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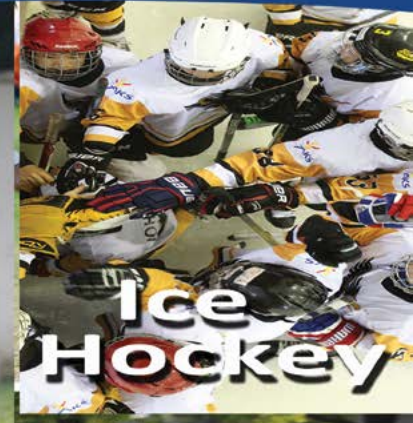
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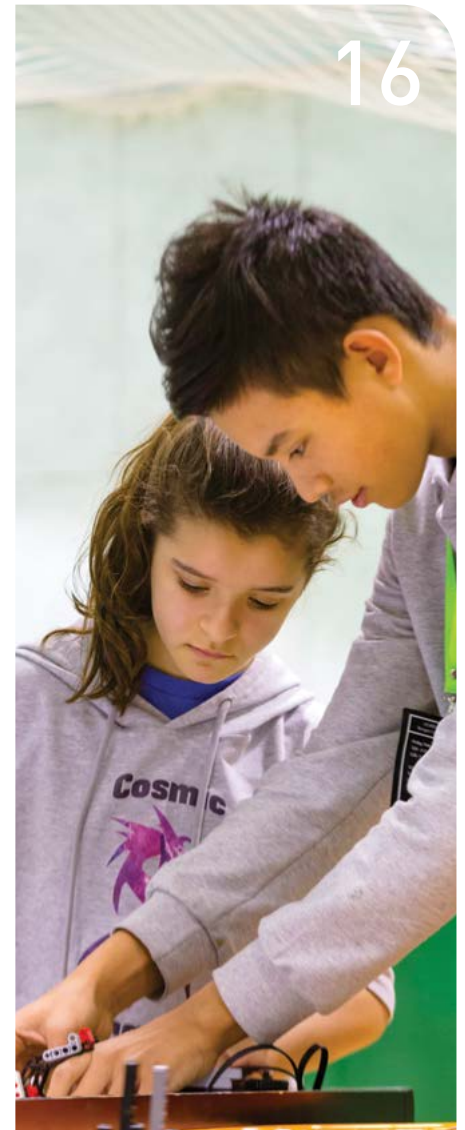


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Dear SCIS Community,

Shanghai Community International School was founded on a belief that we should endeavor to establish an environment where caring and support is expected and modeled by all community members. The founding Board and community members felt this was a vital part of what should be considered our SCIS ethos as it would drive toward our shared goal of establishing a sense of mindfulness in our students which would inspire them to take action in service to others. They understood that students within a community with a culture of service are generally going to be more open-minded and caring, thus they will, in turn, make a greater impact on both their school and future communities.

When SCIS adopted the IB as a framework for learning we did so because of the significant amount of shared beliefs our school and community had with those of the IB organization. The importance of building a culture of service-minded learners was a key commonality identified in our review of the IB. The IB states

that as an organization they are also, "committed to developing students who will make a meaningful contribution to the world, both during and after their education." (<http://www.ibo.org/>) It was this shared belief, as well as others, that brought about our refining of the SCIS Mission which now makes clear our commitment to establishing caring and service minded students as we seek, "To develop inquiring, knowledgeable and caring learners who contribute positively to their communities."

SCIS provides our students with opportunities for first-hand experience in what it means to contribute to their community and the world. We guide them to consider the ethical implications of their actions and support their understanding that acting locally can have a global impact. This is where our various campus' service groups, communities and our upper school CAS programs provide guidance and support. These groups provide opportunities for students to step outside of their world to practice sympathy and empathy. Getting out and lending a helping hand provides students with opportunities to make connections between the classroom and what exists outside the school walls. Language, cultural understanding, and life experiences can be difficult barriers to overcome. However, our students gain an understanding of how to break down these barriers from each opportunity to serve others that they might not otherwise meet. As such, our students gain self-confidence and are supported in developing a nature that thrives in a culture that brings different people

together. Therefore, a by-product of our culture of service is the supportive and caring international school community our students participate in each day.

In this edition of our *Communitas* magazine, you will find stories and images that share our collective effort toward developing this culture of service. You will find students taking the lead in developing and supporting service-learning projects both in and outside of our school community. You will see how our students have developed an ethic of care and interest in the life and culture of others as they become involved in contributing to the school and wider community. Further, you will learn about the impact these various efforts and projects have made in the lives of others.

While these articles will serve as a wonderful reminder of the incredible culture of service we seek to engender within our community, I do not believe it will come as a surprise to anyone who has visited or been a part of SCIS. Since our founding we have and will continue to be a school that contributes positively to our community by fostering a culture of service. Enjoy the examples of this culture in the pages ahead and, as always, Gooooo Dragons!

Sincerely,

**Daniel D. Eschtruth**

Director of Schools  
Shanghai Community International School

# communitas

APR/MAY 2019

Editor: Mikael Masson Perez

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!



# Caring Learners at SCIS



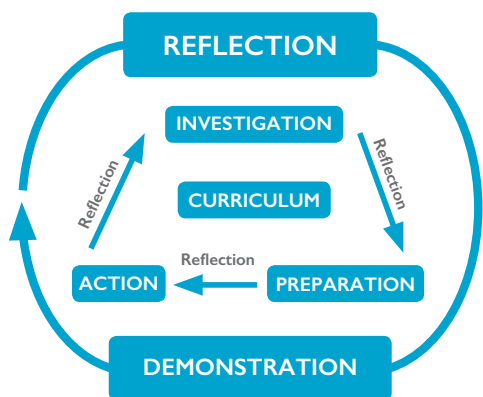
## A little bit of context.....

Service-learning is an integral part of both the Middle Years Programme (MYP) and the Diploma Programme (DP) curriculum. Service-learning is a form of teaching and learning in which students apply their academic knowledge and skills to address genuine community needs. Giving importance to the sense of community throughout both programmes encourages responsible citizenship at local, national, and global levels. It also helps to deepen the student's curiosity and understanding of the world around them. A successful and meaningful service-learning experience will involve reciprocity, where both volunteer and the recipient of the service benefit mutually. Generally, effective service-learning projects are aligned to specific targeted objectives and outcomes. In both Creativity, Activity and Service (CAS) and Service as Action, there are seven learning outcomes to be addressed. We usually see complexity increase as they move through the respective programmes.

SCIS was recently fortunate enough to have the visit of world-renowned service-learning guru, Cathryn Berger Kaye. She worked closely with our Upper School teachers and administration, sharing her copious knowledge and offering guidance in ways of embedding and enhancing the role of service-learning in the taught curriculum.

## Examples of what we do here at SCIS

At SCIS, our students are involved in a whole cornucopia of activities in and out of school that allow them to be part of service experiences. One such example was during our very first MYP week, held December 13th to 16th 2018. The grade 9 cohort were given an opportunity to sign themselves up for a service group that they thought best served their interests and passions. Each group had one or two teacher leaders to help guide their students through parts of the service-learning cycle. The experiences included: painting a colourful mural to help brighten the ECE Campus, helping to improve the quality of translation from Chinese to English of some local street signs, creating and maintaining a group targeted at improving animal welfare and investigating and planning a SCIS community garden with a focus on sustainability.



The four days included external visits where students could research and readily engage with their chosen area and use the real-world information obtained to inform their planning. We are very grateful for all those involved and the expertise that they shared with our student body.

Another fantastic example of SCIS students interacting with the school community was the recent TEDxYouth event held in the Theatre on Sunday 17 March. This had been months in the



Grade 9 students preparing and painting a mural at SCIS Hongqiao Early Childhood Education Campus



Grade 11 student Anna Thelin



Upper School teacher Nick Spring-Peers

planning from some of our hardworking grade 11 CAS students and ably supported by Mr. Meldrum, Upper School Vice-Principal. It featured several of our students and teachers speaking and the theme was 'Love, Friendship and Social Support.' It was an ambitious undertaking and all credit to those involved for their skills of organisation and collaboration.



By IAN COLE, Individuals and Societies and CAS/SA Coordinator at SCIS Hongqiao

Above: Kaye, Cathryn Berger. "Service Learning Cycle." 2011. Accessed 29 Mar. 2019.



# When Students Become the

# Teachers.

In late March the Hongqiao Grade seven students led Grade two students through creative, team-built experiments to solidify their learning about matter and learn the difference between testing and playing. The older grade sevens were broken into teams and given the task to create a laboratory test or experiment for their younger schoolmates to perform. The experiments had to teach Grade two students how to perform a safe and controlled experiment, teach or review a concept about Matter, and use specific Approaches to Learning (ATL) skill strands. Grade seven students began building their lessons by inquiring about concepts the younger students would normally be learning about Matter

such as phases, states, heat exchange, and particle theory. Creating a question and an experiment that would allow the testers to use a variety of laboratory tools and keep seven and eight-year-olds interested, was the next hurdle in their teaching adventure. Next, they gathered needed materials, mapped out the method for the experiment, planned ahead for safety concerns, and created a poster to share. The “teachers” also prepared data collection tables and reflection questions for their “students”.

The leaders were creative in finding various testing substances to be sure their students were exposed to a variety of substances and situations. They used laboratory materials that would introduce younger students to new tools for testing and safety rules while using these tools. Even as some of the research questions sounded similar, they led to different testing situations. The question, “How do solids and liquids differ?” gave way to comparing the defined shape of a frozen glue stick before going into the gun to the very hot, shape-shifting liquid that comes out, to the hard, newly designed shape after the glue is cooled. Using a variety of graduated cylinders, beakers, flasks, funnels, and syringes to compare how the shape of solids is defined and the shape of liquids is not, was another test with the same research question. Inquiring with water, dish soap, honey, and molasses not only showed how a liquid’s shape is undefined but also





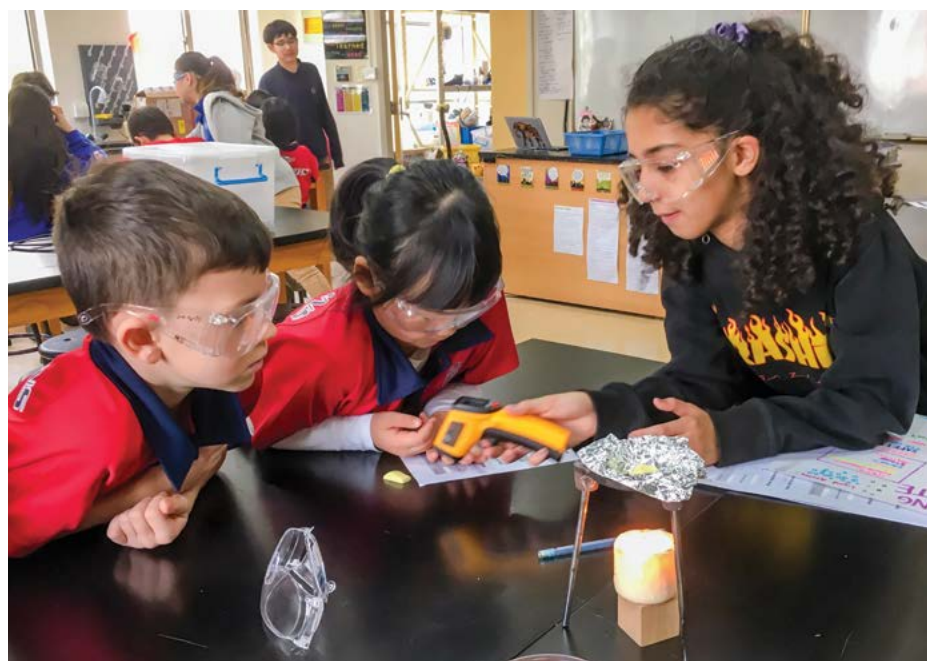
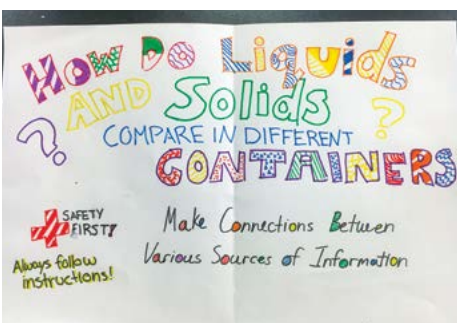
brought about more questions from the younger students about weight, pourability, stickiness and texture of the different liquids.

