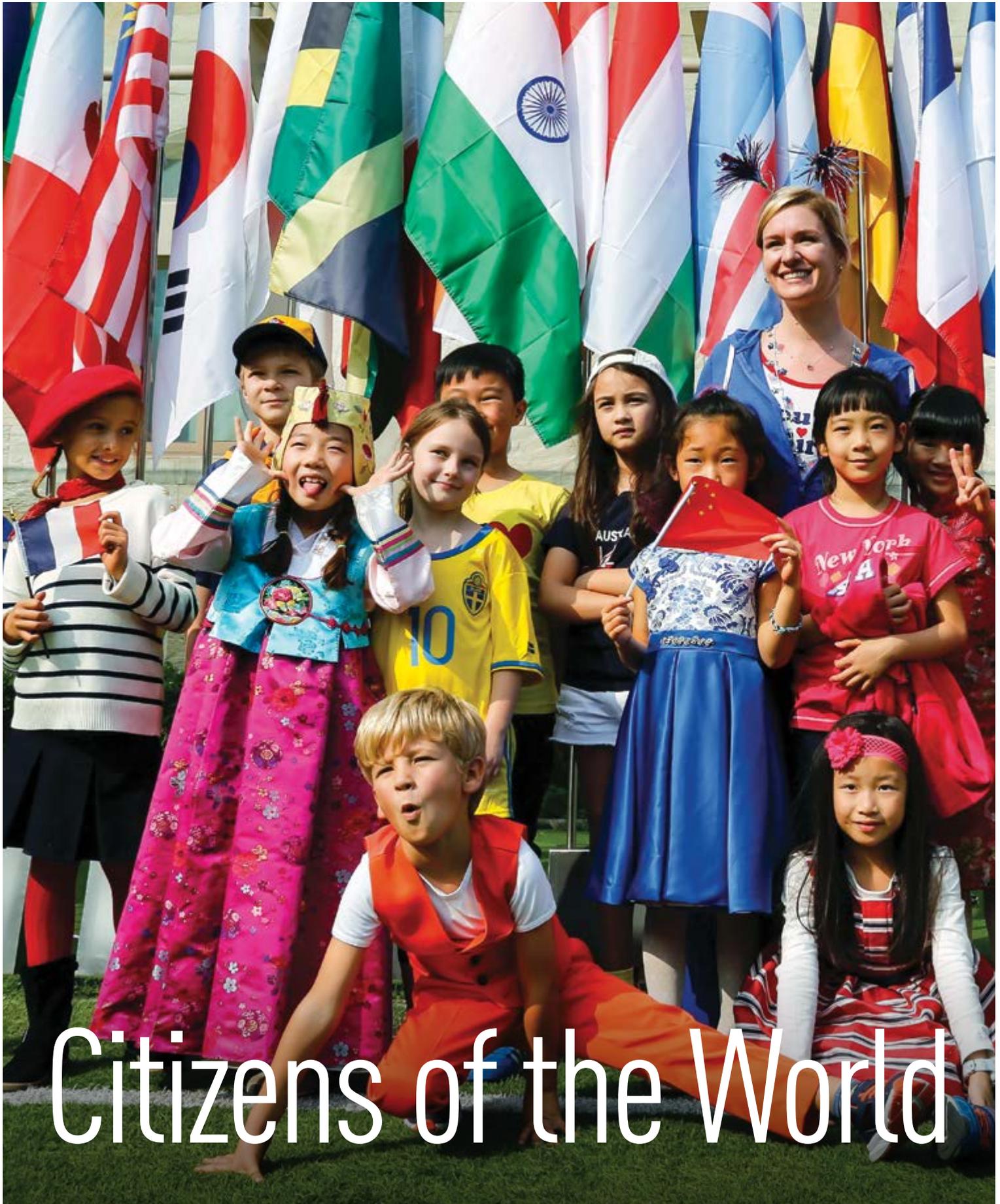


# communitas



Citizens of the World



# Advent CALENDAR For kids & adults!

Better Quality, Better Life



GREAT SELECTION



QUALITY GUARANTEE



CONVENIENT\* DELIVERY

Your Online Expat Supermarket  
[www.epermarket.com](http://www.epermarket.com)



\*Free for orders above 190RMB



## Active Kidz Shanghai

Shanghai's leading youth sport organization  
上海青少年精英体育机构

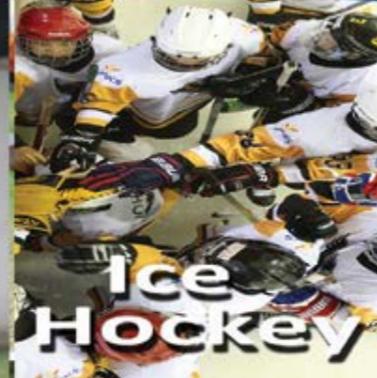
Puxi 浦西 Pudong 浦东



Baseball



Soccer



Ice Hockey



Basketball



Volleyball



For more information about the programs and registration, please visit our website: / 报名请登陆我们的网站: [www.activekidz.org](http://www.activekidz.org) or contact us by email at: / 邮箱地址: [info@activekidz.org](mailto:info@activekidz.org) Office tel: / 联系电话: 6406 6757(PX), 5422 4594(PD)

# TABLE OF CONTENTS

## Community

- P. 26-27 // *Teacher Spotlight*  
Travelling Outside your Comfort Zone  
One Step at a Time
- P. 28-29 // *Family Spotlight*  
Meet the Lee Family
- P. 30 // *Favorite Spot in The City*  
My Favorite Place to Hang in Shanghai
- P. 32-33 // *Sport Recap*  
11th Invitational Swim Meet at SCIS Hongqiao
- P. 34-35 // *Alumni Spotlight*  
Law & Music, when a Career and a Passion  
Come Together
- P. 36-37 // *Student Spotlight*  
Experiencing a Diverse World of Cultures
- P. 38-39 // *PAFA*  
A Celebration of Nations
- P. 31, 42 // *Partner*  
MYP and DP (Dutch) at LanguageOne
- Children's Snacks: 10 Tips for  
Healthier Snacking

## Features

- P. 4 // *Director of Schools' Letter*
- P. 5-11 // *IB Corner*  
How Does the IB Continuum of Programs  
Provides Continuity of Learning Across  
Grade Levels at SCIS?  
Living Our Mission  
The IB Diploma and University Entrance  
To IB or Not to IB?
- P. 12-13 // *Community Feature*  
Together for United Nations Day
- P. 14-17 // *Language Acquisition*  
SCIS, Where Every Teacher Is a  
Language Teacher  
Prepare, Communicate and Model  
Word Soup!
- 24-25 // *China Host Culture*  
Chinese Mid-Autumn Festival
- P. 40-41 // *Art Gallery*

## Campus Highlights

- P. 18-19 // *Pudong Campus Highlight*  
ACAMIS Volleyball:  
On the World Stage
- P. 20-21 // *Hongqiao Campus Highlight*  
PYP Collaboration in Action:  
Our Dynamic PE Team
- P. 22-23 // *Hongqiao ECE Campus Highlight*  
Children's Educational Toys  
Key Concept Communities, Global Concept  
Globalization & Sustainability, ATL Skills  
Communication and Research





# Living Our Mission



At SCIS one of the many reasons we chose to become a fully authorized three programme IB school is because we whole-heartedly believe in the International Baccalaureate Organization's (IBO) mission.

The IBO mission states: "The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect... These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."

As an educator, I truly believe that it is through education that we create a more peaceful future, and we do that by teaching our students to be caring and by exposing them to a diverse set of cultures and beliefs. It is through understanding others that we come to understand ourselves, and it is in understanding ourselves that we understand our responsibility to take care of our communities.

As we celebrated UN Day and watched with pride the multitude of nationalities and the variety of performances, we got to witness first hand the way in which our SCIS community is a microcosm of our beautifully diverse world. At SCIS our students truly care for one another. They may arrive with anxieties or hesitations about being different and leave with friends from around the world and with a clear sense of who they are in it, fully recognizing their responsibility to impact the world around them and make it a better place.

We see this in all of our learners, from the ECE students to the High School students. The other day I was watching the news and feeling a bit depressed about the state of the world, as the news segment did not showcase humanity in its best light, when my son came around the corner singing to himself. I asked Austin to sing louder so I could hear and he beautifully sang the words, "Heal the world. Make it a better place, for you and for me and the entire human race..." When I asked him where he had learned the song he told me he learned it in

Mrs. Babb's class. We talked about what it meant, and I was so thankful that my son attended a school where he was learning to be a better person and learning social responsibility in his first grade music class. While I was feeling low about the news segment I had just seen, my son was singing about our responsibility to impact the world for good. My first grader encouraged me to be the change I wanted to see in the world.

I was incredibly touched by Wei (William) Ai's speech during our UN Day celebration. When referencing the fact that one out of a hundred people in the world is a refugee, William challenged the SCIS community: "As members of the human race, we should be concerned. No matter how distant they might be, when people are humiliated and physically attacked, it should matter to us. When men and women are denied access to healthcare or judicial justice, it should matter to us. When children are neglected or abused in war-torn countries, it should matter to us. This begs the question: what should we do?" William spoke at length on how joining MUN gave him a "profound appreciation for diversity and the connectedness of cultures, ethnicities, and nationalities."

