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*Our Diverse Community*



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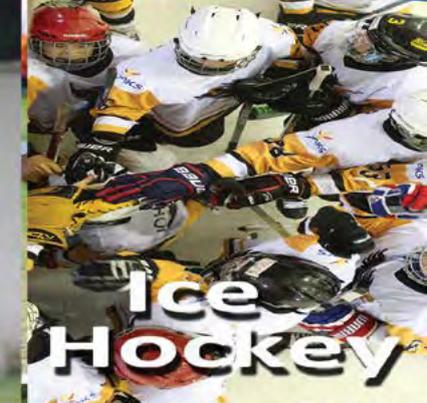
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Cover Photo Credit: Bebe Jacobs





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 their traditional national attire. Though these are single day events, they are colourful 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 making it the most nations ever represented at any one time within our system of schools. 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 on a daily basis.

Both UN Day and the International Day of Peace make for some wonderful photographs as they are a colourful 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 on a daily basis. 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 an understanding, respecting, and valuing of different cultures while recognizing that diversity brings with it a 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 a diverse SCIS classroom, which boast an average of 6 nationalities. With this diversity, SCIS provides its 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 twenty nationalities. This further supports the student experience of learning within a multi-cultural, multi-ethnic, and multi-lingual environment.

It is truly an exceptional experience to be a part of such a diverse centre for learning. While UN Day and the International Day of Peace may only come around once a year, SCIS celebrates our incredible diversity on a daily basis both inside and outside the classroom. So please take the opportunity to share in our celebration 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

OCT/NOV 2018

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](mailto: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](http://www.scis-china.org) and follow us!



# The Outdoors is a Bridge for Learning and Life-long Exploring



**S**trong partnerships that encourage family involvement are an essential part of any high-quality early childhood education program. When teachers and families work together children's development and learning is fully supported. Our children are growing and learning 24 hours a day/7 days a week. So, when the lines of learning blend between school and home our children are richer in their experiences and better understand their world.

A key area to cultivate together and to "blend" those learning lines is Outdoor Play. Outdoor Play, as a natural and compelling activity, offers the necessary conditions for children to thrive and learn. Outdoor play also lends itself to "open-ended" play. It is a great environment in which the child can decide what to do, with whom and how. It promotes positive self-esteem, autonomy, confidence, and strengthens cognitive, physical, social, and emotional well-being. Open-ended play resources that are non-prescriptive can be used in an imaginative way, with the children using them to fit the activity that they are working through at the time, rather than the materials dictating the play.

An environment filled with natural light, order, and beauty, provides unending

opportunities to inspire any child.

So, open up your doors, get outside and take a few interesting tools with you. Some ideas for open-ended resources are:

- Different sized and shaped logs, poles, sticks, wood shapes
- Natural items – sand, water, leaves, stones, bark chips, rocks, shells, seeds
- Ropes and string of different sizes and lengths
- Different colored, textured and sizes of fabric or cloth
- Mallets, pegs, clothes pegs
- Baskets, bags, buckets, watering cans, containers
- Chalk, charcoal, brushes or rollers with buckets of water, large paper

- Tools for digging, planting and caring for plants
- Nets, magnifiers, binoculars

Materials that can be adapted to meet the children's needs will be most effective. Many resources can be found in the natural world and others obtained fairly cheaply. Enjoy the adventure.



*By MELANIE MCCLURE,  
Early Childhood  
Education Principal at  
SCIS Hongqiao*



# Theory of Knowledge and

# INTERCULTURAL UNDERSTANDING

Predicting competencies needed by learners in the coming decades is perhaps more challenging than ever previously known, yet educators suggest that cultural intelligence is an important quality to develop for future success in our global context. As students at SCIS grapple with challenging concepts in the Theory of Knowledge (ToK) course, we may specifically ask how the curriculum helps learners develop necessary skills of cultural intelligence.

## ToK Inquiry Connections to Cultural Intelligence

There is an overt connection between the content and approach of the ToK curriculum and cultural intelligence (CQ) as articulated by leading researchers Soong Ang & Van Dyne. While learners in ToK observe cross-cultural and intercultural distinctions, they are guided in forming essential questions about what it means to be in and outside of a culture. Examples below illustrate provocations that lead to inquiry concerning cultural intelligence and related implications:

- How does a culture's language and its conventions influence the way it perceives the world?
- How do cultures change and develop through their interaction with one another?
- Is there any reason to think that oral history is more subjective and biased

than written history? How can we understand both perspectives?

- Why is it important to understand how different cultures see and think about the world when trying to resolve international disputes? - *Questions adapted from Lagemaat, 2016*<sup>1</sup>

In relating the course to Cultural Intelligence (CQ), ToK learners gain an appreciation of observations articulated by recent studies concerning the ways in which various cultures may tend to have individualist versus collective perceptions, concrete versus abstract thinking patterns, analytic vs holistic thinking, and extensive versus intensive knowledge across written and oral communities. ToK learners have an opportunity to analyze the impact of language, perception, and reason on our understanding of cultural context. This is explored, all the while acknowledging the dangers of stereotyping and the possibility of vast differences within a culture as much as across cultures.<sup>2</sup>

## Evaluating Cultural Intelligence

More broadly, learners in the ToK course are given a critical framework in order to evaluate the measurements of qualitative concepts such as "cultural intelligence" in the first place. Moreover, they are encouraged to display an understanding of how a given methodology might be used in obtaining valid conclusions

and/or support findings and interpret knowledge across various areas of study. In this case, we may ask, for instance, how "cultural intelligence" is measured and in what ways results might be open to interpretation, misused, or perpetuated by multiple motivating factors.

While the enduring questions concerning necessary 21st-century skills may still seem as open-ended as ToK inquiry itself, we can be assured that the Core of the IB program aims to nurture cultural competency and intelligence. Ultimately, such skills make our learners better communicators and listeners across disciplines and cultures beyond the classroom setting.

<sup>1</sup>Lagemaat and Livermore and Van Dyne in *Cultural Intelligence: The Essential Intelligence for the 21st Century*

<sup>2</sup>IBID

Dominic St-Pierre, Tetsuo Ishii and Mark Turner form the ToK team at SCIS Hongqiao.



By **DOMINIC ST-PIERRE**,  
MUN Advisor, Language  
and Lit, ToK, and Lang B:  
English Teacher at SCIS  
Hongqiao

# What is the Best Way to Teach a Language

Not doing it. Well, at least not having that as the only purpose of the lesson. When your aim for the lesson is higher than the subject, the language learning will follow. When we teach the International Baccalaureate (IB) at SCIS, we are teaching more than just subjects. There is a purpose to the IB curriculum. One which can be best described via part of its mission statement of "creating a better and more peaceful world through cultural understanding and respect" among other countless well-intended paradigms.

How many conversations can you recall having had with Chinese people where you spoke in English, they spoke in Chinese, yet you both understood each other perfectly through the language of the eyes and the energy was pure? That is also language. Powerful words come easily when they come from a pure intention. If we apply this to language teaching, it is about uplifting students to an emotional wellbeing state, to an inner dimension where their highest values of kindness and happiness can be found inside each of them. When you speak to a student, speak to the soul, and they will understand the words. Otherwise, the words will miss their target instead of reaching the desired destination. And when students

are in that emotionally safe dimension themselves, their expressions will flow in any language acquisition class.

Everything starts with thoughts. Thoughts create feelings. Feelings create attitudes, then words quickly follow. So, for teaching language acquisition, first, your thoughts have to be positive. Creating good thoughts about yourself and the students requires a conscious effort every day before going to school. Positive words then enter the mind of students and uplift them. When words are genuine and aim for the soul, the arrow hits the target.