The use of candles, hair dryers, heat lamps, and even the most exciting Bunsen burners, were used in testing how different distances from a heat source and amounts of heat effect matter. The questions also led to heating water, chocolate and crayons to show melting points, and using hand sanitizer compared to water showed boiling points can be different for different substances.

Providing opportunities such as this allows for students to be confident in their knowledge, independent in facilitating their own lab experiments, and caring in how they approach safety and learning in their space. Sharing knowledge in multiple languages allows for clarity and deepens understanding, especially for those new to English. Various perspectives can offer fresh ideas and different angles to look at learning and make better sense of concepts. Sharing knowledge also creates connections and relationships between students and teachers, building a stronger community of learners.



By **MELISSA KIRWIN**,  
MYP Science Teacher  
at SCIS Hongqiao





# Extended Essay – The Exploration of Identity and Community



This year I had a pleasure of supervising Mr. Yoshiyuki Kimura's Extended Essay in Grade 12. He has written an essay of 8000 Japanese characters analysing the novel *The Night of Milky Way* (銀河鉄道の夜) by Japanese novelist Kenji Miyazawa (宮沢賢治). Yoshiyuki carefully considered the message of the author by tracing the Christian artefacts and imageries, then he gave original insights to the interpretation of this classical piece. I would like to share the experience of his independent inquiry through the interview I conducted with him.

## Why did you choose to write an extended essay for Japanese literature?

I did not originally plan to write for Japanese Literature, but after eliminating other possibilities, I kind of landed on this subject. ha-ha!



## Now you are studying in an international school and following an English-speaking curriculum, was it difficult for you to write an academic essay in Japanese?

I used to go to a Japanese International School in Shanghai and also went to a high school in Japan for one year. So, writing an essay in Japanese was not very difficult. Japanese is my strongest language anyway.

## You have lived outside of Japan most of your life and you are fluent in Japanese, English, and Mandarin. Do you think your background influenced you in analysing the Japanese literary text?

I think so. When I was exploring the secondary sources, I noticed that the way Japanese researchers are reading the text was not the way I was reading it, which was interesting and surprising for me.

## So, your background helped you to analyse the work from an original perspective. Is that correct?

Yes. After all, I decided to analyse the work my own way without worrying about how other people were reading it. Also, it gave me an opportunity to reflect on how I think academically.

## Extended Essay is supposed to be a student's independent and original work, but did you feel lonely when you were working on it?

Not really, because I had some Japanese friends at SCIS with whom to discuss the idea. Especially Chika, who graduated



last year; she gave me some good insights about how to structure the essay in Japanese.

## I am glad that you had support from the SCIS community. Just out of curiosity, do you feel that you are more Japanese or Chinese?

I am not sure. Japanese people would say I am more Chinese and Chinese people would say I am more Japanese. If I have to say who I am, I would say I am a global citizen (世界公民), just like many other SCIS students.

## That sounds great. Do you have any advice for those who are about to start writing their Extended Essay?

It is good to select a topic that you are confident with, but it is also not such a bad idea to write for some subjects that you don't normally feel strongly about. You might be surprised by the things you discover throughout the research process.

## Thank you very much Yoshiyuki and congratulations on your achievement.



By TETSUO ISHII, Head of Language Acquisition & TOK Teacher at SCIS Hongqiao



Service Learning in Language Acquisition:

# The Benefits of Helping Others

As a kid in Spain, I loved playing with my boomerang on the beach. I was fascinated to see something thrown away with all my efforts and seeing it coming around and back to me magically.

The more power I put into throwing it the better it would come back.

That is service learning.

Just like the guaranteed result of throwing a boomerang is that it will come back with the same power, the amount of effort we invest in service learning will be repaid by the outcomes. Either a community service, a development project, or in a language acquisition lesson, the rewards are flowing.

Some of the activities that you can see in a language classroom are very obviously service-learning activities: a project consisting of the creation of an NGO to work on development in the Andes, for example. Others, on the other hand, might not be so obvious, such as creating a wellbeing/ mindfulness YouTube tutorial in French, or interactive activities with counseling in French. Lower language phases might go for producing a written wellbeing guide in Spanish which includes a diet, exercise or tips for an emotionally healthy life. Some adventurous students

would produce a green screen film showing a trip in a Hispanic country and focus on showing the positive transformation of characters while being exposed to different cultures. Some students have created a webpage with their own method of learning Spanish.

Research shows that peer teaching seems to be one of the most effective learning strategies that we can use in the classroom. In our lessons, we sometimes have our students taking turns to act as teachers, and that is where the magic happens. When we are only aiming for a high grade, greed or status, there seems to be a point of loss of intrinsic motivation. The enthusiasm starts gradually decreasing and it does not seem to come from the heart. When the motivation comes from a higher feeling -such as serving the community or making the world better, things flow in class and students do not get tired.

We all seek happiness, but some don't get there because of selfish motives. Tip: Change the word "selfish" for "service" in order to get to your aim easily. Love replaces effort.

On the other hand, when you are busy with your heart in service you don't get



caught up in negative circumstances such as resentments, conflicts, etc. Service learning is another way to come out of mental waste thoughts.

Service learning has many benefits apart from good things coming back to us. From a pedagogical level, students just learn better. The moment that we are genuinely trying to serve others it is as if we transcend ego and we are acting from our inner self, from the soul. For us to understand something we have to be in that dimension. If we are thinking "physical" or from limited material desires, it might take a while. But the moment that we are "soul conscious" we instantly understand things. It's like a "click". Therefore, bringing the learning towards a genuine desire of serving makes language acquisition (or any other subject) an easy and effortless game.

And the same applies to any other areas of our life.

There is one more element to service learning. SCIS is essentially a happy school. We even had once a class project that consisted of bringing happiness to the rest of the school. That is who we are. Living in such a nice school environment some people wonder what is going to happen when our students leave SCIS and they encounter the outside world, which can be sometimes harsh. Well, we can serve the world through our happiness and way of life that we learned here. True service is serving the world through our happiness and contentment. That will be our students' job when they leave.



By **ANDRES LOPEZ**,  
French and Spanish  
Teacher at SCIS Pudong



# Chinese Names vs French Names

Chinese and French names are very different, especially in their way of being written. Chinese names use characters, which are composed of different strokes, while French names are composed of letters of the Phoenician alphabet. Even though they are very different in their way of being written, Chinese and French names are actually quite similar in sound if directly translated. Chinese names are usually chosen by their meaning, and not by their sound, but when French names are directly translated into Chinese, they are made up of characters that sound like the French name. For example, the French name "Lucas" translated directly into Chinese is "卢卡斯" which is pronounced "Lu-Ka-Si". This is how French names are directly translated into Chinese. A normal Chinese name usually has meaning behind it, so translating this name would depend on the person, and what the parents want their child's name to mean.

In Chinese, family names are said before the first name, so for example, in the name "王大力" the first character "王" is the family name, while the two other characters "大力" are the first name of the person. This is done in all Chinese names, but sometimes the family name can be two characters as well. Chinese names also have things which they call "little names", which are names given to a person when they are born. This name is what is most commonly used by family and very close friends. These types of names are known as "小名" (Xiao Ming).

However, these names are not like common nicknames, as they are completely different from your normal name, and usually, contain two of the same characters. These "little names" are chosen by the parents and can range from a special festival to the place where they were born, to special physical features the child might have. Most Chinese people have "little names", but once a child grows up to the age of around 13, these names are not used anymore, as they are usually used for children.

French names can be very long, like "Jean-Baptiste" or "Jean-Jacques" as it is very common in French names to have the first part "Jean" attached to your name. This is not as common as it used to be, as modern names do not contain this as much as they used to. French pronunciations are also different. If the letter A and I are followed, it sounds like the word "eh". If "a" and "u", or "e" "a" and "u" are followed, they sound like the word "oh". Many of these are common in French names and words, and they are called compound vowels. These are the main differences between Chinese and French names, both in the ways they are written and spoken.

By OSCAR PINAUD, Madarin Ab initio  
Student at SCIS Pudong

Le Nom



# A Comparison Between Japanese Kanji and Chinese Characters

Since their invention a very long time ago, characters in a language have played an essential role in our communication with others. There are a wide variety of characters and letters all over the world, some of them are completely different from others, while some are very similar to others. However, there are two kinds of characters that have an interesting and unique connection to each other, which are the Chinese characters and the Japanese Kanji. The root of these two different kinds of characters is actually the same, but they each have developed quite differently. The most remarkable common characteristics between these two characters are that they have the same writing system. Because of this, the Chinese characters and Japanese characters share about 70-80% of the same characters, and very often they can be translated to either language. However, that does not mean Chinese people and Japanese people can entirely communicate with each other by writing. One of the reasons is that the remaining 20-30% is different. Another notable difference is the style of the two languages' characters. In Mandarin, many of the characters

are simplified from their traditional form, compared to Japanese characters which have kept their original form. There are many examples of this. In Chinese Mandarin, the character 东 (dong) means "east". In Japanese Kanji, 东 is written as 東, still meaning "east". However, in Japanese kanji, 東 is not read as "dong" as Chinese, but read as "Higashi", "To", and "Azuma", depending on the context of the sentence which the character is used. The character in the image below is read as Hanzi in Chinese, but Kanji in Japanese. This is another major difference between the Chinese characters and Japanese characters, which Japanese characters very often have multiple sounds. Ultimately, the Japanese Kanji and Chinese Hanzi have a strong connection with each other, but they also have big differences.

