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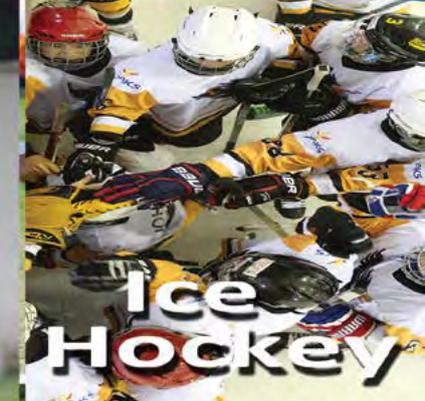
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My Westlake Model United Nations Experience





Dear SCIS Community,

I want to begin by wishing all our community members a Happy New Year! 2018 brought with it many great opportunities to learn and grow as a school community, and I am confident that 2019 is lining up to be even more significant. To start, we will welcome over 100 new students joining our program in the second semester. With these new students and families come even more opportunities for friendships to be made and learning to be shared.

While we welcome our new families as they join us in January, our admissions department will also be initiating our annual re-enrollment process. This process will see all of our current families identifying their enrollment plans for the 2019-20 academic year. The re-enrollment process is structured in a way that ensures all of our present families have priority in securing enrollment for next school year. We understand that there are a lot of moving parts in this process and our admissions department stands ready to support you should you have any questions along the way (admission@scis-china.org).

Let us now turn our focus toward this edition of *Communitas* which revolves around the theme of a love of learning through student agency. Student agency refers to learning through activities that are driven by personal interests, often self-initiated with appropriate guidance from teachers. Simply put, it gives students a voice and a choice in how they learn, triggering greater interest and motivation in the learning process.

By supporting learners that actively seek out opportunities to contribute positively to their communities we are identifying our

commitment to empowering our students. SCIS seeks to continuously enhance our learning experiences by providing unique instructional techniques that foster an environment which triggers our learners to be aware of opportunities where they can have direct input into the learning process, into creation, and toward enhancing their ideas and understanding.

SCIS believe that agency occurs when our students experience relevant, engaging, and personalized learning. We ground our teaching and learning in best practices; this allows our faculty to change the course their class may have been heading in because the students themselves are driving the instruction in a new and meaningful direction. As a community, we strive to remain curious, test assumptions, challenge the status quo, and take risks, it is how we empower our students to become lifelong learners who meet the challenge established within our mission of contributing positively to their community.

As a SCIS community member, you represent the learner within our mission whether you are a parent, faculty, or student. So, let us all collectively agree to make good use of the fresh start that 2019 has brought us and seek out opportunities to contribute positively to our community. In doing so, we will engender the creative spark that will ensure that SCIS remains a home to passionate learning.

Sincerely,

Daniel D. Eschtruth

Director of Schools

Shanghai Community International School

communitas

DEC/JAN 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!



Global Politics: Exploring Political and Economical Perspectives of the World



By **SCOTT SIMMONS**,
Individuals and Societies
Teacher at SCIS Hongqiao

Diploma Programme (DP) Global Politics is the newest offering from the International Baccalaureate (IB) in the Individuals and Societies subject group. The course explores fundamental political concepts such as power, equality, sustainability, and peace through the development of case studies and personal explorations. Students will evaluate contexts from local, national, international, and global perspectives to determine how political issues impact the world around them.

The course covers four units: power, sovereignty, and international relations; human rights; development; and peace and conflict. The key concepts and prescribed content are specified by the IB for each core unit. Critical theories, such as realism, liberalism, capitalism, Marxism, relativism, and universalism, are applied to enhance understanding of examples. The context in which these are applied and studied determines which are most relevant to explore, and students are free to select examples and cases that engage them the most.

All students are required to engage in a global political issue of their choosing. Some of the engagement activities included mentoring migrant children from the interior of China, building schools in Nepal for orphans, and shadowing the mayor of a French village to evaluate national tax reform. Higher levels students will also examine two contemporary global political changes through self-selected case studies. The cases selected during the fall of 2018 ranged from multiculturalism in Singapore, addressing the opioid crisis in Florida to the efficacy of the G5 Sahel Joint Force in Africa. Students are compelled to connect the theories learned in class to their broader applications.

The graduating class of 2019 will be the first from SCIS to sit for the DP Global Politics exam. By engaging concepts, exploring cases, and evaluating perspectives they will successfully navigate this exciting new course from the IB.



“Teaching is only demonstrating that it is possible. Learning is making it possible for yourself.”
– Paolo Coelho, *The Pilgrimage*

Our Lifelong Learning Educators

As part of my responsibilities as an administrator, I am fortunate to be part of a team that recruits new teachers to SCIS. Over the years I've read hundreds of resumes and profiles and in almost everyone, the prospective teacher will make reference to themselves as being a lifelong learner.

It's one of those things that every school asks about and every teacher advertises during the interview process, but what does it really mean?

At SCIS, we take lifelong learning seriously, and we try to find and attract teachers with a genuine interest in thinking deeply about teaching and learning and with a willingness to improve their practice as a means of improving student learning.

One of the ways we do this is by shifting our approach from one of performativity and appraisal of teachers to more of a professional growth model. Which is to say, we shift the conversation away from having administrators rate and evaluate teachers to having teachers set goals for their own growth.

Instead of oversight then, the school acts as a support mechanism for growth. This comes not only in the form of financial support with teachers being able to access their own professional development funds but also in the classroom where teachers can and do ask for targeted observations of new techniques, co-teaching opportunities, and requests to observe their peers.

This empowering of teachers comes with a built-in mechanism for growth and lifelong learning – it is an expectation that every teacher, in every classroom, will set a goal for growth and strive to meet it against a set of success criteria that they set with a goal supervisor.

We're also very fortunate to live in a city like Shanghai with so many great international schools with strong networks that attract some of the finest and most innovative speakers and educators – giving our teachers access to regional workshops and conferences that they would not have in other places in the world.

As an emerging leader in the region of International Baccalaureate schools, we are also fortunate to host the IB regional workshops for the past few years giving our teachers access to high quality, IB-approved workshops in targeted programme and subject areas.

Lastly, and perhaps most excitingly, SCIS is able to tap into the rich and diverse experiences of its teachers and administrators and their extensive list of contacts and colleagues to attract amazing workshop leaders and speakers to run in-house divisional professional development sessions on site.

This year was no exception as the Upper School welcomed Jeremy Otto in October, an expert in Approaches to Learning to run a one-day workshop, and Cathy Berger Kaye, a service as action guru and author who worked with our departments over a period of two days in

November. The Lower School had Erin Kent come in and work with teachers on reading and writing skills and Taryn BondClegg brought her unique take on student agency and self-navigation of learning to teachers from Nursery up to Grade 5.

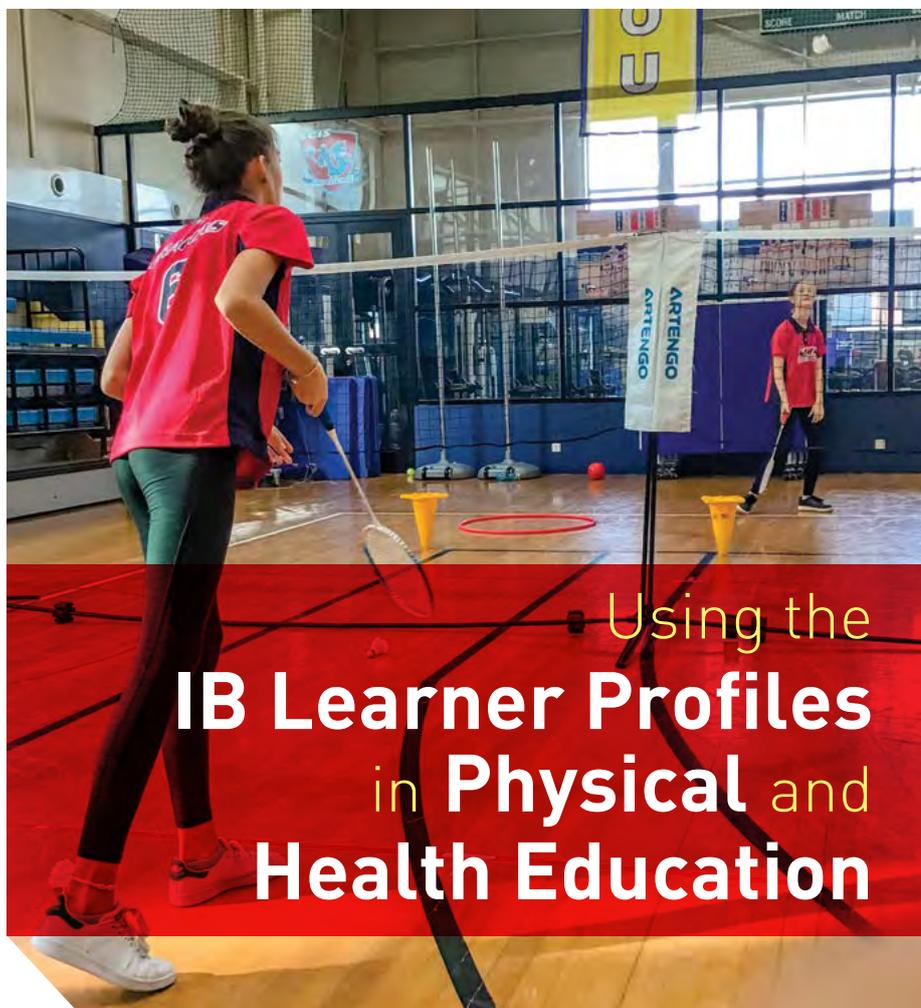
It's often difficult to gauge or measure the impact of a large-scale professional development opportunity – finding something that is universally appealing or relevant to an entire staff is no easy task – but we have such invested and enthusiastic educators at the school that our visitors, without fail, report to us what a pleasure it was to lead sessions with such an engaged and receptive staff.