Charlemagne said that "Speaking a foreign language is to possess another soul". It is not to be taken literally, but it seems that when we speak another language we seem to behave differently. I certainly behave in a laid-back and social mode when I speak Spanish, profound and poetical when I speak French, and professional when speaking in English. That is not about cultural clichés! It is just that I developed those languages in those aspects and in different phases of my life. When we learn a foreign language, we don't have another soul, but we emerge

in different aspects of the self, hidden in a positive shadow. That is part of the magic of Language Acquisition and the reason why international school students are so valued around the world. So, if language acquisition develops another aspect of ourselves, what would happen if the language that we teach was not Spanish, French, English, Chinese, but the language of the positive, kind and elevated words? The language of higher values. What would happen? We would also emerge in another part of ourselves. Our true selves.

So, language acquisition really is acquiring the means of communication using kind, loving, respectful, and cooperative words. A language that will make our true selves emerge. I love language acquisition. It is a ladder to reach the highest of ourselves. And in that sense, we all are language teachers.



By **ANDRES LOPEZ**,  
Upper School French  
& Spanish Language  
Acquisition Teacher at  
SCIS Pudong.



# One Community Celebrating Diversity Together for United Nations Day

During their time at SCIS, students learn to embrace and appreciate the diversity that makes up our international school community and beyond. The United Nations Day is one of that special celebration that captures the unique DNA of our school.

In all, 1700 students, coming from over 60 Nationalities, and speaking any of 35+ languages, came together as one to celebrate the diversity that makes our community so exceptional. Throughout the day, there was not only visible evidence of a culturally diverse student body but an indescribable sense of international-mindedness that makes SCIS a special place to learn.

At our Hongqiao ECE Campus, the entire school gathered to share songs and a story 'All are welcome' to celebrate the spirit of a caring community. New this year was Kindergarten's family picnic where the gymnasium was converted to a colorful display of sweet and savory signature dishes from around the world.

Down the road, at the SCIS Main Campus, students, teachers, and parents were encouraged to come to school in the traditional clothing and national colors of the culture they most identified with. A wonderful parade was held with over 45 nations being represented. Student performances and three

inspiring speeches followed, explaining the importance of peace in the world.

Across the river at SCIS Pudong, our community held the much-anticipated

Parade of Nations. Bright and vibrant colors were on display as 40 nations walked across the stage in an emotion-evoking display of global pride. In a truly humbling event, students from nursery through grade 12, along with parents, took to the stage to represent the diverse nationalities that make SCIS.

United Nations Day is truly a celebration of the diverse student body that we have present at each one of our three campuses. It is a reminder of the power that our students' unique perspective gives them in helping make the world a better place in the future. It is a positive opportunity to celebrate and support other cultures, build international mindedness and embrace the uniqueness of others. A uniqueness which goes way beyond a single celebration.



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



# Determined Dragons

## Hit Big at

# ACAMIS Volleyball

SCIS Hongqiao hosted the ACAMIS (Association of China and Mongolia International Schools) Green Division Volleyball Championships from October 25th-27th. Schools in the Green Division include SCIS Hongqiao, Australian International School Hong Kong, Discovery College Hong Kong, Yew Chung International School Shanghai, and Dulwich College Suzhou. All schools were proudly represented by a girls' and boys' team during the three-day tournament.

The first two days of the tournament consisted of round robin play with the top four teams advancing to the championship bracket. The championship match in both the boys' and girls' division came down to SCIS versus KAS. The KAS girls team remained undefeated for the tournament by fending off a pesky SCIS Hongqiao Dragons squad that made great improvements all season.

The SCIS Hongqiao boys, sparked by some key plays by their seniors down the stretch, won a thrilling finals match to claim the boys' championship. SCIS Hongqiao lost the first set but came back strong in the second set to tie the

match and force a deciding third. Tied at 12-12 the Dragons won 3 of the next 4 points to win 15-13. Point. Set. Match!

Over the course of three days, the competition was intense, but the participants kept the sport in proper perspective. Students shared meals and interacted socially between games and even developed friendships. These types of connections support the core purpose of ACAMIS athletic events and help create lifelong memories for its participants.

A special thank you to the many, many individuals who contributed to making this tournament possible. Your efforts are greatly appreciated by the coaches and players who participated.



By **MATHIAS O'BRIEN**, Upper School Physical Education/Health Teacher & Athletics Coordinator at SCIS Hongqiao





# EXPLORING CHINESE CULTURE

*through*

# PROFESSIONAL IN-SERVICE

The Chinese culture is one of the world's oldest, originating thousands of years ago. The area in which the culture is dominant covers a large geographical region in East Asia with customs and traditions varying greatly between provinces, cities, and even towns. With China being one of the earliest ancient civilizations, its culture is extremely diverse and influential having had a profound effect on the philosophy, virtue, etiquette, and traditions of modern-day Asia.

As a Primary Years Programme (PYP) school based in Shanghai, China, we recognize 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) faculty recently participated in a host-culture professional in-service training. Organized and led by the ECE Mandarin team, our educators engaged 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.

Through the Professional In-Service Training, our educators were:



## Inquirers:

The day started out on a lighter tone with teachers enjoying traditional Chinese games, such as 抽陀螺 chōu tuóluó ("Spinning Top"), 打弹珠 dǎ dàn zhū ("Chinese Marbles"), and 滚铁圈 gǔn tiě quān ("Iron-hoop Rolling"). Some of these may have been familiar to some, as they are often played during Chinese New Year and other national festivities, but many other games gave staff an interesting insight into a foreign culture and were an excellent way of extending their studies on China.

## Knowledgeable:

Educators then were taught all about how tea culture in China differs from that in European countries like Britain and other Asian countries such as Japan, Korea, Vietnam in preparation, taste, and the occasions in which it is consumed. Moreover, in addition to being a popular beverage tea, and being consumed regularly, both on casual and formal occasions, our teachers learned about its uses in traditional Chinese medicine as well as in Chinese cuisine.





## Open-minded:

Traditional Chinese medicine (TCM) is an aggregate of healing modalities, which includes acupuncture, Chinese herbal therapy, Tuina massage, dietary therapy, Tai Chi and Qi Gong. It is ultimately based on Taoist philosophy and rests on several thousand years of observation, clinical experience, and scholarly research. The treatment methods and herbal formulas are empirically proven and have been refined over the centuries by many schools and many healing masters. In learning about TCM, teachers were made aware of its long history and comprehensive methodology and were invited to keep an open mind about its applications as it varies greatly from that of western medicine.

## Risk-takers:

With a population consisting of 56 distinct ethnic groups, and landscapes ranging from dramatic mountain gorges to densely populated cities of skyscrapers and ancient pagodas, China is rich in cultural and ecological diversity. Teachers were encouraged to immerse themselves in the country's history and multiculturalism through recommended travel destinations to Chinese cities such as Ningbo to see one of the oldest libraries in Asia, to the beautiful lake and famous tea village in Hangzhou, the Snow Mountains near the edge of Tibet, or the banks of the Bund and skyscrapers of Shanghai.



SCIS continually offers a range of quality activities and events that have a Chinese focus. We are excited by what we have already achieved and even more excited by the possibilities ahead of us.



By SOPHIE ZENG,  
Mandarin Coordinator  
at SCIS Hongqiao





# Julie Kang

(Hongqiao Class of 2018)

## Making History:

Achieving a

**Perfect**

**45**

Points in the

**IB Diploma**

The SCIS class of 2018 achieved a remarkable 89% passing rate in the International Baccalaureate Diploma Programme. Amongst our successful graduates was Hye Jun (Julie) Kang who scored a perfect 45 points, the maximum available! Only the top 0.1% of the 165,752 students who sat the May 2018 exams were able to achieve this amazing feat. Hye-Jun, or better known as Julie, recently graduated from SCIS after spending nearly eight years with us. She shares her thoughts about the exam and what the IB means for her.

### Julie, what was your reaction when you first saw your IB test results?

"Shock! I never expected a perfect score, I thought I'd be lucky to get a score above 40 so as soon as I saw my result I started crying immediately. It was a moment of indescribable joy and happiness.