By AKIHIRO YANAGIDA, *Madarin Ab initio*  
Student at SCIS Pudong





# Exploring Shanghai's Metro System by Scooter!



Our Kindergarten Health and Physical Education (HPE) classes had a great opportunity to authentically connect with the "Systems Support People" unit of inquiry. We specifically worked towards developing an understanding of the interconnectedness of human-made systems and our community. We did this by turning the gym into a giant scooter metro system with colored lines matching the color of the scooters to replicate the Shanghai Metro System.

Students discussed and learned the process of finding, entering and riding the metro trains. They recognized signs of the entrance, needing a ticket, going through the turn gate and then entering the train. Conversations about why we take the metro and where the metro can take people sparked creative thoughts. Students mentioned how the metro takes people to places that are too far to walk or bike. Or that it is an easy way to transport a lot of people at once. The metro stops that were used for this unit were Shanghai landmarks such as; the Jing An Temple, Yu Yuan Garden, the Pearl Tower, SCIS, Disneyland, the Zoo and the Airport. A fun thing about the unit was that more systems developed as students became thinkers at the different scooter metro stops.

When traveling on the blue scooter metro line and arriving at the airport I saw students using dramatic role play as working at

the airport asking students for their passport, commenting on the picture, stamping the passport, checking their bag, then finally walking to the terminal to catch their flight to countries such as Canada, Japan, Taiwan, Australia, Sweden, and the U.S.

When traveling on the purple scooter metro line students found themselves visiting the Zoo. Here students were asked to hand in their ticket, asked what their favorite animal was, and then offered a map so they could find that animal.

The unit really took off and kept growing with adding bigger scooters to transport more students at once, adding more metro lines and adding different stops for the next class. Hearing students share the personal connections they had with the landmarks was a lot of fun. Quite a few students had a story to share about the time they visited the Pearl Tower and how it changes color or about how you can take a ferry to the Pearl Tower. The action was also recognized when a student came into school and showed me her ticket from visiting the real Jing An Temple during our unit. It was great to hear about her visit!



By **BRIAN STERNBERG**, Health & Physical Education Teacher at SCIS Hongqiao ECE Campus

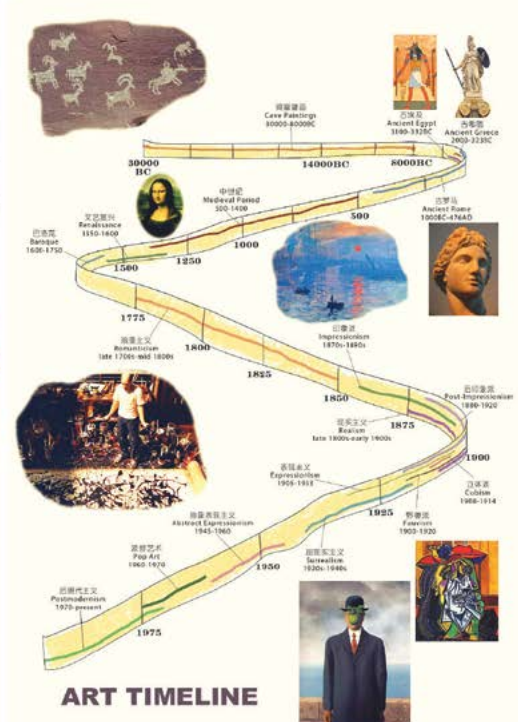




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# Third Annual IBDP Disneyland Field Trip for Grade 12

On Thursday 21 March at 8:30 AM, the Class of 2019 boarded 5 buses bound for Shanghai Disneyland. They were ready for a day of experiential learning with three specific tasks related to Mathematics, Physics, and Business Management.

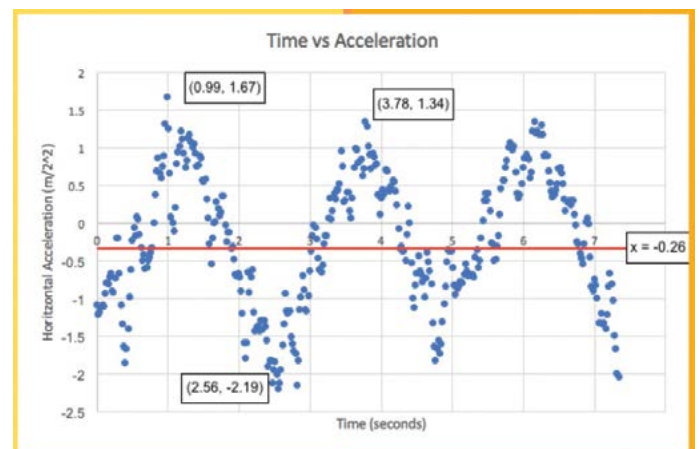
## Task #1: to calculate the height of the tallest tower of the Disney castle using trigonometric methods.

Students used angle and distance measuring APPs in their phones to determine the necessary measurements for their calculations. Only a handful of students were able to estimate an accurate measure of the castle. When asked in class why their measures were not accurate, students demonstrated their ability to reflect and think critically by recognizing that they gathered measurements too close to the base of the castle. They were able to suggest a better location for the graduating class of 2020.

## Task #2: to investigate horizontal motion while riding the Hunny Pot ride at Shanghai Disney.

Students rode the Hunny Pot Spin and used the Graphical APP on their phones to gather acceleration data using their phone's accelerometer. Upon returning to the classroom, students

determined that the data was sinusoidal, which led them to create a sine model to represent the horizontal acceleration,  $a(t)$ . The data and model created by Larry Tsui, Shane Yu, and Ties Bloemena can be seen below:



$$a(t) = 1.93 \sin(0.358(t+3.39)) - 0.26$$



Then students used integral calculus to determine the model for velocity,  $v(t)$ , which they then used to determine the total distance traveled by finding a definite integral using  $v(t)$  and the approximate distance traveled during one cycle multiplied by the total number of cycles. During their investigation, they needed to consider assumptions they had to make in order to apply their mathematical model as well as limitations of their approach and results. Amy Lee, Haley Yang, Rosalind Chien, and Ryan Yu noted "this math investigation gave us insight into the correlation between acceleration, velocity, and displacement. Also, it shows how to derive a mathematical representation of real-life situations, which may not be perfect, but using slight alterations could give meaningful implications. Because real life situations are not theoretical, many assumptions have to be applied." Students' final answers were quite varied, which allowed for a good discussion on the accuracy and limitations of their results.

### Task #3: to investigate Shanghai Disney's revenue streams, pricing strategies, and promotional techniques.

Shanghai Disneyland Park is a Joint venture formed by The Walt Disney Company and Shanghai Shendi Group. The total cost of constructing the park was \$5.5 billion USD/37 billion RMB. In order to make a return on their investment Shanghai Disneyland Park need to generate as much profit as possible. Their primary revenue stream is ticket sales, which are priced at different levels depending on the age of the visitor and the day on which they visit, a pricing strategy known as price discrimination. However, Shanghai Disneyland Park does not only generate revenue from ticket sales. Therefore, the students were tasked to investigate other revenue streams used by Shanghai Disney. Additionally, they needed to determine the pricing strategy and promotional technique used and provide photographic evidence of their findings.



Written by  
**JESSICA DUNBAR**, Head of  
Upper School Mathematics and  
IBDP SL Mathematics Teacher



**ANDREW SHEARER**, IBDP  
Business Management and  
Mathematics Teacher





# When ROBOTS Took Over SCIS Pudong

On February 22nd and 23rd, SCIS Pudong opened its doors to the first ever FIRST LEGO League (FLL) Robotics tournament hosted at SCIS. Over the course of two days, the campus welcomed over 175 students from 16 different international schools throughout eastern China to come and compete. Barry Johnson, Technology Coordinator at SCIS Pudong, played an integral part in the organizing committee and ensuring that the inaugural tournament ran smoothly. He shares his comments on how the learning event unfolded.





### What is the FFL Robotics Tournament all about?

This year, the Association of China and Mongolia International Schools (ACAMIS) became the sponsor for what was formerly known as FLL, or FIRST LEGO League. FIRST LEGO League (FLL) is an international competition organized by FIRST, for elementary and middle school students which introduces a scientific and real-world challenge for teams to focus and research on. FLL events have taken place in Shanghai for about 10 years, and this is the 2nd-year SCIS Pudong has participated.

FIRST LEGO League gives teams the chance to research a real-world challenge, then innovate and develop their own solution through designing, building, and coding LEGO® MINDSTORMS® robots to perform autonomous “missions” on a playing field. The event itself is an amazing environment of competition, camaraderie, and excitement. If you haven't experienced an event like this before, you should come to witness it next year as SCIS Pudong has been asked to again host the championship tournament!

### What are the robots made out of and why?

The teams are required to build and program an autonomous (no remote control) LEGO MINDSTORMS robot that can perform theme-based “mission” tasks on a table-top playing field. The missions require the robot to navigate, capture, transport or deliver objects. The more missions completed; the more points teams earn. Since the FLL is associated with LEGO, all teams must create their robots using the LEGO kits.

### How much preparation went into this tournament?

I'm not going to lie, there was a lot of preparation necessary to be able to pull off this tournament. Between my previous tournament experience and the help of other robotics coaches in Shanghai, much of what I needed to prepare for was understood. The largest chunk of my time was spent working closely with our MYP Design students. With permission from Chris Willauer, our MYP Design teacher, I enlisted the help of our grade 9 and 10 students to design

and create most of the digital materials for the tournament. What started off as a small list of items, like welcome and direction signs, grew considerably to roughly 500 digital print items for the event! Trophy and medals were also designed for the winning teams. Much of the other tournament preparation amounted to delegating and coordinating with other departments here at SCIS - cafeteria, transportation, facilities, procurement, and finance.

### Do the tournaments follow a specific theme each year?

Each year, the FLL challenge themes are related to current developments in research and society. This year, the theme was "Into Orbit" where students answered questions on how we can improve living and traveling through space. Our two robotics teams here at SCIS Pudong explored issues like nuclear fission for deep space travel, recycling water in space, and designing and building living structures on the moon.

### What would you say were the main learning takeaways?

Throughout the FLL season, students will encounter many opportunities to work on teamwork, research, problem-solving, programming, public speaking, and presentation. This breadth of learning is what I like most about the FLL program. It is more than just programming and LEGOS!

### Looking ahead, what is your take on the role of robotics and its importance in the future of technology?

As we witness the growth of the fourth industrial revolution, I feel that robotics, specifically the FIRST LEGO League program, is one way for us as educators to provide our students an engaging platform that can help them develop complex thinking skills. Designing and programming a robot to solve missions provides students with a fun way to build competencies around computer programming and robotics while exercising their logical and analytical reasoning skills. The fast-paced, iterative design process requires students to try, fail, and try again, using the immediate feedback they receive after they run

their code to help them reach their desired solution.

This year at SCIS, I was also able to bring the FLL into our lower school as an afterschool activity. Seeing the influence robotics has in areas like student perseverance, creativity and innovation was exciting, even at this young age. Next year my goal is to provide our high school students a similar program, where they design and build robots. I feel it is important for them to understand how to engage with the technological advances they will encounter and learn how to adapt to them.



