart to Heart Bears that the organization sells to raise money for much-needed heart surgeries. The whole place was full of positive vibes, everyone doing what they could to help, and everyone had a good time doing it!

Given the success of the winter clothing and toy drive, PAFA will organize another drive in Spring 2019. We will also organize volunteer groups to help with donation sorting, sewing bear outfits, and other activities in the assembly room and the hospital playroom. Aside from raising money to help much-needed heart impaired children (due to the individual family's financial constraints), volunteers of Heart to Heart can also travel to rural villages and orphanages to deliver donations.

Stay tuned to the PAFA Connect or feel free to get in touch with any PAFA member for more opportunities to help Heart to Heart.



*By CAROLYNE PANG and BEBE JACOBS,
SCIS Parents and PAFA Events Team*



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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Using TECHNOLOGY the **Right Way** at **Early Childhood Education**

Seeing how technology is becoming more readily available and accessible for kids these days, setting appropriate educational guidelines and expectations is as important as ever to ensure the best learning outcomes for our young learners. To help define how we ensure technology is used in the right way at SCIS, here are the answers to five key questions concerning technology's role in Early Childhood Education (ECE):

1. How does SCIS view the role of technology in ECE?

SCIS believes in the use of technology when learning can be enhanced. We don't believe in using technology for technology's sake. However, we realize that with the prominent role that technology is playing in our everyday life, it can be a very powerful tool. However, the tool is only as good as the person using it. We spend time teaching students how to use the tools

so that they can become independent and creative users. At the Hongqiao ECE Campus, we are aware that children are at a stage of development where socialization is an important learning curve. We want to make sure we focus on the human interactions first, before deciding when and where technology will benefit the learning.

2. What types of goals are established for integrating technology into education?

First and foremost, we want to make sure that the technology that is being introduced is purposeful. We look at the units of inquiry and see what kinds of technology might prove helpful in giving students exposure to the topic or to dig deeper into a specific subject. Another goal for our technology integration is to enhance our school to home connection. Teachers are posting student work and images from around the classroom, so



parents can get a glimpse of how students are thriving in their daily lives. Students in Kindergarten are working on independently posting their work onto digital portfolios using Seesaw. These glimpses give parents a talking point so they can ask their child at home; which builds up their speaking and listening skills as well as their memory. This also reinforces the idea that there is a connection between home and family and that teachers and parents are in constant communication.

3. How do we define developmentally appropriate technology use in ECE?

Technology in the classroom is more of an art than a science. There are no hard or fast rules but flexible guidelines and the faculty at SCIS are redefining those guidelines every day. We take what we know about child development and apply it to technology. Would we be teaching children who are three addition? No, then we wouldn't have them work on a math app. Another gauge on what is developmentally appropriate for children would be to ask if the child is just passively watching or absorbing or is the child actively engaged or interacting with the app? It's not necessarily about what kind of technology children are using, but how they are using it. Children at the ECE campus are at an age where their creativity is unlimited and if they are using technology; the technology should reflect that.



4. Things to be mindful about when exposing younger children to technology?

The biggest things to be mindful about when exposing children to technology is appropriateness and how children are interacting with the technology. Things that are appropriate for us to see does not necessarily mean that children should be seeing them. We forget sometimes when we are watching something, even though they are not actively watching it, if children are there, they are absorbing something from it. Another thing to be mindful about technology is how children are interacting with technology. Are they just passively watching the video or are they creating something on an app? Are they always a passenger, just along for the ride or are they in the driver's seat, taking charge and making decisions about what they are creating? It is always better for them to be engaged and interacting rather than passively participating.

5. How can parents play a role in the use of technology to support their child's education?

Parents play a key role in giving children the opportunity to learn and experience technology but just like everything else, moderation is key. Parents are modeling to their children how they should be using technology all the time. How parents use their technology teaches children how they should be using their technology. Do parents share their technology with each other, do they stay engaged with their surroundings or do they tune everything or everyone else out? Children might assume that's how they will need to be when they get their own technological devices. When parents model what is appropriate and when it is appropriate to use technology, children will then learn what and when to use technology.



By **BORAMY SUN**,
Technology Integration
Coordinator at SCIS
Hongqiao ECE Campus



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The Hour of



With technology changing every industry on the planet, computing knowledge has become part of a well-rounded skill set. In the United States alone, fewer than half of all schools teach computer science! Good news is, we're on our way to change this. If you heard about the Hour of Code last year, you might know it made history. 100 million students have now discovered how accessible and fun computer science can be by doing just one Hour of Code.

“The Hour of Code is designed to demystify code and show that computer science is not rocket science—anybody can learn the basics,” said Hadi Partovi, founder and CEO of Code.org. “Over 100 million students worldwide have tried an Hour of Code. The demand for relevant 21st-century computer science education crosses all borders and knows no boundaries.”

This year, at SCIS, we successfully ran the Hour of Code event both in Upper and Lower Schools. It was a great opportunity for our students to learn a little bit more about coding and how it is used in the real world. A lot of the challenges involve students dragging and dropping pieces of code in order to solve a puzzle, whilst in others you have to up your game and type in some of your own code. Whatever the challenge, coding is a great skill for our students to have, as it helps develop their problem solving and critical thinking skills, not to mention how much it can improve their resilience; have

you tried debugging code? It also has huge benefits for English as an Additional Language (EAL) learners, through its syntax, structure and vocabulary.

The Hour of Code website is open to anyone and at any time – as long as you have an internet connection. Learn more at <http://HourOfCode.com> and try an hour yourself. Beyond the Hour of Code, there are several free coding apps and websites, with varying levels of difficulty, that you can download and get your children coding, such as:

- Daisy the Dinosaur – for Kindergarten & Grade 1
- ScratchJR/Codespark Academy – for Grades 1 & 2
- Kodable - for Grades 2 & 3
- Code Combat – for Grades 4&5
- Scratch – for Grades 5-8
- Python on Codecademy – for Grades 6-12

Start your coding journey today!