My thought at that moment was that I got compensated for my hardships."

### And how did your family react?

"They were extremely proud of me. They've always been by my side throughout the entirety of the IB programme, encouraging me and giving me the love to help me achieve my dreams. Their support really helped my self-confidence and achieving a perfect score meant a lot for them too."

### Can you remember the exact moment you were able to see your result?

"Because so many people were logging in at the exact same time, the IB server went down about five times and I had to wait around five minutes before the page finally loaded. On the sixth time of refreshing the page, my name appeared,

and I distinctly remember my mother urging me to scroll down the page to see what my result was. I initially couldn't summon up the courage to do so because I was feeling very emotional and a little nervous, but eventually, with the help of my parents, I scrolled down to see the test score. It was an unbelievable moment of happiness!"

### That's incredible! Looking back, who would you like to credit with helping you achieve this amazing feat?

"The teachers, they've been encouraging me every step of the way. Being able to count on them for extra help and guidance was a great relief for me throughout the IB course, it showed me how much they care about students' success. I'd especially like to thank Mr. Meldrum, Upper School Vice Principal, and Mrs. Blalock, Upper School College Counselor, as they were both very patient and understanding, always available to hear me out and help solve my problems and giving me that extra motivation during my studies. Without these two individuals, I am certain that I would not be the same person that I am today."

### How has your time as a student at SCIS impacted the level of success that you've achieved?

"Firstly, I would like to thank SCIS for the amazing opportunities that were presented to me, which eventually helped me to achieve this accomplishment. One of the greatest aspects of SCIS is the abundance of guest-speakers that are invited to our school to talk about their life experiences. Through their stories and life lessons I've felt inspired and it has helped me establish a new outlook on my life. Also, another aspect that I find particularly amazing is how considerate SCIS is to students, especially when it comes to what we decide to pursue post-graduation. The message I took away was that as long as you have a goal and a plan in place, you are doing right with your future, whatever it may be. This gave me a great positive impact and I'm confident to say that without this support from SCIS, I would not be the learner that I am now."

### On a more personal note, what would you say is your secret to success?

"Actively participating in my own

education. I took control of my career as a student by pursuing and caring about my own education. For example, I wrote notes all the time, made flashcards, and organized information that I thought was most important and constantly quizzed myself until I felt I was confident I could explain a certain topic to someone else. I also tried my best to not become a passive learner but rather think outside the box and use critical thinking to solve problems that came my way. Going the extra mile and taking ownership of my learning has really helped me get the most out of my education."

### Do you have any advice you could share with students who are currently starting out the IB Diploma Programme?

"Enjoy the experience and get something out of it. Exams, papers, and projects are exhausting both mentally and physically, but after all these all make-up experiences and build up your character, so take the time to enjoy it all. Also, we've been taking tests throughout our school life and IB exams are no different, as long as you put

in the work and persevere, you will do just fine. Lastly, remember that test scores do not define someone's personality, intelligence or the person you are"

### Great advice. Lastly, what's next?

"I want to take some time off to relax, sit back and contemplate about my future. I actually have a specific plan in mind which involves studying English Literature in University, and after that, I intend to get certified to become an IB teacher in Korea. My plan is to work as an international school teacher!"

**That's a fantastic profession to pursue! Congratulations again on an amazing achievement and good luck with everything.**



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





## Growing our Literacy Practices: A Week with International Literacy Consultant Erin Kent

Shanghai Community International School has identified the Teachers College Reading and Writing Project's Units of Study as those most effective to support our lower school students in their reading and writing development. This research-based framework provides students with opportunities to grow their literacy skills throughout each year, building on previously learned skills and approaches to learning. Most importantly, this framework builds a community of readers and writers that support each other in developing a love of reading and writing. Grade level teams collaborate to ensure that each unit of study supports

the students in their classroom. These literacy units follow a workshop model and are often referred to as reading and writing workshops.

To grow our common knowledge of workshop practice and balanced literacy, international literacy consultant, Erin Kent, was invited to SCIS for six days in September. For two days, Erin met with K-5 classroom teachers and administrators, reviewing the components of an effective literacy program and discussing the research behind the workshop philosophy. Teaching teams were provided time to work together to consider the important literacy concepts behind the reading and writing units and how to most effectively present them to students through an inquiry lens.

The most powerful days of Erin's visit where those spent in classroom lab sites. Erin modeled effective mini-lessons and individual conferences with students, as teachers and administrators observed. Educators then worked in pairs, practicing what they had witnessed. After each classroom visit, teachers met to reflect on what they had observed and practiced, identifying what was effective and areas which they would like additional practice.

The time spent with Erin was invaluable to SCIS as a system. She supported teaching teams in moving forward in their collective understanding of effective research-based literacy practices. More than that, she provided opportunities

to engage in the components of the IB's Learner Profile as educators were asked to be open-minded and risk takers as they shared their practice and reflections.

A Window into Workshop Writing workshop follows a particular structure which allows students the opportunity for stretches of time to independently practice writing skills. Students gather for a short period of time as the teacher introduces a specific writing skill (mini-lesson). This initial instruction can take the form of the teacher directly teaching a skill or the class inquiring into something they notice writers do. After this initial whole class gathering, students are invited to work independently, writing about topics of their own interest within a specified genre.

This independent practice time is the highest form of individualized instruction for students. During this time, the teacher is moving around the room, conferring with individual students and small groups of children that need similar instruction. The teacher provides personalized feedback to each student that supports that child in growing as a writer. This feedback could focus on any aspect of writing such as organization, elaboration or grammar. At the end of the workshop, students are invited to share their work as writers with their class community.

The workshop philosophy supports the enhanced International Baccalaureate's focus on student agency as students have

voice, choice, and ownership. During the workshop, students select their own writing topics, determine how they are working through the writing process and work with their teacher or peers to identify ways in which their writing can be improved. This is a powerful method to support students' writing development.

Interested in learning more about the workshop? You can ask your child's teacher or any lower school administrator. Visit the Teachers College Reading and Writing Project's website at <https://readingandwritingproject.org/about>. Better yet, ask your child about his writing piece or what she is reading. I'm sure your child will have a lot to share!



By **HEATHER KNIGHT**,  
ECE Vice Principal &  
System Literacy Coordinator  
N-5 at SCIS Hongqiao



Age 2-5 Art Explanation  
2-5岁艺术启蒙



Age 4-12 Art History  
4-12岁艺术史



Age 3+ Art Skills  
3岁以上艺术技法



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Kindergarten Reading Parade:

*Celebrating a Love  
for Reading*

We are readers! That's not just the title of the first kindergarten unit of Readers' Workshop, it's something we try to live by every day. Kindergarten students spent the first two months of school learning all about the different ways that we are readers. Students can read any book they want to if they follow these basic steps from the first week of school: we can look, we can think, we can read, and we can learn. They learned how to read independently and how to read with a partner. Now, the students are experts at sitting side by side, putting one book in the middle, see-saw reading (taking turns reading alternating pages), sharing "Wow!" pages, and re-reading to learn more.

Most importantly, throughout our first unit, students began to construct their own understanding of themselves as readers. At this point, all kindergartners are able to confidently state "I am a reader!". There's an amazing shift over the course of this two-month unit. In the beginning, we saw students enter kindergarten thinking they can't read, and now students not only believe that they are readers, but feel at home in our classroom library, choose reading during independent play time, and have favorite books they revisit time and again.

This identity as a reader is a crucial component in raising children (and adults) who love to read.

To honor the students' hard work at the completion of our first unit, we had a parade and favorite book celebration. For the week leading up to it, students each chose their favorite books and practiced reading them to others. They made crowns to wear bearing phrases like "I love reading" and "books are awesome" and stickers from childhood favorites like Arthur and Pete the Cat. Students in nursery through grade two made signs and posters to support our kindergarten readers at the parade. Finally, parade time came, and our students could hardly contain their excitement. Students proudly carried their favorite books for all to see and marched through the hallways of nursery through second grade classrooms, and ended at the library, where their parents were waiting to surprise them! Students had a great time in the library reading their favorite books to each other, to their parents, and to others they recognize from around the school. It was clear how proud each student was to be a reader, a pride that was echoed in the smiling faces of all the teachers, parents, and administrators in attendance.