By **BARRY JOHNSON**,  
Technology Coordinator  
at SCIS Pudong

# Meet the Krigsman Family



Hailing from Sweden, the Krigsman family is one of our oldest, having joined SCIS no less than twelve and a half years ago. From seeing the Hongqiao ECE Campus first open its doors to witnessing the transition to an IB curriculum, Ulf, Susanne, Axel, Majken, and Nils Krigsman have seen and lived it all. I sat down with these Golden Dragons to talk about all the change they have witnessed all the while reminiscing about the years that have passed since day one.

## Where is the Krigsman family from?

**Nils:** Sweden.

**Majken:** Well yes, the longest any of us has ever lived there is two years.

**Susanne:** No, six months. Axel was six months old when we first left Sweden for Bangladesh.



**Majken:** Oh ok, less than what I thought!

**Susanne:** Majken was born in Sweden, she was there two weeks before we moved back to Dhaka in Bangladesh. We went back home (Sweden) for her birth. Nils was born here in Shanghai.

## Nils, do you have a Chinese passport?

**Nils:** Yes! Wait...no.

**Everyone:** Ha-ha

**Susanne:** He does have a Chinese birth certificate!

## Is Shanghai your first international living experience?

**Susanne:** We've been living in Shanghai for the past 12 and a half years.

**Ulf:** Before that, we came from Dhaka, Bangladesh where we stayed roughly two and a half years. Back then it was only Axel, Majken, me and Susanne.

## And that was the first international experience?

**Ulf:** Exactly. It was a big move but moving here was even bigger. It was a much more complex move that took us longer to get acquainted with the city. In Dhaka, we lived in a very small world. A baby bubble with first Axel and then Majken.

**Susanne:** I had my husband home for lunch every day because back then you did not have access to many restaurants. We were really growing as a family in that sense. Also, because it's such a hardship country, people really take care of each other, whereas here in Shanghai,

there are so many possible meeting points that I feel it takes longer for you to find your crowd.

## So which place do you call home?

**Susanne:** Shanghai is home because that's where we've been living longest as a family.

**Axel:** But we're from Sweden.

**Majken:** We definitely see Shanghai as being our home, but Sweden is where we are from. I would never say I am from China, even though I think this is where I belong.

## What was it like living in Shanghai 12 years ago compared to today? Has it changed much?

**Susanne:** It was definitely harder to communicate back then. Barely anyone spoke English.

**Ulf:** Shanghai had this help hotline that you could call where they had so many people answering that you rarely had to wait. So, you'd call this number and somebody, speaking really good English, would answer the phone and help you. People would call that hotline to get help with bargaining, talking to taxi drivers, it was pretty funny and helpful!

**Susanne:** Even after we had smartphones there was a time where google maps did not work and it took some time before there was any sort of taxi apps.

**Ulf:** I lived in Shanghai briefly in 1998 and it has changed dramatically since then. For example, all the little holes in the



walls type of shops in the former French Concession are no longer there, which is a little sad.

**Susanne:** It's a lot more convenient now with Kuadi (delivery service) and shared bikes.

**Majken:** Now that I'm old enough, I often travel on my own to my friend's places, so I often wonder how much more difficult life would be without maps and phones. Sometimes I try to test myself and go without using them.

### Looking back, would you have done anything differently?

**Ulf:** When it comes to speaking Mandarin, I am the worst, I understand more than I think but I don't speak it. So, if I could go back, I would have really fought to not give up on learning Mandarin and to use it more.

**Majken:** I agree, if we would have been more committed and practiced more, I think we would all be at a higher level when it comes to speaking Mandarin.

**Susanne:** If we knew we were going to stay here for so long we might have been pushier when it came to learning Mandarin.

### Having been SCIS dragons for so long, how much change have you witnessed?

**Axel:** I've been in every building of this campus which is interesting to me. There was no ECE campus back when I started school. I've had a classroom in pretty much every hallway!

**Susanne:** We've been through quite a lot of changes, with the upgrades and nice renovations. We had family and friends, who work as teachers back in Sweden, come visit us and they were very impressed with the cleanliness and how beautiful the campus was.

**Majken:** When we moved into the IB and SCIS was implementing those changes to the curriculum, in the beginning it was a little strange, but now it's almost second nature.

**Axel:** That's why we're continuing with the IB system when we move to Hong Kong.

**Majken:** That was one of our biggest standards. We wanted a school with an IB curriculum.

**Axel:** Which is a little weird because I remember in the beginning, it felt like we were lab rats in a sense because we were the first students to make the switch to IB and so it was a little hit or miss sometimes. But SCIS caught on really quickly.

### Do you have any recommendation or tips for families who are new to China and expatriate life?

**Susanne:** Stay on the ground. Don't only rely on taxis, drivers, and the metro. Use a bike or a scooter and explore the city that way.

**Majken:** Don't quit learning Mandarin, I know it's a hard language to learn but once you get over the initial hump, it's a life changer.

**Axel:** Discover the subway system, it's

super convenient to get around and a great resource to use.

**Nils:** It's good to get out of your comfort zone sometimes. It's kind of cool to be able to speak Chinese and write the characters, and to use it in real life by interacting with the locals!

**Ulf:** Shanghai is a very safe city so knowing that know that it is ok to let your kids take the metro by themselves.

### What has been your favorite thing about living in China?

**Nils:** There's a lot of things to do, you can basically find whatever you want now.

**Majken:** I love how diverse and international this city is, you'll more than likely hear all kinds of different languages being spoken no matter where you are. There's a place and something for everyone here.

**Susanne:** Yes, It's full of opportunities.

### And what about SCIS, what are some of your fondest memories?

**Susanne:** The kids feel really good about coming here. I can count on my hand the number of times they came back home having had a bad day, so no big drama.

**Majken:** I like how we always learn topics that are relevant to us and that we learn about important things such as the current state that our world is in, knowing that we are the generation that will be able to make an impact and change. I also love how you are able to have so many different friend groups with different interests.



**Nils:** I remember the day I moved from the ECE Campus to the Main campus and it blew my mind. Also being so close to the older kids is such a cool experience!

**Ulf:** I really enjoy the warm feeling that you get when on campus. A real community, it feels like a small school where everyone is part of a family. I am always astonished how most people know everyone and whose sibling is who.

**Majken:** The access to new tech and facilities is also amazing. I remember when we first got 3D printers and I was still in lower school, I never imagined myself being able to get to use them later on.

**Axel:** Our design and makers spaces are really high end; I think the curriculum is still warming up to using the equipment to its full potential, but it's been evolving more and more and that's probably one of my favorite things about going to SCIS.

### Would you say that SCIS has played a significant role in your lives?

**Nils:** Yes! The three main places in my life are soccer training, home, and school!

**Majken:** I know for a fact I wouldn't be the same person if I did not attend SCIS. This community, the people I've met and the teachers I've had, they've really shaped me and influenced me. I've learned to be a better person and to be in such an accepting environment, I've learned to be myself.

**Susanne:** This school has been important for us as a family. It has given us a lot, not



only friends but also access to a great education and opportunities to try new things. And the diversity of people here is amazing. Also, the wonderful thing about SCIS are the people who make up the community. I remember when Mr. E (Daniel Eschuth) was still at the ECE campus, he would know all of the kids' name after the first two weeks of school.

**Ulf:** That was so impressive.

**Susanne:** Even if a parent walked in and he didn't know their name he would still say something like "hey, Nils' mom!"

**Majken:** Every time we see him, he would always remember our names. It's crazy to think that he's been with SCIS for so many years and that he must have seen so many kids grow up!

### What will you miss most about Shanghai?

**Axel:** Knowing my way around and being familiar with where everything is around the city. And friends of course.

**Majken:** Definitely the SCIS community, all my friends and all my teachers. I'm not sure how I'm going to adapt to be the new kid in our next school, I haven't been the new kid since Pre-K.

**Nils:** Friends and my football team!

**Ulf:** I will miss the theater plays and the assemblies. When I get a chance to see them, I'm always amazed at the level of production and there's always a little tear that comes out of my eye.

**Susanne:** I'm looking forward to exploring a new city. But I will miss the little things about Shanghai. It's quirkiness, its charm, and the whole city feel.

### Are you excited about the next chapter of your lives?

**Nils:** Excited is a strong word. I'm a little nervous and scared.

**Majken:** When we settle in, it's going to be great. Change is good but it's also hard.



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





# My Experience At the 2019 Literacy Festival



During the last week of March, Ms. Ashley Simmons invited me to a famous event in Shanghai called the Literacy Festival where writers from all around the world come to a restaurant, M on the bund. The Shanghai International Literary Festival is an English literary festival, creating a dialogue between writers and readers.

It was founded and organized by Michelle Garnaut of the M Restaurant Group, and each year different writers that write in all genres come to share their books. SCIS has been the longest supporter of the Literacy Festival. I was invited to listen to Richard Fidler tell us about the Icelandic Sagas. The Icelandic Sagas were true stories about Icelandic settlers hundreds of years ago.

When I got there, I wasn't sure what to expect, I am from Iceland, but I didn't know much about the Icelandic Sagas. I was overwhelmed by the number of

people that came to see Richard Fidler talk about *Saga Land*. When we sat down, he started to tell us about the book, he told us about how he met a man that was half Australian and half Icelandic and they became friends and wrote *Saga Land* together. I really wanted to hear one of the Sagas and he did tell us one, he told us a Saga and made everyone around the room laugh. He was really entertaining, and he made me interested in the Sagas. When he was talking about a saga, he described it with so many details and created pictures in my mind while adding humor.

He told us about how he traveled to the places the Sagas took place. As he described it I could almost see the homes and mountains and even the people in the Sagas. His passion and enthusiasm for the Icelandic Sagas was inspiring and made me enjoy being there even more. After he finished talking about some of the Sagas in the book, he allowed the audience to ask questions. I didn't have any questions

myself, but I learned a lot from other people's questions and his answers.

After Mr. Fidler finished discussing the book, he went to a small table to sign books. I was eager to buy a book so I tore through the crowd and ran to the room where you could buy books. After I bought the book, I got in line to get his signature. Finally, when it was my turn, I told him I am from Iceland and how I was so happy to learn about where I'm from.

It was really amazing to get this opportunity because there aren't many chances to see a real author in person let alone talk to him. To learn our school is the longest supporter of the Lit Fest makes me feel even more special. Next year when I'm finally in upper school I hope I will have the opportunity to help out at the event and meet more authors.

**By TARA JIANG ATLDOTTIR, Grade Five Student at SCIS Hongqiao**



# Victor Veloso

(SCIS Pudong Class of 2019)

## Signs to NCAA Athletics Team

SCIS Pudong class of 2019, Victor Veloso, is the second student-athlete at SCIS to be signed by a divisionally ranked NCAA soccer team in the United States. Following in the footsteps of fellow SCIS alumni, Simon Wu (SCIS PD '18), Victor has made SCIS history by being the first alumni to be offered a spot in a Division II athletics program.