The similarities between the International Baccalaureate Organization's mission and the SCIS mission are obvious. At SCIS our mission is to develop inquiring, knowledgeable and caring learners who contribute positively to their communities. Being a mission driven organization means we use this mission to drive our decision-making processes, the curricular and extra-curricular programs we offer, and the way we run our school. We know that we are successful when our students begin to internalize this mission.

I am proud of our SCIS students, of who they are now and who they are growing to be. I believe they truly are the key to creating a "better and more peaceful world" and their actions show they are well on their way to doing just that.



By **KATHERINE BREWER**,  
Head of School at  
SCIS Hongqiao



# The IB Diploma & University Entrance



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

The research branch of the International Baccalaureate Organization (IBO)

carries out ongoing investigations into the future benefit of earning the IB Diploma. From the official IBO website:

#### What has IB research shown so far?

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

- Former DP students in the United States (US) are significantly more likely to attend a 'selective' or 'highly selective' institution compared to the average US college-goer.
- In the UK, they are more than twice as likely to attend a top 20 university than the average A level student.
- Minority and low income IB students from Chicago Public Schools were shown to go on to university at significantly higher rates than a matched control group of their non-IB peers of similar academic ability.
- Feedback collected from a wide range of IB graduates suggests that IB students have an easier time adjusting to university studies.
- Surveys of university and college admissions staff in the US, the European Union (EU) and Australia show that these professionals are

both familiar with the programme and hold it in very high esteem compared to other qualifications.

- An analysis of the recognition policies of the top universities in the US reveals that most of these institutions grant credit or advanced standing for high performance in DP courses.

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

The International Baccalaureate® (IB)

works with the higher education community in a number of meaningful ways.

#### The organization:

- assists universities and colleges in developing admissions and recognition policies – so students can gain equitable and competitive offers from universities of their choice.
- commissions research into the impact of IB programmes on students, schools and communities.
- engages university faculty members in the review and development of IB programmes and curriculums.
- improves the understanding and

recognition of IB programmes worldwide.

- coordinates events to build relationships between the IB and higher education, such as the IB World Student Conferences and the yearly IB Higher Education Symposium.



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

# To IB or not to IB?

By RAFAEL KATZ, ex high school counselor of SCIS, currently working as a UCLA Application Reader

There are some misconceptions about the various high school curriculums that I would like to dispel as we compare IB to other systems. My own two children studied in two different public high schools in the U.S. My daughter studied at an IB school and my son studied at an AP school, so I'm quite familiar with the two curriculum both as a parent and as an educator. I worked at an AP school and was the AP coordinator for years in the U.S. One misconception that I hear often from parents is that U.S. colleges prefer AP since AP is a U.S. curriculum. That is definitely not true. I have asked dozens of college admissions officers and they rave about the unique qualities of the IB and how well it prepares students for success in college.

As Marilee Jones, Director of Undergraduate Admissions at M.I.T. says, "Send us prepared students a la IB...it is the BEST high school prep curriculum an American school can offer."

Brandon Clarke, former admissions director at Stanford says, "Highly selective colleges and universities are looking for students who take the most challenging

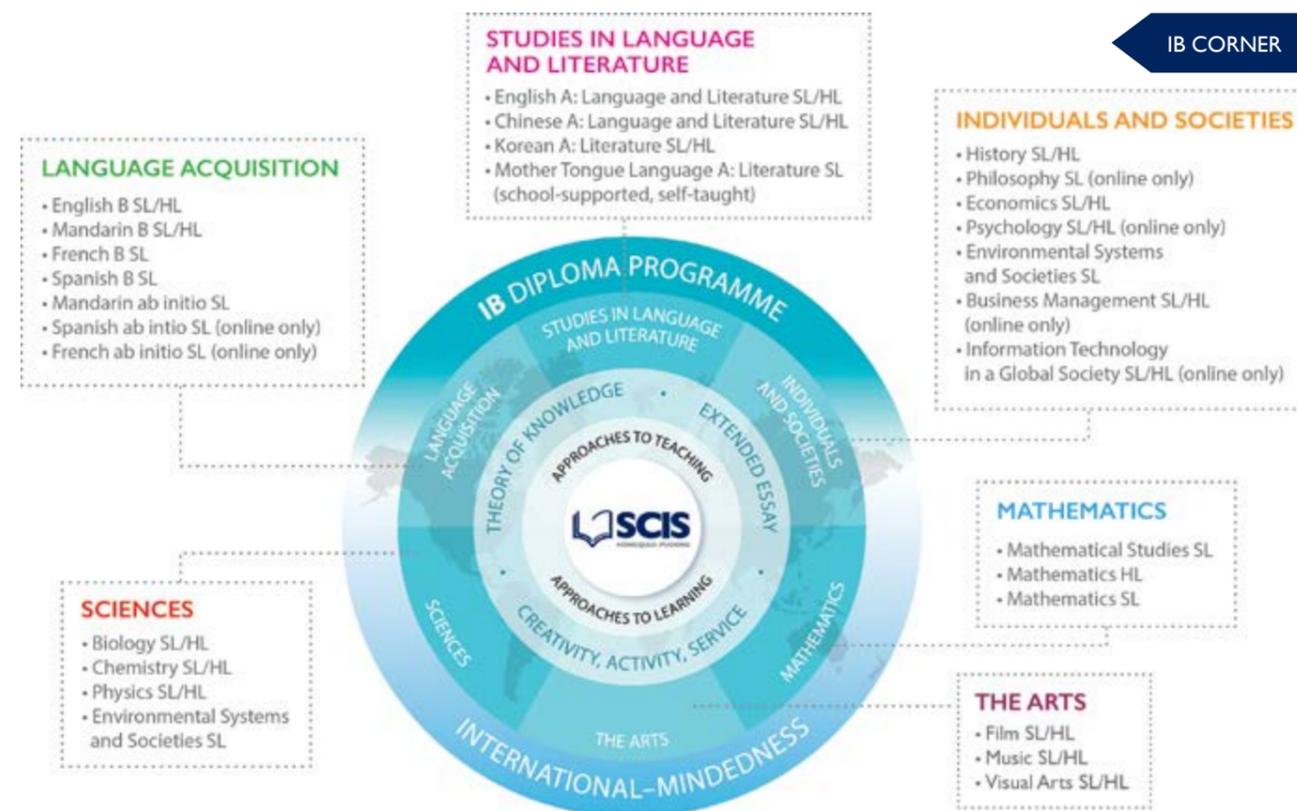
Most educators agree that IB is possibly the most challenging high school curriculum around. It is challenging for students trying to earn an IB diploma and for a school trying to create and maintain a high quality IB programme. The popularity of the IB has grown steadily and high schools around the world offering IB curriculum have grown exponentially. The two countries where IB is growing fastest are the U.S. and China. IB curriculum is popular in the UK and has caused educators to re-evaluate their traditional curriculum; A-levels. In a world where being multi-lingual and internationally aware is key, it makes sense that IB, which emphasizes language acquisition, communication skills, and global cultural awareness is gaining popularity.

BC	A-levels	AP	IBDP
Canada Curriculum	British Curriculum	US Curriculum	International Programme
Students must study and pass the course	Two-year course, 4 subjects	Every subject takes one year to complete, with exam at the end of the course	Two-year continuous course, 6 subjects
No exam needed for graduation	Required to take the exam for graduation in every subject	Required to take at least one subject or more, no diploma will be awarded	Total score of 6 per subject, 24 points are required to obtain the IB diploma
GPA is strongly required	GPA is not necessary	GPA is strongly required	Predicted grade is important
Recognized by universities throughout Canada and some other countries as well	Recognized by universities throughout England and some other countries as well	Recognized by universities throughout the U.S and some other countries as well	Recognized by universities in all countries

courses available to them. The IB programme is notable not just for the rigor of its individual classes, but for the thoughtful integration of the entire programme. Students who complete the IB diploma are the kind of smart, intellectually curious, and creative students who excel at the top universities."

It is important to point out that AP is not a diploma granting curriculum. It is a series of college level courses and exams. AP courses are either a half year or a full year. Schools calling themselves AP schools can offer 1 AP course or 20 AP courses. International schools appreciate the flexibility of AP and find it an easier system to establish especially compared to IB. The IB offers two year courses and many more requirements and assessments beyond just one final exam.

Another common misconception is that AP is better for students that are interested in math and science. This could be related to the fact that AP offers many more course choices in math and science than IB, with several kinds of calculus AP exams and multiple kinds of Physics exams. What makes IB science popular with universities is that it is 'experimental' science. Many colleges feel that the IB science curriculum is superior to other science curriculums because much of it is based in lab work and experimentation as opposed to textbook learning.



What really makes IB unique among high school curriculums are its emphasis on character building and soft skills with components like the learner profile, the extended essay, theory of knowledge class, and CAS. Colleges know every student that has earned an IB diploma has had to show how they have developed

important soft skills through CAS, group work and classroom presentations. Skills like creativity, communication, inquiry, and reflection, are components of the extended essay, CAS and TOK requirements that IB has.

In a presentation for our students by two

psychology professors from Berkeley, they presented a slide which shows 10 qualities employers are looking for when they hire which coincide with what Berkeley is looking for when they recruit students. It is no coincidence that the 10 IB learner profile are identical or closely related to the Berkeley list.

