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Dear SCIS Community,

I want to begin by wishing all our community members a Happy New Year! 2017 brought with it many great opportunities to learn and grow as a school community, and I am confident that 2018 is lining up to be even more significant. To start, we will welcome one of SCIS' largest cohorts of new students joining our program in the second semester. With these new students and families come even more opportunities for friendships to be made and learning to be shared.

While we welcome our new families as they join us in January, our admissions department will also be initiating our annual re-enrollment process. This process will see all of our current families identifying their enrollment plans for the 2018-19 academic year. The re-enrollment process is structured in a way

that ensures all of our present families have priority in securing enrollment for next school year. We understand that there are a lot of moving parts in this process and our admissions department stands ready to support you should you have any questions along the way (admission@scis-china.org).

Let us now turn our focus toward this edition of *Communitas* which revolves around the theme of innovation, a trendy phrase in various fields, education in particular. Innovation is often misrepresented as being synonymous with technology or the tools and gadgets many of us may have just received as presents over the holidays. However, innovation is perhaps best framed as the process that triggers insight which leads to inquisitive minds seeking out opportunities to improve upon the status quo. As mentioned above, this process, this creative spark does not require batteries. Thus it is as easily identified in non-technological fields as it is within the digital world.

In fact, SCIS' mission states our commitment to innovation, as we 'develop inquiring, knowledgeable, and caring learners who contribute positively to their communities.' By supporting learners that actively seek out opportunities to contribute positively to their communities we are identifying our commitment to improving the status quo. SCIS seeks to continuously enhance our learning experiences by providing unique instructional techniques that foster an environment which triggers our learners to be aware of opportunities where they can have direct input into the learning

process, into creation, and toward enhancing their ideas and understanding.

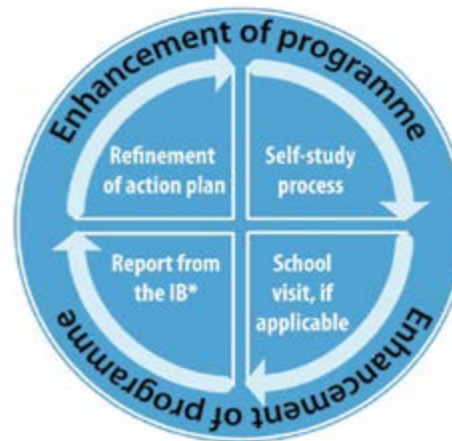
SCIS believe that innovation occurs when our students experience relevant, engaging, and personalized learning. We ground our teaching and learning in best practices; this allows our faculty to change the course their class may have been heading in because the students themselves are driving the instruction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

As a SCIS community member, you represent the learner within our mission whether you are a parent, faculty, or student. So, let us all collectively agree to make good use of the fresh start that that 2018 has brought us and seek out opportunities to contribute positively to our community. In doing so, we will engender the creative spark that will ensure that SCIS remains a home to innovation.

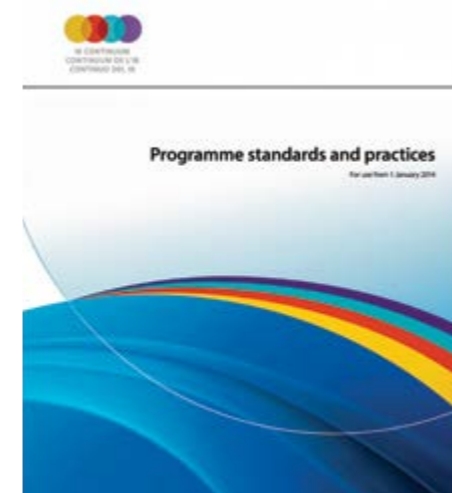
Sincerely,

Daniel D. Eschtruth
Director of Schools
Shanghai Community International School

Re-Authorization Process for IB World Schools



Authorization



By LENNOX MELDRUM,
Vice Principal at
SCIS Hongqiao

The International Baccalaureate Organization (IB) was established through the dedicated work of a group of educators in the 1960s, and first teaching of the Diploma Programme occurred in 12 schools in 1968. Nearly 50 years later, the IB now implements four academic programmes across nearly 5000 schools, with growth of close to 40% in the last 5 years. The IB has also grown in this time, with three established Global Centers (in the USA, the Netherlands, and Singapore) and departments focusing on curriculum development, assessment, finance, IT, research, publishing, and school services. As an IB World School, SCIS benefits from the support of the IB across all of these areas.

All authorized IB World Schools work with a Relationship Manager from the IB World Schools Department. They help with networking, goal setting, and implementing action plans as the nature of teaching and learning changes. A key focus area for the Relationship Manager is to help guide schools through the re-authorization process that is required every 5 years for each programme.

Similar to the process undertaken by both the Hongqiao and Pudong campuses last year when gaining authorization to deliver the MYP and PYP, the re-authorization process looks at the governance structure of the school, how the programme has been implemented in the previous five years, and what the challenges and plans

are for the school in the next five years. Led by the IB programme coordinator, the school undertakes a self-study that is focused on the IB Standards and Practices. A large focus is on the teaching and learning and is completed by teachers, with additional insight gathered through parent meetings, consultation with students, and input from other sections of the school community. The MYP and PYP re-authorization process ends with a multi-day visit by members from the IB Educator Network, while only some DP schools are visited.

The Hongqiao campus is currently completing their second DP re-authorization, ready for submission in early 2018. Many changes have taken place since the last re-authorization in 2012 and the action plan for the next 5 years reflects the stronger IB community that has been established at SCIS. Our teachers are proud of the programme they deliver and our results have continued to demonstrate the strengthening of our teaching and learning. We also thank the parents who have assisted with our self-study and contributed their time and thoughts.

As IB practitioners, we believe strongly in reflection as it helps guide us in continual improvement to better educate the leaders of tomorrow. Feel free to contact any of the IB programme coordinators with your feedback on our programmes.

communitas

DEC/JAN 2018

Editor: Mikael Masson
Art Director: Mun Yee Choo
Designer: Alles Zheng

Do you have a story to tell, a project to share, or art to be displayed? Let *Communitas* be a platform for your voice.

Communitas is about community and we rely on contributions from the SCIS community.

Should you have any commentary, observations, wish to submit articles, or inquire as to ways to collaborate, feel free to send all inquiries or correspondence to the *Communitas* editor via email at mmasson@scis-china.org.

Communitas is published six times per year for the SCIS community, our friends, and the larger Shanghai community.

We are social! Feel free to visit us on the web at www.scis-china.org and follow us!



Creativity, Action, and Service at SCIS



The Creativity, Activity and Service programme (CAS) is a scheme of experiential learning. It is at the core of the IB Diploma and it is aligned to our school's mission of developing knowledgeable and caring learners who are able to contribute to the school and wider community. Simply put, CAS continues your education outside the classroom. It is an opportunity for you to build upon your own skills and interests, and contribute what you have to offer to various communities by short-term or long-term experiences you have undertaken.

Creativity is exploring and extending ideas leading to an original or interpretive product or performance such as taking part in photography, membership of a band or choir and event management.

Activity is physical exertion contributing to a healthy lifestyle. It can include not only participation in individual and team sports, but also taking part in expeditions and in local or international projects. Two examples include personal gym programmes and participation in sporting tournaments.