Nowhere was our investment in lifelong learning more evident than with our recent “MYP Week” where the lessons that were learned during Cathy Berger Kaye's visit paid amazing dividends. Teachers very clearly considered student agency and choice, and their interests and passions were built into each and every one of the experiences at every grade level.

And so, while we cannot guarantee that every teacher at SCIS is a lifelong learner, we have certainly created the systems, the opportunities and the culture for this to be the norm rather than the exception.



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



Using the IB Learner Profiles in Physical and Health Education

Physical and health education is an exceptional subject for nurturing and developing the IB Learner Profiles in our students. We accomplish this first and foremost by exhibiting these very characteristics in our teaching, as we believe that our responsibility as educators is to authentically display that which we seek from our students.

As an entire physical and health education department, we see ourselves as influential members of the school community, responsible for creating an environment where students discover the plethora of benefits that come from living a healthy, active lifestyle. Of all the IB Learner Profiles that we promote in our instruction, open-minded and risk-taker are probably the ones we demonstrate the most. The reason for this is that open-minded learners have a much broader perspective of the world, allowing them to seize opportunities for growth and strength that may go gone unnoticed if they had held a narrower view of the world.

Through our consistent approach towards this pedagogical strategy, we then provide

students with learning experiences which cultivate such qualities. Our grade 10 unit on dance aerobics was a perfect example of this, where we engaged in a series of routines including Bollywood, hip-hop, and country dance. Dance is not always the most comfortable topic to cover, but perseverance and an open-mind were essential to our student's success in this unit. As their teacher and instructor, it was imperative to demonstrate an open-minded approach so that students could see that this unlocks our true potential to learn and grow. Our students showed zeal and fervor in their routines, sincerely showing what is possible when we approach unfamiliar topics with flexibility and unbridled enthusiasm.

Risk-taking is essential if we want to go after the things in life that we desire, thus, in our physical and health education classes you will see us demonstrate this Learner Profile. We want students to have an abundance of opportunities to take risks in class, especially when it comes to asserting themselves in a leadership role. An example of this comes from our recent grade 8 badminton



unit where students became badminton coaches for a lesson. With much planning and preparation, students put together a 30-minute coaching session where they taught a fellow classmate a specific badminton skill. This is a daunting task that had students feeling very apprehensive at first, as this would require them to move outside of their comfort zone and into the realm of courage. As research professor Brene Brown puts it, "you can choose courage, or you can choose comfort. You cannot have both". Our students chose courage! Students led their coaching sessions brilliantly, coming up with creative drills and demonstrating remarkable instruction. Students then reflected on their coaching session and gained another valuable life experience through the act of thoughtful risk-taking.



By **NICHOLAS SPRING-PEERS**, Head of MYP Physical and Health Education at SCIS Hongqiao

The IB Diploma and University Entrance



The International Baccalaureate (IB) Diploma is a truly international secondary education credential, recognized by institutions of higher education in virtually every country in the world for what it represents: intellectual rigor, breadth, and depth of academic content, international-mindedness, and service orientation. As graduates of a three-program IB World School, SCIS alumni benefit from carrying a Diploma that will open doors and pave the way for opportunities in whatever country and whatever field of study they choose to pursue.

The research branch of the International Baccalaureate Organization (IBO) carries out ongoing investigations into the future benefit of earning the IB Diploma. From the official IBO website:

What has IB research shown so far?

Several studies commissioned by the IB have concluded that, compared to their peers, IB students tend to go to university at higher rates, go to more selective universities, and perform better once there. For example:

- Former DP students in the United States (US) are significantly more likely to attend a 'selective' or 'highly selective' institution compared to the

average US college-goer.

- In the UK, they are more than twice as likely to attend a top 20 university than the average A-level student.
- Minority and low-income IB students from Chicago Public Schools were shown to go on to university at significantly higher rates than a matched control group of their non-IB peers of similar academic ability.
- Feedback collected from a wide range of IB graduates suggests that IB students have an easier time adjusting to university studies.
- Surveys of university and college admissions staff in the US, the European Union, and Australia show that these professionals are both familiar with the programme and hold it in very high esteem compared to other qualifications.
- An analysis of the recognition policies of the top universities in the US reveals that most of these institutions grant credit or advanced standing for high performance in DP courses.

In addition to investigating the results of current IB graduates, the IBO is also working steadily to enhance the recognition of the Diploma and build increasing opportunities for the future.

More from the IBO:

The International Baccalaureate® (IB) works with the higher education community in a number of meaningful ways.

The organization:

- assists universities and colleges in developing admissions and recognition policies – so students can gain equitable and competitive offers from universities of their choice.
- commissions research into the impact of IB programmes on students, schools, and communities.
- engages university faculty members in the review and development of IB programmes and curriculums.
- improves the understanding and recognition of IB programmes worldwide.
- coordinates events to build relationships between the IB and higher education, such as the [IB World Student Conferences](#) and the yearly [IB Higher Education Symposium](#).



By **NAOMI SHANKS**,
Upper School Vice
Principal at SCIS Pudong

It's Almost Time for RE-ENROLLMENT!

As we come to the beginning of semester two, it is important to celebrate and reflect on all that we have accomplished as a school community. While difficult to believe, it is also time to set our plans for the 2019-20 school year. We do this through our annual re-enrollment process which allows families to confirm their enrollment status for the coming school year.

Our re-enrollment process is designed to ensure all current families have first priority to register for the 2019-20 school year. Thus, re-enrollment will commence before the end of January (exact date TBD). On this day, all families will receive an email from our Admissions Department notifying parents that re-

enrollment is open. Parents can follow the instructions and link provided within the email to complete the re-enrollment survey. This entire process should take less than five minutes.

The re-enrollment process is vital as we strive to effectively plan for yet another successful school year. SCIS looks forward to your continued support and involvement in our school community and we hope to welcome your family back for yet another successful school year.

Should you have any questions regarding re-enrollment or need any assistance, please contact our Admissions Office:

System Office

Name	Job Title	Email	Ext
Jeffrey Ginter	Director of Admissions	jginter@scis-china.org	5873
Echo He	School Registrar	ehe@scis-china.org	5876
Grace Hu	Admissions Finance Officer	ghu@scis-china.org	5877

Hongqiao ECE Campus: (Nursery–Kindergarten)

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Maggie Yang	School Secretary/Admissions	maggie.yang@scis-china.org	7004

Hongqiao Main Campus: (Grades 1–12)

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Sellen Zhang	Admissions Secretary	szhang@scis-china.org	3100
Rainy Jiang	Admissions Secretary	rjiang@scis-china.org	3132

Pudong Campus: (Nursery-Grade 12)

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Julia Qian	Admissions Secretary	jqian@scis-china.org	6001



Celebrating the

Festive Holidays

with the

Entire Community



We had a spectacular two weekends concluding the first semester of this school year, spending the time to celebrate the winter holidays with our community.