**Top 10 Personal Qualities**

According to NACE (The National Association of Colleges and Employers), the top 10 personal qualities employers seek as:

1. Communication Skills
2. Motivation / Initiative
3. Teamwork Skills
4. Leadership Skills
5. Academic Achievement
6. Interpersonal Skills
7. Flexibility / Adaptability
8. Technical Skills
9. Honesty / Integrity
10. Work Ethic and Analytical / Problem Solving Skills

Source: Job Outlook 2014, National Association of Colleges and Employers

Berkeley UNIVERSITY OF CALIFORNIA

COUNSELING + PSYCHOLOGICAL SERVICES UNIVERSITY HEALTH SERVICES Long Center

SCIS LEARNER PROFILE FOR IB

Inquirers Knowledgeable Thinkers Risk-takers Balanced

Open-minded Reflective Communicators Principled Caring

Colleges like to track students to see which types of high school curriculum lead to the most success in college. The research irrefutably supports IB. We hear from our own graduated students now in college that they feel they are much better prepared than many of their classmates from China who studied different curriculums. Just being accepted by the college doesn't mean that a student will be successful in college. Colleges often require students to write

long research papers. No high school curriculum other than the IB also requires this. As an extended essay advisor, I can say first hand that writing a college level 4000-word essay is very difficult the first time you do it. The work that IB students put into this part of the curriculum in high school pays off in college.

Students themselves often comment on how much they have learned and grown by studying IB. Parents often speak of the

huge improvements in their children after studying IB. Shy, bookish students are forced to speak, present, and share their points of view. Not easy. Of course, along the way students complain about the workload and lack of sleep. Challenge and growth can be painful. The benefits of IB are not just getting into a top college. The benefits are gaining new approaches to thinking, learning, time management skills, communication skills, and an academic foundation that lasts a lifetime.



“I’m from Taipei, Taiwan, and moved to Shanghai when I was 9 years old. For the first time, I interacted and learned alongside children from diverse cultures. Admittedly, I was very shy, to the point where I could barely bring myself to raise my hand to ask if I may go to the bathroom. But, from what I can recall, I was never bullied for not knowing how to speak English when I came in grade four. I was never a victim of prejudice because of my skin colour, nationality, or beliefs. This is to say, that I was never told that I had to be ashamed of my differences. Never in this school, never anywhere else. To me, I’ve had a comfortable upbringing. This may be the same for the majority of you, maybe not so for some.

But I do know for certain, that this is not the case for millions of refugees and migrants on a worldwide scale, who are discriminated against due to xenophobia, the irrational fear of people from other countries and cultures, or in essence, the fear of differences. This fear has definitely been shown to be devastating.

A few days ago, while doing some research, I came across a heart breaking photograph. It was the winning UNICEF photo of the year 2015. The photo depicted a little boy, holding desperately onto the arm of his sister, both crying and separated from their parents. They had been pushed to the front in the midst of chaos between wretched refugees and armed border troops at the Greek-Macedonian border. I saw the vivid terror on their faces, which was clearly overwhelming for children who couldn’t have been older than the age of 9. It certainly sends a powerful message: it is a picture on the Internet for us to view, yet it is also the most distressing reality for many others.

As of now, nearly one in every 100 people is either a refugee or a displaced person seeking for safety and simplistic, normal lives just like ours. Unfortunately, they are often met with violence, and discrimination based on race and beliefs.

As members of the human race, we should be concerned. No matter how distant they might be, when people are humiliated and physically attacked, it should matter to us. When men and women are denied access to healthcare or judicial justice, it should matter to us. When children are neglected or

## Together for United Nations Day

*Speech delivered during our annual UN Day celebrations by William Ai, Grade 12 student at SCIS Hongqiao.*

abused in war-torn countries, it should matter to us.

This begs the question: what should we do? This brings me to talk about the importance of Model United Nations to me. Not only did MUN help me conquer my fear of public speaking, I also gained a profound appreciation for diversity and the connectedness of cultures, ethnicities, and nationalities. Most importantly, the club made me come to terms with the realization of something important, a critical element that is required to battle baffling global issues, and that is —the skill of puzzle solving.

You see, it is not that people are unwilling to help for positive changes. It is that global issues present themselves as too immense, complex, and impossible to be resolved. But, the solutions for these problems actually come in boxes of puzzles of different sizes and plainly labelled as poverty, climate change, AIDS, and human rights. When you open the box and look at the pieces, they might appear to be indifferent at first. But really, they are individually unique in their shapes and the part of the grand picture they make up. And this difference is essential. Every piece is a thought, a voice to be heard, and whenever a piece is attached to another, it means we are a step closer to revealing the eventual solution.

When I look out to you, I see the colours of diversity from your flags, outfits, make up, and so much more. And I see pieces of puzzles, waiting to express their potential, and band together hand in hand to confront worldly issues.

The differences and diversity within all of us has always been, and will be, a necessary, and empowering source of strength, without which, the puzzle will never be completed. I have never been more proud to be a member of this international community and the values that it celebrates.

Even if it is just for today, take the opportunity to discover your uniqueness, figure out what you can bring to the world stage, and look beyond the borders. Celebrate differences and diversity. Be imaginative, and be bold. Be knowledgeable and be hopeful. And most importantly, be together. This way, we can all truly become, global citizens.”



# SCIS, Where

The SCIS Language Policy states that in our increasingly global society, we strive to educate our students to think and communicate with a holistic worldview. Our students see the world through their experiences, culture and languages. At SCIS, our students take risks with open minds to build deeper understandings of the world, together with their classmates, of diverse experiences and world-views. In essence, all of our experiences and languages form the foundation of our collaboratively constructed education. We value all of the languages our students bring to school, and provide opportunities to learn more. Since our primary language of instruction is English, we program to accelerate our students' English language development in tandem with their learning in the content areas in various ways. One way is through our English as an Additional Language (EAL) programme, where our EAL teachers provide pull-out English instruction for new English learners, and "push-in" support through co-teaching in the classrooms with the homeroom teachers. Another way we support English Language Development is by providing professional development opportunities for all of our teachers to learn best practices in teaching English Language Learners. When we say, "At SCIS, all teachers are language teachers," we mean it!

SCIS joined WIDA's International School Consortium in 2015 in a commitment to quality English language development programming. WIDA is a non-profit



## Every Teacher Is

organization with a mission to support academic language development through high quality standards, assessments, research and professional development. We have found that WIDA's English language development standards fit perfectly with our other academic standards within our PYP framework. We use WIDA tools to provide professional development to our teachers as well.

In November, we were excited for the opportunity to host our first WIDA Institute! November 9-12, SCIS hosted forty-three international educators from international schools in eight different countries. Twenty-one of the participants were from SCIS. As hosts, we received a generous discount price. Additionally, SCIS showed commitment to our English Learners by providing additional funding for many of our teachers to attend.

Another way SCIS provides pathways for all teachers to become language teachers is through the Teaching ESL

Students in the Mainstream program. Teachers can volunteer to enroll in the "Training of the Trainers" course, and become certified course facilitators. This way, schools can build internal capacity to train their entire school in best practices for English Learners. We currently have two teachers who are trained facilitators on the Hongqiao-Main campus: Dan Zimmerman, the Librarian, and Tara Lafferty, a grade 2 teacher. They taught the course to a group of teachers last year, and will teach the course again in 2017-2018.

## a Language Teacher

I asked Mr. Zimmerman to tell me about one strategy he learned from the course that he teaches others, and he responded, "The ESL in the Mainstream training made me much more aware of the way I interact with English learners. There was a module where we discussed how language can become more complex for a student based on whether the teacher is standing in front of the student or sitting next to them. A really basic principle, but I keep coming back to it." At SCIS, we can truly state, that all our teachers are language teachers!

Grade 2 students in Ms. Lafferty's class are collaborating to build a simple machine. The unit's central idea and key concept, function, are written on the white board behind them. A best practice for English learners is to keep key concepts and learning intentions posted, and to reference the written statements frequently.



Ms. Lafferty formed the groups by pulling names on popsicle sticks, which is a dynamic grouping practice as well as a best practice for English learners.



By KRISTIE O'BRIEN,  
Lower School Vice  
Principal at SCIS  
Hongqiao

# Prepare, Communicate and Model

**M**y name is Jillian Eyre-Walker, and I am thrilled to be the SCIS Early Childhood Education EAL coordinator. For twenty-seven years I have taught EAL children from around the world in countries such as Australia, Zimbabwe, Tanzania and China. Over the years, my teaching experiences have ranged from Pre-K to Grade 8 in single, team and multi-age classrooms. My approach is inquiry based, holistic and child centred. My goal has always been to empower each individual to realise his or her true value and potential. I like to work collaboratively and have a laugh with students, staff and parents, building powerful relationships in a safe and trusting environment.

EAL teaching has its own distinctive pedagogy. It aims to teach English using the mainstream curriculum as the context. This involves developing specific resources, which make the language of the curriculum accessible through, for example, increased use of visuals, scaffolding and modelling, while keeping the cognitive challenge and interest level high.