Service is collaboration and reciprocal engagement with communities in response to an authentic need. Creation of a community environmental garden and raising awareness of a huge global issue such as human trafficking are two ways of displaying service.

CAS takes place in many forms here at SCIS and our student body are some of the most caring and dedicated young people I have had the good fortune to work with. Their experiences

are wide-ranging and show a balance between the three strands named above. A key part of the CAS programme involves the forming of an initial idea and the subsequent planning and delivery of a project. The CAS project must be a minimum of one month in duration and involve the collaboration of peers or adults. It is emphasised to the students that they should aim for sustainability where innovative and powerful projects (as many of them are) can hopefully be carried on and developed further by incoming cohorts. Lastly, CAS involves the meeting of seven learning outcomes which students target from the outset

“Having the opportunity to be a part of the Interact Club has been a major gift to me. It inspired me to use my privilege to help those in need; it inspired my life purpose.” - Marcus Tan

and reflect upon during and after the experience. Being citizens of the 21st century, the vast majority of our students own smartphones and these are fantastic mediums for recording their experiences.

As stated earlier, there are many projects and experiences taking place in grades 11 and 12. One that has a substantial membership of our students is the Interact Club. Interact is a Rotary-sponsored service club that gives young people an opportunity to participate in fun and meaningful service projects while developing leadership skills and meeting new friends. The basic principle of the Rotary Interact is to help others and the motto is *“service above self.”*

To quote the words of Marcus Tan, 2017-18 SCIS Interact President: “Having the opportunity to be a part of the Interact Club has been a major gift to me. It inspired me to use my privilege to help those in need; it inspired my life purpose. Undeniably, I have also grown as a leader through my 2 years of membership. It showed me how one can achieve a significant outcome through coordinating the power of a group. It is a true honour for me to meet and serve in the Interact Club.” Powerful words I think you will agree.

Another creative and enriching CAS experience was the grade 12 Week Without Walls trip to Dengfeng City in Henan Province. Here, our students took part in a range of meaningful CAS endeavours, including a visit to the kung fu school where

they taught students of a range of ages some basic skills in Music, Art and Physical Education. These lessons had been planned at SCIS Hongqiao by our motivated student body. They were rewarded with a kung fu lesson from the students and instructors. This highlighted the reciprocal nature of CAS. The next day, grade 12 visited the sacred Shaolin Temple and made the steep hike up Songshan mountain to reach the Dharma Cave.



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



Interact Club Members at the International Food Festival



SCIS Interact Club Members with Teacher Supervisor Mr. Matthew Kushner



SCIS students leading an Art class at Dengfeng kung fu school



SCIS-Hongqiao Grade 12 students learning kung fu from the masters!



Meet the Teacher

My name is Caitlin Sirkel and this is my 4th year teaching EAL here at SCIS. I taught pre-kindergarten for several years, as well as worked as a Literacy Specialist, before moving abroad. In addition to this, I was working at a highly diverse school in Dallas, Texas, where my classroom population was a mix of students whose mother tongues ranged from Spanish, to Turkish, to Arabic and who were at various levels in their English language acquisition process. To meet the needs of my students I began going through specialized trainings in ESL differentiation and realized how passionate I am about teaching and supporting English as An Additional Language. When the opportunity to teach EAL in a dynamic school like SCIS came up, I knew it was where I was meant to be.

EAL Tip:

My two biggest takeaways for parents working at home with their students on English are to keep the learning fun and to not stop working on improving the mother tongue language. When introducing students to English here at school, I make sure to keep the atmosphere light and fun, this helps to create an engaged and eager attitude which pays off down the road as

students pick up the language skills needed to be risk-takers and feel supported in transferring the language concepts they are being taught to other areas of learning. Instead of memorizing vocabulary or writing out sentences, I turn these language acquisition activities into structured games and hands-on activities where the students are enjoying themselves while being taught the language needed to participate. Students end up desiring these opportunities where they can interact with their peers.

Often the focus with Language Learners, especially as they are starting out, is on learning as much English as quickly as possible so that they can be successful with the grade level content. However, it is also important that our students continue to build speaking, reading, writing, and listening skills in their first language! These skills are transferable and research shows that the stronger a child performs in their mother tongue, the easier it is for them to pick up a second language. Another benefit is that we want our students to continue

to view themselves as the successful and empowered learners they are. Sometimes it is hard for them to feel that way when they are exploring a new language and are bound to feel uneasy from time-to-time and unsure of themselves. These feelings are perfectly valid and we want them to understand it is okay to feel that way but also want to give them protected times during their day to make sure that they are taking their learning further. The majority of their school day is in English, they are receiving a ton of exposure to the language, it's great for them to also have exposure to materials in their first language each day as well. Having access to material in their first language at home or in the classroom can give them a little bit of a break and can boost their self esteem. When our students are happy, they stay motivated, and develop a love of learning that lasts throughout their lifetime.



By **CAITLIN SIRKEL**,
EAL Teacher at SCIS
Hongqiao

It's Almost Time for RE-ENROLLMENT!

As we come to the beginning of semester two, it is important to celebrate and reflect on all that we have accomplished as a school community. While difficult to believe, it is also time to set our plans for the 2018-19 school year. We do this through our annual re-enrollment process which allows families to confirm their enrollment status for the coming school year.

Our re-enrollment process is designed to ensure all current families have first priority to register for the 2018-19 school year. Thus, re-enrollment will commence on **Wednesday, January 17**. On this day, all families will receive an email from our Admissions Department notifying parents that re-enrollment is open. Parents

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

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

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

System Office

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

Hongqiao ECE Campus: (Nursery-Grade 1)

| Name | Job Title | Email | Ext |
|-------------|-----------------------------|--|------|
| Maggie Yang | School Secretary/Admissions | maggie.yang@scis-china.org | 7004 |

Hongqiao Main Campus: (Grades 2-12)

| Name | Job Title | Email | Ext |
|--------------|-----------------------------|--|------|
| Jason Dwi | Community Relations Officer | jdwi@scis-china.org | 3100 |
| Sellen Zhang | Admissions Secretary | szhang@scis-china.org | 3100 |

Pudong Campus: (Nursery-Grade 12)

| Name | Job Title | Email | Ext |
|---------------|-----------------------------|--|------|
| Laurie Luebbe | Community Relations Officer | lluebbe@scis-china.org | 6001 |
| Julia Qian | Admissions Secretary | jqian@scis-china.org | 6001 |



Grade 1
"The Mitten" (Pudong)



Grade 2 & 3
"Winter Fun!" (Hongqiao)



Pre-K Winter
Performance (Pudong)



Grade 4 & 5
"Winter Magic!" (Hongqiao)



Grade 2-5 Winter Performance
"Holly Jolly Pirates of Piñatavile" (Pudong)



Pre-K & Grade 1
"Snow Snow Snow!" (Hongqiao)



Not Your Parents' Physical Education Class

When many people think of Physical Education (PE), they see images of changing rooms, uniforms, team sports, and free play time. Although this may have been, and is still, true in many physical education classrooms throughout the world, this is not the case in the SCIS-Pudong gym.

In addition to traditional team sports, the Health and Physical Education (HPE) teachers enjoy adding a twist, think rhythmic dribbling performance during the "basketball" unit, or football freestyle performance in the "soccer" unit, students can

be found participating in self-defense through Brazilian Jiu-Jitsu, or maximizing fun in the pool with the Water Games Creation unit. But the highlight is almost always the Grade 7 and 8 AcroGym unit.