By *DAVID HIGGINSON*, Technology Integration at SCIS Hongqiao



A Weekend with Kath Murdoch – Inspirational Professional Development for SCIS Pudong and Hongqiao Campuses

Jane Coles is teaching Lower School Music at SCIS Hongqiao. This is her first International School posting. Jane has taught Music in New Zealand schools for many years. Her teaching endeavours are to work within an inquiry-based approach.

Shanghai Community International School, Pudong campus, welcomed 145 teachers to their school for a full weekend of learning with internationally-acclaimed Educational Consultant, Kath Murdoch on January 19-20, 2019. In this practical workshop, we had the opportunity to clarify and deepen our understanding of what it really means to use an inquiry-based approach to teaching and learning in the classroom.

Teachers came from many schools in Shanghai, further afield in China and overseas. The group included people in leadership roles, specialist subjects, language and homeroom teachers from Early Childhood to Upper School positions.

Over these two interactive days, we examined the essential elements of inquiry and how these elements can be

'brought to life' through quality planning, use of materials, choice of teaching strategies and interactions with students. We explored the conditions that best 'set the scene' for productive inquiry learning and the way in which we can be 'inquiring teachers' throughout our classroom program as well as within the context of inquiry-based units of work.

Kath Murdoch took us through her widely-used model for planning and teaching inquiry and showed how it can be adapted to build students' understandings and interdisciplinary skills – particularly in the areas of thinking, collaboration, self-management, research, and communication. Many practical examples were shared with us and we had opportunities to meet with like-minded teachers and put together ideas to use back in our classrooms.

An Australian, Kath Murdoch has taught in many schools internationally but bases herself in Melbourne, Australia. She is the author of many books and publications, notably her 2015 book, *The Power of Inquiry*. Kath is engaging as a speaker and she had no difficulty retaining our focus and interest level for the entire weekend. She asked the participants to analyze "myself as a learner in professional learning contexts". This gave us ownership and responsibility for our learning, and we saw how important it was for us to engage our students in similar age-appropriate techniques.

Cultivating Curiosity

Kath Murdoch started the workshop with a video of Fred Rogers' song, "Did You Know It's Alright to Wonder?" It set the scene for a discussion on "cultivating curiosity" in varied ways in the school environment. Kath talked about studies (for example, the work of neurologist, Judy Willis) that have proven that fostering a curious disposition in children, leads to better long-term memory, engagement, and motivation.

We discussed ways to encourage curiosity in the classroom: "Would you rather..." questions posted in the room such as "Would you rather travel into the future or travel into the past?"; or displaying an image on the screen and asking the question, "What does it make you wonder?"

Kath encouraged us to be spontaneous, to use the unexpected moment, such as her example of the arborist chopping a damaged branch from the tree outside the classroom. Her phrase "curate for curiosity" was apt. Wonder-walls, wonder-boxes, intriguing objects, photos, artworks,



Above: Kath Murdoch (center) poses with SCIS teachers.



living things, and collections were just a few ideas that were suggested. In our handout book, Kath provided a thorough list of sites that promote curiosity.

Split Screen Learning Intentions

One learning strategy Kath repeatedly referred to was the “split screen” technique. She explained that it enabled students to put themselves in the driver’s seat for learning and it put the learning into important parallel boxes: The What and The How.

For example, Kath used the question, “What makes a story?” as an open-ended, multi-layered question. The How question was, “As collaborators, how can we come to an agreement when we are in a group?”

This became a learning experience based around inquiry principles. Our tables of participants worked with both these questions in order to make sense of the activity Kath put before us. Each group sorted a collection of images from an unfamiliar picture book into a story that could make sense. We discussed, collaborated, used sway and logic and came to conclusions to put our pictures together on the table in a way that we liked. The activity didn’t feel rushed or too slow. We were led along a familiar path of inquiry that we could follow with our students and yet there was so much rich learning involved. The book, “Wednesday” by Anne Bertier, was then finally read aloud and we all felt an affinity with the story. Kath encouraged us to then reflect

on the learning process, wrapping up a very worthwhile experience.

Throughout the workshop, we could see a repeating pattern in the way she introduced an idea, invited us to look inwards at our own degree of motivation, presented us with an activity in the form of either clips to watch, articles and blogs to read or group activities to complete and then always left space for reflection and next steps. The workshop catered to the needs of the group. Even though it was such a large group of teachers, Kath sifted through our reflections at the end of Saturday and addressed the main issues we had raised on Sunday. One issue was to do with formulating good questions so that students were more motivated to engage in inquiry.

Identifying a Compelling Question

Kath asked each table of participants to compile a list of questions around the topic “Tell me about your name” in readiness to interview someone. The tables of participants were asked to brainstorm the sort of questions that might elicit thoughtful answers. But we were also guided to see that certain ways of posing questions sometimes resulted in quite different responses. The point of this was to analyze different forms of questioning and to be able to relate that to the classroom setting.

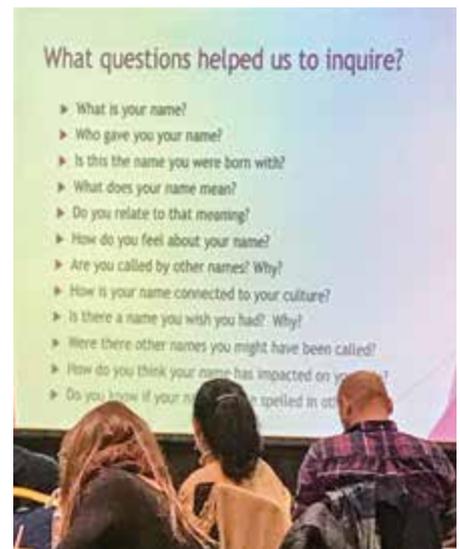
Kath has written a lot on the art of good questioning. She dedicates a chapter around the subject in her book, “The

Power of Inquiry” and at the workshop, we sorted our questions, (“Questioning the questions”) for example, Open-Closed; Google-able – least google-able; Easier to answer – harder to answer; Most important – least important. Among many suggestions, she reminded us of Bloom’s Taxonomy and Koechlin and Zwaan’s book, “Q Tasks: How to empower students to ask questions” (Pembroke, 2006).