## Prepare Children for School

In many ways, parents can help their children learn English by ensuring they're well prepared for school in general. This can include:

- Setting aside a time and place for homework
- Having resources available such as pens, paper, and dictionaries
- Being willing to answer questions about homework when possible
- Asking about their school day and listening to concerns
- Ensuring they eat a healthy breakfast before school
- Encouraging them to get a good night's sleep

## Communicate with Teachers

Teachers can be invaluable partners in helping children reach their full potential. In addition to reporting on a student's overall progress, teachers may be able to suggest the best methods for practicing English at home and point parents to helpful resources.

## Model Learning

One of the greatest ways for parents to help their children learn English is by attempting to learn English themselves. When parents are able to use English at home, more opportunities will arise for children to practice speaking and listening. Parents and children practicing their new skills together can be a great motivator.

Even parents who are fluent in English can demonstrate the importance of learning by focusing on an area of improvement, such as studying a difficult novel to learn complex vocabulary or bettering their writing skills.



By **JILLIAN EYRE-WALKER, EAL Coordinator at SCIS Hongqiao ECE Campus**



**M**uch like a potager uses a variety of ingredients to make delicious soup, students must use different language development strategies to learn academic vocabulary in English. The strategies are the ingredients, and the students' command of academic vocabulary is the soup.

Vocabulary comprehension strategies should be taught deliberately and explicitly, much like teachers use classroom routines to structure the flow of a lesson. Once the students have an understanding of how to apply various strategies, they are then empowered to apply them in all subject areas.

The definitions of an academic word are never enough for the student to fully grasp its meanings. Definitions are like the water in soup. The most important ingredient, but the potager would only be serving hot water. Students must apply

their understanding of the definition for true comprehension to happen.

Students need to be encouraged to apply multiple strategies to learn a single word:

- Images can readily be found online to give students a visual of a word they are trying to learn.
- Students can translate the word into their mother tongue.
- They can use context clues to infer word meaning.
- They can brainstorm examples of how the word might be used in real life situations.
- Students can make personal connections and relate word meaning to something they have experienced.
- Synonyms and antonyms are just a few clicks away.
- Video clips from movies with actors using the words they are trying to learn can be researched and watched.

- Better yet, students can make their own videos.
- Students can put together skits in which they role play as actors using academic vocabulary.

I always tell my students, "Do what it takes to learn this word, remember it, and be able to use it for the rest of your life". This is how students can develop ownership over their education. Students can learn how to make their own soup, but they have to learn the right ingredients first.



By **MATTHEW BEENEN, English as an Additional Language Teacher at SCIS Hongqiao.**

SCHOOL SONG  
We are the greatest, don't be misled,  
We fight to the end and always defend  
the Dragons of SCIS.  
When we travel east and we travel west,  
We prove the Dragons always stay the best.  
We fight to the end and always defend  
the Dragons of SCIS.  
S-C-I-S  
We are the greatest, don't be misled,  
We fight to the end and always defend  
the Dragons of SCIS.  
Gooooo Dragons!

# ACAMIS Volleyball: On the World Stage



From Thursday October 19 to Saturday October 21, SCIS-Pudong played host to the ACAMIS Orange Division Volleyball Championship. Over the course of the three days, 40 games were played by 12 teams and approximately 120 student-athletes from various schools around China including: SCIS-Pudong, Nanjing International School, QSI-Shenzhen, Utahloy International School Guangzhou, SCIS-Hongqiao, the International School of Beijing, and Suzhou Singapore International School.

In addition to hosting, the SCIS-Pudong Athletic department joined forces with the Technology department to make sure that the entire world was able to watch each game of the ACAMIS tournament. The games were broadcast live, and later for replay, on our Livestream.com channel (<https://livestream.com/accounts/22396221>) (over 1300 views in over 15 countries) and our local QQ channel (over 5000 views). It was very exciting to know that all of the student-athletes were able to play for friends and family all over the globe. Personally, I know of a particular grandmother of one of the SCIS-Pudong players, who

watched the Quarterfinal live at 11pm and then made sure to wake up for the 4am Semi-final in her home in Florida. I'm sure this is just one of hundreds of similar experiences that took place.

We didn't stop there though...a lot of times, when teams travel for tournaments like these, it can be a bit lonely in a gym with seemingly no fans or support. So, in an effort to show the visiting teams the warmth and hospitality of the SCIS-Pudong community, each visiting team was adopted by one of our Lower School (LS) classes. The LS classes attended their adopted team's games, made signs with the visiting schools logos and team member names, and most importantly... cheered loudly! The visiting schools then returned the favour by visiting the LS students in their respective classrooms for some colouring time, story time, or just good old' fashioned play time. For the visiting teams it was a great way to step away, both mentally and physically, from the tournament, but also to give back to their fans. For our LS students, it was a way to be involved in the actual tournament without playing, and also getting to experience the emotion of



sport by being in a loud gym full of energy and excitement.

At the end of the 3 days, both the QSI-Shenzhen boys and girls were crowned champions while our SCIS-Pudong girls finished 2nd and our boys 3rd, but everyone walked away a champion having truly experienced what Nelson Mandela described 17 years ago:

"Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand."

Congratulations to all of the players, coaches, parents, and fans on a truly memorable weekend!



By VICTOR CABAN,  
Athletics and Activities  
Coordinator

# PYP Collaboration in Action: Our Dynamic PE Team



“The most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives.”

Robert John Meehan



By JANETTE HAGGITH,  
Primary Years  
Programme Coordinator  
at Hongqiao Campus

Research suggests that collaboration between teachers around student instruction results in rising student achievement. Other benefits of a collaborative school culture include sharing ideas, a supportive network, a common vision, and a positive environment.

PYP teachers at SCIS are strong collaborators. One great example of this collaboration is our Physical Education Department. Our PE teachers collaborate with their PE team, classroom teachers, other single-subject teachers as well as PYP PE teachers from other schools.

SCIS-Hongqiao recently hosted a Professional Learning Opportunity for 18 PE teachers from PYP Schools in Shanghai, Suzhou, Nanjing and Hefei. Michael Barrs, Brendan Newman and Brian Stenberg, our SCIS-Hongqiao PE team, facilitated the day by providing time to discuss ways in which PE teachers can effectively collaborate with other teachers to provide strong inquiry-based PE lessons. The teachers shared resources, lesson ideas and assessment practices. There was time for them to model some of the PE games in the gym and the adults had fun playing. This was a valuable day for our PE team as they formed a bond

with other PYP teachers and will continue to use them as resources throughout the school year.

SCIS PE teachers, along with other single-subject teachers meet with classroom teachers to discuss upcoming classroom units of inquiry. This atmosphere of collaboration within the school leads to deeper units and connections made within the disciplines to support the units of inquiry that are happening at each grade level. In PE, students are often exposed to learning activities that support the central ideas, concepts, and approaches to learning that are happening in the classroom.

PE games such as ‘Sink the Ship’ provide opportunities for students to use their imagination and make choices to alter the game that leads to more success for their team. This directly connects to the central idea of the Kindergarten unit, *People learn and express themselves through games*. Students use their communication and social skills as they work together as teams to sink other teams’ ships by knocking down the pins and at the same time are also developing PE skills such as throwing, catching and kicking.



Another PE game, ‘Food Tag Frenzy’ connects with both the Grade 2 central idea, *Responsible choices contribute to our health and our community*, and the Grade 4 central idea, *Beliefs and knowledge influence food choice*, as students deepen their knowledge of the food groups while following rules of a game, running and strategizing. Students use social skills when making group decisions to ensure they complete their task quickly and accurately.

Those are just a couple of examples of how PE teachers collaborate within the units of inquiry. The collaboration is ongoing throughout the year across all grade levels. Thanks to the PE team for demonstrating how to be great collaborators. It has paid off with increased student knowledge, skill and participation. Keep collaborating!





A Pre-School child - "The Big People Are Here"

# Children's Educational Toys

Pre-School and Pre-Kindergarten students were quite nervous at first when the grade 10 students walked into their classrooms on a Friday morning. Upon entering the classrooms, the grade 10 students reacted in a variety of ways, from getting down onto the floor and speaking in a child's home language (to the delight of many children), to towering above a 3-year-old saying, "What are your playing habits?!" As the minutes rolled by and everyone started to feel more at ease. Some quotes were overheard by teachers. Pre-School - "He has got the same clothes on as me". Grade 10 - "This child doesn't talk, how am I going to find out stuff?" and a favorite from a Pre-kindergartener - "Show me your belly button!" (the child was investigating belly buttons at the time for his book).

Grade 10 students quickly adapted to their environment from siblings screaming excitedly because their sister had come to their classroom to tall boys sitting on miniature stools being fed imaginary porridge with Goldilocks next to them. A great learning experience was had by all with grade 10 students gaining a new perspective of how small our children are and the many aspects to consider when making toys for this age group.



By JILLIAN EYRE-WALKER, EAL Coordinator at SCIS Hongqiao ECE Campus



## Key Concept Communities, Global Concept Globalization & Sustainability, ATL Skills Communication and Research

Statement of Inquiry: Products designed for entertainment play an important role regarding education and development of the human mind



Grade 10 students have been asked to design and create a children's toy for the age range of 3-5 years old as part of a unit of work for Design at the Hongqiao Campus. As part of our criterion A inquiry and analyzing, the students took the opportunity to visit Pre-School and Pre-Kindergarten classrooms to gather primary research. The Grade 10 were able to observe the younger students in an educational environment, engaging in play whilst also asking them questions about the toys they play with. The upper school students were also able to interview some of the teachers to ask about the skills they teach/focus on for these age ranges.