What is AcroGym?

About 7 years ago, while working at another MYP school in China, our very own Coach Vic, decided to mix things up a bit. Instead of having the students work through a traditional gymnastics unit, why not have them mix in elements of gymnastics, cheerleading, dance, and acrobatics, and why not do it all to music!

groups, they are given the structure to the performance with required movements, and then given the time to plan, create, and perform their routines. The required movements traditionally exist in "3s":

- Group pyramids (x3)
- Partner/counter balances (x3)
- Individual dynamic movements (x3)
- Individual balances (x3)
- Rolls (x3)
- and one dance where everyone in the group moves in unison to the beat of the music.

Groups are made up of 4-6 students of mixed gender. Once they finalize the

In addition to the required movements, students are also given



a daily planning and reflection process journal to help them keep track of their experiences throughout the unit for their final assessment. The AcroGym unit essentially lasts 4-6 weeks with a final performance at the end in which Lower School classrooms are invited to attend in order to give the MYP HPE students an authentic audience to perform for.

Why it's great!!

Here are 4, of many, simple reasons:

1. AcroGym is the kind of unit that allows students to add a bit of their own flare and creativity towards a product that will ultimately live outside of the classroom, thanks to the Lower School audience that comes to watch the final performance.

2. It reinforces the importance of working in teams and practicing essential life skills such as: communication, risk taking, collaboration, compromising, supporting others, etc.

3. It allows the students to own their HPE experience. After the initial introduction and practice sessions, the HPE teacher becomes a facilitator and a sounding board for each group, not a director of a show. HPE teachers don't tell students what they should do, rather, they ask questions to get teams thinking about further possibilities and ideas.

4. Instant and timely feedback. You will frequently see groups using their MacBooks to video their daily practice session and providing self/group feedback when watching their own performance, not to mention

making sure that everyone has the required number of movements in an aesthetically pleasing manner and flow.

So, after 7 years, and hundreds of HPE students taking part in this unit, it doesn't get old. Partly because there has never been a repeat performance, but how can there be? Every student is unique, and brings their own experience and flavor to each group and performance. And therein lies the true beauty of the unit...it's not your parents' Physical Education.



By VICTOR CABAN, Athletics & Activities Coordinator at SCIS Pudong.

Inspiring Our Community One Smile at a Time



"I was so excited to help other kids, it made me feel really good to do something nice for another kid who needs help." - 4th grader



"I loved going shopping and picking out things for the child with my mom and dad. It was a great chance for us to help someone who has less than me." - 4th grader

"Those kids need lots of help because they don't have access to the same stuff we do, so I really liked being able to buy them things that will keep them warm and help them do better in school." - 5th grader

Imagine sitting in an unheated classroom every day without a jacket to keep you warm and not having any school supplies to study and learn with. This is the reality for thousands of children in Shanghai.

SCIS elementary school learners have recently helped to make the winter season warmer for 168 local children. Through the Giving Tree program, students and their families were able to fill a bag with winter clothing, toys, books and school supplies for children in need. All of the children supported by this program come from migrant worker families who make well below a livable wage. These families live in one room accommodation with no heating or cooling, and their children attend schools that do not have adequate facilities.

SCIS learners and their families were excited to help those in need and generously purchased the personalized items for each child. When the bags were returned teachers and student council members volunteered their time to check the bags were filled correctly. The missing items were then purchased with the charitable donations from families and staff. Now the bags were ready to go to their eager recipients!

One autumn afternoon, seven of our grade four and five student council members attended the Green Peace Primary Giving Tree Ceremony in Qing-pu. Our students were able to meet the children their families, and others, had purchased gifts for. They were able to see what their school life is like, and how different it is from their own. It was an amazing opportunity for our students to see their direct positive impact on children who struggle to make ends meet on a daily basis. This directly connects to the PYP philosophy of taking action in your community and being caring and empathetic learners.

The Giving Tree is an empowering program that truly benefits children in our local community, while also giving our learners a chance to give back to society. A huge thank you to all the families who filled a bag, those families who donated money, the teachers who helped sort the bags and to PAFA who helped advertise the Giving Tree project to our community!



By **VICKI DUCHAC**,
Grade Four Teacher
at SCIS Hongqiao



Gingerbread, Snow and Singing



By ERIN BABB, Music Specialist at SCIS Hongqiao ECE Campus

The children had a blast and sang their hearts out for the ECE winter concerts. The pre-kindergarten sang songs about gingerbread cookies, dancing elves, snow, and a gingerbread house. They sang songs, danced and performed a fabulous jingle bell band number. A special guest showed up too, a huge gingerbread man. The kindergarten and grade 1 students also sang about all things winter. They reminded you to bundle up, sang about some fun things to do in the show and even made the audience giggle about strange animals wondering about making footprints in the snow.

songs for their concerts, making the props that they used, coloring programs, designing posters, creating the narration and even choreographing dance moves. They painted, glittered, and designed gingerbread cookies, snowflakes, a gingerbread house, snow angels, and the various animals that they sang about making footprints in the snow. The kindergarten built a gigantic snowman on stage while singing about making a snowman, the pre-kindergarten decorated a gingerbread house on stage for the audience, and grade 1 made the audience snow angels.

music class. They have worked hard on using a singing voice instead of shouting, expressing themselves through music and playing the instruments correctly and gently. You can tell by their performances that the kids in pre-kindergarten through grade one remembered these essential musical concepts. And we cannot forget to mention the fantastic way the children transitioned from one song to another in a very focused way. In the spring, there will be another concert put on by the children in pre-kindergarten (May 3rd 6:00 pm in the ECE Gym) and kindergarten/grade 1 (May 10th 6:00 pm on the Main Campus Theater), we cannot wait to see and hear their musical growth.

The children had a significant role in choosing the

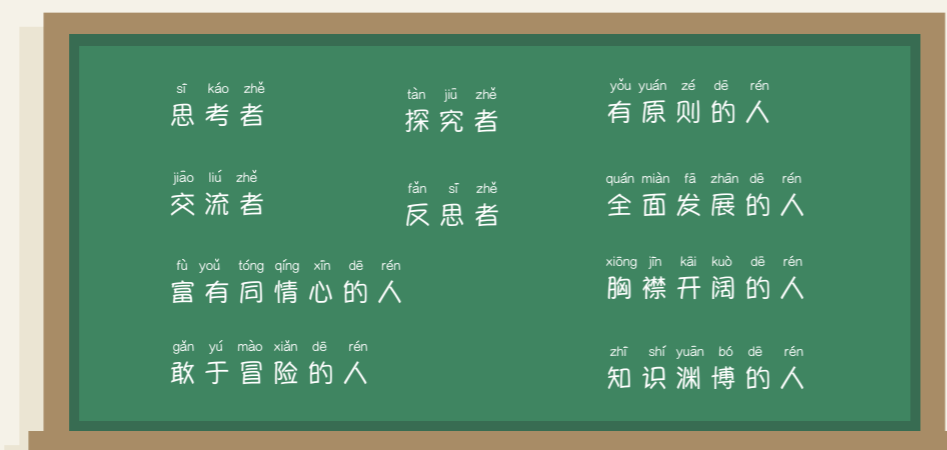
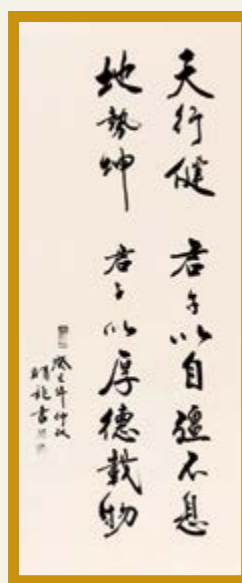
The concerts are an enjoyable way for the children to show you their learning from



BEYOND CLASSROOM WALLS

“If you always do what you always did, you will always get what you always got.”