This workshop was thoroughly engaging and enjoyable for all of us. Thank you to Pudong campus and to Chapters International for the organization behind the scenes. Huge thanks to Kath Murdoch for your inspiring, thought-provoking wisdom!



By JANE COLES, Lower School Music Teacher at SCIS Hongqiao



Meet the Crandalls



From left to right: Jack, Nathan, Terry, and Sharlene Crandall.

Can you tell us a little about yourselves? Where is the Crandall family from?

Nathan: "Our family is from Chicago Illinois, we lived there for one year..."

Jack and Sharlene: "Ha-ha, you lived there for one year!"

Sharlene: "There are four of us in the Crandall family here in China. Both kids were born in Chicago, Jack was three and Nathan was one when we moved here to Shanghai. My husband Terry comes from a big Illinois family, counting four brothers and one sister, so Jack and Nathan have eleven cousins whom we all see in the summers on vacations."

Terry: "I am originally from a small town of 2,500 people north of Chicago and Sharlene is from Roosevelt Island in New York City, the island with the tramway to Manhattan that can be seen in many Hollywood movies!"

How long have you been in China and what brought you here in the first place?

Sharlene: "We have been in Shanghai for 10 years and moved here when Terry was asked to head up the kitchens of the Peninsula hotel for the opening in 2009. We wanted to try living abroad, my husband and I had lived abroad before we had kids and we really enjoyed it so

we thought it would be nice to have that opportunity again. My husband was a Chef at the Peninsula hotel in Chicago before and so when they had an opening here in Shanghai, we jumped on the chance."

How was the transition from life in the United States to China?

Sharlene: "In 2009 Shanghai was a very different place than it is today, so I have to say it was a really tough transition at first. But we were really open-minded about it so anything that was new or different we took it in stride, it probably took us a little under a year to be fully used to life here."

Did you ever think you'd be staying in Shanghai for 10 years?

Terry: "No way!! We thought we would be only three years in Shanghai but ended up loving to live here, and a big part of it was the community feel of the school and the wonderful friendships we have made over the years."

Sharlene: "For the first four years that we lived in Shanghai, the boys were always saying that they wanted to move back home to the US, which Terry and I thought was funny because they had been living in Shanghai longer than they had ever lived in the US! I think our summers in Illinois, with family, were so much fun that they thought if they lived there it would always be like that. One day it just stopped, and they started to consider

Shanghai their home and it's been that way since. I started feeling like Shanghai was home before the boys did, I didn't expect that we'd stay 10 years but was happy that we did!"

What is your favorite thing about living in Shanghai?

Nathan: "SCIS! Also, the public transportation here is great, you can get around easily by taking the bus or the train."

Jack: "There's always something happening. You can go outside on any given day and it's never empty, there are always people out and about doing interesting things, walking to and from places, going to work..."

Sharlene: "It's a very vibrant city, and I think the boys enjoy that. In Chicago, their grandmother lives in a suburb which they also really enjoy because it has big green spaces and is quiet, but I do think they enjoy living in a city. But what we love most about Shanghai is SCIS because it plays such a big part in our lives. It's a true community, the teachers, and the friends we've made are so important and it has made our time here complete and happy. That and the convenience of living here, the delicious food and the fact that you can get everything delivered to your home, which is fabulous."

Terry: "Our friends, and the great culture."

Favorite thing about going to school at SCIS?

Jack & Nathan: We love all the friends that we've made. Although a few move away every year, we always make new ones. We also love all the activities in school, there are so many options, and everyone is always welcoming and encouraging.

Jack & Nathan, you've been very active at school, can you share with us what your favorite involvements have been?

Nathan: "Swimming probably, because I've been swimming for four years now with the team and I think I'm pretty good! I've made the swimming ACAMIS team every year since Grade Three. I've also just made the Math Quest team and will be going to ACAMIS for that in April!"

Jack: "I'm also on the swim team since Grade Two, and I've also attended all the ACAMIS competitions since Grade Three. I don't think I've ever missed a swim meet either, aside from a few international ones...I enjoy everything, I'm the co-house captain for the earth house in middle school, I'm in movie club because I like analyzing things and knowing why things are there and the meaning behind films, and I like acting in theater."

Sharlene: "Jack played Mr. Mushnik, in SCIS' "Little Shop of Horrors" and then he also was part of the acting crew in "Annie" last year, so he likes to be on stage. Both Jack and Nathan have school records on the swim team Nathan has the record for 50M Backstroke Short Course and Jack has the 100M Freestyle Long Course record! Hopefully these last for a long time!"



What advice can you share to families that are new to expat life or new to China?

Sharlene: "I think it's very important to be very open-minded when you come here because the culture is so different in so many ways, it just creates more frustration if you don't. Take it all with a grain of salt and enjoy the experience. And most importantly, learn Mandarin!"

Terry: "Don't be afraid to get out and try new things and fully experience the local culture while you are here and try to learn Mandarin."

What's next for everyone?

Terry: "We are headed to Hong Kong in June next where I have taken on a position as executive chef at a new hotel in central. We will miss many things in Shanghai but none more than our beautiful friends many of whom we met at SCIS and also the SCIS swim team and the great community feeling of the school."

Sharlene: "We're in the process of finding a new school and although we are excited about a new adventure, we are really sad about leaving SCIS. The boys and I are going to miss this school, it's been such a big part of our lives. I remember when Jack was going to pre-school at SCIS at the Hongqiao campus when there was no ECE, we've been here a really long time and we're going to miss the whole community. Hopefully, we can find a school in Hong Kong with the same Dragon spirit that we have here!"

Thanks everyone, good luck in your next adventure and remember that once a dragon, always a dragon!