By JACQUELINE CORBETT, Design Teacher at SCIS Hongqiao



Mid-Autumn Festival is a traditional festival that has thousands of years of history in China, and to this day people are still celebrating it every year. It is held on the 15th of the 8th month of the lunar calendar, when the moon is at its fullest. In 2017, the festival occurred on October 4th which happened to be during the National October break holidays. Students at SCIS celebrated the Mid-Autumn festival in their Mandarin classes through story-telling, mooncake-tasting, and even by trying their hands on making their own favourite flavoured mooncakes in creative ways! It is through these unique experiences that our students are able to grasp a better understanding of Chinese culture and its customs.



### The legend

The most famous Mid-Autumn Festival story is one of how Chang'e, the Moon Goddess of Immortality, became a lunar deity by flying to the moon. Long, long ago, there were ten suns in the sky. The suns burnt all the plants and people were dying on Earth, until one day an excellent archer, Hou Yi, used his bow and arrows to shoot down nine of the suns. Earth was saved, and people flocked to learn archery from Hou Yi. The Western Queen Mother gave Hou Yi a bottle of elixir that could make a person immortal. Although Hou Yi did not want to become immortal, he wanted to stay with his wife Chang'e more. Therefore, he just kept the potion at home. Pang Meng, one of his students, tried to seize the elixir when Hou Yi wasn't at home. Faced with the greedy Pang Meng, Chang'e decided to drink the elixir. It made her fly to the moon where she would stay forever. To remember her and pray to her, Hou Yi and others started to worship the moon with many offerings.

### Celebration

#### 1. Eating Mooncakes—the Most Representative Tradition

Mooncake is a traditional Chinese pastry. It is made from wheat flour and sweet stuffing, such as sugar and lotus seed powder. It is round in shape

to symbolize a family reunion. Eating mooncakes is the most common and representative tradition of the day. In ordinary times, people won't buy or eat mooncakes but during the Mid-Autumn Festival everyone will have a mooncake to celebrate.

#### 2. Having Dinner Together & Appreciating the Moon — a Symbol of Family Reunion

In Chinese beliefs, the full moon is the symbol for a family reunion, families will have dinner together on that night. People who don't have time to stay with their parents will try their best to go home to at least have dinner together. After dinner, they like appreciating the moon and may talk about their work, the children, and their future plans.

#### 3. Making Colourful Lanterns — Children's Favourite Activity

Making colourful lanterns is a happy activity between families and children. The lanterns have different shapes and can also resemble animals, plants, or flowers. The children also make KongMing lanterns, which are made from rice paper and are able to fly thanks to a small, lit, candle on bamboo sticks that is attached to the bottom of the lantern and heats the air inside it. Children write good wishes on the lanterns and let them fly up into the sky.



By AMADEA CHEN,  
Upper School Mandarin  
Teacher at SCIS Pudong



# Travelling Outside your Comfort Zone One Step at a Time

From Wales and the land down under (Australia) to the middle kingdom (China), Mark Thomas, Design, Visual Arts & Physical Education Teacher at SCIS Pudong, has seen it all. I had the chance to interview Mr. Thomas and learn more about his adventures around the globe and how his experience as an international teacher has been.

## 1. Tell us about yourself? From Wales to Australia, how did that happen?

As a scruffy cheeky sports mad Welsh boy (that's Wales/ UK) the family sailed 12,000 miles from Southampton, England for Australia the land down under as 20 pound migrants. Bear in mind a couple of events that give context to that time in my life. 1. Mankind was 2 years away from landing on the moon. 2. England had just won the World Cup. 3. Computers were a long way away from being invented. 4. Record players and vinyl singles were very fashionable as well as bell bottom jeans and long hair yes I had really long hair. The Beatles were the most popular band in the world and Elvis was slim.

## 2. When did the move to China occur?

Wow that's a long jump of decades in my life to answer that questions. I arrived in China in 2015.

## 3. What happened pre-China then?

Oh my pre-china life that's a few decades, how many pages do I have? Going backwards from China I taught in Indonesia where I met my wonderful wife Lia, Lia is Indonesian. Prior to that Australia and before that New Zealand. I have three sons in Oz (Australia) by a previous marriage all grown up and working in various capacities, one is a builder, one is an architect and the other an economist. Jeez how can I condense all this pre-china life in one paragraph, a lot has happened!

## 4. Did you always have a tic for living abroad?

Moving overseas as a youngster probably triggered my imagination and curiosities. I left for New Zealand when I was 20

with \$26 in my pocket and a teaching degree in my briefcase. After two years teaching there I travelled for a fair while and even lived and worked in Colorado USA (illegally) for six months. Other countries and cultures just fascinate me and still do. I love living abroad as it stretches your comfort zones, that's important to me.

## 5. How did you get into teaching? Did you always want to teach art/design?

When I finished school I got accepted into Law, Medicine and Teaching at University. I was heavily into surfing and sport so I chose the career with the best holidays. It was a simple decision with that criteria. I love teaching most of the time, particularly when the quarter gets closer to holidays. Just Kidding! I love teaching Art/Design (+ PE) and enjoy switching young minds on or seeing them switch on.

## 6. Favourite thing about teaching at SCIS?

SCIS is a great place to work and teaching here and making a genuine commitment yields many rewards. Students are friendly and respectful and staff are terrific too. My favourite moments have been many but I was really thrilled when we put together two books of photography; one with 34 students' work in it. Plus, out of class, when my Grade 6 Touch Rugby students went undefeated at a recent tournament. There are plenty of favourite moments.

## 7. What would you say is the best thing about living in China or being an expat in general?

China's growth and

diversity is phenomenal. Shanghai probably has no parallels as a city and being the largest city in the world it has been an amazing place to work in. Plus, it has a big expat community and we are pretty well catered for with our western needs. I have been able to travel a fair bit around the country, It's an enormous land with remarkable history and diversity of people and landscape.

## 8. Where can one find you outside of the classroom?

I ride a lot for activity and get out most weekends for fast rides with some other staff I have become great friends with. I am Welsh-Australian so I am



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



# Meet the Lee Family



One of our oldest Korean families, the Lee family has been living in Shanghai for over 15 years and have been with us for the past seven years, joining us after we moved into our new SCIS Pudong campus on Hengqiao Road. I managed to sit down with one of the twins, Frank, and his parents to discuss living and growing up in Shanghai and how life has changed over the course of more than a decade.

#### Tell me about yourselves, where does the Lee family come from?

**Frank:** We are from Seoul, South Korea. I have an older sister who has graduated already and I have a twin brother named Kevin. We are in 12th grade.

**Mom and Dad:** We have been living in Shanghai for 25 years. We returned to Korea when our boys were born and returned to Shanghai when they were two years old.

#### How long have you been here?

**Frank:** We've been in Shanghai for more than 15 years, but at SCIS, this will now be our seventh year!

#### How does life in Shanghai compare to life in South Korea?

**Mom:** I have more freedom in Shanghai as I don't have a lot of family to care for. I enjoy my freedom here and have learned to speak Mandarin fluently. I used to teach Mandarin several years ago.

**Frank:** Here I take the metro a lot, it is such a convenient transportation method. However, when I ask for help at the information desk I am often left to my own devices, whereas in Korea, people tend to be a lot more helpful. Maybe the metro workers here are a little lazy.

#### Frank, you say Shanghai is like a home to you, why?

**Frank:** In Shanghai, it is more like home because I have been here for the past 15 years. We moved here when my twin and I were two years old and I speak mandarin as well as I do Korean.

#### What is the best thing about living in Shanghai?

**Mum:** We find that transportation here is very easy and convenient. Back home, wherever I go I usually go by metro or public buses because taxis are very expensive.



In Shanghai, it is much more affordable to travel around the city by taxi.

**Dad:** Shanghai is a very international city and we have learned a lot about other cultures. This is a great thing about Shanghai.

#### What do you enjoy doing when you are not in school?

**Frank:** I play electric guitar, drums and sing. I am in two bands: a school rock band and a Korean band, where I am the band leader. I find it very special because it is really hard to find a purely Korean rock band at an international school.

#### What is the best Korean restaurant in town?

**Frank:** Hard to say, anything that serves Korean barbecue is fantastic in this city!

#### Do you have some favourite memories of SCIS?

**Frank:** One of my best memories about SCIS has to be one from last year. We played in a rock band concert in our Black Box theatre and it was a great time. People were screaming and yelling (in a good way)! Everyone enjoyed it and I tried to pick music they loved throughout the concert. It is definitely one of my favourite moments here.

**Mom:** My favourite memories of SCIS is the strong feeling of a family community. We have always felt that the community was welcoming and warm.

#### How have you changed over the past seven years?

**Frank:** When I first arrived, I was quite scared as this was my first international school. Dealing with so many cultures was intimidating at first. The one thing that was good was that there were some Koreans in my class and it helped me settle in early on. During my time here, I feel that I have grown personally and academically.