- Albert Einstein



In Chinese class, we are constantly on the lookout for new and innovative ways to make learning more meaningful for our Mandarin learners. Here are two examples of new approaches we have recently implemented into our teaching that have received positive feedback from students:

The Chairman's Bao — In our Mandarin Department, we subscribed to The Chairman's Bao (TCB) for students this year. TCB is a comprehensive online Chinese news-based graded reader for students, it was created by students, and is for students. To complement the traditional teaching and learning methods, such as learning from textbooks or reading a book after school, students can now read or listen to both Chinese and world news based on their interests and experience level. Each article is categorized by Hànyǔ Shuǐpíng Kǎoshì (HSK) level, a Chinese proficiency test which dictates the level of intricacy and amount of vocabulary required. Now, students have the opportunity to browse online reading website and news site in Chinese with real world contexts and they are then able to connect these with topics from their class textbooks.

Sing a "poem" — In Mandarin the word "poem" is translated as "shī ge", "shī" means poem, and "ge" means song. Analyzing a Chinese poem is not an easy thing to do as it includes investigating cultural meaning and requires some background knowledge, as well as analyzing the words and phrases. It's nice to let students

think about the connections between the poem and the song, and create something based on their knowledge obtained during the learning process. After analyzing the poem, students wrote lyrics based on their own experience and understanding of the poem. From the videos they made, I can hear the song and see how much they comprehend from the lyrics and emotions.

Besides these two success stories that we have applied in our classes, there are also five ways in which we can help bring innovation into the classroom, as recommended by Tina Barseghian, the editor of KQED's MindShift, a website about the future of education (<http://mediashift.org/>):

- **Infuse passion into learning**
Educators who focus on integrating kids' own interests and passions into the curriculum will see them flourish as learners.
- **Try something new**
Changing to a student-centered, skill-based, technology embedded classroom
- **Tap into students' ideas**
- **Using the flipped classroom model to create curiosity in students.**
The flipped model reverses traditional teaching where lectures are viewed at home by students and class time is devoted to assignments or project based on this knowledge.
- **Consider the future school day**



By ZOE XIA, Upper School
Mandarin Teacher at
SCIS Hongqiao



Beyond the Wanderlust



Janna Gibson, grade two teacher at SCIS Hongqiao talked me through what it is like being an international teacher and taking that 'big leap' to work and live abroad.

Where are you from? What's your background story?

Though I lived in Atlanta, Georgia for ten years, I grew up in a small town in the foothills of South Carolina with a population of about 500 people! I left the US for the first time when I was 25 years old – and that was only to neighboring Canada. My trip there was my first time out of the South and just my second plane ride in my life! Some days it's hard to imagine that I now have lived away from the United States for seven years and in a city halfway across the world with 24 million people!

How many countries have you now lived in?

Four - The U.S., South Korea, Laos, and China.

How long have you been teaching? Have you always been a lower school teacher?

I have an interesting work history. Working as an Executive Assistant for a land developer for some years, I knew that wasn't my calling so I returned to university to pursue a degree in Education. As I worked my way through school as a non-traditional student, my favorite part-time work was as a spirit squad member for the NBA Atlanta Hawks. I got to run the big flags, throw t-shirts in the stands, get the crowd to dance, and high five all the players at the end of their tunnel at the start of the games! After graduating with my degree in Education, I planned to move abroad for one year. Just as my first year in Korea was coming to an end, I was visiting Seoul when the principal of an international school was in front of me in line at a restaurant and overheard me talking about my degree and my experience in early childhood education. Though I had been teaching English at a public middle school in Korea, my field is in early childhood education. I accepted a position teaching preschool in Seoul. From then, I worked teaching preschool as well as grades 1 and 2.

Why did you decide to come to Shanghai?

After three years in South Korea, I moved to Laos, where I gained experience in the IB PYP. Though I loved the students, families, and my colleagues, as well as enjoyed a slower paced lifestyle of Vientiane, life wasn't easy for me there. I needed to move to a city with conveniences like a metro system and Sherpa's! I had completed a study abroad in Chengdu, China and was still interested in what it might be like to live in China longer term. I wanted to continue working in a PYP school and after searching for months, all signs just pointed to Shanghai, China and specifically SCIS!

Best thing about being an international teacher?

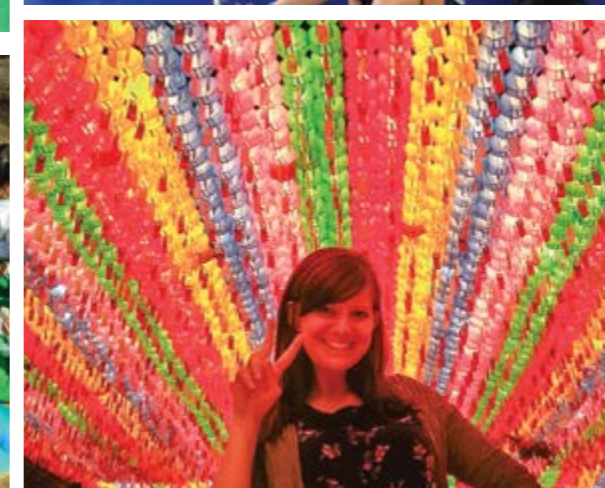
It's hard to pick the 'best' part of teaching internationally. There are so many incredible benefits to teaching internationally - from travel, to learning languages, eating amazing local foods, meeting new friends, and learning from colleagues from all over the world. If I had to pick one thing, I'd say the best part about being an international teacher, in particular, is getting to know the students and their families. I've been fortunate enough to work in three schools that have had a diverse school population. All of these schools make opportunities to celebrate this diversity and promote international mindedness. I love that while I teach, I'm also learning! From the students and their families, I've learned more about other cultures in my seven years away than I would have ever thought possible.

Favorite thing about working at SCIS?

The students are my favorite part about working at SCIS! They are all so caring, committed, and knowledgeable. The two classes I've worked with in Grade 2 have been full of students who have worked towards becoming a strong, caring community of learners.

What would your advice be to someone considering working and/or living abroad?

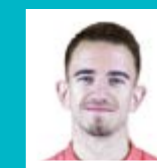
Do it! If you're considering it, that means the wanderlust is already there and something is calling you to explore and have



an adventure. Just before I left, I got cold feet when I received a job offer for a school in Atlanta. I remember having a conversation with my parents about what I should do. They were the people who may have wanted me to stay more than anyone, but still encouraged me to go because they knew how much having the experience had meant to me. And though the one year has turned into seven and beyond, I am forever grateful I made the move. I have become a stronger and more independent person because I took that big leap. As they say, the only regrets people have are the actions not taken.

Where can we find you outside of the classroom?

Long walks in my neighborhood with my camera, bicycle rides around the city, LOST Bakery on my computer with a cappuccino and a croissant, and the F45 gym!