### Thanks for being here Victor. So, how are you feeling right now?

**Victor:** I'm feeling pretty good. After all the effort and reaching out to as many schools as I could to introduce myself as an international player, I'm feeling good about signing with a good DII school, and to be given the next step in my life.

### How many schools did you reach out to in total?

**Victor:** I sent out 947 emails, not to 947 schools but I had to introduce myself many times to each school to prove that I am a good fit for them so I tried to talk to as many schools as I could.

### Wow, that's a lot of e-mails! And so, in the end, you decided to sign with Notre Dame de Namur University?

**Victor:** Yes, it's a really good DII school and they reached out to me very fast. They were very straight to the point, let me know everything I had to do to be



part of the team and to be part of the university. They accepted me and came up with a scholarship offer through the video I sent them, which was a little surprising for me and coach Vic. Every other school I contacted wanted me to travel to their school so they could see me play.

### Have you visited the campus before?

**Victor:** No, not Notre Dame. I've visited California before in Monterrey and San Diego to visit some schools there. The weather is just like in Brazil and so I hope I will feel at home there.

### How long have you been playing soccer?

**Victor:** I've been playing since I was a kid, but not solely focusing on soccer alone. Around eight or nine years old, I started focusing my attention on soccer. I played in youth academies and sports teams in the hope that it would take me to a better place. When I moved to Shanghai, I started playing with the school here at SCIS and I also join a local club in the city, playing alongside adults.

### What about outside of sports, have you decided on a major to pursue?

**Victor:** In Brazil, before coming to Shanghai, I was in a business school which helped me see the many different options I could choose to go for because I took 21 different subjects, more than a regular school. So, I'd like to focus on either Business or something that is related to sports in a way, just in case the whole sports thing doesn't work out.

### Looking back, what would you say was the most challenging part of the whole process?

**Victor:** Having to introduce myself to

universities as an international player was really hard because the only things they could see was my resume and video. A video is really easy to make and to make yourself look good and so it was difficult to prove myself to these universities and convince them that I would be a good fit for their program.

### Knowing that, would you have done anything differently?

**Victor:** I would. If I had the chance, I would have come one year earlier to Shanghai and to the international world, as it has helped me a lot to learn about universities. In Brazil, I was trying to focus my attention on the next step but the team I was playing with did not help me as much as SCIS helped me. Coming here earlier would have helped me, even more, to focus on my goals and develop more as a person.

### You brought up SCIS as playing a role in the application process, how much did SCIS help?

**Victor:** First of all, SCIS introduced me to how the whole application process was like. They helped with setting up an account with the NCAA clearinghouse to be eligible as a student-athlete. They helped prepare me with how I should be approaching universities. Also, having Simon (SCIS Pudong Class of 2018) doing the same thing I'm doing right now and playing at the college level helped me see what I should and shouldn't be doing.

### Any words of advice that you'd like to share with future SCIS graduates?

**Victor:** My advice would be to start as soon as possible because time will be a challenge for you for whatever you hope to reach. Don't give up, as an international



student looking to study abroad, most of the universities are going to be talking to you but sometimes you might not receive the right responses or offers. So, don't give up, try to keep going, give your maximum effort and reach out to as many schools as possible!

**Frank Volpe (Upper School Principal at SCIS Pudong): From an academic perspective, I've witnessed the growth in you over the time you've been here, with Soccer as a driver, how did it impact your academics in the classroom?**

**Victor:** Coming from Brazil, with the English I had, SCIS was a bit challenging to start with, especially getting good grades and being together with everyone. So, the first months were a bit of a struggle, but as soon as I made up my mind to follow the university path I decided to focus more and to give everything I could. So, I tried my best to be better inside and outside of school, in sports and in life. SCIS helped me develop my English skills, which are much better today than they were before.

**Garret Newel (Varsity Soccer Coach at SCIS Pudong) What position are you hoping to play?**

**Victor:** As I reached out to the school, I told them the positions I play here: right winger (forward) or a left back (defender) because of my left foot, and also a right midfielder. I would prefer to play in my original position, as a forward, but I'm willing to play anywhere they ask me to play.

**Victor Caban (Athletic Director at SCIS Pudong): You mentioned camps and 900+ e-mails, can you give us an approximate number of how many schools you contacted and how many sports camps you attended?**

**Victor:** The camps I went to were mainly to know about the schools, I didn't focus on just "I want to go to that school, so I'm

going to that camp for that" I wanted to know about the application process, how the athletes were and how the world was there. I went to three camps in Chicago, Pennsylvania, and California. It helped me a lot to get a better understanding of how the university world works and to see as many schools as I could because other schools were visiting the camps. I was able to talk to a lot of coaches and understand better what it is they are expecting from the players.

**Victor Caban: Was it good to see the level of play at those camps?**

**Victor:** Of course. That helped me a lot as well as I was able to see the level of opponents, I would be facing at the college level. Soccer is a physical sport and at that level, it is much more physical than places I used to play, both here and back in Brazil, so I had to step up and change my game up a little bit but I'm willing to do everything I need to.

**Dad: What are you looking for in your life for the future?**

**Victor:** Since I was in Brazil, I was looking to go pro and follow my dream of playing at a professional level and that's what I'm trying to do by going to Notre Dame. Since I came to Shanghai it was not possible to play for me to play in the youth academies for the actual teams here because of the way it is set up in China. My goal now is to try and do everything I can to play professionally, but if that doesn't work out, I will try to stay as close as possible to the sport I like and get everything I can from it.

**Dad, how do you feel about Victor going to play university level soccer on a scholarship?**

**Dad:** Today is a special day, a grateful day, the first official day for him but not the first for him to be following his dream. I think he is on the way to do everything that he needs to do and he's looking for to the right



thing. SCIS gave him a lot of support and I think he will be a great player and student at university.

**Frank Volpe: What was it like supporting Victor over the last ten years as he was pursuing his dream?**

**Dad:** Victor was also looking at sports, he started playing tennis at a young age and then he jumped to football, and so he's always been looking to make sports be a part of his life. But we must balance that, because I don't know about the future so he must make sure to get a good degree out of university so as to have options in the future. Nowadays the world is so open to go anywhere and do anything, there are lots of professional options available. At home, I've always spoken to Victor and his brother about sports and that it is a wonderful north to follow but, besides that, they must also look for a professional career to follow that could work alongside football, for example.



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



# Meet SCIS' Multilingual Teacher:

# Tetsuo Ishii



## Can you introduce yourself? What is your back story?

I'm Tetsuo Ishii and I'm teaching Spanish, French, and Theory of Knowledge (TOK) at this moment in the upper school. I was born and raised in a Buddhist temple in the small town of Iwakuni, Japan. I was meant to be a Buddhist monk and am a certified and registered monk! But I decided to become a teacher for many different reasons. But monks and teachers have a lot of overlapping similarities, so I am quite happy about that. In terms of my education, I first studied English Literature and secondary education, but things kind of turned around and I ended up teaching Japanese for non-native Japanese speakers and I am now teaching all kinds of other things.

## Wow, that's an interesting background! Can you tell me a little bit more about why you opted out of becoming a monk?

In Japan, a Buddhist monk can get married and have a family, so everybody

really expected me to become a monk because I had a monk's face! Ha-ha! But my grandfather was a primary school teacher throughout his life, so I was also interested in that area from an early age.

## Would you say he had an influence on you becoming a teacher?

Without noticing, he influenced me quite a lot actually. He always told me about his experience as a teacher and all the success, mistakes, and fun he was having. And so, I was naturally drawn in that direction.

## Out of curiosity, how many languages can you speak in total?

They are not on the same level, clearly, but my mother tongue is Japanese, and I speak English, Spanish, Portuguese, French and I'm learning mandarin now. So, six right now.

## Only six languages!

Yes, ha-ha!

## Have you always had such an affinity for languages?

Yes, my English teacher in middle school was really inspirational, I grew up in the middle of nowhere, but she always brought me back some interesting stories from outside of the country and the community. So, I felt like, ok, how can I get out of my little town, outside Hiroshima, to observe these and have access to a broader world. The answer for me was through languages.

## If you had to choose between teaching languages and TOK which would you choose and why?

I cannot choose! Let me wear the hat of a TOK teacher and say it is complicated. TOK is all about how we know what we know, so it has a lot to do with the inquiry, ok this is what I know and what I think, but how do I know and why do I think in that way. That kind of inquiry is always there in TOK and it's exactly the same in languages. Languages typically cover a lot of different areas, including sciences, humanities, ethics, which are all typical TOK areas of knowledge. So, I don't really see much differences between the two!

## How did you get into the profession of teaching?

The influence of my middle school teachers was quite strong. I had my favorite English teacher; my favorite music teacher and my science teacher were so crazy, and I loved them all. So, I kind of already knew by middle school that I wanted to be a teacher. So, the question for me after that was, what do I want to



teach? Originally, I wanted to teach music, but after attending university in Fukuoka, Japan I had an opportunity of being an exchange student where I went to the United States for one year. During that time, I did a bit of work as a teaching assistant for a Japanese language professor and I realized that I really wanted to try and teach Japanese for non-native speakers. Then that led to further studies and teaching at international schools, Japanese mainly, but then I started teaching Spanish and one thing led to another and I then started teaching TOK and this year, also French.

**"[...] what's special about SCIS is the students here. They are amazingly nice, [...] kind and caring! They do it so naturally and that's the best quality that I can find in SCIS."**

#### **Where did you go for your post-graduate studies?**

I did my undergraduate studies at university in Fukuoka, Japan then, during my third year I did one year of exchange at William Jewels College, in Missouri, United States. That was an interesting experience as I learned a lot about the US and its culture. I then did my masters and other post-graduate teaching certifications in England. Later on, I went to university in Spain to be trained as a Spanish teacher. So, I did a lot of studying!

#### **Is SCIS your first international teaching experience?**

The first job I ever picked up was teaching Japanese at a University in Costa Rica for three years. It was a super fun experience; the people were really interested in learning and a joy to teach. After coming back to Japan, I found a job, again as a Japanese Language teacher but in an international school, teaching from Kindergarten to grade 8! So, one block I would be teaching kindergarten level Japanese and the next grade eight Spanish...my brain was well trained! Then, I taught MYP & DP Spanish for three years in Angola, Africa, before coming here at SCIS!

#### **A wide spectrum of teaching experience I see! Focusing on SCIS, what is your favorite thing about teaching here?**

The students. I've taught different age groups and school setting, but what's special about SCIS is the students here. They are amazingly nice; they are very kind and caring! After my lessons, they will always come up to me and say things like: "thank you, Mr. Ishii, I had fun" and "have a good day" or "did you have a nice weekend?". They do it so naturally and that's the best quality that I can find in SCIS. They are also very open-minded, as

an Asian teacher trying to teach students Spanish, especially at the Diploma level, one might expect some reactions, but not from SCIS students. There is a lot of respect from students and also from the community overall!