#### What hobbies do you enjoy while living here in Shanghai?

**Mom & Dad:** We like to travel and to exercise.

**Boys:** We love being in a rock n roll band.

#### What is the biggest challenge about living in Shanghai?

**Mum and Dad:** Our medical coverage is limited as Koreans living in Shanghai. We don't feel as confident with the medical facilities here compared to Korea.

#### What are your future plans following your graduation from SCIS?

**Frank:** I will go back to Seoul. After living here for so long, I realize that I just want to be in my own hometown. Although, I would like to work in an international setting such as something to do with international diplomacy.

**Mum and Dad:** We plan to move home to Korea after the twins graduate in June. We feel very thankful and grateful to all the teachers of SCIS who have taught our children over the years.

#### Lastly, if you could take a souvenir from the school at the end of the year, what would you take?

**Frank:** I would take our Soccer ACAMIS trophy from Hong Kong and another for Basketball ACAMIS (that we will hopefully win this season)! But my experiences and memories are what I will value the most and will never forget.



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

# MY FAVORITE PLACE TO HANG IN SHANGHAI



As an introvert by birth, I feel rejuvenated by hanging with myself and exploring my hobbies in the quiet of my home. I feel most relaxed when drawing, reading the latest feminist memoir, or enjoying a warm cup of joe. However, I have become an extrovert by marriage. Mr. Brent Blalock is a social butterfly and enjoys exploring Shanghai with our friends. One of my favourite places to spend time was discovered by accident. We wandered too far from shopper's paradise on East Nanjing, where Shanxi Rd dead-ends on Fuzhou Rd. This is my little slice of heaven in Shanghai. This is where I go for retail therapy as well as to relax in my own skin. All my favourite hobbies collide into one explosion of high and low culture. It is no more Chinese than Western. It is best toured with friends that share your same passion for the arts. Mr. Blalock is an artist and constantly inspires me to create. On this particular Saturday, Mr. Warren Roma accompanied us on our adventure because he too shares this passion.

We always start with the Shanghai Community Cultural Centre, which is a four-story warehouse filled with art supplies and notions from the floor to ceiling. Markers, paint, paper of all size, wooden armatures and more create so much colour and texture for one day that you become dizzy with creative excitement. It is not for the faint of heart or the claustrophobic. We can spend hours gazing, touching and admiring the art supplies. One feels

like an accomplished artist just being there. However, it is important to be a skilled bargainer to be able to negotiate the "best price".

Across the street is the Foreign Language Bookstore. This is where I go to purchase the latest paperback novels... and all in English! From William Faulkner to Malala Yousafzai, they have it all displayed with face-out displays. I realize I am telling the technology generation to buy paper and turn away from your electronic device, but there are many visceral sensations that ground a reader when holding a physical book. My mama always warned me, "never judge a book by its cover", but I constantly break this rule, while

simultaneously breaking my pocket-book.

Just a few shops down is One More Cup. There are many fabulous coffee shops in Shanghai, but this one is unique because they make the best matcha latte. The green hue is unique and the flavour evenly mixed. Their baristas are professionally trained and offer all the innovative brewing methods like pour-over, cold-brew, and the fancy siphon brewer. Another reason I adore this coffee nook is because they have the best playlist; usually catering to my southern roots with Blues and Soul straight from Mississippi. Even when the hangout is over on Fuzhou, I still get to celebrate at home with my art supplies and books. Picasso said, "Good artists copy. Great artists steal." I encourage you to steal this hangout suggestion and make it your own!



By **EMILY BLALOCK**,  
Upper School Counsellor  
& College Counsellor  
at SCIS Hongqiao.



## MYP and DP (Dutch) at LanguageOne

LanguageOne believes that it is vital for children to develop their mother tongue. Our education programmes focus on giving pupils a firm foundation in their own language and culture.

### Middle Years Programme (MYP)

At LanguageOne, your child can also follow Dutch education in secondary education. This programme is based on the MYP system and often fits very well into the day programme that children follow at SCIS. The secondary school programmes focus on achieving a Dutch or an internationally recognized diploma. From the age of 16, our students may also sit the CNaVT-exam with LanguageOne.

We offer the MYP during school hours as well as after school. The MYP (and DP) teachers of LanguageOne are qualified and experienced in teaching Dutch within the IB curriculum. LanguageOne's Head Office in The Netherlands gives the teachers the knowledge and support they might need. LanguageOne falls under the supervision of the Dutch Inspectorate for Education that ensures the best quality of LanguageOne in Shanghai and Suzhou.

### Diploma Programme (DP) - Dutch A Literature

The DP Dutch A offers an excellent programme for students who might go back to Holland or Belgium or students who wish to master their level of Dutch. Students will be studying Dutch literature for two years and learn to translate their analytical ability in correct and creative ways. When students choose to pursue this programme there is a possibility for teachers to interact with them one-on-one. Via this way, we ensure that the guidance is optimal and that the teacher is quickly and easily accessible for questions. In addition, we maintain a good and close contact with SCIS and the IB coordinator to ensure that the learning process is closely monitored and well structured.

For more information about LanguageOne and our programmes please visit [www.languageone.org](http://www.languageone.org), or contact local director Mirjam van der Geijs at LanguageOne Shanghai-Suzhou, [shanghai-suzhou@languageone.nl](mailto:shanghai-suzhou@languageone.nl) or 0086 - 15002114117

# Invitational<sup>11th</sup> Swim Meet at SCIS Hongqiao



On Saturday 14th-15th October, the SCIS Swimming Department hosted Shanghai Swimming Leagues' first meet of the swimming season. Eighteen international Schools from the Shanghai and Suzhou area attended our meet and this year we hosted 1,093 swimmers!

Saturday 14th hosted the 10 & under swimmers who are split into 2 categories: 8 & under swimmers and 9-10 years old. For many of the 8 & under teams this was their first experience within a competitive swimming environment. After day one our new junior team placed overall 8th place out of 18 and more importantly the Saturday of swimming provided our swimmers with a positive learning experience in competitive swimming.

Sunday 15th hosted the 11 & over swimmers who are split into 3 age categories: 11-12, 13-14 and 15 & over. Our senior team swam incredibly well and many exciting races took place throughout day two. Our senior team swam so well that after finishing 8th over in day one by the end of day two our team leap-frogged to 4th position overall by the end of the competition.

The entire weekend was a great experience for the swimmers, our team and our parent supporters.

SCIS Hongqiao broke 4 school records and were able to host a large meet that welcomed the SSL swimming community into the swimming season with hospitality, warmth and positivity!

Special congratulations to Sophie Vliegenberg who, in her competitive 13-14 age category, placed 2nd overall highest point scorer.

Without our parent supporters and volunteers this meet would not have been possible and a special thanks to Gayle and Geoff Thams who aided the coaches run the complex swimming software to run the meet!



By **CHERYL PHILP**, Aquatics Coordinator at SCIS Hongqiao

The SCIS Hongqiao meet was a great opportunity for our Green Dragons to kick-off the season in a very competitive, although familiar environment. As was expected, the meet was very competitive, with over 1000 swimmers competing over the two-day period. Even though SCIS Pudong was one of the smaller swim teams to compete, we were also one of the most spirited, and well supported. In addition, many of our returning swimmers from last year improved their personal bests in one or more of events, and this is only the beginning of a great year ahead!

Aside from their improved times, our swimmers should also feel a great sense of pride for how well the team represented our school both in, and out of the pool. Many of our swimmers participate in more than one extracurricular activity. We, at SCIS, believe that by offering the chance for our students to participate in more than one extracurricular activity, our students-athletes learn to love sports and lead an active life.

The SCIS Pudong swim programme is doing our best to contribute to our school's mission to develop inquiring, knowledgeable, and caring learners, who contribute positively to their communities by building characters and promoting a love for sports and a healthy lifestyle. The end goal is to not compete during the course of just one weekend, or one swim season, but to compete throughout one's life, as healthy and productive members of society.

Last but not least, I would like to thank our sister campus SCIS Hongqiao, as they did a fantastic job organizing this event, and allowing our swimmers to have a great time.



By **TARSI BALI**, PYP Physical Education Teacher and Aquatics Coordinator at SCIS Pudong



# Law & Music, when a Career and a Passion Come Together

From watching Law & Order and constantly listening to music, Jennifer Marr (SCIS Hongqiao, Class of 2011) saw her passions stem early on, but it wasn't until well in her university years that those passions turned into career aspirations. Join me as I caught up with our alumni, and soon-to-be Associate at the renowned entertainment & media law firm O'Melveny & Myers, to hear her story.

## What's your background story?

My background is one that likely rings familiar for many expat students in Shanghai. I was born in San Mateo, California, a suburb in the Bay Area, and moved to Shanghai when I was 8 years old. As so many of these expat tales go, while our original plan was to move for a "couple years" it was not until 10 years later that I found myself graduating from SCIS Hongqiao and moving back to the United States. My time in Shanghai left a deep impact on me and, because of that experience, understanding China's development and policy is a passion of mine. In addition, my personal passion for music has also led me to develop a fierce commitment to music industry reform and protecting artist's rights.

## How long did you study at SCIS?

I only studied at SCIS for 2 years - 11th & 12th grade - in the IB Diploma Programme. When I first moved to Shanghai I attended the Shanghai



Singapore International School before moving to the SMIC Private School in Pudong. Though I spent the bulk of my years at SMIC, due to the rigorous nature of the IB system and the instant camaraderie I found amongst my classmates, my time at SCIS left an equally, if not even more, lasting impression on my time in Shanghai.