Two celebrations, on both sides of the river, ushered in the winter season just in time. Complete with winter warmers like hot chocolate and glühwine (mulled wine), festive holiday shopping, music performances, and merry winter activities, it was two fun-filled days for both young and old!

On a sunny Saturday, November 24th, SCIS hosted the second annual Winter Carnival at the Hongqiao campus. Live performances throughout the day filled the air, as our community enjoyed delicious food, holiday shopping, an ice-skating rink and so much more.

The carnival wouldn't be complete without a carousel, which stood center field taking fair-goers on enchanting rides. In addition, new this year was a 'steamed' powered train making the rounds encompassing our whole campus. With over 700 rides tickets sold from both rides, it's safe to say they have now become community favorites! All proceeds from the sales of tickets to the merry-go-round and train were donated to Heart to Heart, a non-profit charity dedicated to providing life-saving surgery to children from rural parts of China.

The following week at the Pudong campus, our fantastic Parents and Friends Association organized a Winter Festival in support of Maitian, a charity





dedicated to providing much-needed school supplies to students in rural parts of China. Highlights of the festival were surely the gingerbread house decorating and craft station with our families coming up with creative designs, each more unique than the next. Also, both Mr. and Mrs. Claus were spotted taking pictures with children.

We would like to thank all of our students and staff members for their support in providing a vast array of performances and also to our wonderful vendors for the winter fun!



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





SCIS Orchestra

Hits the Right Notes

In the past, SCIS boasted both string and brass orchestras to allow young musicians an avenue to express themselves while appreciating the beauty of music. However, when our school transitioned into an International Baccalaureate (IB) World School, both Orchestras classes were replaced by equivalent IB courses. In light of this, and due to popular demand, a new orchestra was formed this year thanks to efforts from parents Nina Han, Flora Cheng, and May Cheung. Together, they invited Mr. John Lin, an experienced classical conductor, to head the newly formed musical ensemble in the hopes of giving young musicians an added avenue to continue their musical journey.

We had the esteemed pleasure of catching up with Mr. Lin to hear a little bit about his background in music and his take on the SCIS Orchestra thus far.

John, can you introduce yourself? What is your background and where were you musically trained?

I'm from Taiwan, where I started my music training. I started with piano when I was five, and also learned the clarinet while in high school. But I didn't study in music school until I entered university. After getting my bachelor's degree, I went to Jacob School of Music, Indiana University, USA, which is one of the top music schools around the world. First, I got one master's degree in clarinet performance, and then, after my conducting professors pointed out that my piano sheet-reading was very fast, which is a requirement to be a good conductor, I decided to then pursue a second master's degree in orchestra-conducting. Besides studying in the United States, I also took many lessons in Germany and Italy. I am now the principal conductor of three district orchestras in Shanghai and a regular guest conductor of

several orchestras in Europe and Asia. And of course, the conductor of the SCIS orchestra.

Can you tell us about your very first encounter with music?

I started to learn the piano when I was five years old, but I had already been playing on a keyboard since I was very young.

When did you then choose to make music a career?

Even though I started playing music early, it wasn't until I joined the orchestra in my high school, at the age of 17, that I decided to make music a career.

When people come to see the SCIS Orchestra, what do you think will strike them the most about the music?

I would like to try some animated and joyful pieces, and also master some classical music. The first is to let people

know that an orchestra can be an exciting experience, and master classical music is to let people know how beautiful music is.

What do you hope to accomplish in the near future with the SCIS orchestra?

In the near future, I hope we can have more members join in to have an entire orchestra and a full sound. Then with more training, we can learn more intricate musical pieces. After that, my aim is to take this orchestra around the world to share our growing repertoire of music. I also hope that students can gain interest from playing in the orchestra and be proud of being a member of it after leaving SCIS. Who knows, maybe the orchestra and music will change some members' life like my high school orchestra changed mine.

Currently, the SCIS Orchestra counts 37 members in its ranks, including 13 violinists, three violists, six cellists, four flutists, four clarinetists, three percussionists, one French horn player, one trumpet player, one saxophonist, and one trombonist. That number is set to grow as the year progresses as we aim to include up to 50 members in the ensemble. Joining the orchestra will expose budding musicians to a repertoire of forms and styles of music while developing their knowledge and potential as musicians, both personally and collaboratively.

The SCIS Orchestra had its debut during an upper school recital in October this year, followed by performances at our second annual Winter Carnival as well as an end-of-the-year assembly. As the

journey continues our goal is set for joining the International Youth and Music Festival happening in Vienna, Austria in 2020. There will upcoming auditions for the orchestra next year so be sure to stay tuned!



By **NINA HAN**,
SCIS Parent

and



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





Migration and Mandarin

in an

Artistic Avenue

A Cross-Disciplinary Learning Experience



In a joint effort between the mandarin department led by Olive Sun and their homeroom teacher Cleo Peterson, our grade five students at our Pudong campus were exposed to a unique transdisciplinary learning experience. Born out of an idea to connect drama and arts with film-making and mandarin, we challenged students to re-create a famous scene from an influential Kungfu movie in Mandarin.

In their latest Primary Years Programme (PYP) unit of inquiry, students have been learning about migration, by looking at its effect on cultures and gaining a better understanding of the reasons for human movement throughout history. Looking at migration through an artistic lens, students were challenged to look at how culture spread through the popularity of film and cinema.

The PYP Inquiry unit “Migration”:

Following the central idea that human migration is a response to challenges, risks, and opportunities, students looked at:

1. The reason for migration throughout history by looking at Kungfu clips and how Chinese culture spread via popular cinema.
2. How migration changes individuals, communities, and cultures.
3. Migration as a human right. Looking at historical documentaries of American history during the Chinese exclusion act of 1882, for example, where white actors were playing the role of Chinese railroad construction workers in a fairly derogatory manner and comparing them to ‘Shanghai Noon’ where Hong Kong actor, Jackie Chan is the protagonist.

Throughout history, many influential cinematic genres helped spread people’s perceptions of culture, language and identity from Hollywood, Bollywood and, last but not least, the Kungfu realm. In mandarin class, students were introduced to famous Chinese Kungfu stars, such as Jackie Chan, Bruce Li, and other influencers, and discussed ways in which these actors, along with the movies they starred in, influenced the world we now know.

The authentic transdisciplinary learning experience put students in the driver’s seat as a lot of opportunities presented themselves to access the project in different ways. Students had to choose movies, themes, costumes, and props all the while facing the reality of having to compromise due to certain restrictions. Given that it was limited in scope but also



very broad in a creative sense, it truly empowered students to take ownership of the project and make it their own.

The endeavor began by having upper school film students come in and teach the basics of film-making such as cinematic roles, angles, and equipment. A powerful learning experience hearing from their older peers.

After the first few sessions working on this project, roles quickly flipped as students were asking teachers what they needed from them. It was also a perfect stepping stone for grade fives as they were introduced to different group dynamics and grasped a better understanding of what it takes to own a project, preparing them for the challenges to come in the Middle Years Programme and beyond.

There was a very real-world aspect of the project, which involved deadlines, a target audience, limited resources, writing and translating a script, and overcoming unforeseeable obstacles along the way. Before-mentioned complex problems that they had to solve on their own included things such as a battery dying, filming in unfavorable conditions, connecting and collaborating to work on the project outside of school hours, or working with a green screen.

What's more, the budding film-makers had only a few short weeks to correctly translate famous script lines in mandarin and memorize their lines and shoot



their re-created movie scenes. They had to overcome significant challenges when dealing with hard to pronounce characters, which required a significant amount of determination and effort on their part. It was pretty remarkable to see some students, some of which were new to SCIS and speaking zero English when they first arrived and are now in our EAL program while learning Mandarin at the same time, being able to memorize these phrases and perform in Mandarin for the project.

Lastly, we invited a Chinese Kungfu master, Jingchao Sun, from Xingwu Kungfu Hall, to teach our budding grade five filmmakers, some basic Chinese Kungfu movements. The experience was a phenomenal way to tie in the project and experience Kungfu first-hand.



By **OLIVE SUN**,
Mandarin Teacher

and



CLEO PETERSON,
Grade Five Teacher
at SCIS Pudong



Wellness Week:

Empowering

a **Healthy**

Community

of **Learners**



Schools have a significant role in supporting students to make healthy lifestyle choices and to understand the consequences of lifelong health and well-being. Healthy students are more engaged and better able to concentrate and learn.