By MALIKA MEIDINGER, Kindergarten Teacher at SCIS Pudong



LARISA MOUNT, Kindergarten Teacher at SCIS Pudong

&



# Meet Etienne Bilz

**Tell us about where you are from, what you teach and how long you have been at SCIS Pudong.**

“So, I was born in Deep River, Ontario, a community first conceived in 1944 as part of the Manhattan Project. My dad was working as a scientist for the nearby Canadian Nuclear Laboratories. Deer River had the reputation of being boring (there’s a reference to that fact in David Lynch’s Mulholland Drive), so when I was four, my parents packed their belongings (along with my younger brother and me), and we moved to the lovely little village of Lanark, Ontario. Apparently, the old stone house that we grew up in was a favorite haunt of Sir John A. MacDonald, the first prime minister of Canada. Jumping a few years ahead, I’m now in my sixth year of teaching physics and mathematics at SCIS Pudong.”

**Tell us more about your upbringing in Canada and your bilingual background.**

“In my pre-school years, I spoke French at home, so that I was truly an EAL student when I began going to an English school. I remember kindergarten being quite a challenge for me, so I can relate to young EAL learners beginning their education at SCIS. A shout-out to my kindergarten teacher (Mrs. Allen) is in order here, as she really worked hard to get me up-to-speed with the others. At home, my parents were very supportive in helping me learn both languages. Nowadays, it’s very common

for my mom and me to have “bilingual” conversations (where I generally speak English and she speaks French), something I would encourage everyone to try here at SCIS.”

**Did you always want to be a teacher? If not, what else did you consider as a career path?**

“Yes, as far back as I can remember, being a teacher was always on my radar. However, I also considered a career in scientific research, specifically in the field of meteorology. Growing up, I was always fascinated by severe weather and being able to predict the weather.”

**Tell us about your stuffed cats.**

“Ah yes, the stuffed cats. It all began early on in my teaching career when my sister sent me a stuffed cat in the mail. He quickly became part of my physics demonstrations (usually involving projectile motion), and naturally, he was named Mr. Albert in honor of Einstein. Not too long after, his wife, Mrs. Albert, came along and also became an integral part of my physics teaching. And it wasn’t too long before their kitten came along – he was named George, and I honestly don’t remember why. Unfortunately, Mr. Albert was kidnapped when I was still teaching in Canada, but Mrs. Albert and George continue to be involved in my physics

lessons; although it’s more and more George now, as Mrs. Albert is developing arthritis and doesn’t really appreciate being launched across the physics lab.”

**Tell us about a teacher you had as a youngster. How did he or she inspire you?**

“I would say that my high school physics teacher (Mr. Pickett) inspired me the most, both in terms of sparking in me a real interest in physics and at the same time, an interest in teaching. In retrospect, I think he used to pretend that he didn’t know how to solve a problem to inspire us to work on a solution. He also liked to make things a bit more interesting by naming angles “super chicken” and the like, rather than boring “theta”. “

**Did you know exactly what you were getting into when you signed a contract to live in Shanghai?**

“Yes, I did have quite a good idea of what I was getting into, both in terms of the teaching position and the living conditions. At the job interview, Ty Smeins did a fantastic job of answering all my questions, and when I finally agreed to sign on, Smeins declared “hot d\*###!””





### Have you worked at other schools in Canada or abroad?

“Yes, I’ve taught at Rothway Netherwood School, an independent day and boarding school in the province of New Brunswick. More recently, I taught at Istanbul International Community School, one of the world’s oldest international schools.”

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

“Actually, my favorite mode of transportation is walking, even in the city. Once in San Francisco, I walked from Union Square to the Golden Gate bridge, crossed the bridge, and then walked all the way back again – try it someday!”

### What’s the best bonus about living in Shanghai?

“There’s a lot of things I enjoy about Shanghai, but for me, it’s really the skyscrapers. I love the architecture and how everything fits together to create a mesmerizing cityscape. When I was a kid, I used to love building my own tall buildings with LEGO.”

### Which superhero can you identify with most and why?

“Well, some would argue that he’s a

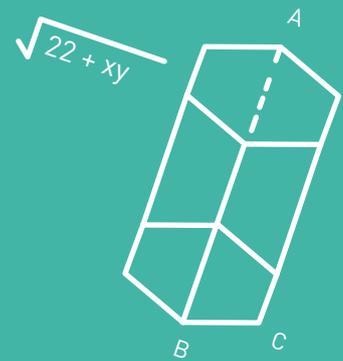
supervillain, but I tend to identify most with Darth Vader. In a sense, I feel that his life tells our story: we begin life in relative innocence, and then we need to deal with the forces around us that don’t always pull us in the right direction (I couldn’t resist the physics reference), and we have tough choices to make every day; however, at the end of the battle, our true character is revealed.”

### As you watch your Seniors prepare for their exit of SCIS and the IB program, do you have any advice that you hope they’d consider?

“The questions may not have been engineered this way, but I think my advice follows from my previous response: as my Canadian colleague (Ms. Riddle) always reminds her students: “make good choices.” To round things off, I’ll end with a quote from David Lynch’s character, Albert, in *Twin Peaks*: “I choose to live my life in the company of Gandhi and King. My concerns are global. I reject absolutely revenge, aggression, and retaliation. The foundation of such a method is love.””



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



# Meet the Sorensen Family



### Tell us about your family. Where is your home country?

Our whole family comes from the USA. My wife Ellen grew up in the Western Chicago suburbs while I (Mike) grew up in Michigan and Wisconsin. Alex and Sofia were born in New York City, but they will quickly tell you they are from Brooklyn where we lived prior to coming to Asia.

### What brought you to China and how long have you been here?

Ellen has worked for Swiss watchmaker Vacheron-Constantin for 13 years, beginning in the US. In 2013, she was offered the MD role in Singapore where we enjoyed living for nearly 3 years. Then in 2015, she was offered a role in China. On New Year's Eve, we arrived in Shanghai. I will never forget that day. It was  $-9^{\circ}\text{C}$  and after three years in Singapore, we had no warm weather clothing for that kind of cold. I ran over to Old Navy and bought some sweatshirts and pants as I recall.

### How is life here compared to back home?

Having lived in New York City for nearly 15 years, we were pretty used to urban life. Shanghai felt a lot like New York in many ways. So that part of the transition was easy. Obviously, the language and culture are much different. In Singapore, Alex and Sofia had already had 3 years of Mandarin so they had a good base for language. Ellen and I have worked pretty hard on our Mandarin and I can't imagine living in Shanghai without it. Aside from some differences in culture, I find Chinese people want the same thing Americans want. Make more money, give your kids a good education and have fun when you can.

### Best thing about living in Shanghai?

Shanghai is a world class city. Aside from a few very specific items, Shanghai has everything you might want such as great restaurants and beautiful travel opportunities. It's great to be able to have both local and comfort things from home all in one place. And if you can't find it, you can be sure someone is able to deliver it to you.

### What are some of the favourite things to do as a family in Shanghai?

We are heavily involved in Boy Scouts and Girl Scouts. So we go camping, hiking, and other great activities. We live in a great compound and we often meet with neighbors on weekends and for holiday parties with all the kids.

### What about favourite places to eat around the city?

With two 9-year-olds in the house, pizza is high on the list for them. Homeslice and Pizza Marzano are a regular Pizza Thursday for us. For Ellen and me, we like staying in the Former French Concession where we live walking distance from so many restaurants. Our recent favorite is Mercado 505, especially during nice weather as they have a great outdoor seating area.