## What was your next adventure after Shanghai?

After graduating from SCIS, I moved to Los Angeles where I graduated summa cum laude from the University of Southern California in 2015 with a B.A. in International Relations Global Business and a B.A. in East Asian Language & Culture. Not only did I make lifelong friendships at USC, but my experiences there were critical in informing my professional pursuits today (e.g., my summer internship working for the International Red Cross in Geneva, my membership in Phi Alpha Delta - a



pre-law fraternity, my attendance of an innumerable amount of concerts, and my senior year advanced legal writing class that included a field trip to San Francisco to meet the California Supreme Court).

## And what are you up to now?

Currently a third year student at Harvard Law School living in Boston, my practice is focused on entertainment transactions, especially music. In other words, I hope to work as a "deal-making attorney" in the music industry. In this vein, I am President of the Recording Artists Project (RAP) - Harvard's music law student organization - and was lucky enough to intern for Sony Music during one of my summers. My Presidency over RAP ends in December and then hopefully the answer to this question will be: "Finishing my last semester and traveling!"

## Was it important to you to continue your studies post-undergrad?

Not really. I don't really know if I would

have decided to get a Master's degree just to get a post-grad degree. I chose to go to law school because I wanted to become a lawyer, not because I necessarily think graduate degrees are inherently critical to your success.

## Did you always know you wanted to pursue a degree in Law?

Funnily enough, I did always know. I used to run around telling people I wanted to be a litigator at the age of 12 after watching way too much Law & Order and Ally McBeal. It wasn't until I got to USC that I started questioning this -- it felt wrong to just blindly follow this "career aspiration" I'd had for such a long time. So in an attempt to "branch out" I landed on International Relations rather than Political Science. I decided I wanted to work with NGOs or in diplomacy. Luckily, real world experience at the Red Cross showed me that while I intellectually find international relation concepts fascinating, that is a far cry from wanting that to be my everyday life.

Because of this, my junior year I had to really have a long, hard think about my skills. What exactly am I even good at doing or do I like doing? The answers actually ended up being really obvious - reading, writing, and critical reasoning. From there, my journey back to law school was inevitable.

## What do you miss most about being a student at SCIS? What about living in China?

The diversity that we have at SCIS is unparalleled - even amongst other

Shanghai international schools. I've always been really grateful that, because of the makeup of my class, my closest friends represent 8 different countries. I really think SCIS has a unique makeup of students.

I also definitely miss the intimacy of being a student at SCIS. The class sizes are so small and everyone is so close. Moreover, the intimacy means all the students have way more opportunities for leadership, sports, and involvement - way more than you would have if you had to compete with 2,000 other students for those spots.

Regarding living in China, I mean...what could I possibly not be missing! I miss the food. I miss things being open for 24 hours no questions asked. I miss not having to bring my government issued ID with me all the time. I miss speaking mandarin and celebrating Chinese holidays with people who understand the culture. I miss the excitement of living in the most international and commercially successful city in a rapidly evolving

developing country. Of course, there are many things I don't miss about Shanghai like the inherently transient nature of the relationships that are formed there, the environmental problems, and tight internet controls. But even with its faults, I will always miss living in Shanghai.

## What's next for you?

I will be graduating with a J.D. from HLS in May 2018. Afterwards, I plan on traveling before I settle into my job as a Transactions Associate for the renowned Entertainment & Media law office O'Melveny & Myers Century City in Los Angeles.



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



## THE ALUMNI ASSOCIATION

### Alumni Mission:

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

### Alumni Contact:

Mikael Masson  
mmasson@scis-china.org

### 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>



# Experiencing a Diverse of World Cultures

**Y**as Hosseini (Grade 8 student at SCIS Pudong) hails from Iran but has spent most of her life living in Shanghai, China. She started her education at the Iranian consulate of Shanghai before transitioning to SCIS. Yas shares her views on adapting to foreign cultures and how her experience at her first international school has been so far.

#### Tell us a little about yourself?

My name is Yas and I am from Iran. I've been living in Shanghai for 10 years, and this is my second year at SCIS. Before SCIS, I went to a really small school in the Iranian consulate. I'm 13 now, currently in eighth grade at SCIS Pudong.

#### Was your transition from a small consulate school to SCIS difficult?

The transition wasn't as hard as I thought. At first it was difficult, academically and socially. My grades were not that good for the first semester, but in the second semester I managed to get on the honour roll. And socially it was hard the first couple of days, but everyone was very nice, so I made friends fast.

#### How has your experience at SCIS impacted your views of other cultures and your own?

Before coming to SCIS I had a very basic understanding of other cultures. I did not know much about anywhere other than my home country, Iran, but after spending some time here, I learned a lot about how different people act and the way they think about certain things.

#### In what ways were you challenged academically when you came to SCIS that were different from the challenges of your previous school?

In my old school, I wasn't really challenged. It wasn't very hard to get a good grade, so it wasn't a very big deal for me. But now learning is definitely more challenging and it's a lot harder to get good grades, so when I do perform well, I feel a lot happier and satisfied that the hard work I put in has paid off!

#### Where are most of your friends from and how have their cultural backgrounds impacted the way you look at things?

I have friends from Sweden, the United States and pretty much all over. I think being friends with people from all around the world has helped me understand different cultures and it has opened my eyes a bit more. Every day I realize more and more that people are different from one another, but that we also have so much in common.

#### What extracurricular activities do you participate in? And do you have a favourite?

I participate in different sports after school. My favourite sport last year was soccer; I was the goalie. I really enjoy soccer, and I managed to be one of the goalies on the varsity team last year, which was a lot of fun!

#### Can you share any experiences that have really had an impact on you and have helped you grow?

I think the biggest impact that after school activities have had on me is they help me learn about why positivity is so important. This has helped me grow because I now know and understand that no matter what happens I have to maintain a positive attitude, because no one will benefit from being negative.

#### How do you manage to balance your school, extracurricular activities, and personal life?

I don't really have too many extracurricular activities, but when I do take on some, I don't really have a system. I think it's a balance where I just don't do too much that I'm always tired and I don't do too little that I'm always bored.

#### Do you think you're a different person than you would have been if you didn't attend SCIS?

If it wasn't for SCIS then I wouldn't be so knowledgeable about different people from around the world and their cultures. I wouldn't have made these friends, and wouldn't have learned the things I learned. I think SCIS has been really great in helping me become an open-minded and international individual, and I'm looking forward to keep on experiencing and learning new things every day.



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





# A Celebration of Nations



The 2017 International Food Fair (IFF) took place on Oct. 28, after it was postponed for a week due to unforeseen circumstances. But it turned out to be a blessing, as we were bestowed with glorious blue skies on this perfect Autumn day.

IFF is an annual event and it's not always easy to bring it up a notch based on previous great years. This year we had 18 countries and regions participating in the event with food booths. The PAFA events team created themed admission ticket booklets as well as picture frames for fairgoers to enjoy. Also, a brand new addition this year was the 'Fav of the World' raffle game where participants had a chance to win 50% of all raffle tickets proceeds by voting for their favourite booth.

Compared to last year, the seating layout was modified as we added in a picnic area for people to really enjoy the sun and breeze. Several game booths were hosted by the Student Council — Nail Painting, Face Painting, Henna, Shuffleboard Game. Girl Scouts also led numerous fun games. It was truly a successful event that brought together great food, music, performances, fun games and most importantly it was a celebration of our international and diverse community at SCIS.

A special thanks to the IFF emcee, our high school principal — Mr. Barclay Lelievre who really kept the vibe going; our DJ — Herman Thalen and all the performers. Kudos to the ambassadors who spent their time and effort representing their communities. Last but not least, we want to send our sincere gratitude to parents who sponsored our 'Fav of the World' Friendly Raffle. We were able to raise over CNY 200,000 worth of prizes.

IFF is a PAFA fund-raising event but the essence is really to bring our international community together. Let's keep the spirit going by celebrating our own cultures and embracing the differences in others. Cheers!



By **CAROLYNE PANG, FLORA CHENG & SHELLY HUANG, PAFA Events Committee at SCIS Hongqiao**



## PAFA NEWS

SCIS has parent organizations called the Parents and Friends Association (PAFA) on each campus. PAFA serves as a way that parents can communicate ideas for the betterment of the school to the administration and Board.

SCIS is proud of the high level of parent participation in their schools and value their partnership with the parent community. PAFA conducts various activities, from community events to charity fundraisers to volunteer support for teachers and students. Each campus has a PAFA board who works closely with each campus' administrations to plan events that help to make SCIS Campuses a unique experience for families, faculty, and students alike.