As such, every year we dedicate a Wellness Week where we empower our students to make healthy life changes through active living, nutrition, and stress management. From November 19-23rd, our students were engaged in a series of activities that focused on this year's theme "Just Breathe".

Over the course of one week, we welcomed fitness coaches from around Shanghai to lead us in Morning Movement sessions. First, Lauren Himle from Orangetheory took students through an interval-based workout that included a combination of cardio and functional training. Next, Stefanie Candela, from Ringside Boxing and Beyond, led our Dragons through a high-intensity boxing fitness program. This program not only introduced us to many of the boxing basics but also kept us moving at a very fast tempo. On Wednesday Coach Nina Gai, from Sports for Life, led us through a lively cardio-based dancing workout. The sun was shining for our final session and we welcomed Erwin Regidor from ALFA Coaching. Coach Erwin led us through a Tabata warmup, but challenged us, even more, when he had us use our ears and bodies because we had to do a burpee every time we heard the singer sing the word "never" ...a total of 35 times!

We also welcomed three psychologists from around the city. Upper School Students attended workshops by Dr. Lee, "Stress, Health and Happiness", and Dr. Kelly "Just Breath with CBT", during the week. While parents attended a workshop by Dr. Wang titled, "How to Have a Healthy Relationship with Your Children".

New this year was the 'SCIS Master Chef' competition which challenged participants to use the superfood kale to make a healthy dish. We had 11 participants including students, teachers and our very own upper school Principal, Barclay Lelievre. We had over 50 student judges taste their way to the winners of the yummiest savory dish and the most delicious sweet dish. The winners in the sweet category were Anna Skovdal (G8) and Agnes Eriksson (G8) with their smoothie bowls. Viktor Hagberg (G6) took home the prize for the savory category with his kale pesto. There was a lot of laughter, dancing taste buds and surprise that kale could taste so good. Big thanks to all who participated!

A big thank you to all the professionals that joined us at SCIS throughout the week, but also to teachers, students, and families for their enthusiasm and commitment to healthy living. We encourage the entire community to start to set well-being goals and take time each day for their personal health. This will help everyone form healthy habits that will take wellness beyond Wellness Week and make it a fundamental part of our lives.



By **BRENDAN NEWMAN**,
Physical Education Teacher
at SCIS Hongqiao



EMILY BLALOCK,
and
College Counselor at
SCIS Hongqiao



What is a LEARNING J URNEY?

It is our shared demonstration and commitment to the “power of language”.

Language is the foundation for learning and at SCIS, we are working diligently to create opportunities to expand and support vocabulary growth and cultivate the structure of language every day.

On the Hongqiao Early Childhood Education (ECE) campus, we have a new way to share the power of language and the love of learning in our newly coined experience called “Learning Journeys”. As a school, we are sharing the ongoing learning that is occurring on campus each day in every classroom. Each class has several opportunities in the school year to share their learning with other ECE students.

We are purposeful in our approach to sharing and focus on developing one of the four kinds of “language talk”:

1. Narrative
2. Explaining and seeking information
3. Oral performances
4. Giving and understanding directions

ECE is developing our students' ability to communicate with an audience outside the family. This experience stretches their language abilities because it generally takes more effort to communicate clearly outside the family sphere. In this first semester classes shared:

- step by step understanding of how to compost
- a favorite song Tap, Tap from Handwriting without Tears

- their use of Sign Language to support those in the community that cannot hear our words
- games that use any kind of box
- retelling a story through their art
- how to make an instrument

Regardless of the age of our students, they are able to express their learning in many varied ways. Students are actively presenting to an audience of schoolmates and those schoolmates are listening as an audience.

Great fun is had by all.



*By MELANIE MCCLURE,
Principal at SCIS Hongqiao
ECE Campus*

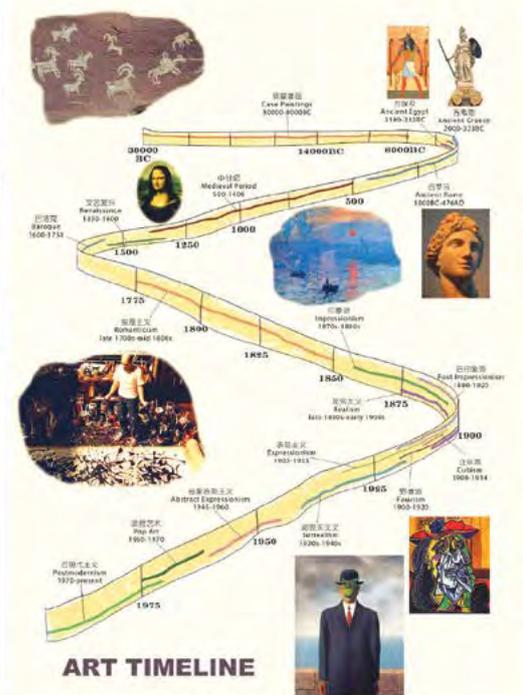




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My Westlake Model United Nations Experience

On Friday, November 9, a delegation of fifteen SCIS Pudong students, including myself, along with two chaperones, Mr. Michael Steele and Ms. Kristen Scheiner, traveled to Hangzhou to participate in the 12th annual Westlake Model United Nations (MUN) conference at Hangzhou International School. This year was the first to have both a middle school and a high school delegation from SCIS. The conference lasted for three days and consisted of over twenty schools with approximately two-hundred students participating.

The conference held eight committees

each with three discussion topics. I was in General Assembly Three that focused on the topics "Use of sporting events for the promotion of peace", "Promoting religious tolerance in Israel and Palestine" and "Coordinating global efforts in safeguarding children's online safety and privacy". I was the delegate of Japan and was required to represent my assigned country when amending resolutions and voting.

Aside from amending and voting, the majority of the conference was devoted to debating. As an international-school student, I often discuss similar controversial subjects with peers. I believe SCIS has enhanced my desire to examine different perspectives regarding these issues because the open environment invites a diversity of opinion.

During the Westlake conference, the delegates, both as individuals and as representatives, had many disagreements that led to intense and heated disputes. The values and determination students dedicated was appreciated as the debate naturally flowed.

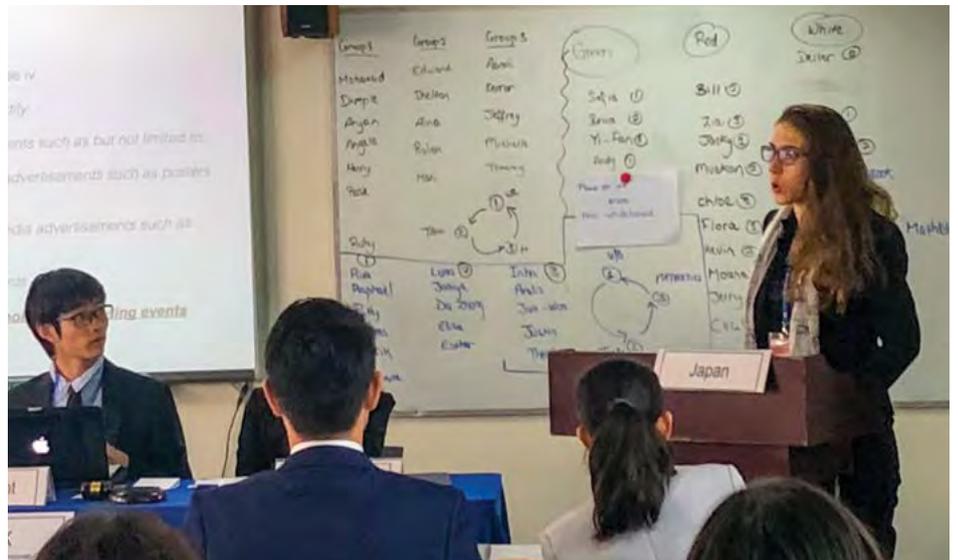
The quality of the debate at MUN conferences always impresses me, and they keep improving year after year.





Prior to attending this year, I had already participated in two Westlake conferences. During my first conference, I stayed quiet as much as I could and remained by myself without passing any notes or making many new friends. This year, on my third Westlake MUN conference and my fourth conference overall, I made the highest number of amendments and speeches in the entire committee, passed countless notes to help other delegates decide on their position regarding the issues at hand, and made new friends living all over China and coming from across the globe. MUN does not require students to have any special skills, just courage and a scrap of confidence. When I get an amendment or a resolution approved in MUN, I feel like I changed a little piece of the world for the better.