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



Meet the Dahlan Family

From left to right: Iwan Dahlan, Nina Adryane Dahlan, Rika Febyanti, Rafa Aryano Dahlan

Tell us a little about yourself: where does the Dahlan family hail from? Where's "home"?

Our family is from Jakarta, Indonesia. Though my family and my wife's family come from different parts of Indonesia (Sumatra and Java), both of us were born and raised in Jakarta. However, our family believes home is where the heart is, it is based on an Indonesia saying which is derived from "dimana bumi dipijak disanalah langit diujung" ("No matter where on earth home is always below the sky"). For us, "home" is currently in Shanghai as we have set this to be our home base. Our family is now in Shanghai and we have made it our home. We do occasionally go to Jakarta during the holidays, but Shanghai feels more like home now.

How long have you lived in China?

I moved to Shanghai on October 2013 but my family moved to Shanghai in June 2014 from Jakarta. They had to finish school back home before moving for the new school year. Before Jakarta, we spent some time in Bozeman, Montana.

Was the decision to make the move over here hard? Who made that call?

Like many other families in Shanghai, we were moved here mainly due to my job. My company moved here as they were opening a headquarter in Shanghai for their China office. I am one of the few Indonesian that is in the company that they moved first to Shanghai to help set up and run the office here. I am somewhat grateful for the move to Shanghai as I work for a mining company and normally people working for mining companies get to be moved to smaller towns and city. I feel lucky to be relocated to a big city like Shanghai.

How was the transition process for everyone?

Like my previous answer, moving to Shanghai was a very easy decision. Given the opportunity to live in one of the biggest city in Asia or the world I may say is a decision that was very easy for us. Transition is always hard especially with language, new environment and daily challenges but our family has lived in Bozeman, Montana a couple of years back in 2013. Having lived in Montana, both Rafa and Nina were used to an English environment school so moving back to an international school here has been an easier transition for them. We have adapted to living here and we are enjoying our time in Shanghai, hoping we can stay here for many years to come.

What is the biggest difference between Shanghai and back home?

Shanghai is a much bigger city than Jakarta with a lot of things going on at all times. There are different attractions, events, and a lot of things to do in the city. The city development is also very good making the transition here for our family smooth. Though food is something that took us a while to adapt to as Indonesian food is something we miss a lot.

Favorite thing about living abroad/Shanghai?

Having lived in different places in the past my family feels that there are different pros and cons about different cities. Having lived in a small city like Bozeman, Montana, things were much smaller. The temperature was also much colder and having snow every winter season was great! However, living in a city like Shanghai gives you the international community that not a lot of cities in the world can offer. There is always something new opening or starting which is great!

Why did you choose SCIS?

When I first moved to Shanghai, I wanted to make sure education was a big factor in moving to Shanghai. I worked with my company to make a list of 10 schools that will be suitable for my children and trimmed that number to 6 schools. We finally picked SCIS because it met with a lot of our criteria. SCIS had a great location, the staff was very warm, a very international community and great facilities.

Any advice for expatriate families looking to relocate to Shanghai?

Love and live it well. Embrace the city as it is a city that offers a lot of activities and attraction and I dare to say there are very few cities that can compare to Shanghai.

If you could go back in time to when you first arrived here, would you do anything differently?

Nothing at all, I think the move here was right for us and everything that happens, happens for a reason.

If you were to leave SCIS and Shanghai what will be the thing you miss the most?

There will be so many things we will miss if we move out of Shanghai. A lot of things in Shanghai and China makes life so much easier like WeChat, Alipay, Metro, etc.

Rafa : Friends, Good facilities

Nina : Friends, favorite teachers and when you're a dragon, you're always a dragon



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





The Shanghai

Jazz Scene;

My Favorite Place to Hangout



黎明暉 (Li Minghui)
1909-2003.12.09



When asked to describe my favorite place to unwind in bustling Shanghai, the city's jazz venues easily came to mind. As a jazz enthusiast, I have been pleasantly surprised by the amount of high quality jazz that has taking root in Shanghai's ever-growing entertainment scene. However, the challenge became choosing just one location, especially when each jazz lounge has a unique appeal that attracts diverse groups of talent and eclectic fans.

After I arrived in this city almost 10 years ago, I made it a weekend rule to seek out a popular jazz venue to enjoy live shows from both international and local performers. The selections at that time were minimal yet well-received. Many beatnik gurus had been to the Cotton Club and found themselves lost in the waves of smoky fumes and bluesy-jazz. Those with a flair for Latin jazz frequented Club JZ and sweat to samba. The music historians found solace in the Fairmont Peace Hotel. This jazz bar served as a glamorous space that captured the ambience of Shanghai during its thriving jazz era in the 1920s. And for those who felt melancholy because they missed their hometown, there was always House of Blues and Jazz to lift up the spirit and sing

to the soul. The fun of frequenting these venues was not just found in the soothing entertainment but also in the connections that were made from the diverse group of jazz lovers that the music attracted.

Over the years, Shanghai's jazz scene has grown in popularity and it's looks have continued to change. The audience of supporters morphed from predominantly international followers to mainly local Chinese supporters. Although jazz might still be considered foreign to the majority of China's citizens, to many local Shanghainese, jazz is simply re-emerging.

When Shanghai began to build ties with the United States in the 1920s and 30s, Chinese artists of this era created their own style of jazz fusion. This style blended American jazz with Chinese folk music. It was called shidaiqu. Shanghai's shidaiqu was famous for incorporating castanets and maracas into its melody. This fusion helped to form the identity of Shanghai's unique jazzy-scene. The maracas and castanets were used in China's first "pop song" called "The Drizzle" which was composed by Li Jinhui in 1927 and sung by his daughter, Li Minghui. These instruments maintained popularity in shidaiqu are now preserved in the music

of the Chinese jazz band that currently play in the Peace Hotel.

Shanghai has entered a new golden age of jazz entertainment. Now, new places, such as The Wooden Box, have become popular hangouts that bring in performers who are still honing their skills. These young stars meld with those who have been on the scene for years to form incredible melodies together. Venues like Heyday bring back the 1920's glamour with a chock full of seasoned jazz artists and unassuming celebrities. Together, they showcase modern jazz fusion for our hungry ears. All of this high-caliber music has helped to bring together more people of diverse backgrounds. We sway to a common love and converse within an inviting atmosphere. As I enjoy Shanghai's new golden age, I am glad to know that if I am in the mood to go to a decadent lounge or simply to a casual cafe, both venues may very likely be filled with the amazing sounds of jazz and therefore become my favorite places to hangout.



By VIRGINIA HUNT,
Nursery/Preschool
Teacher at SCIS Pudong



A Visit from Famous Dutch Author, Tosca Menten

On November 20, the Hongqiao Lower School was thrilled to receive a visit from well known Dutch children's author Tosca Menten. Ms. Menten was on a tour of China to promote the Chinese translation of her series Dummie the Mummy, and when our friends and partners at Language One offered to sponsor her visit to SCIS, we were very excited to take them up on their kind offer.

Dummie the Mummy is a series of books that are well loved in Europe and feature a young mummy who comes back to life after the truck carrying him is struck by lightning. He then makes friends with a boy named Angus and his father, Nick. They then embark on a series of adventures around the world. The Dummie series is well loved around the world as it has even been made into a movie.