### Best thing about going to school at SCIS?

While in Singapore, the kids started the PYP program. So coming to SCIS was a natural fit and one we felt the most comfortable with. Actually, the kids attended another school for one semester when we first arrived until we realized it was not the right fit. I can tell you that the C for Community in SCIS is amazing and has made a huge difference in our lives. And although every year some of the families go and new ones join, the community has always stayed the same great place.

### Lastly, any advice for expatriate families looking to relocate to Shanghai?

Learn Chinese. It just makes life so much easier and much more interesting. After three years, our family is by no means fluent, but we can all work our way through a market, taxi ride or hotel visit.

**"I can tell you that the C for Community in SCIS is amazing and has made a huge difference in our lives."**



Interview by JASON DWI  
Community Relations Officer  
at Hongqiao Campus  
(Pudong Class of '08)





# “Salty Water”

## Gives Hope and Inspires Others to Change the World

In a sudden moment of empathy, grade 10 student, Sevillana Ettinger, wrote Salty Water, a song dedicated to the refugees of the Syrian crisis. With the song soon going viral, she used it as a springboard to get involved in helping others, combining her passions for music and social issues and contributing to human rights fundraisers such as the USA for UNHCR, “A Mile Together” campaign. I sat down with Sevillana and her dad, David, to discuss how it all began and her journey of creating beautiful music and inspiring people to act.

### Can you tell us about how your music career began?

**Sevillana:** I have lived in Shanghai for six years now and have been with SCIS ever since moving to China. I really like it here, learning Mandarin and going to school, and this is where I first started writing songs. I began writing songs when I was in grade 6, and as I got older, I became passionate about social issues such as refugee crises and having an equitable education. Both these passions came together for me when I was 14 years old, watching the news about the Syrian refugee crisis. Governments normally guarantee the basic human rights and physical security of citizens. But when civilians become refugees, that safety disappears, and people become displaced. Today, there

are still 10 million Syrian refugees who have been denied access to education, healthcare, employment, and freedom of movement. I was so upset about the crisis and decided that I needed to do something about it. I love to write music, so I went on my phone and poured my emotions into a song that was made in less than an hour: Salty Water. Shanghai will always play a significant part in my life as this is where it all started.

### Would you say you are more of a songwriter or a singer?

**Sevillana:** I love how I'm able to give a voice through my music to others who may not have the ability to speak up.



I'm proud to be a singer, but I'm most comfortable when I'm writing the music since I get to create the music and lyrics myself. I think that's the most enjoyable part of the process.

#### What do you hope to achieve with your music?

**Sevillana:** I'm currently working with the USA for UNHCR (the UN Refugee Agency), and together we are working on "A Billion Miles", a global campaign for refugees around the world. I'm going to be one of the faces of the campaign to help show that I'm a young artist trying to make a difference with my music. People can donate to that campaign by going to my fundraiser site at: <https://give.classy.org/Sevi4Refugees> – the money will then be used to provide aid for refugees around the world. This is a follow-up to a campaign I worked on over the summer with the USA for UNHCR called, "A Mile Together". I raised over \$2,500 for this campaign and used my music video, Salty Water, to help raise the funds. It was amazing to see that people were responding to the call and that's when I realized my music could help do some good in this world.

#### Where would you say you draw most of your inspiration from?

**Sevillana:** I really feel like I'm able to connect to different sounds and types of music in unique ways. I find a lot of meaning when listening to a beat or lyrics. It allows me to feel music in a certain way and that then translates into my own writing process. However, it's not only the music but the social issues that I'm able to talk about that make my writing process so meaningful.

#### Interesting, and would you say attending SCIS has influenced you somehow as well?

**Sevillana:** Definitely, it has also allowed me to think a lot more globally about the issues that our society faces today. I don't think I would have even written Salty Water



**"Express your feelings through your passion because that's how you're going to be most effective, when you're giving people a voice in a heartfelt way."**



in the first place if I wasn't as open and globally-minded. SCIS definitely played a major role in my musical career as it's really given me the ability to open up to different perspectives around the world.

**You keep mentioning Salty Water, would you say that is the best song you've ever released thus far in your career?**

**Sevillana:** Yes! Though it took the least amount of time to write, everything was so sincere and from the heart. There is also a great story behind how people found out about the song. I first posted it online on an app called Alihoopa, and I couldn't have predicted what happened next! It went viral; the song was getting hundreds of views and people were getting in touch with me, asking to collaborate. I was even featured in the "most popular artist" rankings among thousands of other artists and the app used my song, Salty Water, on their promotional video. It was crazy! I then showed it to my family and we knew that this song was something really special. Overall, it was not only the way I wrote the song but the response I received – that was something very special to me.

**That's incredible! Dad, were you supportive at the beginning?**

**David:** I always supported Sevi's passion for music and theater. Since she was 3 years old we spent many weekends going to singing classes and play rehearsals. While I always knew Sevi had an amazing talent and voice, I didn't know she had the ability to write her own music, using her own arrangements and lyrics, until she played me Salty Water. When I first heard it, it brought tears to my eyes. Then I said to myself, "I know I am biased because she is my daughter, but I think Sevi wrote something very special". Shortly after that, I shared Salty Water on my WeChat account and after one of my friends shared it on his account, it was picked up by an American #1 Billboard Chart singer-songwriter, and then by a Grammy-winning producer in LA, and together, they helped produce Sevi's EP that was released this past August.

**Where do you see this going next?**

**Sevillana:** When writing Salty Water, it

was the first time I felt 100% invested and passionate about a particular social issue, and so that's motivated me to keep going and think bigger. I will go back to the studio this month and record 8 new songs which will allow me to turn my 4-song EP into a full album. I wrote many of these new songs over the summer and my theme to inspire will continue. I'm also looking at incorporating student leadership at SCIS to promote the campaign and get the community to donate to the A Billion Miles Campaign. One idea I had would be to get other students involved in organizing an after-school event where we bring in student artists and performers and donate proceeds to the Billion Miles campaign.

**If you could collaborate with any musician who would it be and why?**

**Sevillana:** I would love to collaborate with Arianna Grande, I've loved her music for a long time. Also, she has reached out to people around the world to help them feel loved, especially after a traumatic experience, with reference to the Manchester terrorist attack. In fact, much of her latest album is dedicated to the families of the Manchester victims. Seeing how passionate she was to help people made me feel connected as we both see music as a lens to help others.

**If you are not in class, where can we find you?**

**Sevillana:** You can find me in my room making music! I'm also heavily involved in school drama productions, after-school clubs such as the Student Council and the MUN Club. I'm also a leader in the Shanghai Jewish community, BBYO, to help connect Jewish teens living in Shanghai through various events. I also have a small English-tutoring business that I am hoping to expand.

**Last question, if you could have a message to your fans what would it be?**

**Sevillana:** Speak for what you believe in and try to find a middle ground with others. If you don't think that something is right, try to spread awareness to help fix the issue the best way you can. But, most importantly, express your feelings through your passion because that's how



you're going to be most effective, when you're giving people a voice in a heartfelt way. For me, it's creating music, for you, it might be something completely different.

For more information about Sevi, you can check out her website at [www.seviettinger.com](http://www.seviettinger.com)

You can watch Sevi's music videos on her YouTube Channel at: [https://www.youtube.com/channel/UC4eohZOo5dsEQp3pdqIEhkQ?view\\_as=subscriber](https://www.youtube.com/channel/UC4eohZOo5dsEQp3pdqIEhkQ?view_as=subscriber)

Or listen to her music on Spotify at: <https://open.spotify.com/album/3fETeoj1cYrNUZAPmHIC1N>



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

# Inspiring Learners to Discover their Passion Through Sports



Originally from Hong Kong, SCIS Pudong Class of 2008 graduate, James Gerber, grew up in multiple cities across east and southeast Asia, before spending his final four upper school years at SCIS. Now a charismatic Physical Education teacher at Kaohsiung American School (KAS) in Taiwan, James was recently back visiting SCIS as part of the KAS ACAMIS volleyball team. In between a match, him and I sat down to discuss his life journey post-SCIS and reminisce about our time as classmates.