I believe Westlake is generally a great conference to embark on the MUN journey since it is designed for beginners and successfully incorporates novices with experienced delegates. The convention began with an inspirational guest speaker and ended with tear-jerking closing



speeches from the committee chairs who have become close friends in the matter of three short days. I am thrilled to wake up knowing I get to debate and attempt to figure out possible solutions for on-going concerns with other knowledgeable students. I full-heartedly recommend joining MUN because it allows us to create a better present and experience a genuine feeling of satisfaction and fulfillment.

By THALIA CHELOUCHE, Grade 11 student at SCIS Pudong

Meet the Castillo Family



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

Trish: We are ALL from sunny California, USA."

Trish and Tony, where were you raised?

Trish: Tony and I were both born and raised in the San Francisco Bay Area in California. Tony grew up in Novato, Ca about 45 km north of Golden Gate Bridge. I grew up about 30 km east of the city in Lafayette, Ca.

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

Trish: Tony's job with Disney brought us to Shanghai in the summer of 2012. He came to Shanghai to support the development and now the operation of the Shanghai Disney Resort.



Where were you before Shanghai?

Tony: We had only lived in California before we moved the family to Tokyo, Japan in 2008. We lived in Tokyo just shy of 3 years. We left Japan to go back to California for 11 months knowing we would move to Shanghai in 2012.

Did you ever think you'd be living in Asia for as long as you have? What has been the biggest surprise?

Tony: Fortunately Trish was very keen for us to try an international assignment which encouraged me to take a change when the Tokyo opportunity came up. We surely did not expect it would be so long. Probably the best surprise has been how much the experience has exceeded our expectations. It has been incredible for us as a family and as individuals.

Trish: I had been fortunate to travel when I was young and loved the adventure. So, when Tony came home from work over 10 years ago asking if I would consider moving our family abroad, I jumped at it. Not in my wildest dreams would I have ever guessed we would live and raise our children in Asia for almost 10 years.

What has been your favorite memory living in Shanghai?

Alex: The Westin Brunch on Sundays, getting our cats, my friends and meeting NFL legends Joe Montana and Jerry Rice. I still can't believe that I got to play football with them!

Julianne: My favorite memory is graduating from the Lower School. We had a full day

of celebration! There was an assembly for 5th graders and their parents, then a brunch where we got memory books with a page for each one of my classmates and we passed them around to sign. In the afternoon, we went to the Emerald for a pool party.

Trish: Some of my favorite memories are exploring Shanghai's charming lanes, making some amazing friends from around the world and watching my kids at SCIS performances.

Tony: This is tough because there have been so many great friends and great experiences. But for me, it was the family's first visit to Disney here during trial operations. Years of work coming to the finish and finally being able to share it with them was great.

What would you say the biggest challenges are for you living in Shanghai?

Alex: Learning Mandarin because it's such a complex language.

Julianne: Learning Chinese, in 4th grade, I started in Novice I, then the same in 5th grade, then I thought I would switch to Spanish in 6th grade but I totally failed that class. So, in 7th grade, I went back to Mandarin and guess what? Novice I again!!! You can start to see the pattern. In 8th and 9th grade, I took Learning Support instead of a second language. So, this year, in 10th grade, I signed up for Mandarin again because I want to earn an IB Diploma. I am happy to say this year

I'm one of the top students of my class and am enjoying learning Mandarin.

Trish: Not knowing the language especially when in a taxi.

Tony: Being away from our extended family in the USA.

Trish, you have dedicated so much of your time to the school through our PAFA for the past 7 years. What is your favorite event that you are a part of each year?

PAFA has been such an incredible way to get involved in our SCIS Community. One of my first memories in Shanghai was a neighbor coming to pick me up to go to a PAFA meeting at the Upper School. Before I knew it, the car was filled with warm women from around the world asking about everyone's summers and helping me navigate moving to China. One of my favorite events to be a part of each year is volunteering at the PAFA table at New Student Orientation. Those strangers in the car helped set me up for a fantastic experience at school plus gave me wonderful friendships for a lifetime.

Have you learned to love some Chinese dishes? What are they?

Alex: Xiao long bao and bubble tea.

Julianne: Pork bun dumplings.

Trish: Street food and all the yummy stir-fried greens plus of course Xiao long Bao!

Tony: Mapo Tofu, Xiao Long Bao, Jian Bing.

Last year, you made a move from Jinqiao to the Kangqiao. How do the two compare?

Alex: When we lived in Jinqiao it took 30 to 40 minutes to get to school depending on traffic. Now that we live in the Emerald it only takes 10 to 15 minutes to get to school. It makes my life much easier coming home from sports or band practice.

Julianne: When we lived in Jinqiao, we had a four-storied house. I had the top floor to myself. I miss that but living at the Emerald in Kangqiao, I get to ride my scooter more plus ride the bus with my friends.

Trish: We loved living in Jinqiao and originally chose it over Kangqiao because of the convenience Jinqiao afforded. I have been surprised about how convenient it is living in Kangqiao! Being closer to school, we have been able to build more family relationships with the SCIS community. Jinqiao is designed for foreigners and we really didn't get to know our Chinese local business and community. We have really loved exploring and dining out in Kangqiao. There are many hidden treasures.

Tony: I like both. Jinqiao feels more like an area that was master planned to support foreigners. While Kangqiao feels more out of the way and local. But we have enjoyed each of them and feel lucky to have experienced both. We really like



being closer to the school and so many other SCIS families.

If you were to give advice to a new family, what would it be?

We would say, embrace and enjoy the experience of this unique opportunity. Don't be afraid to ask for advice or help. There are so many great families from all over the world here who are willing to help and share experiences. We have all been the new family at one time.

There will be a big change in the Castillo household next year. Tell us about that.

Alex: Next year will be a big change for me because I am leaving my family in China to go to university hopefully in North America.

Trish: Yes, Alex is graduating and will be leaving to go to university. We are so excited for him to experience this next important chapter of his life. But it is really hard to think about him being gone. We will miss him so much. SCIS has given him such an amazing foundation, especially with the IB. He was exposed to so many things at SCIS like the Arts, Music, Drama, Sports and China Go trips. We can't wait to see which passions he continues in life. Thank goodness for WeChat, Facetime and Skype!

In 25 years, Trish and Tony, where do you see yourselves?

Trish and Tony: We see ourselves retired somewhere sunny and warm with enough room to accommodate friends and family coming to visit. And of course, still traveling the world!



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





Meet
*Kristine
 Sy*
 School Community
 Relations Officer
 at SCIS Hongqiao

Ever since joining our admissions team at the start of this school year, Kristine Sy has been an invaluable addition to the SCIS family. I sat down with her to get to know a little bit about her background story and her thoughts on living and working in the great metropolis of Shanghai.

Kristine, where do you come from?

I am from Manila, and my previous industry has taken me to Bangkok and Beijing prior to coming to Shanghai.

How did you get into working within the SCIS community?

I used to be in the hospitality industry, working 'hotel' hours (every hotelier knows what this means). In 2013, I had an epiphany – that whilst I enjoyed my time immensely and was utterly grateful for the discipline, skills and work ethics that the industry has instilled in me, I did start to wonder (you could even say 'yearn') about working within regular hours and having a more 'normal' lifestyle. From that realization, I nailed down my choices for my next career and one of them was education (not necessarily teaching, more office-related work). A friend had

referred me to SCIS and the ball started rolling from there.

Is SCIS your first international school experience?

It is my first 'big' international school – from early childhood to Grade 12. I was with a small bilingual preschool with international facilities for 5 years before SCIS. I definitely enjoyed my time seeing and interacting with the little ones – they are the funniest people! Now in SCIS, Grade one students are my favourite – but I must say, all students here are sassy, confident and very open!

Do you like living internationally?

Yes, definitely. Living internationally extends to you such great opportunity to keep discovering new things (things that may not be new to others but to you they are), and in return, you keep discovering new things about yourself! I love it. The only downside is, of course, missing my family (from both sides, Manila and South Africa).

Favorite thing about living in Shanghai?

So many! The variety of food options –

you can go from RMB 10 meals to RMB 4,000 ones, whichever suits your fancy! The subway – very convenient (and they are clean). Mobike for sure. I think the most important though, is the diversity. A conversation is never boring because there are just so many people from diverse backgrounds contributing to it.

And, favorite thing about SCIS?

How our students are learning in a safe and such a happy environment. You can see the results with how they perform and how they develop overall as individuals – confident but not boastful.