#### **And what about teaching internationally in general?**

I like it because I get to meet many different people. Every year I see very different groups of students from different countries and they bring in such rich knowledge with them that we use to further enrich our own experiences and knowledge.

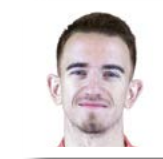
#### **Looking back, did you ever imagine yourself being where you are today?**

Ha-ha, yes, teaching Spanish in China was my dream when I was a high school student...no. I could have never imagined myself being where I am today. My dream in high school was to one day move to Hiroshima, the big city near my town, and be a middle school teacher. I never thought I would leave Japan, to begin with, or let alone teach at an international school. It was an interesting surprise. I guess you can never truly decide what

is going to happen in your life and you should not be afraid of breaking your plans along the way!

#### **Interesting that you say that, so what would be some advice that you would give to people, given your personal life experiences so far?**

I was actually speaking to seniors the other day during advisory and my advice for them was, especially as they are looking at getting into university, to not worry so much about not getting into their first-choice universities, it won't be the end of the world. I personally did not attend my dream university, but I did open up opportunities for myself by being involved in as many clubs and activities during my time in universities, as well as volunteering for NGOs, and mingling with people from different age and backgrounds. Before I knew it, I was here at SCIS, so you never know what is going to happen!



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







M E E T

# Exilia Han

SCIS Hongqiao Class of 2015 alumni, Exilia Han, is currently interning for Microsoft in a digitally oriented marketing role that has her eyeing for more in the future. Exilia shares how her experience growing up in Shanghai and SCIS has shaped her into the ambitious person she is today.

**Tell me a little about yourself. Where were you born and where did you grow up?**

Hey! My name is Exilia, and I was born in Hong Kong. I was raised in a plethora of different cities growing up, as my family moved around quite often. A little bit about me – I'm constantly on the hunt for new adventures and challenges! Just in 2018, I've been deported from Vietnam, driven a plane in Los Angeles, hiked up to an active volcano in Indonesia, hugged a whale shark in the Philippines, led Microsoft's AI Journey as a Creative Lead, and tried brussels sprouts for the first time! I do not like brussels sprouts.

**How long were you at SCIS?**

I attended SCIS for six years! I arrived in Shanghai when I was only ten years old going into Grade six and graduated as a Dragon. 😊

**What are you currently studying at the University of Toronto?**

I'm currently pursuing a BBA in International Business, in the Marketing stream, and also minoring in Studio Art! I've always

known that I wanted to do something creative, but only discovered a passion for Business after being exposed to it in my first year. I was actually struggling between picking between an analytical and a creative major when deciding between universities back in high school and am beyond thankful to have found a field that allows me to pursue both options.

**You are currently interning at Microsoft, how is the experience so far?**

It's been an absolutely \*amazing\* experience! From the free drinks and snacks to the endless number of foosball tables and XBOX's, it's an intern's paradise! Every day is so different from the days before, and the fast-paced workstyle definitely keeps things interesting. My favorite part of the company is how willing everyone is to lend a helping hand; I have no problem asking to connect with my directors and VPs over coffee regarding future career advice or problems I'm currently encountering with various projects.

**So, what exactly are you working on at Microsoft?**

I'm currently a Modern & Integrated Marketing Intern at Microsoft, which means I get to work on a multitude of different branding and marketing campaigns that span across a variety of product lines and departments! The leads on my team, the Central Marketing Organization, are each responsible for one engine, whether it be Social, Web, Digital, Operational,

or Experiential. This means that I get to be involved in every facet of the business, depending on what each specific marketing campaign requires. The products that I work with can range from Surface devices to XBOX gaming, to Azure Open Source, to Minecraft Education, which means I get exposure in each business group. I am also responsible for being a liaison between the various agencies that we work with, making sure communication remains clear on both teams as to what our expectations for each project are. Each day is a new, different challenge, and I'm ecstatic I get to be a part of new global campaigns!

### What are your ambitions post-university?

I definitely want to stay in the marketing and advertising space, but I have plans to further this experience in an agency! I'd love to have the exposure to what marketing campaigns are like from the opposite side of the table, which may better prepare me for when I lead my own campaigns in the future. I've also discovered a love for working in the fast-paced technology industry; After growing up in the megacity that is Shanghai, my appreciation for innovation and development has definitely been ingrained in me!

### Looking back, what were your fondest memories of your time at SCIS?

My absolute favorite memories at SCIS are always from United Nations Day. One of my favorite characteristics of SCIS

is how diverse it is – to this day I'm always looking to debate where to find the best curry laksa in Singapore and bun cha in Vietnam with people in North America. Being raised in such an international community allows me to form immediate connections with people who have also lived between worlds. Even if the list of countries is different, the "Where are you from?" anxiety is the same.

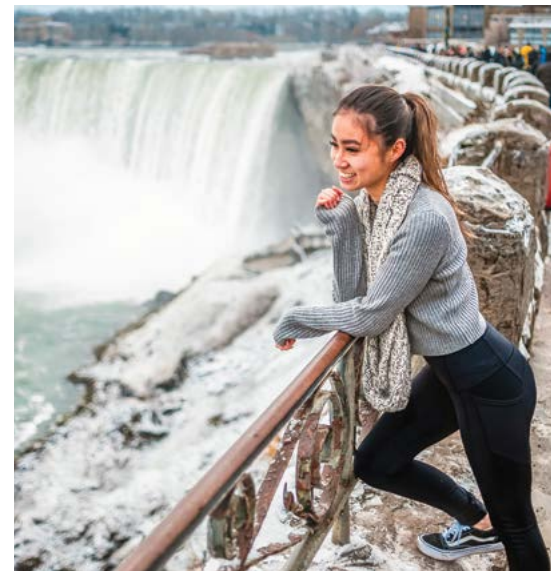
### Do you have any advice you'd like to share to future SCIS alumni?

Enjoy your time as a Dragon, guys. Seriously. You are so fortunate to be a part of such an international community, and you may not see it now, but it'll quickly become clear that you'll forever be longing for a place that feels so much like home, but so foreign at the same time. Don't ever hesitate to reach out to the friends you've made during your time at SCIS – I still keep in touch with my graduating class and the teachers that helped me get into university. Last but not least, definitely, definitely use your upbringing to your advantage. You're multilingual, you're open-minded, and you've already been exposed to so much of the world.

### Thanks, Exilia, and good luck with what's to follow.



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



# THE ALUMNI ASSOCIATION

## Alumni Mission:

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

## Alumni Contact:

Mikael Masson Perez  
[mmasson@scis-china.org](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>



# Dragons Find Strength and Character Through Testing Season



## SCIS Hongqiao Varsity Boys

SCIS Boys had a successful ACAMIS tournament; bonding together, teamwork, selfless play, and a solid strategy were highlights of the reasons why we were able to bring home the championship trophy. Throughout the season, the team has struggled with a few injuries

and we still need to work on balancing our time to meet all our commitments. We have a young team this year, including five grade nine players who seem eager to return to the field for tryouts again next season. We look to be strong for several seasons to come. Go Dragons!

– Eric Kirwin, Varsity Boys Coach

After having some rough seasons with the team, this was our first appearance in the finals of the ACAMIS Championship since 2016. We were fully aware and somewhat pleasantly surprised by our

first practice that we were the most competitive team to play for SCIS since 2016. After a couple of successful league games, we started discussing the possibility of reaching the finals once again. Once we reached the ACAMIS tournament, along with some solid predictions, Coach Kirwin implemented his finest strategies and pre-game speeches in order for us to reach the finals and take home the trophy. This, accompanied by our sheer determination, companionship and work ethic, was the reason we prevailed. I find it difficult to express my gratitude to both Coach Kirwin and my fellow teammates for giving their all throughout the tournament and allowing me to fulfill my dream of becoming an ACAMIS Champion in my senior year. I admire how our team represented our school in the finals by being, "humble in victory," which was a segment from our coach's pre-game speech. I am assuming that for many of us, this was the highlight of the season as it led to a sense of togetherness within the team which we brought with us to the end of the season this year.

– Herman Thalén (Grade 12)

## SCIS Hongqiao Varsity Girls

This soccer season, the girls worked hard to build a community that supported and uplifted the team to accomplish great success. Through reflective practices and honest communication, they were able to compete at a high level of play. The season ended at SISAC with the girls' team bringing home first place for the West Division and second place overall across both divisions. More importantly than the strong record, the team showed commitment and support for each other all throughout the season on and off the pitch.

– Ashley Black, Varsity Girls Coach



The football season in 2019 was a great one! We started off with a new coach and lots of new players which made the dynamic of the team very different. Throughout the season we all worked together to become better teammates on and off the field. This allowed us to become better players not only in terms of skills but also in terms of sportsmanship and teamwork. We won all our games in our league as we were a very strong team both offensively and defensively. We also had great results at both our ACAMIS and

SISAC tournaments with heartbreaking second place losses! As the season progressed, all the girls worked together to build and develop a positive atmosphere within the team to encourage each other, motivate each other to attend practices, and grow as a team. Overall, it was a wonderful last season as a SCIS Dragon, and I am excited to see what the future of football holds for our girls' team! Thank you, Coach Black, for your dedication and commitment towards the team this year!

– Chloe Ng-Triquet (Grade 12)



### SCIS Pudong Varsity Boys

*Pictures courtesy of Anna Yuen (Nanjing International School)*

The Pudong varsity boys' soccer team have completed a season of hard work, dedication, and teamwork. The focus this year was on physical conditioning, as the number of experienced players on this squad was fewer than in past seasons, meaning more minutes for the starters. The hard work paid off throughout the season, as the boys finished with an overall record of 12 wins and 4 losses, as well as a 3rd place finish at a very competitive ACAMIS tournament in Beijing.

I am extremely proud of this year's group and excited to see the development of the younger players in the years to come.

– Garret Newell, Varsity Boys Coach

### SCIS Pudong Varsity Girls

*Pictures courtesy of Anna Yuen (Nanjing International School)*

What a great season! This year was a bit different for the team, with almost all of the team's members returning from last year's championship team, in the sense that we did not have to start from square one. Regardless, they did not just rest on their past success and came to each practice and game ready to give their best effort.

This year in Shanghai, they secured more points in the league table than they had in any of the previous 2 years and were heading into ACAMIS with good momentum. Once at ACAMIS though, things got a bit rough, as injuries started showing up game after game that saw the number of girls available dwindle down to 8. Despite the setback, the girls showcased

their toughness and tenacity and found a way to earn a spot on the podium with a 3rd place finish. With no seniors on this year's team and a never-give-up attitude, the future is bright for next year's Green Dragons!

– Victor Caban, Varsity Girls Coach

We started at a higher level than last season and I feel that it really helped in being able to improve as much as we did throughout the season. We constantly grew as a team and in skill after every practice especially practices after our games. At ACAMIS we went down a few people quite quickly, but we persevered through because we were determined to fight until the end. We gave it our all and the group of girls we have are so determined and willing and it couldn't have been better. We never quit and, in the end, we came out on the podium with 3rd place.