We are always welcoming new members! For more information about PAFA, please contact us at:

### HONGQIAO MAIN & ECE CAMPUSES

**PAFA President & Treasurer**  
Rhonda Mahs  
pafa\_hq\_pres@scis-his.org

**Secretary**  
Lonna Grady  
pafa\_hq\_sec@scis-china.org

**Early Childhood Education (ECE):**  
Haley van Os  
pafa\_hq\_ecerep1@scis-his.org

Kayce Lane  
pafa\_hq\_ecerep2@scis-his.org

**Lower School (LS)**  
Chiara Ghidoni  
pafa\_hq\_lsrep1@scis-china.org

Jo Garvey  
pafa\_hq\_lsrep2@scis-china.org

**Upper School (US)**  
Lisa Algstam  
pafa\_hq\_usrep@scis-china.org

Lisa Chu  
pafa\_hq\_usrep1@scis-china.org

Nina Han  
pafa\_hq\_usrep2@scis-china.org

### Events

Carolyne Pang, Flora Cheng & Shelly Huang  
PAFA\_hq\_events@scis-his.org

### PUDONG CAMPUS

**President**  
Trish Castillo  
pdpafa.president@scis-china.org

**Vice-President**  
Preeti Shah  
pdpafa.vicepresident@scis-china.org

**Treasurer**  
Roshini Sahgal  
pdpafa.treasurer@scis-china.org

**PR/Secretary**  
Sandra Machan  
pdpafa.secretary@scis-china.org

**Events Coordinator**  
Vanessa Thomas  
pdpafa.eventco@scis-china.org

**Lower School Coordinator**  
Katja Gram  
katjagram@scis-parent.org

**Middle School Coordinator**  
Vanessa Thomas  
vanessathomas@scis-parent.org

**High School Coordinator**  
Trish Castillo  
patriciacastillo@scis-parent.org

Hongqiao Grade 6 Class



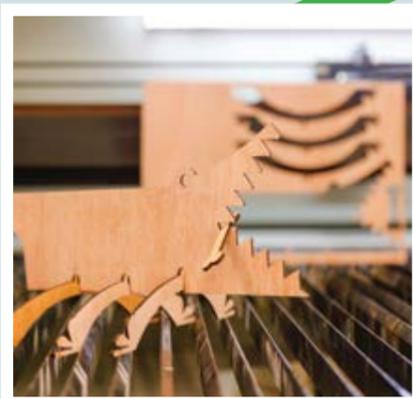
I Chieh Liu, Grade 9



Zoya Cassidy Grade 9



The Hungry Crocodile  
by Deven SULLIVAN,  
Isabel JIN, Ye Rin JUNG



Enzo Alvissus de Melo Marioto,  
Grade 6



Year 6 "Holiday Places"  
Anagha Yanamandara  
Seo Yeon Cheon

Niki Mak, Grade 5



Grade 7 "Investigating Proportions"



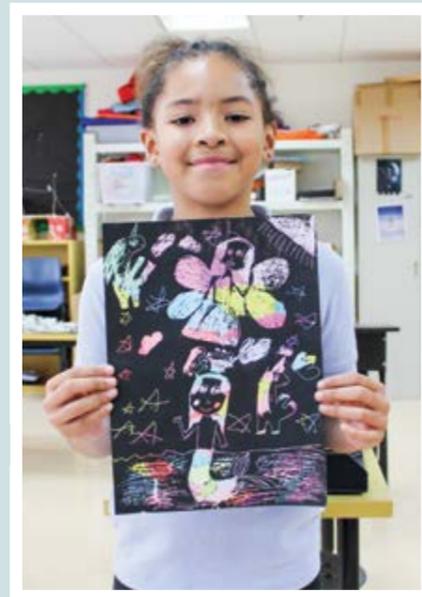
Grade 8 "Me, MY Selfie and I"



Georgia Wei, Grade 3



Hai-Ni Lai, Grade 5



Myla Viera, Grade 3

# Children's Snacks: 10 Tips for Healthier Snacking

By Ms. Fariba Sabet-Sharghi,  
Nutritionist at ParkwayHealth



Snacking is a major pastime for many kids and it isn't necessarily bad. Snacking can help your children curb hunger throughout the day, as well as provide energy and nutrients. But the quality of your children's snacks is key. Consider these 10 tips for healthier snacking.

1. Give your kids a say. Offer comparable choices, such as regular or frozen yogurt, celery or carrots, whole-grain toast or whole-grain crackers, apples or oranges. Better yet, recruit your children's help at the grocery store when you're selecting snacks or in the kitchen when you're assembling snacks.

2. Designate a snacking zone. Restrict snacking to the kitchen. You'll save your children countless calories from mindless munching in front of the TV.

3. Make it quick. If your children need to snack on the go, think beyond a bag of potato chips or chocolate bar. Offer string cheese, Pots of yogurt, fresh fruits, cereal bars, nuts, trail mix or other mess-free items.

4. Don't be fooled by labeling gimmicks. Foods marketed as low-fat or fat-free can still be high in calories especially from sugars. Likewise, foods touted as

cholesterol-free can still be high in fat, saturated fat and sugar. Check nutrition labels to find out the whole story.

5. Go for the grain. Whole-grain snacks-- such as whole-grain crackers, pretzels or tortillas and low-sugar, whole-grain cereal bars-- can give your children energy with some staying power.

6. Out of sight, out of mind. If the cookie jar is full, your children will probably clamor for cookies. But if there aren't any cookies in the house, fresh fruit or raw veggies may seem more appealing.

7. Play with your snack foods to make them more appealing. Ask your children to make towers out of whole-grain crackers, spell letters or words with pretzel sticks, or make funny faces on a plate using different types of fruit and vegetables. Use a tablespoon of peanut butter as glue.

8. Think outside the box. Offer something new, such as fresh pineapple, papaya, pomelos, cranberries, dragon fruit, etc. Offer roasted pine or chest nuts. Make your own trail mix with your children's favorite nuts, seeds and dried fruits. Slice a whole-wheat pita and serve with hummus.

9. Mix and match. Cut some colorful vegetables including red, green and yellow peppers, broccoli and cauliflowers and serve them with a tasty yogurt dip, salsa or guacamole. Serve baby carrots or other raw veggies with fat-free ranch dressing. Dip graham cracker sticks or fresh fruit in fat-free yogurt. Top celery, apples or bananas with peanut butter.

10. Revisit breakfast. Many breakfast foods such as low-sugar, whole-grain cereals and whole-grain toast coupled with nuts, fruits or dairy make great afternoon snacks. Teaching your children to make healthy snack choices now will set the stage for a lifetime of healthy snacking. Start today!

#### About the author:

Ms. Fariba Sabet-Sharghi is a Canadian Dietician specializing in therapeutic management of diseases such as diabetes, heart diseases, cancer, ulcer and other digestive track illnesses, Women's special dietary requirement in different stages of life from puberty to pregnancy, child rearing and menopause as well as weight management.



Listen to no one but to find out the answer yourself by participating in our one-hour diagnostic test and sign up for our **P4 Learning-system** that designed specifically to help SCIS students:



- Coordinating your body
- Gaining a practical skill
- Becoming confident and brave
- Protecting yourself
- Having an awareness of competition



You can have an experience lesson first.

Tel: 62962189 or 64886029

Address: room 103, No.560, Hongxu Road.



# WELL-ROUNDED

*...the most precise word to describe SCIS students*

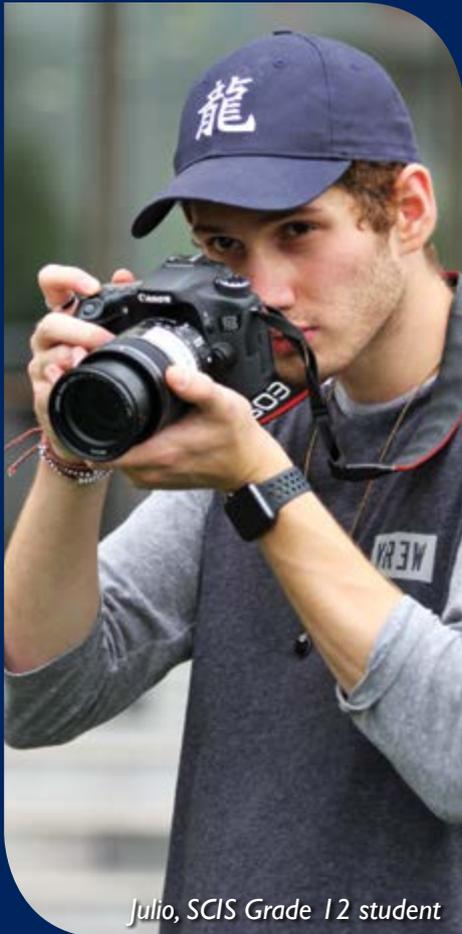
*SCIS provides academically challenging, student-centered, inquiry-based IB programmes with an emphasis on international mindedness, interdisciplinary knowledge, leadership development, and critical thinking.*



Inquirers  
Knowledgeable  
Principled  
Caring  
Thinkers



Balanced  
Communicators  
Open-Minded  
Reflective  
Risk-Takers



*Julio, SCIS Grade 12 student*

SCIS is a truly international IB world school in Shanghai. Our rigorous IB programmes and excellent co-curricular opportunities promote high achievement. Our culturally diverse community of over 50 nationalities and our caring environment nurture future success in every student. All SCIS Grade 11 and 12 students participate in the IB Diploma Programme which has gained recognition and respect from the world's leading universities. Visit us to discover for yourself the amazing SCIS community.



IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB



Tour our campuses by calling  
86-21-6261-4338 ext. 1  
[www.scis-china.org](http://www.scis-china.org)  
Nursery – Grade 12