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



Meet Grade Three Figure Skater Virtuoso:

*Krystal
Zhu*

Ms. Gibson at SCIS Hongqiao main campus took some time to interview one of her students, Krystal Zhu who just recently completed training with the China Figure Skating Association. Ms. Gibson sat down to talk with Krystal about her experience in ice skating.

2

PRELIMINARY
FREE SKATING

2018



Krystal competing during the Orange County Open Championship in August 2018. She went on to reach 2nd place overall.



Krystal with Evgeni Plushenko, a four-time Olympic medalist and three-time World champion.

What is your favorite thing to do at school besides recess?

My favorite thing to do at school is the Unit of Inquiry. I liked the unit about Social Media.

What about outside of school?

Ice skating, basketball, and baseball. I sometimes play baseball with my cousin.

How long have you been ice skating?

I started when I was four and a half and now, I'm eight and a half, so four years.

You started school a little bit late this year because you were at a special ice-skating camp in California. Can you tell me a little bit about that camp?

Well, it's not like your typical camp. So, during summer vacation I was in America where I have a coach there and I would skate with him every single day. He also had a wedding and I was his flower girl, I enjoyed doing that too.

It is special that you have a nice relationship with your coach – that he asked you to be a part of his wedding. He and She.

Oh. Both your coaches were married to each other?

Yeah!

I remember you telling me that they also took you to Disney. It's really nice that you have such a special bond with your coaches, especially since

you spend so much time practicing. How many hours do you practice skating when you're in America and in Shanghai?

I sometimes stay at the rink for about six hours in America. I take a break but sometimes I don't. In America, I practice for usually two hours, but sometimes two and a half. I don't practice on Thursdays because my coach doesn't teach that day.

What inspired you to start ice skating?

I started when I was living in Wuxi, China. My school in kindergarten took us on a field trip to the ice rink one day and that was the first time I skated. I was like "I love this!" and my mom said, "Ok. You can learn this." And she bought some lessons and I started to like to skate.

Do you still like it as much as you did back then?

Yes!

Are there some days that feel a little challenging?

Sometimes I get too tired and I don't really want to do it some days. Actually, I was happy about my coach having a break every Thursday because it also gives me a break.

How do you get through those days?

I just think about how my mom feels. Sometimes she gets too tired but she does things anyway and it makes me feel like I can too.

If you had to pick a Learner Profile trait that you use when you are practicing, which one you choose and why?

I actually would pick two. I'd pick Thinker and Risk-Taker. Risk-Taker because sometimes you have to try new things that the coaches teach you. And being a Thinker because you have to think about what the coaches teach you because sometimes it could be dangerous if you don't do what's right, you might fall and be hurt badly. Also, you have to think about the moves so you can get better at ice skating.

What Learner Profile traits do you think you use when you're in a competition?

I use communicator and risk-taker. Pretend I skated to Annie's It's a Hard Knock Life. And I'm skating to that. I can communicate with the judges, so they know what I'm doing. You can pretend I'm doing chores to the music and tell a story through ice skating with the music. That's how I'm being a Communicator without talking.

How do you think ice skating is similar to how we learn at SCIS?

You still have to listen to the teacher as we do at school. The learner profile traits are used. We have recess and snack break at school and we also have a break in the middle of our sessions.

If there was one piece of advice you could give to anyone who wanted to learn to do something new, what would it be?

If they have been going for a month and think they still aren't good, I'd say Don't give up and just try your best and you will get better!



Interview by JANNA GIBSON, Grade Three Teacher at SCIS Hongqiao

Meet Molly Myers

Grade One Teacher
at SCIS Pudong

Originally from Bloomington, Illinois, USA, Molly Myers started her teaching career in New York City, NY where she taught students with autism in a public school in the Bronx for 10 years before taking the leap into international education. Molly shares some insights about her experiences teaching internationally at SCIS and how she started teaching in the first place.

How long you have been at SCIS Pudong?

I joined SCIS-Pudong in 2012 and I am currently in my 7th year teaching Grade one. SCIS was my first experience teaching in an international school and I am beyond grateful for my time here.

Who do you share your life with, in Shanghai?

I live here in Shanghai with my husband Stephen and my three cats. I have



definitely earned and deserved my reputation as a cat lady. I annoy my friends and dazzle my students with the day-day hijinks of my cats: Jiao-Zi, Ziggy, and Billy Bones, all of whom were rescued here in Shanghai.

Where did you choose to settle in Shanghai? Why did you choose that area?

I actually live on the same street as the school and can see SCIS from my house and vice versa. After commuting for 10 years in NYC, the benefits of living close to work are fantastic. Although Zhoupu gets a bad reputation, I am fond of living the "local life." I primarily shop at wet markets, eat local street food, and appreciate the quiet and convenience of living away from the hustle and bustle. Plus, with mobile apps TaoBao and Ele Ma, the convenience comes to me.

Did you always want to be a teacher?

I never really considered teaching and took a roundabout way of coming into the profession. I studied Sociology at Illinois Wesleyan University and went to the Salt Institute for Documentary Studies in Portland, Maine after graduating. I was passionate about documentary photography and during the program, I made the random decision I wanted to live in NYC, even though I had never been there. I knew making documentaries would be a tough way to make a living, so I found a reason/way to move to NYC. A

friend of mine introduced me to the NYC Teaching Fellows Program, I applied and was accepted. I figured getting a free master's degree and teaching in underserved public schools would be a great way to survive in NYC; a naïve and fantastic way to change your life.

When did you realize that you wanted to be a teacher?

As an NYC Teaching Fellow, I was placed in a specialized public school with over 800 students with Autism. This experience was the most rewarding, challenging, humbling, and inspiring experience of my life. Although it was the toughest job imaginable, I woke up every day with a sense of purpose and commitment to making a difference in my students' lives. I truly felt these experiences helped me develop my passion for social justice for advocating for people with disabilities. I bonded with my co-workers and knew in my heart I was in the right place. Although I developed my expertise in teaching students with special needs, I learned a lot more about myself.