On the day of her visit, Ms. Menten arrived at SCIS along with her agent and Mirjam from Language One. The very

high energy Ms. Menten set about getting all of the video clips and props ready for her show was just a taster of what was to come. Mirjam had arranged for a number of Dutch students from SCIS to be sitting near the front so that they could assist Ms. Menten when there was a word in English that she might need assistance with, a task that they were very excited to help with.

For her presentation, Ms. Menten told us all the story of how she became a writer instead of a doctor, all of us breathing a sigh of relief at the thought that this very tall, energetic, and by her own admission, clumsy, lady would be much safer and entertaining wielding a pen than a scalpel. She talked about how she travelled to Egypt and dressed up like a mummy and took a photo on the pyramids before discovering that the mummy suit was far too warm and that gave her the idea to create her Dummie the Mummy doll that she had on stage with her. Ms. Menten

also proved to be quite a risk taker, leading the entire lower school in singing several songs in Dutch, including a yodeling song that was rather outrageous. The culmination of her performance was showing a video clip of her conducting an "investigation" into the freshness of something that she found lying on the ground while hiking in the mountains of Austria. This resulted in the lower school audience bursting into peals laughter that probably registered as a minor earthquake. We thoroughly enjoyed her visit and would like to thank Language One for their help in bringing Tosca Menten to visit our school.



By DANIEL ZIMMERMAN,
Librarian at SCIS Hongqiao



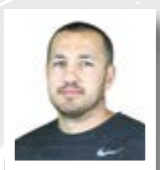
Dragon Cup Basketball



SCIS Hongqiao hosted SCIS Pudong and our sister school, Hangzhou International School's boys' and girls' basketball teams on Saturday, December 9th for the annual Dragon Cup Competition. The Dragon Cup, first and foremost, is a celebration of the collective SCIS Communities. All schools were represented at the DI level for boys and girls. Each team played 2 games, one against each school, with the Hongqiao girls and Hangzhou boys teams winning both of their match-ups. Also in action were the two DII boys' teams from Hongqiao who each played a game against Pudong.

The SCIS Pudong and Hangzhou DI boys game provided a great deal of excitement in their match-up. Hangzhou got out to a big lead but Pudong battled back to take the lead with just under a minute remaining. Hangzhou was able to score and take back the lead with about 10 seconds left and held on to win the tightly contested game.

While the final score of an athletic event can provide instant joy and/or heartache it is secondary to the memories that are created. Long bus rides with teammates and sitting down for lunch with opposing players provides opportunities to extend the experience beyond the final buzzer. This event also provides an occasion for us to stay true to our name as a "Community" school by building fellowship through the friendly competition that the Dragon Cup fosters. Thanks to all who contributed their time and energy to make this year's Dragon Cup a possibility. Best of luck to all teams as they continue with their seasons.



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

Contributing to the Field of Regenerative Medicine

Sam Wu (SCIS Hongqiao Class of 2013) is now in the midst of doing his PhD at the Institute of Molecular Biotechnology of the Austrian Academy of Sciences (IMBA) in Vienna, researching stem cells regeneration in the hopes of uncovering treatments for multiple cancer types. I had the chance to catch up with him to learn more about his current endeavours and what led him down this remarkable path.

Tell us a little about yourself.

I'm from Taiwan. I grew up in Taoyuan (Taiwan), and I moved to Frankfurt, Germany with my parents at the age of 15 (in 2009). Two years later we moved to Shanghai where I completed the final two years of high school. Then I attended the University of Edinburgh in Scotland, from 2013-2017. Most recently, I moved to Vienna for my PhD research study in mid-September 2017.



Was Shanghai your first international experience?

Shanghai was my second living abroad experience. It was a dramatic change from a calm place to a fast-moving urban city.

How was the transition from SCIS to university?

At first, I was very impressed by the enormous number of sports clubs and society that one could join. What also overwhelmed me were the large lectures (300-400 people) and the fact that semester length became extremely short. Nevertheless, the IB program at SCIS really helped me in the context of academic work. Since I went for a biology degree, self-learning and critical-thinking skills became super handy. It was super cool meeting many others who also did the IB program, and all seemed to know why they chose certain degrees. It made me think about my short- and long-term goals quite early on.

You just recently started your PhD research at IMBA, how is it going so far? Is it what you expected?

It's going well so far, I would say. My research mainly concerns with adult stem cells, which are cells that reside in specific tissues and carry the ability to self-renew and differentiate into specialized cell types. One important aspect I'm investigating is how cells form tumors and become

cancerous. Stem cells and cancer are two of my favorite topics and they are very related topics in my opinion. By using genetic mouse models, I will illuminate the mechanisms of how specific cancer driver genes cause nasty tumors. Hopefully this will provide new perspectives towards treatment of multiple cancer types.

At the start, I expected lots of steep learning curves with new challenges. The fascinating part of science is that it stimulates you to think outside the box and requires you to overcome various challenges. IMBA offers a great environment for PhD's, probably one of the very best in Europe. I've had many 'Wow, did she/he just do that? That's amazing!' moments. This type of innovative atmosphere really makes it one of my favorite places to be in, and I'm very excited for what the future holds.

That's amazing! What made you decide to go down this path?

There were many events that helped me reach where I am today. I valued internship opportunities, and I dedicated lots of time into science during university. I started my first internship in a research lab when I was in 2nd year, and at the end of university I had around 1 year of research experience. To be honest with you, there was one event that motivated me the most. When I was in 11th grade, my grandpa sadly passed away on a

Saturday morning because of cancer and he really suffered, like many other cancer patients. One of my long-term goals is therefore to make contribution to our understanding of cancer, and hopefully one day develop better treatments. Whenever I face challenges, remembering that many people are still suffering just pushes me to try harder.

Was there anyone in particular at SCIS that helped you grow academically and personally?

Definitely. Dr. Selime Cimen was particularly influential for me to develop an interest in biology. Her teaching style was very different. Besides explaining what was written on the textbook, she really taught me how to learn and be self-taught. She was one of the first people I thought of when I got the official PhD offer, and I really appreciated her teaching. I also remember many others who constantly encouraged me, for example Mr. Patrick Macaulay (Economics), Ms. He (Mandarin), Ms. Darby Davis (Chemistry), Ms. Koenig (English & CAS), Mr. Strombeck (TOK), and Ms. Jensen (Chemistry), etc. Overall, the teachers and my fellow classmates altogether created a friendly and healthy-competitive environment that motivated me to try my best. At different stages, I've been fortunate enough to meet people who gave useful advice, and I'm extremely thankful for them.

Any advice for people seeking a similar career?

At the start, it's crucial to try things out by doing internships. Ask lots of questions and have fun! You should really feel you can connect with what you do. It is okay

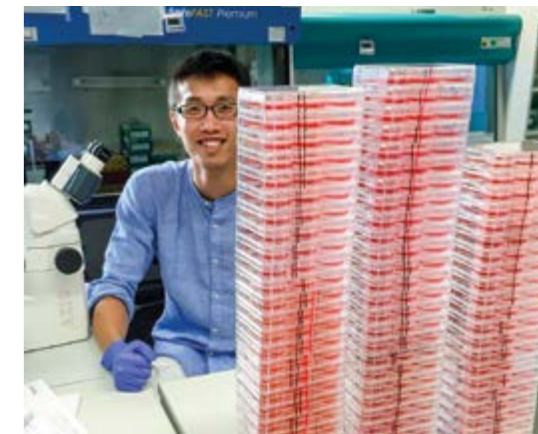
even if you have a bad experience (such as rejection, poor supervision), just try elsewhere again next time. Later when it comes to deciding your career path, proactiveness and perseverance are very important characteristics to have. One should also keep in mind that most of the time things don't go as planned. It often gets very exhausting to work your way out of the 'cloud', where you feel stuck and don't know how to progress. At the end of the day, research is about re-trying experiments and confirming your results using different approaches. Like many other professions, attitude matters a lot. Never give up, and remember that the hard work you've put in will pay off at some point.