## Remind me again, where did you live prior to Shanghai?

"As a Third Culture Kid, I lived internationally growing up as my father was an international hotel general manager. I grew up in Hong Kong, my birthplace, followed by Seoul, Korea, Taipei in Taiwan, then Manila, Philippines before ending up here in Shanghai where I attended all four years of my high school at SCIS."

## What have you gotten out of your international upbringing?

"Being a product of an international

upbringing, the most powerful thing you come to realize is that there is a big world out there. You get to recognize the diversity of the human race and observe first-hand the camaraderie of that experience. It has shown me the relative disparities in today's world and I truly believe you get a deeper appreciation for wherever you are living in today's society. Thanks to my Mom and Dad, I was able to live the life of an expat family and see a much broader picture of the world, which has assisted me in my adulthood life."

## What came after SCIS?

"After graduating from SCIS I attended Chaminade University in Honolulu Hawaii and graduated four years later with a BA Degree and a Physical Education/ Sports Coaching certification from the United States Sports Academy. Now, I am currently working as an International Elementary PE Teacher for the Kaohsiung American School in Taiwan."

## Why did you decide to go into teaching?

"Teaching wasn't my first choice. After graduating from University, I had no

clue what I wanted to do. I remember visiting a career service counselor at my university and receiving an interview as a tutor at a public elementary school in downtown Honolulu, Hawaii. During that interview, immediately my employer saw in my resume that I had interned as a Physical Education teacher at SCIS when I was a sophomore in High School. They were confident enough to hire me as a PE teacher with no experience. So, I took the job and just fell in love with teaching and from there everything came so naturally. I knew then that teaching was my calling."

## How has your time at SCIS influenced you?

"I truly believe that SCIS helped me establish the right foundation for my future. It was the teachers, internship program, fellow classmates and SCIS varsity basketball program that guided me to where I am today. I was very fortunate enough to have great varsity basketball teammates/friends and to play under the tutelage of Coach Schuitman. There are 3 things that I learned during my time at SCIS;

1. The larger your ambitions, the more dependent you will be on your ability to overcome and learn from your mistakes.
2. To always trust the process and the people you surround yourself with (whether it's on a basketball team, or within the workplace etc.)
3. To always have fun. Anywhere you are in the world always remember to enjoy life, have fun and ensure to keep in touch with people you meet throughout life.

**How did you end up teaching Lower School Physical Education? And why at KAS Taiwan?**

"Currently, I work at Kaohsiung American School Taiwan as an International Elementary PE Teacher going into my fourth-year teaching. Prior to moving back to Taiwan, it was always my goal and objective to move back to Asia and to teach at an International School. Fortunately enough, I was able to land a teaching position in Taiwan through Search Associates with the support from Michael Williams (former Vice President of Search Associates and Former Superintendent at SCIS)."

**Best thing about teaching at that age level?**

"As an Elementary PE teacher, my main goals are to teach students to have a positive attitude and to build self-confidence. I try to inspire young students with a heartfelt passion for sports and encourage them to continuously improve

as they learn and achieve their goals and objectives beyond their expectations. If I can guide a student to find their passion in any particular sport at a young age, I believe it will have helped them build character and ensure they continuously network with people that have the same passion as they have. Skills that are useful well into adulthood."

**You recently travelled to Shanghai for the ACAMIS Volleyball tournament, how did you feel coming back to visit SCIS after all these years?**

"Coming back to SCIS for the volleyball tournament was an awesome experience! SCIS continues to have that family-oriented community where students and faculty support each other. I truly believe that everyone wants to be part of something that is special, and SCIS is one of those special places."

**What were some of your best memories about SCIS?**

"Some of my best memories of SCIS where being on the Varsity Basketball team from Freshman to Senior year of High School at SCIS and winning ACAMIS All-Star three times. I'll also always cherish spending time with my friends and family in my four years living in Shanghai, China."

**What's next for you?**

"What's next for me in life as of right now, I will continue to be an international educator and personally assist and help students find their individual passion in sports."



*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. It's 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  
[mmasson@scis-china.org](mailto: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**