Do you see yourself in teaching for the future or would you consider other areas of education or other professions?

Teaching is a part of my identity and I know I will always be connected to the profession in some way. I am passionate about helping teachers and daydream



about starting some sort of educational consulting business or developing a professional development curriculum in the future.

What do you enjoy doing when you are not teaching?

When I am not teaching, I spend most of my time cooking, doing insanity workout videos with friends, or occasionally going to a boxing gym in Puxi. Cooking is my favorite way to procrastinate. I love making dressings, sauces, nut butters, and fermented foods like sauerkraut and kombucha. I have a trove of kitchen appliances I have amassed from departing teachers over the years and a giant recycled jar collection that borders on obsession. On more than one occasion, I have joked about my desire to leave teaching and make sauces for a living. A possible plan for retirement?

Last year, you celebrated a major achievement, can you tell us a little about it?

Last year I finally completed my dissertation and doctorate degree. I studied experienced teachers' use of video analysis for reflection, which is a topic that I am beyond passionate about. This accomplishment ended five years of spending all of my free time, weekends, and most holidays in my home office

wearing cat-hair covered sweatpants. It is something I am proud of, but also beyond relieved I am finished.

Currently, you are leading the Lower School faculty in learning about the Positive Discipline Approach. Could you tell us about some basic principles that you think have changed your teaching and the learning of your students?

In addition to rolling out this approach for the lower school teachers, I recently got certified to be a parent educator, which I am VERY excited about for our school community. Positive Discipline provides teachers and parents tools to help children communicate their feelings and cooperate to find solutions that are respectful and reasonable. It focuses on finding solutions to problems rather than bribe students with rewards or punish them for mistakes. I really think the model helps adults understand the belief behind behaviors and find ways to model compassion, communication, and encouragement so children feel capable. One of the key features of the Positive Discipline approach is class meetings (or family meetings) which have been a game-changer for my class. Every day, we meet to give compliments, solve problems, and review past agenda items. This activity takes time but has



given students important life skills to problem-solve collaboratively. I see young children incorporating these life-lessons to independently solve problems in respectful ways.

When you leave Shanghai, is there one single event of the day that you will never forget?

I cannot think of an event that I will never forget, but I will miss Jian Bings the most when I leave. It is by far my favorite Chinese food that really has no substitution in my life. If I had to pick an event, maybe it would be the time I used my birthday gift of new binoculars to find 4 disco balls in my apartment complex's giant trash pile. It was a moment of pure joy followed by an emergency disco ball rescue. So, if you ever need to borrow a semi-broken disco ball (or 4), I'm your girl.

Do you tend to take taxis, the metro or walk around town?

I do all three. I usually spend Saturday mornings walking around Zhoupu eating Chinese breakfast foods and buying roast duck. I walk to school every day, which helps me get in and out of the teaching zone. I do love to indulge in a DiDi but try to ride my bike to the metro when I go to Puxi to the boxing gym. My scooter has been in need of repair for about a year, so I guess I should consider getting the dust off and fixing it.



Interview by LAURIE LUEBBE, Community Relations Officer & Lower School Counselor at SCIS Pudong

Ann Kim

(Hongqiao Class of 2018)



As a student who completed the full International Baccalaureate Diploma Programme (IBDP), Ann Kim (Hongqiao Class of 2018) began her first semester at the University of Albany with 30 credits. She skipped freshman year and went in straight as a sophomore. Ann was back in Shanghai and stopped by to share her experience and appreciation for everything that SCIS taught her and getting a head start in life thanks to the IBDP.

Can you tell us a little about yourself?

My name is Ann and I graduated from SCIS last year, after two and a half years as a student. Originally from South Korea, I moved to Vietnam when I was in fifth grade where I attended an international school for three years before moving to Shanghai. I went to Korean school for three years before moving to SCIS, entering in the Diploma Programme (DP). I went to different countries and international schools which influenced me in not wanting to go back to my home country of Korea for University.

How was your transition from a Korean school to an international curriculum?

It was a little difficult at first because I needed time to re-adjust to an English-taught curriculum and get used to speaking English so frequently. Eventually, it all came back to me thanks to my time spent in an international environment in Vietnam. Apart from that, the International Baccalaureate (IB) Program itself was very overwhelming at first as it requires a lot of work, not only academically but also involvements

outside of school to meet the Community Action & Service (CAS) requirements such as volunteering and community service. It was all much more than I initially expected, and I really suffered a lot throughout the IB, but now that I look back studying at university, doing the IB helped me tremendously in many aspects.

Where are you now?

I'm currently attending the University at Albany, one of the SUNY schools which stands for State University of New York. Fortunately, they offered me to join Honor's college, even though I did not apply for it. I accepted the offer and am absolutely enjoying my time so far!

What is Honor's college?

Honors College is a community of students who are advanced in terms of academics and are ambitious in gaining knowledge in the classroom and beyond. We have several privileges like as being the first group of students to register for classes and to sign up for housing etc. We also have residence halls which are exclusively for honors students, in other words, those halls are reserved for honors students only. Besides, there are small classes that are only offered to honors students. Those classes usually consist of 8 to 30 students and are often about interdisciplinary topics.

Interesting. Have you decided on a major yet?

Right now, as a sophomore, I only have to declare intended majors, but I am planning to pursue a double major in Psychology and Human Development; although that

might change as I continue my studies. Human Development is a fairly new major that focuses on specific aspects of Psychology, including Peer Assistance and Leadership, Special Education, Counseling Psychology, and Educational Psychology.

How has the Diploma Programme prepared you for life at university?