– Denali Caban (Grade 11)



As a team, we collectively started our season at a higher level. This gave us the ability to grow as well as improve together rather than catch up to each other. Our determination ultimately brought us to the 3rd place game in ACAMIS where we pulled it all out to win.

– Izzy Johnson (Grade 11)





# Art from the Heart

It was truly an amazing evening on Saturday, March 23rd when SCIS Hongqiao ECE campus held the 6th annual Charity Art Auction. Parents, teachers, staff, and friends all came together to support our school and a wonderful cause. This yearly event is our biggest charity fundraiser at the ECE, with all of the proceeds going directly to Heart to Heart Shanghai, a local charity that provides support and financial assistance to underprivileged Chinese children in need of life-saving heart surgery. At the end of the night, we collected 120,000 RMB from the proceeds of the auction, support from the SCIS board as well as donations from parents and friends! The money will sponsor four children with congenital heart disease and will not only save their lives but will transform the lives of their families.

The event itself was definitely one to remember!

We were lucky to open the evening with M. Hiram Rios Hernandez, who donated his time to play a remarkable violin

performance, followed by the fantastic singer Hannamari Ilmasti, and pianist Seungwon Lee, both grade nine SCIS students. Guests spent the evening enjoying a buffet of appetizers, imported wines, Belgian beers, desserts from Dutch Pies and tea & coffee from Epermarket. Heart to Heart Shanghai was also in attendance to enjoy the festivities and sell their famous bears.

The Art Auction consists of two auctions: the live auction of student-made artwork and a silent auction of items from sponsors. After contacting over 100 sponsors, this year we had 36 packages formed by the generous donations from sponsors, SCIS teachers, and parents. All of the packages were a hit during the evening, such as the "Shanghai Home" package including DTL furniture and a stylish Shanghai record clock made by SCIS's Jonny Alexander, the "Date Night" package including dinner at Cuivre Restaurant and VIP tickets for the Jason Mraz concert, and the "Disney Family" package including Disney tickets and a Din Tai Fung voucher.







The main highlight of the evening was the live auction, led by our principal and auctioneer, Melanie McClure. We had 20 masterpieces that ECE students and teachers worked hard to create together in the classroom. Paddles were flying around on each table of guests trying to get their hands on the art piece they wanted to take home! Some of the artwork included a creative photo entitled "Busy Bees Love Shanghai" from Ms. Meghan Hinds's Preschool class, a "stained glass" lampshade from Ms. Lindsey Morton Preschool class and a burlap needlepoint work of Shanghai from Mr. Andrew Bissonnette's Pre-K class. Ms. Julie Nicol's Pre-K class masterpiece sold for the highest amount of the evening, at an astonishing 7,000 RMB!

Our support for Heart to Heart does not end after the Art Auction, we also have many volunteer mornings organized by ECE PAFA throughout the year. Every month, a group of ECE parents comes together at Yodak Hospital where Heart to Heart operates. Some of the activities we have done on these mornings include sewing bears, sorting clothing donations and cleaning the hospital playroom run by Heart to Heart.

We also bring donations and toiletries from the box located in the ECE lobby. ECE can accept clothing donations and toiletries any time during the year that will be donated during our visits. If you are interested in joining us, please email us at [pafa-hq-ece@scis-china.org](mailto:pafa-hq-ece@scis-china.org).

We want to send a heartfelt thank you to all of the volunteers and SCIS staff who helped us during the months of preparation. We are very proud to be a part of this community and able to accomplish our mission successfully.



By MILIN IP & HALEY VAN OS,  
SCIS ECE PAFA Reps





*We would like to thank the following generous community sponsors and donors*

**Platinum Level Sponsors**



**6th Annual  
ECE CHARITY ART AUCTION**

*Celebration of Art and Community*  
**Supporting Heart to Heart Shanghai**



*Thank you for your support and dedication to community service*

# PAFA NEWS

SCIS has parent organizations called the Parents and Friends Association (PAFA) on each campus. PAFA serves as a way that parents can communicate ideas for the betterment of the school to the administration and Board. SCIS is proud of the high level of parent participation in their schools and value their partnership with the parent community. PAFA conducts various activities, from community events to charity fundraisers to volunteer support for teachers and students. Each campus has a PAFA board who works closely with each campus' administrations to plan events that help to make SCIS Campuses a unique experience for families, faculty, and students alike. We are always welcoming new members!

For more information about PAFA, please contact us at:

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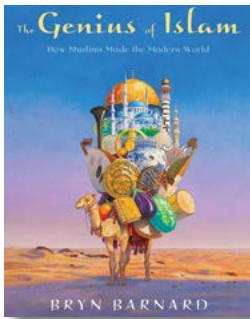


# Book Recommendations for All Ages

## Daniel Zimmerman, Lower School Librarian at SCIS Hongqiao

### The Genius of Islam

By Bryn Barnard  
Ages 9+



In a world that can seem to be hard at work forgetting what few

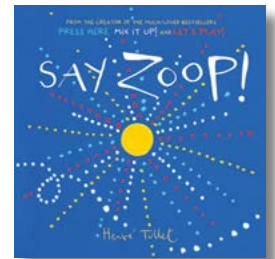
lessons of tolerance we have managed to learn, Bryn Barnard's excellent nonfiction work on the contributions that Islamic societies have made in a wide range of fields from literature to math, engineering, and agriculture. In the final chapter, he describes the conditions that led to the expulsion of Arab scholars from Europe and the eventual loss of the memory of their contributions. SCIS looks forward to welcoming Author Bryn Barnard to our campus during the 2019-2020 school year.

### Say Zoop!

By Herve Tullet  
All ages

From the author of the New York Times bestseller *Press Here*, *Say Zoop!* is another of Herve Tullet's delightfully creative books that have the reader interact with the illustrations, this time by making a series of sounds and touching the illustrations in ways

that appear to make them change and respond. It might get a little noisy, but even adults seem unable to resist the command to, "Say Zoop!"



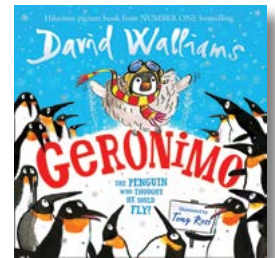
### Geronimo: The Penguin Who Thought He Could Fly

By David Walliams  
All Ages

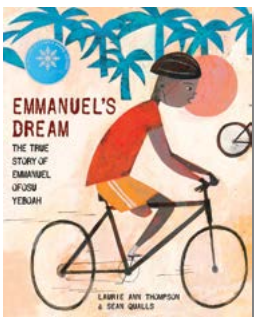
Geronimo is a baby penguin with a big dream. He wants to fly. The problem is, that despite having wings, Emperor Penguins can't fly. After numerous comic failures, the Emperor of the Emperor Penguin colony, tells Geronimo's father that he needs to

break the news to his son that penguins can't fly. His father's desire to help his son achieve his dream leads the entire colony to undertake a creative solution.

From popular author David Walliams, this book is both humorous and uplifting.



## Emily Williams, Librarian at SCIS Pudong



### Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah

By Laurie Ann Thompson & Sean Qualls

Ages 5+

Emmanuel's Dream tells the inspiring, true story of a young boy who overcomes his disability

by taking a bike ride that turns him into a national hero and a powerful disability advocate. Emmanuel was born in Ghana with a birth defect that left him with only

one functional leg. Despite this, his mother made sure he learned to be independent and resourceful. For example, when no one at school would play with him, he saved his money to buy a soccer ball and won friends by sharing the ball with them and demonstrating how he could play using his crutches. He often faced discrimination and many people told him he should plan to be a beggar. Emmanuel, however, was determined to show what he was able to do despite his disability. He came up with

a plan to ride a bicycle around Ghana. He asked many people and organizations for support, even the king of his region. Finally, with a flip flop attached to one pedal and his left leg tied to the bike frame, he set off on his epic bike ride. His remarkable journey and accomplishments are a reminder of the power of one person to serve a cause and help others. Read this terrific book to experience how a simple but powerful dream can help change the world



### Fish in a Tree

By Lynda Mullaly Hunt

Ages 9+

Fish in a Tree by Lynda Mullaly Hunt is an eye-opening portrayal of the challenges and unique opportunities that a life

with dyslexia present. The story is told by 6th grade Ally as she navigates school and

social life. At the beginning of the story, Ally knows that she struggles with reading and writing, but she is unaware that there is a reason for these struggles. She believes she is dumb and won't ever be able to read or write like other kids. Ally has many clever tactics for avoiding reading and hiding her challenges, but then she gets a new teacher who is motivated to find out what is behind these behaviors. With his help, it is revealed that she has dyslexia. Perhaps more importantly, Ally also finds a community

of friends that understand what it is like to feel like an outsider. The acceptance and support of these friends allow Ally to push past her fear of failure. With the help of her friends and teacher, Ally starts to believe she may be able to read well someday and begins to understand the ways she is smart. Readers will cheer for Ally as she realizes her reading challenges have also allowed her to develop exceptional strengths.

## Joshua Balli, ECE Librarian at SCIS Hongqiao

### Be Kind

by Zietlow Miller

Age 3+

Be kind by Zietlow Miller is a perfect book for teaching students to reflect on their actions. In the story, a girl named Tanisha spills grape juice all over her dress. The main character (she is never named), tries to cheer up Tanisha by telling her purple is her favorite color, which only upsets Tanisha more.

After the failed attempt, the main character reflects on what it means to be kind. She then proceeds to give a variety of examples about what kindness means, both in words and actions. Eventually, here kind words and actions lead to her understanding of how to help Tanisha and be a good friend.

Some of the best children's books should get children thinking long after they have read it, and this is one of those books.

After reading this story with your child would be a great time to talk about what kindness means to them and how they could have helped Tanisha.



### Do Unto Otters: A Book About Manners

By Laurie Keller

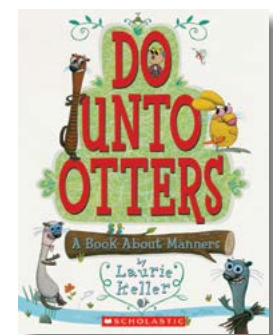
Age 5+

Sometimes the best way to teach a lesson to children is through humor and this book is a good example of that. You likely have all heard of the "Golden Rule" which simply means to treat others as you would have them treat you. This book takes that same idea, but instead

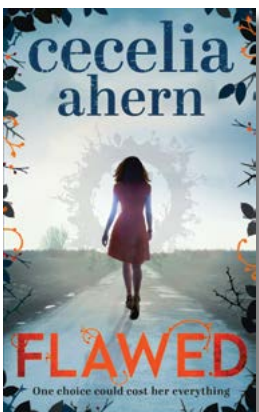
of "others" it uses the word "otters". The story is told by some very polite otters teaching various themes.

These themes include being friendly, cooperative, being kind and saying thank you. It gets the point across by teaching these words in other languages, using colorful illustrations and simple, humorous vocabulary. This is the kind of storybook that your child may have so much fun reading, they don't even realize they are

learning valuable lessons! But I am confident they will be as this book teaches some important lessons in a fun way.