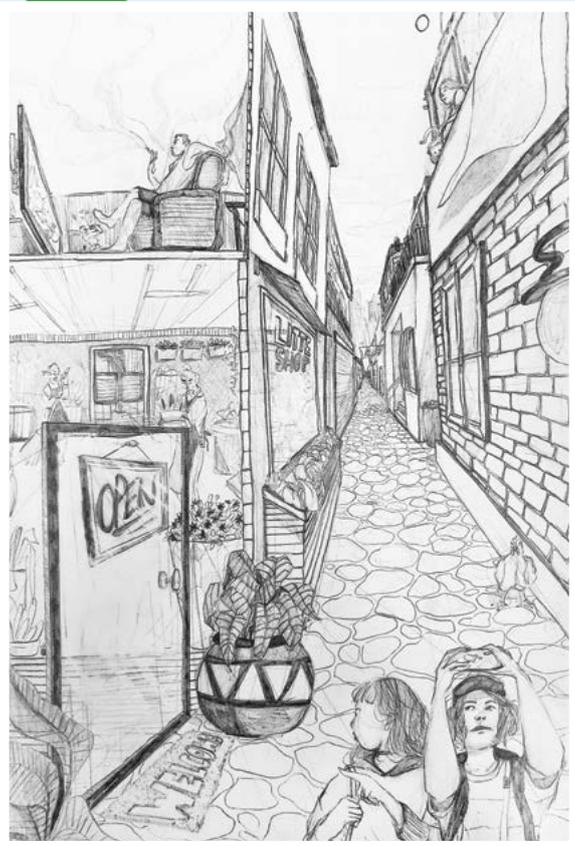


Facebook site:  
<https://www.facebook.com/alumniSCIS/>



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

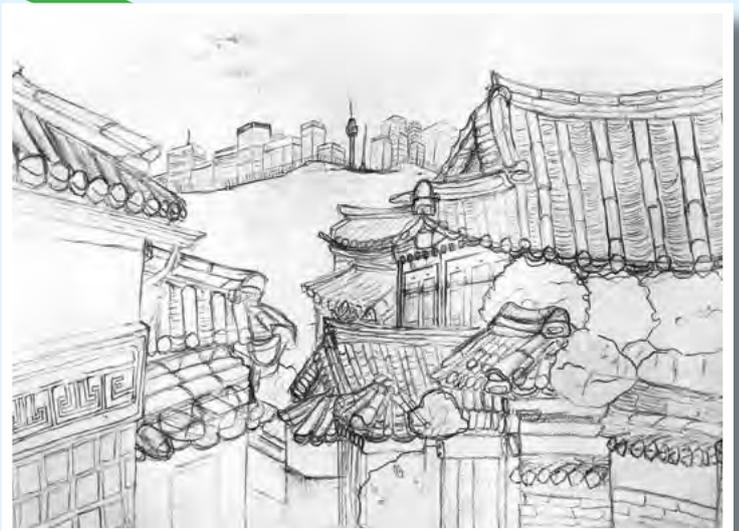
Talia Bourne – Grade 10



Hiu Tung (Stephanie) Ip – Grade 12



Min Sun Kwak – Grade 10



Yeriel Kyung – Grade 6



Yun An (Ann) Chen – Grade 7



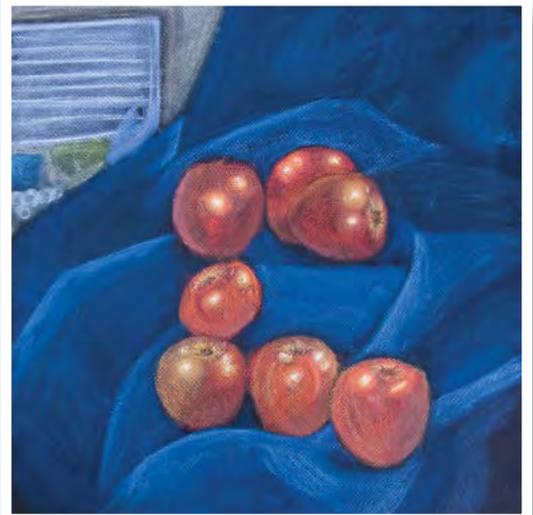
Yas Hosseini – Grade 9



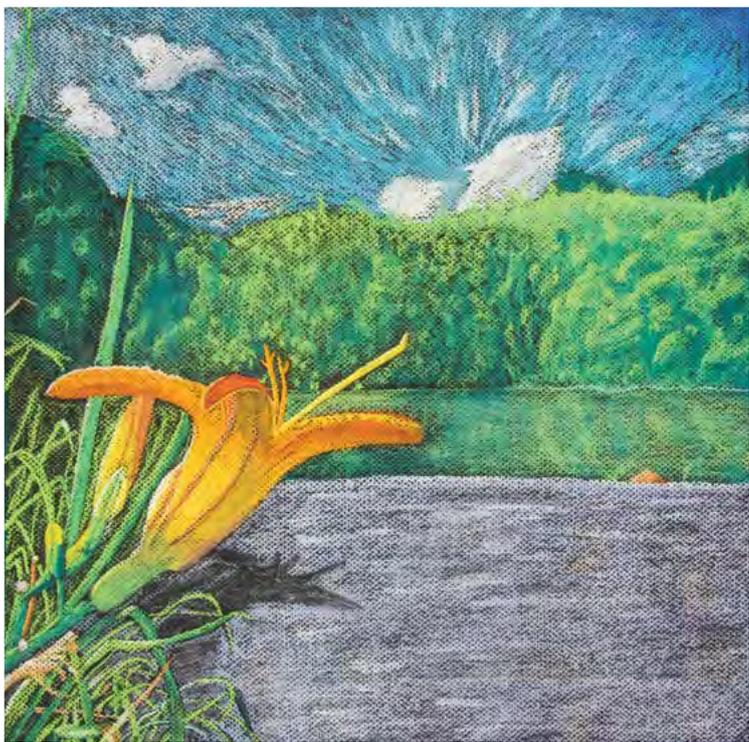
Mikaela Lagarto – Grade 9



Mei Lee Luebbe – Grade 9



Daelan Dublado – Grade 9



Maxine Liang – Grade 10



Cynthia Ding – Grade 1



Miraya Pandya – Grade 1



Steve Donghwi Kim – Grade 5



Ryan Lim – Grade 5



Jeong Won Bae – Grade 5



Katie Shephard (red donut) and Simone Liu (white donut) – Grade 5





# *A Celebration* of World Cuisine, Culture, and Community

The uniqueness of SCIS' colorful culture and the rich community can be best showcased through our annual International Food Fair (IFF). This year IFF came the day after the celebration of United Nations Day where students paraded the field waving their countries' flags enthusiastically, proudly wearing their home country's traditional clothing.

The festival this year was rich and diverse with over 150 dishes from around the world in 19 regional booths representing close to 40 countries. For the first time, we had an Eastern Europe booth with Hungarian goulash and desserts from Slovakia. Their sold-out favorites were

the goulash and the gingerbread cake. Other favorites that quickly sold-out were pao de queijo (Brazilian cheese bread), poffertjes (Dutch pancakes), hindbarsnitte (Danish raspberry cookies), dak-gangleong (Korean sweet & sour chicken), crepes from France, churros and Spanish omelets, and salmon soup with black rye bread from Finland.

Another first this year was the Dutch-speaking community presenting dishes from Belgium, the Netherlands, and Suriname, as well as the French-speaking community representing France, Belgium, and Luxemburg. To the delight of many, PAFA provided

freshly squeezed lemonade, selling over 500 cups throughout the day. Stronger refreshments included tasty German and Belgium beer and flavourful wine from Spanish and French vineyards, the latter of which was served in actual glassware! Lastly, the line for the Turkish booth for kebabs was as long as in previous years, while the USA booth offered an old time favorite - Hot Dogs!

In addition to the food, some countries added a colorful cultural element like henna from India as well as fun games from Dutch-speaking countries like Sjoelen-a shuffleboard game using a number of discs to slide into 4 slits.

Most of our ambassadors noted that the best moment at their country's booth was working with our student volunteers. It was great for them to see how well the kids worked together showing good work ethics from preparing the booth and food to selling scrumptious delicacies from all over the world. Volunteers were helpful and enthusiastic throughout the day and made an enormous difference. We had over 100 upper school students working two different shifts. Also, the cultural mix and diversity made it an engaging experience. For example, Korean students circulated the field selling Finnish cookies, as students from many diverse countries helped out at the Brazilian booth.

Parent Volunteers were a great part of IFF's success as well. They showed up to help at the booths and were super enthusiastic. It was wonderful to see so much energy and passion as these parents decorated their booths while also preparing and promoting their delicious ethnic cuisine.

IFF is SCIS Hongqiao PAFA's biggest fundraising event and this year we had a great turnout with close to 3,000 people attending. The funds raised enable us to support extra-curricular and enrichment activities for students at our school and charity programs for the community such as cultural craft fairs, Art Auction, author visits, guest speakers, graduation celebrations, parent socials and courses, seasonal celebrations, Teacher Appreciation, Heart to Heart charity donations, and many more.

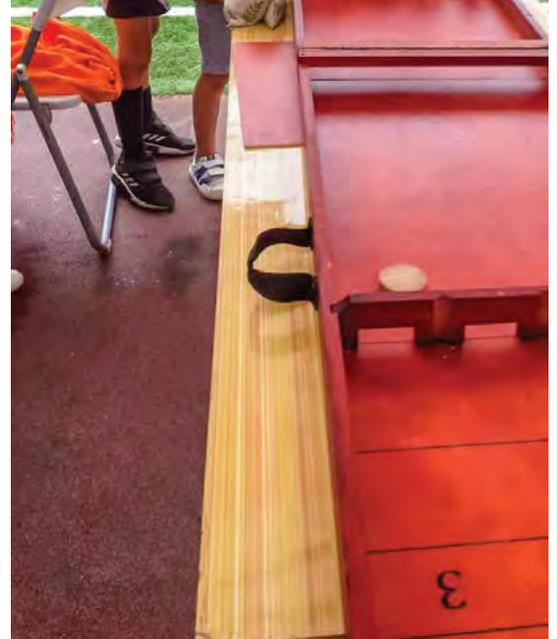
We also had many generous sponsors this year. There were 82 raffled prizes with a total value of RMB¥90,000. A few of our top prizes and donors were: Sun Island Resort Horse Riding Club (sponsored 10 sessions), a two-night resort stay in Angkor and a GHC health screening. Also, for the first time this year, we had Shanghai Daily, the main Shanghai English-language newspaper, as one of our top sponsors. They brought journalists and representatives to the event to record

and write about IFF and our community. In addition, we had a basket of Luxembourg wine, cheese, and chocolate as well as Fields and BioFarm baskets for the culinary talent in the family. The kids' favorite was Jump360, donating numerous hours of free jump vouchers.

This year there were several brand-new Ambassadors who were either new to their role or new to SCIS, and even new to Shanghai. All of the Ambassadors' passion and enthusiasm within their community truly made a difference in the success of IFF. The Ambassadors, the parents, and the students, all pitched in to make this year's food fair an amazing event!