I know a lot of teachers talk about this and I can tell you it's true: you really do have to write a lot of essays in college, in literally every class. As IB students, we wrote essays in all of our classes and of course, we also wrote the Extended Essay which is about 4,000 words in length. The IB program trained us well to make outlines, write thoroughly and analyze written content in a professional way, as well as properly doing citations both in MLA and APA formats. Those skills indeed helped me build a solid foundation for writing college-level essays even before going to college. That was one of the things that helped me a lot in my first semester. Then, the IB also taught me how to engage in different clubs and activities thanks to the CAS program. When you go to college you are not required to do so, but when you are an IB student you are already interested in getting involved; so, we look for these opportunities on our own.

What skills outside of academics have you acquired during your time at SCIS?

I'd like to think the most important skill I acquired is consistency. I know some of my friends who were really good at studying during the first semester of eleventh grade, but after that, they got

exhausted seeing more things coming their way, and at some point, some people just got lost; although they have always been academically strong students. So, I think it's important to just keep on doing what you were doing, and plan ahead your own schedule to stay on top of all the work that is coming your way. Like with CAS for example, you need to be doing something for a long period of time so why not choose something that you are really interested or passionate about? So being consistent for me helped me get through IB and university so far.

What are your aspirations post-university?

I don't have a specific career that I am thinking about, but it will definitely be related to psychology somehow. I'm into helping people so I've been thinking about getting into counseling or educational psychology because I really like the idea of how international schools have teachers who have the position of counselors. They always talk with students, not only about academic stuff but also about what they are going through, how they are adjusting to the school, to new friends, teachers, and subjects. I personally received a lot of help from counselors at international schools, like Mrs. Blalock, and so I want to become one of them. Or I'd like to teach students psychology, I find it to be a fascinating subject that truly connects to what is going on in our lives, what we have experienced and will experience in the future and what we can do about it.

Do you have any advice you could share to current Diploma Programme students?

For the seniors, I'm sure they are suffering a lot right now. The university application process is nerve-racking and on top of that, you have to keep working hard on finishing the IB with decent grades, with the upcoming final exams. So, I know how much stress they are experiencing right now, but you have to keep doing what you're doing. IB students don't realize how much of what they are going through will help them in the future. In the end, it really doesn't matter what grade you get because regardless of how you perform, there is so much to take away from the IB program. You learn how to study, how to plan out your schedule, how to create outlines, and how to solve problems. They will survive, they might cry and get upset but when they look back, they will be glad to have done IB. I speak from experience, having decided to take four high-level courses in psychology, physics, mathematics, and chemistry. I had two full years of hard work and sweat, but it all paid off as I received college credits and started ahead of the game!

Great advice! Lastly, what was your favorite memory from your time here at SCIS?

Tough to say, I think the whole process of going through the IB was the worst and best memory at the same time because we suffered so much and tried our best to survive, but in the end, all that hard work paid off and was so rewarding.



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

THE ALUMNI ASSOCIATION

Alumni Mission:

The SCIS Alumni Association has been established in order to foster the continued cordial relations of the SCIS community. Its goal was, and continues to be, to link alumni with the School and with each other, and to support and maintain such forged relationships. It strives to provide ample avenues and opportunities to encourage alumni to participate actively in the SCIS community.

Alumni Contact:

Mikael Masson Perez
mmasson@scis-china.org

Alumni Requirements:

1. Graduated from a SCIS Campus

OR

2. Went to school here for at least one year AND be over 18

Social Media



Facebook site:
<https://www.facebook.com/alumniSCIS/>



LinkedIn site:
<https://www.linkedin.com/groups/4757677/>

Dragons Stand Tall

On and Off the Court

SCIS Hongqiao Varsity Boys

The 2018–19 Hongqiao D1 Boys Basketball season was a resounding success. With a total of ten teams competing on the Puxi side of SISAC, the squad finished with an impressive 8 – 1 record – good for first place in the West Division. The team then traveled to Hong Kong for the ACAMIS tournament hosted by Discovery College (DC).

The Dragons followed-up their regular season success with a dominant first day at the tournament, defeating each of the three teams by double digits. After two hard-fought victories on day two, the team finished pool play with a perfect 5-0 record. The first playoff game featured a 15-point victory over last season's champions, Kaohsiung American School (KAS) and a berth in the finals against a tough DC team.

Despite a tough start, the Dragons led at halftime and held on until late in the fourth quarter, only to be undone by foul trouble and a game-tying, last second three-point shot by the home team.

Although they came up a bit short in overtime, the team showed remarkable resilience in defeat. Grade 12 players Simon Renblad, Larry Tsui, and Shane Yu guided the team to its best season in a half-decade and have established a strong basketball culture at the school.

– **Scott Simmons, Varsity Boys Coach**

"From the 2018/2019 season, I am going to remember the momentum that the team had during the ACAMIS tournament. Going into the semi-finals we were up against last year's winning team, KAS. Earlier during the day, we beat them narrowly, so the tensions were high. Nevertheless, I remember that heading into that game we all kept our heads. There was certainly an atmosphere of silent understanding among us. No negative attitudes or people getting down on each other. I believe that that attitude, perhaps more than our individual abilities as players, helped us win that game. Throughout the game, I only felt camaraderie and respect for my teammates as we secured our place in the finals."

– **Simon Renblad (Grade 12)**

"The 2019 Varsity Basketball team has seen tremendous improvement since our performance last year. Our performance this year has been consistent and maintained a strong momentum throughout the season and all the way into ACAMIS. Personally, the most memorable experience in the season had to be the Finals during ACAMIS, and this is because it was the ultimate test of our improvement from last year. The credit goes towards each member of the team but especially Gabriel Ng-Triquet, the newest addition to the D1 squad, for his extraordinary performance during the tournament. Although the result of the tournament was not ideal, the improvement compared to the previous year excites me for the performance next year. Go Dragons!"