When you are not in school, where can we find you?

You can usually find me at the gym or in my apartment! How exciting would it be if I named all the hotspots in the city, but being here for several years now, I really find excitement in being able to spend one full day doing what I want to be doing (with my hubby of course), at my own pace and whim.

What's next?

What's next is just to be present and enjoy the moment and be grateful for it.



By **JASON DWI**,
Community Relations
Officer at SCIS
Hongqiao (Pudong
Class of '08)



Meet Astha Patel

(SCIS Pudong
Class of 2019)



Tell me a little about yourself.

My name is Astha, and I have been at SCIS since fourth-grade. I am an only child, and I live with both of my parents here in Kangqiao. I also have a dog named Jenny who I consider my sibling as she has been with me for half of my life. She is also my best friend even though she goes in my room all the time without asking me. She eats all of my food as well.

Think back to your days in elementary school. Which teacher inspired you the most and how?

Mr. Togneri was my fourth-grade teacher, and he was awesome. I didn't have a lot of friends when I first got here, but when I was down, he would always bring me up.

Although you are Indian, you haven't spent much time in India at all. Do you have any regrets?

No, Shanghai is my home and although I wish I knew more about life in India and the way life works there, I do not regret growing up here in China.

Have you ever been to the United States?

Yes, I went to the States two years ago

and spent Christmas with my friend Elise's family. We spent Christmas in North Carolina but managed to take a side trip to New York City. It was a trip of a lifetime and I thank my parents for allowing me to experience the USA.

Tell us about three careers you've considered for your future.

I am super interested in psychology and the human brain, so I really want to study to become a neuro-scientist or therapist. If either of those don't work out, then definitely a food-truck chef.

Tell us about your mom and dad. It is without a doubt in my mind that they have inspired you. In what ways?

Without my mom, I don't think I would be the person I am. Any time I'd come home crying from a bad grade, or a bad day, a bad rejection from a crush she would always help me get over it and come up with my next game plan. Even though when she walks into my room and I am oversleeping, she sometimes yells mean words at me; I still love her. She inspires me to live my life fully and with a light heart, because at the end of the day life is as good as you make it. My dad had

to put up with my bratty teenage years, a truly treacherous time, but he is still around. That's pretty incredible and I think that takes a lot of dedication. His constant patience, kindness, and generosity has inspired me to be a better person towards the people in my life, regardless of the fact that I like them or not. My parents are definitely the force behind my success and I can't thank them enough.

What is your favorite class here in grade 12?

My favorite class would be English because I have a lot of fun with my classmates and my teacher, Ms. Riddle.

Which one of your classmates keeps you laughing?

I really can't choose because all of my friends constantly keep me laughing. Here is just a list of my friends that keep me sane:

Elise
Arturo
Keith
Patrick
Fredey

After attending SCIS for what's leading into 9 years, what is a lesson you've learned?

Waiting to the last minute is never a good idea in the Diploma Programme. Don't do it. Set deadlines for yourself and meet them. And another lesson is that if you stroll through the cafeteria around morning break time, you can usually pinch a yogurt from the salad bar before lunch.

Ashtha, what do you consider to be one of your best qualities?

I'm a really good improvisational chef. I can open up my friend's refrigerator and cook a full meal with whatever she has at any time of the day or night without a single Google search. This is definitely one of my best qualities.

So, after SCIS where will you attend university? Why did you choose that location?

I will most likely attend university in the Netherlands, because I really love the schools that I have found there. I have always wanted to go to Europe, so I felt that it would be an ideal place to study after high-school.

If you could do high school again, what would you do differently?

I would probably start putting in a little more effort academically a little bit earlier and listen to the advice of my teachers. I realized that they actually are smart people who are here to help me learn. I would also probably bring more yogurt to school, so I don't have to take any from the salad bar before lunch.

Let's say you were awarded 5 million USD under the condition that you remain in Shanghai for the next 20 years and start your own company. What would it be and why?

I would probably start a non-profit organization for saving stray dogs and animals in Shanghai. I love finding stray dogs and taking care of them until I can find them a home.

What's your idea of a perfect weekend?

It would begin with being a weekend that contains no work. My morning would start by getting some Chinese street food for breakfast. Next, I'd head to Elise's house to bother her because her room is nice. There we would watch one or two seasons of *The Office*. Then, I would hear my name called in a familiar voice. It's my boyfriend of two years, Elis, who lives in Sweden and has decided to come

surprise and visit me. Then suddenly, Jake Gyllenhaal pops out from around the corner and hands me 6 million dollars in WeChat money. Then I run off into the sunset with him, leaving my friends and ex-boyfriend behind. Something simple like that.

What's your favorite Chinese dish and your favorite part of Shanghai?

My favorite Chinese dish is Jian Bing, which is a breakfast wrap you can find pretty much anywhere in Shanghai. My favorite part of Shanghai is posing for pictures that strangers try to take of me without me knowing.

Do you have advice for the class of 2020?

Follow your EE deadlines. Just do it. Seriously. Make it count and try to finish strong. You won't regret it.

Ashtha, thank you for taking the time to share some of your unique story.



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



Book Recommendations for All Ages

Daniel Zimmerman, Lower School Librarian at SCIS Hongqiao



Square

By Mac Barnett and Jon Klassen

Ages 6+

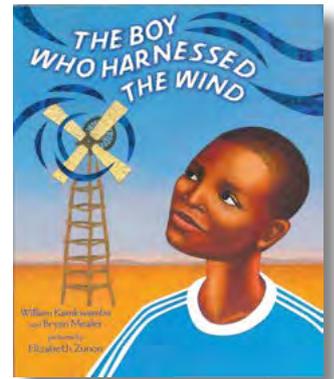
Square lives in a secret cave. Every day he takes a square block and pushes it up a hill to build a pile of blocks. His friend Circle thinks that Square is a genius sculptor and wants Square to make a sculpture of him. Square isn't sure what a sculptor is and worst of all, Circle is perfect, what will Square do? Book two of the shape series by wildly popular collaborators Mac Barnett and Jon Klassen addresses perspective, self-doubt and the nature of genius.

The Boy Who Harnessed the Wind

By William Kamkwamba and Bryan Mealer

Ages 10+

14-year-old William Kamkwamba lived in a drought-affected region of Malawi in Africa. A keen student, and possessed of considerable agency, William taught himself English and then used his new-found language skills to learn how to make a windmill out of salvaged materials and bring electricity and running water to his village. William's story shows that no matter your age, a passion for learning, along with perseverance and hard work, can help you to achieve impressive results.



Emily Williams, Librarian at SCIS Pudong

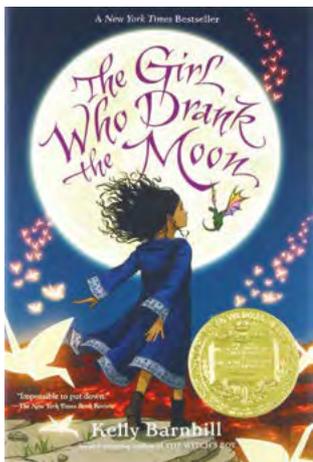
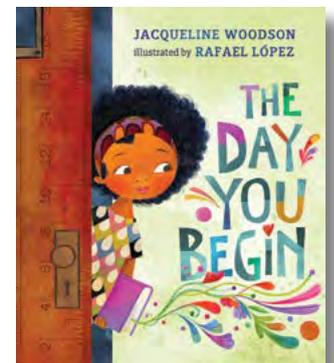
The Day You Begin

By Jacquelin Woodson

Ages 4-10

In a world as complicated and diverse as ours, it is important to remember that everyone feels different sometimes. This is the perspective author Jacquelin Woodson takes in her book *The Day You Begin*. The characters and conflicts in this moving book will undoubtedly feel familiar to

international students who are learning to be part of the SCIS community. The characters in this book express feelings of "otherness" as they join a new class and try to interact with new peers. They experience nervousness and uncertainty because of how they look, what they eat and where they come from. The book reveals that as students embrace and celebrate their differences, they develop voices that have the power to enrich their entire community. This book is a meaningful read for every international student.