What are some highlights about attending SCIS?

I played varsity volleyball and basketball. Being part of the sports teams meant a lot to me. Not only it got me stronger physically, it also had a positive effect on my mental resiliency. In my opinion, many things in life are actually not as bad as shooting (and air-balling) a free throw in a game!

I also participated in Model United Nations and organized a high school recycle club together with Ms. Davis and two other friends. The China trip in 11th grade to Guizhou province was also an amazing one. Having the chance to study and participate in so many things in an international environment was very special. The diversity at SCIS is really something to cherish.

Thanks Sam and good luck to you with your research.



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
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>

Lending a Helping Hand

Charlotte Gray

(HQ Class of 2018)

Hangqiao senior, Charlotte Gray has been with SCIS for nearly 8 years and has been involved in an abundance of clubs, projects and extracurricular activities since day one. From Model United Nations to sports teams, Charlotte has done it all. Most recently, she lead two service trip projects in Laos and Nepal with fellow SCIS volunteers to help impoverished communities. An altruistic person at heart, Charlotte has found her calling in helping others through her international living experience. I had the wonderful opportunity to chat with her about her passion and helping those less fortunate.

Thanks for being here today. So first things first, where are you originally from?
I am from England.

You don't have a British accent!
No, because I moved when I was five years old to Bangladesh, which is essentially where I grew up. I lived there for six years.

Wow, how was living in Bangladesh?
I really loved living in Bangladesh. It's interesting because when I lived there it was actually voted as "the least livable country in the world." Even so, I feel like because I was so young when I lived there, I adapted to the chaotic



surroundings in a way that made the entire experience normal, so when I look back and think about my time there, I don't find myself feeling shocked at the amount of poverty, but more humbled by the experience. It really broke the divide between the "superiorities" of "rich" to "poor" countries for me.

And when did the move to China occur?

I moved to Shanghai in 2011 because of my mum's job.

I see, what does she do for a living?

Good question! She is the Head of Clothing Sourcing in Asia for a British retailing company called Shop Direct, so she tends to travel all the time.

How long have you been with us at SCIS?

It will have been seven years come January 2018! Because I'm a senior this year, and I first came in the middle of a school year, I'll be a semester shy of eight years, meaning I don't get to be a golden dragon... I'm a little upset about that haha! In all seriousness though, I feel like I am ready to move on, at the same time I truly made a home out of SCIS and am very comfortable here so it's really scary knowing that I won't have that comfort come graduation time.

What is it about your time at SCIS that made you feel ready to move on?

I think just being so comfortable here. It's given me the confidence to be able to

take what I've learnt here and, hopefully, do more with it somewhere else. Also all that I've experienced, the people I met and how challenging the IB has been have definitely played a key role in terms of being ready for the next step.

Do you have an idea of what that next step is going to be?

I want to study international development. My top choice is at the University of Sussex in England, it's the second best university in the world for that field, right after Harvard.

How has your experience living internationally impacted your views on the world?

Because of the order of countries in which I lived in, so by going from Bangladesh to Shanghai, I feel like I've experienced both ends of the international living experience spectrum. Having been so young in Bangladesh allowed me to embrace being so international, then when I came to China it was a complete 360. There was a lot of culture shock, everything was just so different from what I was used to before. Something as simple as being able to buy yoghurt in convenient stores here, for example, was crazy! I think these experiences allowed me to understand what it's like to live in a really nice place internationally with all the freedoms that you have here in Shanghai, while also the experience of having lived in a developing country where there's more restrictions, especially being a girl.

I hear you are quite involved in service projects; do you want to walk me through some of them?

Sure, I've done two big ones: Nepal and Laos. Laos was the first service trip I went to, and it was during October break of 2016. I went with three other SCIS girls and a teacher. We stayed in a remote village for four days with no internet, no electricity and we had to take cold showers outside with pigs roaming around our feet. We participated in the "Eco-Bungalow" project with World Volunteer, where we essentially helped build an environmentally friendly Bungalow made out of sand, hay and mud. We walked around in mud a lot to mix together all these natural materials, then we shaped the bricks and waited for them to dry so we could also build the walls and foundation. We were also fortunate to see first-hand how the local community farmed which was pretty neat now that I think about it, as I am currently studying this in Environmental Systems and Societies.

What about the Nepal trip?

I had already started planning trip to Nepal prior to Laos, but coming back from the latter really changed me as a person. The fact that there was no electricity, that we slept and woke up based on sunsets and sunrises, ate the local food and lived with a host family communicating in sign language and broken Lao, made the trip an unforgettable experience. Nonetheless, I was very excited to go on another trip.

With the help of Mr. Lennox (Upper School Vice Principal), I got in touch with Ocean Nepal, an orphanage established by Rajendra Subedee (<http://www.oceannepal.org/>), with whom I planned the trip. The initial planning processes were very difficult, I had a very low interest from other people at first, but eventually nine students volunteered to participate in going to Nepal. We travelled to a remote village, called Dhading, four hours away from Kathmandu, and stayed there for six days. Over the course of our stay we worked at a local school in the village and helped flatten out the terrain surrounding the school so that a playground could be built. On the last day we managed to get a volleyball net up and actually played with the orphans and local students which was a lot of fun.

Where did your passion to help others stem from?

My dad works for an international development company and my mum, with her company, used to visit a lot of villages in Bangladesh and provide the local children with school uniforms. I think being exposed to my parent's work at a young age and going on regular trips with them to see impoverished communities created an urge within me to help those in need, it just took moving to Shanghai and being separated from those environments for me to realize my passion. Now, I genuinely feel that I have found my calling and helping people is what I want to do with my life.

That's awesome! Back to your life at SCIS, you are also fairly active in competitive sports, how do you manage to balance your life with all your extra-curricular involvements?



I'm much more social based than academic based, so when I am not doing sports after school for example, it's really hard for me to go home and start doing work. So I have to be active as I feel I feed off that energy which then gives me an incentive to go home and do some work.

What are some of your favorite memories of SCIS?

I'm not really sure how to answer this one, there are so many different kinds of memories. I would say one of my favorite things about SCIS is the amount of opportunities that are available for us. We have so much support from the school and admins when it comes to starting clubs or service initiatives, and personally, that alone has really enabled me to make my learning experience at SCIS my own.

Lastly, if you could take one souvenir from SCIS at the end of the year, what would it be?

Living internationally, everyone and everything constantly seems to be coming and going, so there isn't anything physical that I would take from SCIS. But I saw someone do this a couple of years ago and I think it was a pretty neat idea: they cut and pieced together a blanket made from all of their SCIS shirts. So because I might not be wearing those shirts five or ten years down the line, at least I'd have the blanket to keep me warm like the memories of going to SCIS! Haha!