– **Larry Tsui (Grade 12)**

"The game clock was counting down, we were leading by 5 points against Discovery College in the ACAMIS Finals. I remember our team inbounding the ball, Nathan brought the ball up and Yuta our post player got the ball at the high post. I was open in the corner outside the 3-point line and he passed the ball to me and I took the shot. That was the biggest shot I have taken in my life, and in it went! Bringing our lead to an impressive 8 points. Yet, consecutive turnovers and foul trouble led us to lose that lead in a matter of seconds, and we failed to contest a last-minute shot bringing the game into overtime. Ultimately, we lost to Discovery College in overtime and achieved 2nd place in ACAMIS. Despite the devastation and heartbreak, I felt the moment the buzzer sounded, what prevailed was a sense of pride and appreciation for the team that I was a part of and the season



we had together. We played, laughed, and cried together. We might have been runner-up at ACAMIS, but we are champions at heart!"

– Shane Yu (Grade 12)

SCIS Hongqiao Varsity Girls

This year's basketball season concluded with a strong end from our Varsity Girls team in late January! In a challenging tournament of close, nail-biting games, the girls' team brought home 2nd place in the ACAMIS tournament hosted in Hong Kong. They played as a team and showed a lot of good sportsmanship on the court. The girls had worked hard throughout the season by improving their skills, building relationships and trust between teammates, and showing commitment as a team. It has been a wonderful experience as a coach to see the girls grow from last year to this year in their skills and abilities.

– Caitlyn Connolly, Varsity Girls Coach

"This basketball season was an amazing one all-round. We started off with both returning and new players but despite that, we built such a good atmosphere and family within our team. We all progressed together and have come such a long way since the beginning of the season! Placing second at ACAMIS was an incredible achievement and I'm so grateful to have played my last basketball season with these girls!"

– Chloe Ng-Triquet (Grade 12)

"Not only has the past season allowed us to improve in basketball skills, but it



has also formed a bond between many new members of the team, and I am so grateful to be part of it. Whether it be during practice or games, always giving full effort to play basketball made the season a truly memorable experience for my senior year!"

– Chloe Yun (Grade 12)

"I was very honored to have been able to be part of the Varsity Basketball team in SCIS this year. This season has been tough, but if you don't start on top you will never make it there, you have to start strong and keep it up until the very last moment of any match. During the season I learned a lot about how you always have to be there cheering up your teammates every moment of the game because they need support, they need you to be there with them even if you are watching from the sideline. You are a team you work as a team, always have to be supportive no matter what."

– Raphaelle Miao (Grade 12)

"As we started off this season with a whole new roster, we faced many challenges that as a team we were able to overcome. Using outstanding communication, various skills, and dedication to not only the team but the sport we were able to build team chemistry, new friends and strengthen skill sets. Our season consisted of both wins and loses however, by learning from our mistakes and acting upon our strengths we were able to overcome barriers as a team and place 2nd overall

in the ACAMIS tournament. As my years at SCIS are sadly coming to an end, I am extremely grateful to end off my SCIS basketball career with such amazing teammates and an inspiring coach who allowed me to showcase my potential on and off the court and made me the individual I am today."

– Teya Athanasopoulos (Grade 12)

SCIS Pudong Varsity Boys

The final tournament is the highlight of any season but when you play in the Association of Chinese and Mongolian International School's (ACAMIS) tournament it takes on a whole new meaning. This year's boys varsity basketball team traveled to Macao in southern China where they met up with International School athletic powerhouses in the Orange Division from teams as far away as Ulaanbaatar





and Hong Kong Academy. These tournaments provide a great opportunity for students to experience high-level competition against their international school peers and an opportunity to push themselves emotionally and physically to the limits of their ability. The multi-day nature of the tournament also provides players with the opportunity to meet students from across the region. ACAMIS prides itself on combining competitive sporting events with sportsmanship and this year's tournament was no exception.

This year the SCIS-Pudong boys peaked just at the right time, playing their best basketball of the year during this

year's tournament. SCIS gave eventual champions Nanjing their toughest game of the tournament before finally finishing 4th overall. The highlight of the tournament was the dragon's 20 point win over Harrow Beijing. The boys demonstrated true growth over the course of the season and played arguably the best defense in the tournament. There were many individual and team highlights from the tournament and the season but by far the most memorable accomplishment of the season was the way the team came together and jelled as a group. Senior Tejes Rana put it best when he shared why he had such a great time at the ACAMIS tournament,

"the intensity and level of emotion was something I don't get to experience very often but it was the way we came together as a team that was the most memorable".

– Frank Volpe, Varsity Boys Coach

SCIS Pudong Varsity Girls

The 2018-2019 girls' basketball team found their identity as the season progressed. Game after game our team found a lot of joy in stopping our opponents from scoring. We developed a strong defensive mindset, which many teams found difficult to score against. We discovered the intensity we needed as individuals to help achieve success as a team.

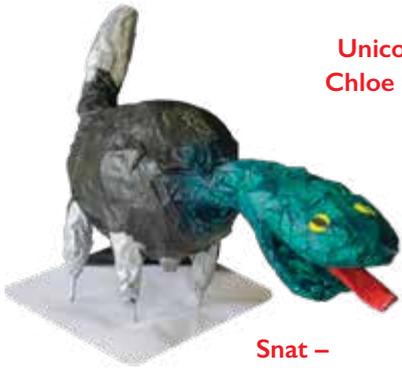
This was especially true in our ACAMIS tournament. We went undefeated during the pool play portion, and our only loss was in a very close semifinals game. Many of the teams we played against commented on how tough it was to score against us. Looking ahead to next year, our team is eager to build off our 3rd place finish in ACAMIS.

– Ethan Schultz, Varsity Girls Coach

"This basketball season was great for our team. We really started putting things together and working as a team. In the end, we came back with Third Place and a great foundation for next season!"