The Girl Who Drank the Moon

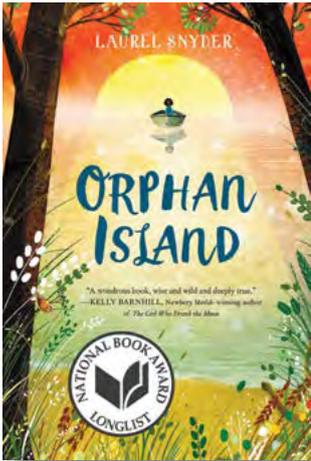
By Kelly Barnhill

Ages 10+

The Girl Who Drank the Moon is a rich and compelling fantasy that encourages the reader to think deeply about the nature of love and power. The story follows the life of Luna, a baby abandoned in the woods by the Elders of her village. Luna is delivered to the edge of the woods as part of an annual sacrifice that the Elders of her village perform to appease a witch that lives in the woods. Fortunately for Luna, Xan, the witch in the woods, is magical

and kind. Every year Xan rescues the sacrificed babies and delivers them to loving families on the other side of the woods. Xan saves Luna from the woods, but accidentally allows her to drink the moon's magic. Luna is flooded with extraordinary magical abilities and Xan decides she must keep her and raise her in the woods. Just as Luna's magic begins to mature, a young craftsman from the Protectorate decides he must kill the witch in the woods to prevent the sacrifice of his own child. The story artfully weaves together many different perspectives and plot lines as the lives of the characters collide. With whimsical language and a suspenseful pace, this novel takes the reader on a complex and enchanting journey.

Ashley Simmons, Upper School Librarian at SCIS Hongqiao



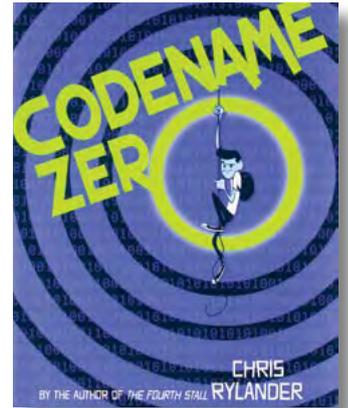
Orphan Island

By Laurel Snyder

Ages 11-14

Jinny's only memories are from the island that she shares with eight other kids, and she loves the perfection of the island and the routines of their lives on it. The only break in the routine happens once a year when a boat appears with a young child to leave on the island and disappears, taking the oldest child from the island to an unknown destination. On the day Jinny's best friend Deen is

taken in the boat, she becomes the Elder on the island and is responsible for the care of the newest member of their group, Ess. As Jinny struggles with the care of Ess and her new role as the Elder, she begins to dread the day when the boat shows up to take her from the only home she has ever known. Laurel Snyder's *Orphan Island* takes a unique perspective on the struggles we all face as we grow up and are forced to leave behind the things we love in order to face new, often frightening adventures.



Codename Zero

By Chris Rylander

Ages 11-13

Carson Fender craves excitement and anything that breaks up the monotony of his day-to-day life in North Dakota. He is well known in his middle school as a master prankster. On the day of his biggest prank in history, Carson receives a mysterious package from a panicked man in a suit. The contents of this package will forever change his views of his small town. *Codename Zero* is the first in a series of books by Chris Rylander. Fans of spy and action genres will definitely love this story about a kid who has to re-examine everything he knows and use his strengths for causing mischief to save the day.



The Crimson Queen

By Alec Hutson

Ages 15+

The Crimson Queen is the first book in the fantasy series *The Raveling* by Alec Hutson, an author currently living in Shanghai. It tells the story of Keilan, a fisherman's son who suddenly discovers his hidden magical abilities. Unfortunately, Keilan lives in a village and a society where sorcerers and their magic are not tolerated.

When a holy knight comes to take Keilan to be cleansed, he begins an adventure that will take him to parts of his world that he has only heard about through his mother's treasured books and stories. Keilan soon discovers that his powers are stronger than almost anyone alive, making him wanted by many for the power he holds or the danger he might cause. Fans of fantasy novels like *Harry Potter*, *Lord of the Rings*, or *Game of Thrones* will enjoy this book and its sequel, *The Silver Sorceress*.

Joshua Balli, ECE Librarian at SCIS Hongqiao

Rosie Revere Engineer

By Andrea Beaty

Ages 7+

"Everybody is a genius, but if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid" (Albert Einstein). One of my favorite parts of the PYP program and its style of learning is the open-ended ways it encourages learning and creativity. There is simply no one right way to learn in its learning model. It encourages students to be creative and enhances and

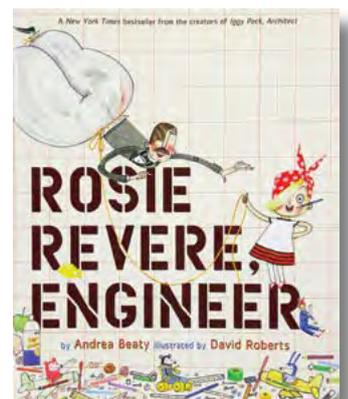
showcases students' talents and differences.

To find a book that goes along with nurturing student talents and passions, I could think of no better book than *Rosie Revere Engineer* by Andrea Beaty. In the book, Rosie is a brilliant inventor who looks at piles of random items and doesn't see junk rather she sees creation opportunities. The problem is, not every student and teacher appreciate her creativity and because of this, Rosie no longer makes her inventions openly, but in hiding, where no one can see them. Then one day, Rosie gets inspiration from an aunt

who has a dream of flying. Rosie builds her a device that flies for a little while only to crash.

That is another reason I like this book. It teaches readers that failure is OK. After the initial failure, Rosie's aunt encourages her to try again, and eventually, Rosie creates incredible flying machines. After reading this book it made me think of how important teachers really are. Whether it is a teacher, or a parent, or a friend, I can almost guarantee you every invention was sparked by someone being supported and inspired. If you read this book with your child, I encourage you to ask them

what they would like to invent. You may be surprised by their answer and what they want to create!





Bingo Night Should be Every Night!

SCIS Pudong Parents and Friends Association (PAFA) put on another memorable community event with a nostalgic Bingo Night. For a third year running, Activities and Athletics Coordinator, Victor Caban, and grade three teacher, Bart Kelly emceed our Annual Bingo night and as usual created the dynamic, fun and energetic atmosphere that the Pudong campus event is renowned for. Topping last year's turnout, over 360 bingo lovers, from young to wise, attended the event, with the fun never stopping all evening.

Fantastic prizes to be won adorned the stage with baskets ranging from art, winter holiday decoration, beauty products, games and movie nights. The whole room lit up, with people jumping out of their seats every time the sound of "Bingo" was heard, as it reverberated around the Black Box. With enticing prizes and a dazzling display of fun and community, it was an incredible evening of entertainment and friendly competition.

We can never thank enough the volunteers who put in so many hours to create these evenings. The first acknowledgments are dedicated to the Bingo Committee lead by our PAFA events Coordinator Trish Castillo. We'd also like to thank our parents who baked tirelessly for our bake sale goodies for the night, our administrative staff who helped throughout the process, student volunteers on the night, the ays who helped set up and take everything down post-event, and of course the parents, families, teachers who come out and support the event, year after year.

Bingo Night was a team effort that we couldn't make happen without each and every one who in some way helped to bring this fantastic event together, so one last thanks goes out to all who came out to support. We can't wait for the next one.

By **VANESSA THOMAS, SCIS Parent
and PAFA Events Coordinator**

Pictures by **DIETER HILDT,
SCIS Parent**

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

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Cada Persona es un Mundo: A Personalized Approach to Learning Spanish

Cada persona es un mundo, a Spanish expression that translates into *Every person is a world*, summarizes well the reason why student-centered learning has gained so much acceptance. After all, it is common sense that when content and support are tailored to the individual strengths, needs and learning styles of each individual, we can maximize learning efficacy and also the fruits of our efforts. And nowhere is an individualized approach more relevant and necessary than in the language classroom. It is just as difficult to keep students engaged in the content if it is beyond their linguistic comprehension as if it is too easy.