*By BEBE JACOBS and CAROLYNE PANG –  
PAFA Events Team at SCIS Hongqiao*



# 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:

## HONGQIAO MAIN & ECE CAMPUSES

### President

Lisa Chu  
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Nina Han  
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### Upper School Rep (9-10)

Yolanda Viera  
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### Upper School Rep (6-8)

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# Fuxing Park: An Oasis in the City



By MAJA KELLY, Upper School  
Counselor at SCIS Pudong

Nestled in the middle of the Former French Concession is Fuxing Park, a sycamore-lined oasis that offers refuge from the busy streets of downtown Shanghai. Although popular among the locals, Fuxing Park seldom makes the list of top ten places to visit in the city. This relative obscurity allows the Park to retain a unique character that is both low-key and over-the-top at the same time, much like the city itself.

Fuxing Park was once a private garden during the Ming Dynasty. It was taken over by the French after the Second Opium War and designed in the European style with a lake, fountains, pavilions, and flowerbeds. After the French, the Japanese controlled it during World War II. In the early 1950s, it finally became Chinese again. Today, it is one of the best places for people-watching on the planet. No matter the season, one can expect to see locals playing mahjong, practicing tai chi, flying kites or dancing to 1970s radio hits. Elderly women sing Chinese opera and men in suits take their caged pet birds out for a stroll.

Ballroom dancing is a way of life in Fuxing Park. I once met a middle-aged woman who comes to the park every day to dance. She told me that dancing is the key to happiness and good health. As public dancing is against city regulations, sometimes the dancers get in trouble with the police. But they keep on dancing anyway, she explained, with a playful smile.

Dishu, or “writing calligraphy on the ground” is another favorite activity of locals who frequent Fuxing Park. All that is needed is a bucket of water, a brush, and a slab of pavement. With water, they write evaporating proverbs and quotes from classic works of literature. Watching this ephemeral art being made with water and then disappearing before my eyes is a surprisingly soothing, almost meditative experience.

It is impossible not to fall in love with Fuxing Park. It is vibrant, quirky and whimsical. It’s a perfect escape when I need to be reminded that there is never a wrong time to simply slow down. Or dance. Or fly a kite.



# FESTIVE FALL AND WINTER MEAT DELIGHTS

It's officially FALL! Bring on the pumpkin, apple, cinnamon, roasted chestnuts and delicious special meat delights – perfect for **Thanksgiving** along with your **Christmas** festivities. It is a moment for families to gather together, to feast and to enjoy being with one another. Also, **Winter Carnival** is coming up with joyful activities at SCIS to celebrate the winter season. It all brings a meaningful time with cherished traditions amid the food and fellowship of the holiday.



## MEET STEVE COLE

As Head Butcher, Steve heads all things related to butchering. He ensures that all staff of **Swiss Butchery** knows their cuts and knives skills inside out. We met Steve in the new store at the corner of Anfu lu and Wulumuqi lu to ask him about preparing for this festive season.

"As demand for meat specialties grow during the festive season, we selected mouth-watering meat delights – all sourced from the best sustainable farms under the most stringent hygiene standards," tells Steve. "Our **festive specials** feature **honey baked hams, gammon hams, prime ribs, whole lamb legs and ducks, and not to forget tasty turkeys**. Our staff at the counter will be happy to provide all tips and tricks to help create a perfect dish."

Now the holidays are fast approaching, it's never too early to start thinking about the menu. Can you give us one of your

favorite recipes for this festive season? "As a butcher, I can heartily recommend a simple but delicious preparation for a great rib of beef," says Steve who has kindly provided his favorite recipe. "Your home is going to smell amazing while this roast is baking up perfectly in the oven."

**Swiss Butchery** wishes you a wonderful time with your family, filled with quality food and meaningful memories made together.



*Swiss Butchery brings world-class quality meat in a wide variety, from freshly never frozen Australian beef to homemade specialties like sausages, hams, pâtés, and imported delicacies like Italian hams, European cheeses, and fine seafood. All their products are treated under the most stringent hygiene standards. **Reservation for festive specials** is available online or in the stores at 3187 Hongmei lu, 262 Baihua lu, and 86 Wulumuqi lu. Pre-order up to 3 days in advance.*

## Steve's Favorite Recipe Standing Prime Beef Rib Roast

### Ingredients (serves 8–10):

4kg Prime Beef Rib	Freshly ground pepper
Olive oil	Sea salt
Seasonal veggies	roast potatoes

### Instructions:

Preheat the oven to 180°C / 356 °F. Add some oil and heat a frying pan until very hot. Season the beef with salt and pepper. Fry the beef on all sides in the hot pan until nicely browned. Transfer to a roasting dish and place in the oven for 1 hour 30 minutes. Remove the beef from the oven, cover with aluminium foil and rest for 15-30 minutes. Put the beef on a board to carve. Monitor your beef throughout, checking the temperature with a meat probe to your desired doneness. Serve with roast potatoes and veggies.

### Rare

Soft—Dark pink inside:  
45–47°C / 113–116 °F

### Mmedium-rare

Soft with a spring—Light pink  
inside: 50–52°C / 122–125 °F

### Medium

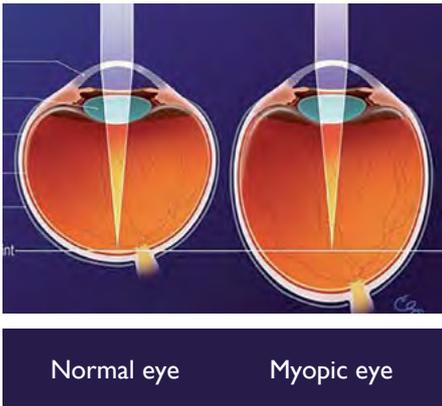
Firm and springy—Bright pink  
inside: 55–60°C / 131–140 °F

### Well done

Firm—Cooked throughout:  
64–70°C / 147–158 °F



# How to Prevent the Progression of Myopia (Short-sightedness)



## What is Myopia

Myopia, also called nearsightedness or shortsightedness, is the eye condition where objects nearby or a short distance away are clear but objects that are far away are blurred. It is caused by the eye being slightly too long.

## What causes Myopia

Understanding and preventing myopia have been hot topics lately, with the most recent study finding an association between years of schooling and degree of vision loss. Past

research has implicated genetics, exposure to the outdoors and daylight, and prolonged near vision work such as reading.

## How to Diagnose Myopia

Your eye doctor can diagnose myopia by using a standard vision test. An autorefractor or retinoscope is used to give an initial objective assessment of the refractive status of each eye (may need eye drops to dilate the pupil of the eye to get accurate measurements), then a phoropter is used to subjectively refine the eyeglass prescription.

## Myopia Prevention Protocol

Based on a recent meta-analysis of 23 clinical studies, there are three interventions have a positive effect for slowing myopia progression:

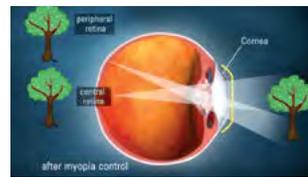
### 1. Wear full correction spectacles

Under correction of myopia was found to increase myopia progression compare with wearing full correction spectacles.



### 2. Daily Atropine Eyedrop

A nightly dose of very-low-concentration atropine (0.01%) eyedrop is a safe and effective regimen for slowing myopia progression in children, with minimal impact on visual function.



### Orthokeratology (Ortho-K lens)

Orthokeratology is the fitting of specially designed gas permeable contact lenses that you wear overnight. You can see clearly

the following day after you remove the lenses when you wake up. It can slow the progression of childhood myopia.



### 3. More Outdoor Activities

Numerous studies have shown that spending time outdoors (2 hours every day) may help prevent or minimize myopia in children.

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**Dr. Peng Zhou**  
English, Mandarin



Specialized in the diagnosis and treatment of myopia (nearsightedness), hyperopia (farsightedness), lazy eye, glaucoma, cataract, uveitis, retinal tear, diabetic retinal disorders, macular degeneration, eyelid bump and conjunctivitis (pink eye).

- Over 15 years of experience in comprehensive ophthalmology in top hospitals
- MD in Ophthalmology, Peking University, Beijing (China)
- Postdoctoral Research Fellow of Doheny Eye Institute (LA U.S.)

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