## Ashley Simmons, Upper School Librarian at SCIS Hongqiao

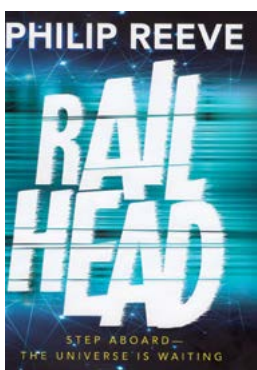


### Flawed

By Cecelia Ahern

Ages 12+

Celestine North has a perfect life. Perfect boyfriend, perfect grades, perfect clothes, perfect vocabulary. Everything is perfect...until Celestine helps an ostracized citizen in a moment of compassion and is labeled as "Flawed." Flawed is a dystopian novel where regular citizens who make moral or ethical mistakes are tried in an ethical court and branded for their crimes. The goal of the leaders: to make a "morally, ethically, flawless society." When Celestine becomes the most branded person in the history of the system, she begins to understand that living the life of a Flawed has more meaning than she ever imagined. She begins to question the system and wonder if a society without flaws is really one that can survive. Cecelia Ahern's debut novel is an exciting read that will appeal to fans of the Hunger Games and Divergent series.



### Railhead

By Philip Reeve

Ages 12+

Zen Starling is a thief, riding the Interstellar Express between planets across the galaxy and lifting small items to help make money to support his mom and sister. He loves the excitement of riding the trains through the ancient network of K-gates, living for the escape from his life on a factory planet. After a heist, Zen is followed home by a Motorik, an android, working for an infamous and mysterious man, Raven. Raven offers Zen a fortune and a new life in exchange for a small theft. Zen doesn't realize how this one theft will forever change his perception of the network he holds so dear. Railhead, the first book in a trilogy, will appeal to fans of science fiction and adventure. The author creates a unique world with imaginative characters and addresses the theme of technology's role in human lives.



# 'Looking Ahead'

with LanguageOne,  
The Dutch school  
at SCIS Hongqiao  
Main Campus,  
ECE Campus  
and SCIS Pudong



Shanghai Community International School  
2017-2018 • Dutch Students



Looking back at the 2018-2019 school year at the Dutch school at SCIS, was really a great, innovative, instructive, and above all positive academic year. The seven core values of LanguageOne provides a clear direction, gives guidance to our education and forms the foundation of LanguageOne at the three different locations of LanguageOne classes throughout SCIS campuses. This foundation can be seen in our education for our students, where we are looking at the process of every student. It can also be seen in our communication and cooperation with our Dutch and Flemish parents and with the staff members of SCIS, our Main partner school.

As we are looking ahead to the school year 2019-2020 where we will welcome several new Dutch and Flemish families at our Dutch School. They will follow our integrated program, Everyday Dutch, or our after-school program where they will be able to enjoy the cultural benefits of the Dutch and Flemish cultural events as well.

We are looking ahead to welcome all our new students in August. Together with our professional staff members, we are looking forward to a sustainable, international, high qualitative, safe, contemporary, solid school year with lots of fun moments as well.

## LanguageOne Values

At LanguageOne, we have identified seven values that form the core of our organisation. Together they provide a clear sense of direction and focus for our curriculum, strategy and daily operations. In fact, these values are the foundation of LanguageOne.



### Safe home

LanguageOne offers students worldwide a place where they will feel at home.



### Contemporary

Using current educational insights and innovative teaching methods, LanguageOne provides contemporary mother tongue education.



### Quality

LanguageOne offers the best possible mother tongue education with a highly qualified and experienced team, always striving for maximum academic results.



### International

LanguageOne provides mother tongue education worldwide, aiming to increase its students' international mobility.



### Solid foundation

LanguageOne provides students with a solid foundation for improved learning and assimilation, thus giving them a head start on future successes.



### Fun

LanguageOne education is vibrant and versatile; we believe that having fun whilst learning stimulates higher academic results and develops self-confidence.



### Sustainable

LanguageOne focuses on continuous corporate reliability with a sound financial policy, careful management and transparent accountability.



If you are not yet part of the Dutch school and would like to, please contact Mirjam van der Geijs for further information:

shanghai-suzhou@languageone.nl  
www.languageone.org  
0086-15002114117

# Sports Injury? Check out Kinesio Taping

Sport-related injuries occur often in schools and daily life. Kinesio Taping is a state-of-the-art athletic injury tool used to help athletes and non-athletes with injuries. Instead of a brace, Kinesio Tape has been used to help athletes keep their muscles and joints in alignment, prevent injury, and enhance injury healing.



Jumper's Knee



Low-Back Pain



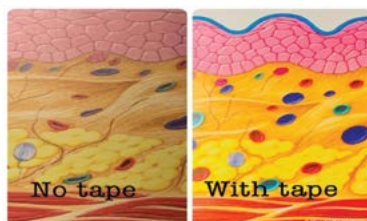
Kinesio Taping was developed in Japan and has gained popularity after being used by the Japanese Olympic volleyball team in the 1988 Seoul Olympics and Lance Armstrong and the US Postal team in the Tour De France. Many professional sports teams are also beginning to understand and utilize Kinesio Tape. The Seattle Mariners and New York Jets are two of those progressive teams.

The tape is made of cotton with a skin-friendly acrylic adhesive. The adhesive is applied in a sine wave pattern, which allows fluid to drain and therefore ensures proper adhesion while showering or bathing.

Tapes are available in various colors; however, these have no effect on performance.

## The Effects:

**Skin Decompression:** While the tape is worn, the surface of the skin is being constantly lifted the whole time. This creates continuous decompression stimuli. This skin-lifting effect activates all of the skin's receptors and stretches the lymphatic vessels and capillaries. This increases the metabolism in the tissues, improving the perfusion of all structures. Muscles are able to work better again and inflammation heals better and more rapidly.

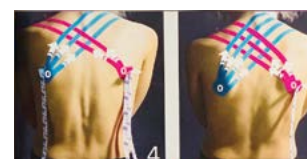


**Skin-lifting Stimulus:** Stretching the lymphatic vessels and capillaries ensure much better drainage of accumulated fluid. At the same time, the receptors underneath the skin respond to the stretch stimulus. Furthermore, all cutaneous receptors will be activated through the tension of the tapes. As a result, trigger points, reflex zones, and acupuncture points are activated and decompressed.

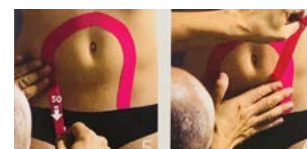
**Joint Stabilization:** The stimulation of the skin's receptors by the elastic tape strips brings about effective joint stabilization without blocking joint mobility.

**Further effects:** Adhesion throughout the connective tissues can be released with the aid of the tape. This leads to targeted pain relief and immediately improved mobility. The neurological system can also be influenced by the tape-induced stimuli, which might be beneficial for spasticity, painful flares, contractures, palsy, and stroke.

**Application Examples:** Kinesio taping has a wide spectrum of usage: neck pain, shoulder disorders (impingement syndrome, rotator cuff injury, etc.), tennis elbow, golfer's elbow, carpal tunnel syndrome, low back pain, knee pain due to sports or arthritis, calf muscle injury, ankle sprain, plantar fasciitis (heel problem), edema, rib fracture etc. Below are several clinical applications.



Headache



Digestion problem



At the DeltaHealth Hongqiao Clinic and Qingpu Hospital, you can be advised if Kinesio Tape will help your injury, as well as taught how to tape injuries correctly.

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# LEARN TO COOK LIKE A TRUE ITALIAN

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### MEET JURI PELUSI

Born in the capital city of Italy, Juri Pelusi travelled the world working as an Italian chef in Michelin Starred restaurants from Rome to London, Dubai, Abu Dhabi and finally Shanghai. He masters the Italian cuisine with the passion found only in those who genuinely love their job. Now leading the recently opened **Swiss Butchery Experience Center** in Huacao – we caught up with Juri in the **Cooking & Grill Academy**.

“As a chef I am really excited with this new concept of Swiss Butchery, providing an inspirational shopping experience besides our trusted assortment of fresh quality meat and homemade delicacies,” tells Juri. “Besides serving all the specific needs of the various nationalities at our counter, we are now also offering a one of a kind cooking experience in our **Cooking & Grill Academy** – with hands-on classes by our own passionate chefs representing the delights of various international cuisines.”

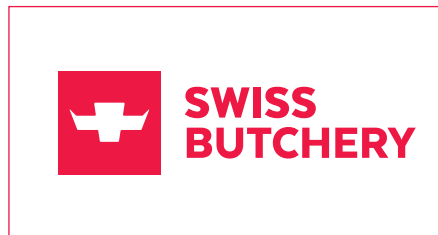
“Born and raised in Italy, it’s no surprise that I will be teaching how to prepare meat dishes using some of our finest cuts of meat and of course how to make the ultimate pasta” says Juri enthusiastic. “Nothing can beat freshly homemade pasta, and regardless of one’s cooking experience, everybody can learn how to make it. Tortellini or Ravioli stuffed with tasty fillings like lobster is one of my favorite dishes.”

“Besides the Cooking & Grill Academy, the Swiss Butchery Experience Center also provides a **Take-Out-Meal** and a **Grill Corner** with ready-to-eat delicacies such as grilled chicken, breakfast bacon and eggs, artisan sausages, cheeseburgers, and both grain-fed and grass-fed steaks like tenderloin, striploin and ribeye – all homemade and freshly prepared by our staff of butchers and chefs,” continues Juri. “We hope to bring an unmatched meat experience to our customers that inspires good life every day.”



## COUPON 10% OFF A COOKING CLASS

Follow our WeChat Account and enjoy a 10% OFF a cooking class of your choice at the Cooking & Grill Academy. Cooking Classes will start this Summer 2019 at the Swiss Butchery Experience Center at 219 Jinguang lu in Huacao district. Just cut out this coupon and check our WeChat about cooking classes or send a message to our WeChat account or email us at: [info@swissbutchery.com](mailto:info@swissbutchery.com).



### Terms & Conditions for this coupon

- This coupon is non-refundable and cannot be exchanged for cash
- This coupon can be redeemed only one time and only for cooking classes
- This coupon is valid until December 31, 2019



### About Swiss Butchery

Swiss Butchery aims to bring a world-class meat experience offering a wide variety of fresh quality meat and imported delicacies. All our products are treated under the most stringent food safety and hygiene standards. We currently operate 4 stores in 3187 Hongmei lu in Hongqiao, 262 Baihua lu in Jinqiao, 86 Wulumuqi lu in Xuhui, and at 219 Jinguang lu in Huacao. In our Online Shop, you can order a great part of our assortment in a wide range of cuts and portions, vacuum packed and delivered next day to your doorstep.

**Time Out Magazine** awarded Swiss Butchery in 2016 and 2017 as 'Butchery of the Year' and in 2018 as 'Shop of the Year'.

[www.swissbutchery.com](http://www.swissbutchery.com)



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