For the students in my Spanish School class for native speakers in the fall semester, Spanish was one of the languages they all spoke at home but their degree of fluency and their reading and writing proficiency were as diverse as their personalities and the topics that kept each child engaged. A fun example of this diversity came through a creative story they wrote taking turns after having read the episode of *Don Quixote against the windmills*. Here is the English translation, with each color representing one writer:



Somewhere in Shanghai, in a place whose name I do not care to remember... there lived the best soccer players, such as De Bruyne, Messi, Ronaldo, Courtois, Griezmann, Mbappe y Neymar, and their team was invincible! They had the best strategies and they scored the best goals. One day, their captain said to them: "We have to change our strategy; we are going to compete against an alien team who has come to visit... along with their princess. Princess Tina of the aliens said: "Let's attack!" "Yes!", said all the aliens. And the soccer players won 52-0 against the aliens in the finals. Because the attack didn't affect them at all! THE END

And here is the original work in Spanish:

En un lugar de Shanghai, de cuyo nombre no quiero acordarme... vivían los mejores jugadores de fútbol, como De Bruyne, Messi, Ronaldo, Courtois, Griezmann, Mbappe y Neymar, y jugaban en un equipo invencible! Tenían las mejores estrategias y metían los mejores goles. Un día su capitán les dijo: "Tenemos que cambiar nuestra estrategia; vamos a competir contra un equipo de alienígenas que han venido de visita... con una princesa. La princesa Tina de los alienígenas dijo: "¡Vamos a atacar! "¡Sí!", dijeron todos los alienígenas. Y los jugadores de fútbol ganaron 52 - 0 contra los alienígenas en las finales! Porque no les afectó para nada el ataque. FIN :)

By MERCEDES VALLE-HARRIS,
Spanish School teacher at SCIS

SAFE AND HEALTHY YEAR OF THE PIG

The New Year is here with Chinese New Year almost near. It is the time for family reunions with Happy New Year wishes for health and happiness and abundant feasts celebrating **The Year of the Pig**. It inspired us to talk to **Swiss Butchery** about pork – the most widely eaten meat in the world. But we were wondering is it safe and healthy to enjoy this tasty meat whereas food safety remains top of mind.



MEET ANTHONY KUANG

Born in Shanghai, Anthony worked as a chef in New Zealand for many years. His understanding of the East and West and passion for food sets him apart providing quality advice to both Western and Chinese customers at Swiss Butchery. We got together with Anthony to talk about safe and healthy pork and we asked him to share his most favorite pork recipe.

Is it safe and healthy to eat pork? "At Swiss Butchery food safety and fresh quality meat are our first priority," says Anthony. "We therefore carefully select our farms. All our pork is sourced from trustful **'Scandinavian Farms'**, a 100% Danish-owned farm in the Jiangsu province. Their complete breeding is done with **imported Danish pigs** compliant under strict antibiotic regulation and with Danish standards in food safety and hygiene which are the most advanced in the world. This ensures for completely safe **Danish originated pork** and of the very **highest quality**."

"Pork meat is both a good source of protein and provides several important vitamins and minerals, which makes it easy to incorporate

into any healthy and balanced diet for your family. The ways of preparing it are unlimited, from pulling, smoking, grilling to roasting making it tender and even crispy", tells Anthony. "Whether you prefer lean cuts like tenderloin, loin chops, fresh minced or our homemade hams, bacon, roasts, pâtés or sausages. There is something for everyone and every budget."

"New Year is particularly suitable for sharing food together. My pork belly burger recipe guarantees culinary success while enjoying quality time with family and friends. **Happy New Year!**"



Swiss Butchery brings a world-class meat experience offering a wide variety of high quality, fresh as opposed to frozen meat, homemade specialties and imported delicacies like Italian hams, European cheeses, and fine seafood. All their products are treated under the most stringent hygiene standards, and available online or in their stores at 3187 Hongmei lu, 262 Baihua lu, and 86 Wulumuqi lu.

Anthony's Favorite Recipe Pork Belly Burger

Ingredients (serves 4):

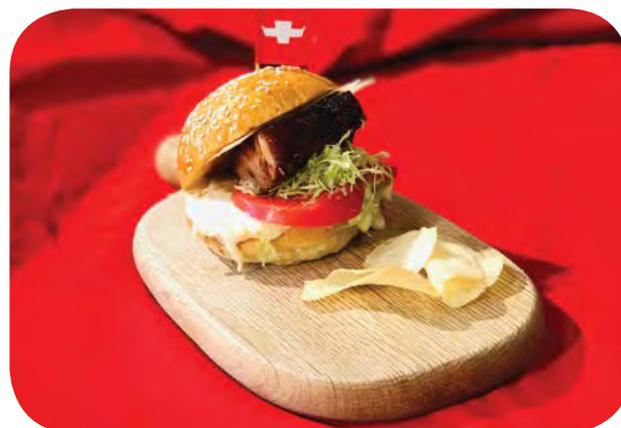
- 800g Pork belly
- 50ml Dark soy sauce
- 10 ml Rice Wine
- 1/2 tsp Oyster sauce
- 40g Yellow rock sugar
- 20ml Light soy sauce
- 4 Brioche burger buns
- 4 Slices of Gruyère cheese
- 200g Aioli sauce
- 150g Shredded cabbage
- 2 Big tomatoes
- 8 Pickles
- Chips

Instructions:

1. Mix in a large bowl the pork belly, dark soy sauce, rice wine, and oyster sauce. Cover and place in the fridge to marinate for at least 2 hours or preferably overnight.
2. Heat a wok and add 1 tsp cooking oil, remove the pork from the marinade, pat dry and fry in batches on all sides for about 3 minutes or until nicely browned.
3. Place the browned pork in a pot and add 10ml dark soy sauce, 20ml light soy sauce, 40g yellow rock sugar, and HOT water to cover the pork belly. Cover tightly with aluminum foil and place in the oven at 150°C / 300°F for 2 hours.
4. Take the pork out the oven. If the sauce is too thin, add the

sauce to a wok, and turn up the heat to reduce the liquid until rich and syrupy, but be careful to not let it burn.

5. Spread butter on the burger bun and put into the oven and warm it around 4 to 5 minutes at 150°C / 300°F.
6. Mix the shredded cabbage with the aioli and slice the tomatoes and pickles.
7. Prepare the burger starting with the cabbage in aioli, tomatoes and pickles, add the pork belly, Gruyère cheese and some cabbage and chips on top and place the whole burger into the oven for 1 min at 150°C / 300°F to melt the cheese. Enjoy your burger!



Five Common Dental Problems Affecting Shanghai Residents



1. Cavities

Although everyone can develop tooth decay, Shanghai residents can be more susceptible due to non-fluoridated water and a change of diet to the high sugar local cuisine. It is always better to treat cavities earlier than later.

2. TMD

For those unfamiliar; Temporo-Mandibular Disorder (TMD) can be an extremely frustrating condition whereby symptoms can include clicking in the jaw, facial and neck muscle pain, locking of jaw and pain when eating. The condition can arise due to bruxism (grinding teeth at night)

but overexertion of the facial muscles during the daytime. However, the main reason I see for TMD developing is predominantly stress related due to the big move your family has done. No need for stress as this condition can be easily treated via a dental splint your dentist can make.

3. Gum disease

Stress and time constraints lead to poor oral hygiene and forgetting to get regular cleanings. This can all be prevented by keeping your good oral hygiene habits by brushing twice a day and flossing every day.

4. Staining

Much of the local Chinese cuisine tends to be far more staining to the teeth than the western counterparts, this can range from local vegetables to Chinese tea (Pu Er tea being the main culprit!). All these stains can be easily cleaned by the dentist!

5. Sudden toothaches

Due to many Shanghai residents not registering with a dentist to monitor their dental health, a sudden toothache could arise from a cavity going deeper and deeper into the tooth over months eventually hitting the nerve. When this happens a root canal treatment has to be performed. It is always advised to prevent the root canal treatment by getting regular checkups, any small cavities can be treated easily via a simple filling.

If You Are Overdue for Your Checkup...

No matter what your age, it is important to visit the dentist twice a year for regular cleanings and oral health exams. If you are overdue for your checkup, schedule one right away.

The author Dr. Sum is the Dental Director at GHC and extensive experience treating expat families in Shanghai. He graduated from one of the world's top dental programs at King's College London and is able to converse in English, Mandarin, and Cantonese.

To schedule an appointment with Dr. Sum, contact GHC by calling 5298-6339.



Dr. Oscar Sum 

Languages: English, Cantonese and Mandarin

Dr Oscar Sum, born and raised in the UK, graduated from one of the world's top dental programs at King's College London and completed post graduate diploma in Primary Dental Care. He has worked in Brighton, UK as a General Dentist under the NHS and later as an Oral and Maxillofacial resident in public hospital.

QUALIFICATIONS

- Bachelor of Dental Surgery (King's College London)
- PGCE Primary Dental Care (Kent, UK)
- British Dental Association
- International team of Implantology
- Nobel Biocare All-on-4 Course (Hong Kong)



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