– Isabelle Johnson (Grade 11)





Unicorn Penguin –
Chloe Chan Grade 4



Black Fire Ninja –
Jon Zeqiraj Grade 4

Snat –
Isis Verhoeff Grade 4



Rich Bunny –
Yun Ji Lee Grade 4



Hongqiao Lower School Arts

The Finder of the Ice Gem –
Chaya Spahr Grade 4



Unicorn Elephant –
Iris Lee Grade 4

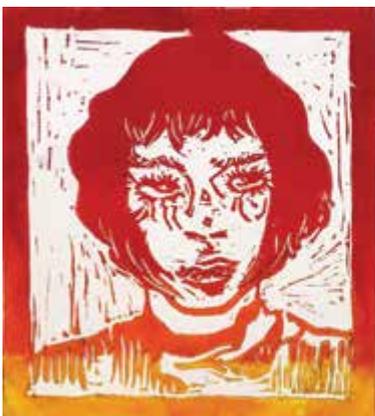


Ela Samataci_Grade 10

Hongqiao Upper School Arts



Dahyun (Lisa) Kyoung Grade 10



Georgia Castro Grade 9



Ethan Theodore (Ted) Xiong Grade 10

Childhood Infections

Cheat Sheet

If you have a preschooler or a child in childcare, you would not be unfamiliar with infections. The environment, coupled with the habits of children, causes children to fall ill as often as 8 to 10 times in a year. To help you better cope with the conditions, here's a cheat sheet on the common infections.



EAR INFECTIONS

Symptoms

- Fever
- Ear discomfort/pain
- Scratching of ear
- Appear irritable
- Vomiting
- Discharge from ear

Treatment

- Antibiotic ear drop

Prevention

- Vaccination
- Limit pacifier use



ROTAVIRUS

Symptoms

- Vomiting
- Diarrhoea
- Dehydration

Treatment

- Hydrate

Prevention

- Vaccination



INFLUENZA

Symptoms

- Running nose
- Nasal congestion
- Sneezing
- Cough
- Sore throat
- Fever
- Stomach pain/diarrhoea

Treatment

- Hydrate

Prevention

- Vaccination



NOROVIRUS GASTROENTERITIS

Symptoms

- Nausea
- Vomiting
- Abdominal pain/cramps
- Watery/loose diarrhoea
- Low grade fever
- Muscle pain

Treatment

- Hydrate

Prevention

- Hand washing
- Cook food thoroughly

HFMD

Symptoms

- Fever
- Lethargy
- Sore throat
- Ulcers in mouth and on tongue
- Rash or blisters on palms of hands, soles of feet, and/or buttocks
- Poor appetite
- Vomiting
- Diarrhoea

Treatment

- Hydrate

Prevention

- Hand washing
- Cover mouth

CHICKEN POX

Symptoms

- Fever
- Itchy vesicular rash

Seek immediate medical attention if there is lethargy, irritability or breathlessness.

Treatment

- Look out for bacteria skin infection

Prevention

- Practise good hygiene



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CREATING THE BEST FOOD EXPERIENCE AT HOME

Fresh quality products and knowing how to prepare them, safely are the main ingredients to create the best food experience. At Swiss Butchery, they believe that one should always prioritize fresh over frozen meat. Why? Besides food safety, freezing and defrosting meat both have a significant influence on the natural potential of a fresh quality cut – retaining juices, tender and full of flavor.



MEET NACHO VIRGEN

Working with reputable chefs like Alain Ducasse and Ferran Adrià – Nacho has been a chef throughout his life. He was responsible for the first Michelin Star in the Jockey Club in Hong Kong and private chef for the Argentinean president. With his large experience, he knows all the ins and outs about how to get the best out of food, and meat in particular. Nacho

can often be found at the Swiss Butchery shop in Wulumuqi lu, where we asked him about some insights as a chef.

“As a chef, it is all about being creative and organized in your kitchen. Attention to detail and food safety are extremely important to deliver the best food experience,” tells Nacho. “It starts with selecting the best ingredients. At Swiss Butchery, we are proud to provide freshly imported chilled meat (non-frozen). Freezing meat ruptures its structure while defrosting it causes a loss of its natural fluids. Therefore, nothing beats fresh-never-frozen meat when it comes to tenderness, texture, and flavor.”

“Handling meat safely is another important element,” continues Nacho. “Bacteria can grow rapidly if you do not store or handle food properly. Like working on a clean surface with clean utensils. At Swiss Butchery, we are always helpful to share our knowledge about food safety or how to prepare and store your purchase best. Fresh quality products and preparing them safely are the main ingredients for creating the best food experience.”

“Let me share a delicious Brazilian recipe called ‘Picanha’. This is made of rump cap (Sirloin cap in the US), a tender cut with a beautiful layer of fat. Accompanied by the most traditional sauce ‘Molho Crioulo’ it is one of my favorite dishes”.



Nacho's Picanha Recipe

Ingredients:

- 1,5 kg Rump cap (Sirloin cap in the US)
- Olive oil and coarse sea salt

Instructions:

Preheat oven to 120°C (250°F). Score the fat cap of the meat and rub with olive oil and season generously with the coarse sea salt. Place a nonstick or grill pan over low heat. Place the meat in the pan, fat side down and cook for about 20 minutes. Turn up the heat and sear the meat on the rest of the sides for 1 minute. Transfer the rump cap fat side up, to a wire rack in a pan. Roast for 1 hour in the oven. Insert a thermometer in the thickest part of the meat. The temperature should read 56–58°C (132–135°F) (medium cooked). If you want it more well done, roast for a few more minutes. Remove from the oven and allow it to rest for 10 minutes before slicing thinly.

If cooking on the grill, burn the charcoal till bright red, then move the charcoal to one side of the grill. Start cooking the Picanha fat side down on the opposite side of the charcoal until a good amount on the fat has been melted. Then turn and grill until desired doneness.

Molho Crioulo sauce

Ingredients:

100 gr	White onion, diced	150 ml	Canola oil
100 gr	Red bell pepper, diced	150 gr	Tomato, diced
150 ml	White wine vinegar		

In a bowl combine all ingredients and season with salt and black pepper to taste. This sauce is even better if it is made one day before the roast and left to rest in the fridge overnight to intensify the flavors.

The best to accompany this succulent roast will be roasted root vegetables, dirty rice, couscous or fresh green salad.



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2

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