Neat idea indeed! Thanks Charlotte.



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



Mad for Bingo!

A Night of Fun at SCIS Pudong

As we approached the end of semester one, SCIS Pudong's PAFA put on another memorable family fun Green Dragons community event: BINGO night!

We had over 350 attendees with kids, teachers, administration and parents all getting on their chairs to dance. As the numbers were called, the Black Box grew quiet with anticipation for the next lucky winner or two to shout "BINGO", leaving others to tear off their unlucky sheet to

throw at the table next to them. Our Bingo committee did an amazing job creating 30 Bingo prize baskets from holiday getaways, movie nights, art, games and SCIS swag to name a few. They also organized many fun raffle prizes to be won. Our own Coach Vic and Mr. Bart Kelly emceed the evening, calling winning numbers and entertaining us with their own Bingo humor.

This remarkable event was made possible by the endless hours of PAFA volunteers,

bake sale donations, teachers & staff, our STUCCO high school students and Ayis. A BIG THANKS goes out to this hardworking group of individuals in our community. Thank you to everyone who came out to support PAFA's fundraising efforts.



By **TRISH CASTILLO**,
PAFA President and
Parent at SCIS Pudong



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



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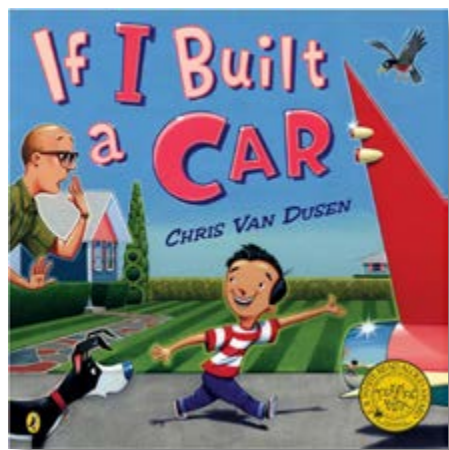
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Book Recommendations for All Ages

Joshua Balli, Librarian at SCIS Hongqiao ECE Campus

If I Built a Car and If I Built a House by Chris Van Dusen

Ages 3+

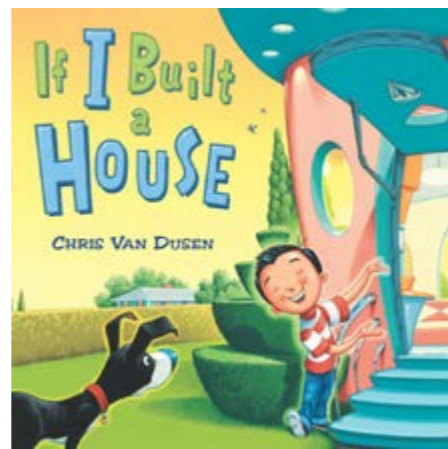


There are many great books in our library but it is rare for a book to be great and perfect as a learning tool for what the students are studying. For a book to be fun as well as educational is something that my younger self could not imagine.

All of those things however, perfectly describe the books *If I Built a Car* and *If I Built a House*, both by Chris Van Dusen. In the car book Jack writes about what he would do if he built a car. The result is something spectacular to behold as he creates an elaborate car that can fly, swim and go on roads. It also is made of a unique material that leaves it indestructible. I have used this book during the grade one students' transportation unit and then had them draw a design of their own cars. It was a perfect book to tie into what they were learning in class and inspired countless ideas.

Likewise, in *If I Built a House*, Jack is back and this time he is out to build the biggest, the coolest and most unique house in the world! He thinks of everything from a playroom, to a shower that bathes and dresses you to a kitchen that has a robot cooking for him. The grade one students also do a unit of inquiry on homes as well and this book gets them interested in what they would do if given the chance to build a home.

Finally, the books are written in rhyme and provide students with the capacity to predict and learn what rhymes are coming up next and how rhyming can be fun. It is written in a very rhythmic tone that makes for fun reading for both students, parents and librarians across the world. We have both of these books in the library and I hope you get a chance to check them out!



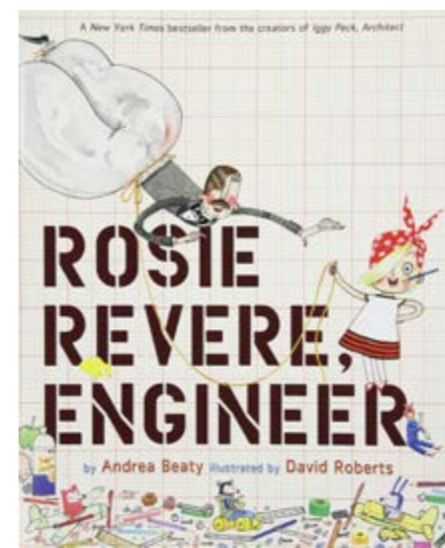
Daniel Zimmerman, Librarian at SCIS Hongqiao



The Most Magnificent Thing by Ashley Spires

Age 5+

The Most Magnificent Thing is the story of a girl and her pet dog and their journey to create something *Magnificent*. They experience the challenges and frustrations that face all innovators when time after time, the product that she builds doesn't match the product that is in her imagination. When things start to go wrong and she gets angry, her assistant the dog helps her to show resilience and not give up by suggesting that they take a walk. On their walk she comes across all of her earlier discarded inventions and starts to see the parts of them that are just right, which allows her to finally combine those pieces into a truly magnificent thing. This story offers a great lesson about not giving up that will help all future innovators.



Rosie Revere, Engineer by Andrea Beaty

Ages 5+

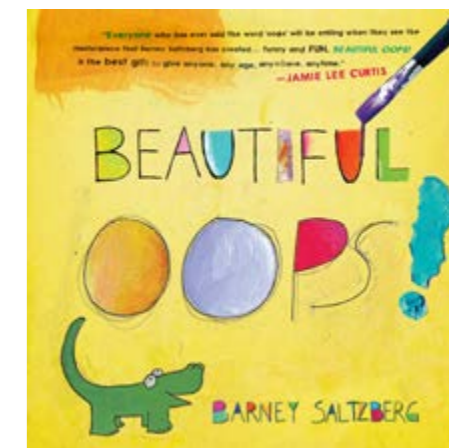
Rosie Revere, Engineer tells the story of a young girl who dreams of becoming an engineer. She suffers from a great shyness after one of her first inventions, a hat that is meant to keep pythons at bay using spray cheese and a fan, is made fun of by Zookeeper Fred. Then one autumn day, her great-great aunt Rose (Rosie the Riveter of WWII poster fame) confesses to young Rosie that it is her dream to fly. Rosie immediately gets to work on a flying "heli-o-cheese-copter" which, of course, is a cheese spraying disaster. A discouraged Rosie then receives encouragement to continue working as an inventor from her great-great aunt who shares with her the wisdom, "The only true failure can come if you quit."

Emily Williams, Librarian at SCIS Pudong

The Beautiful Oops by Barney Saltzberg

Ages 3+

Mistakes can lead to innovation and creativity! That is the powerful message Barney Saltzberg delivers in *The Beautiful Oops*. This colorful, interactive book shows how mistakes like spills and rips can be the inspiration for something great. The potential of a mistake is clearly shown through examples like a torn page that becomes the mouth of an alligator, a coffee stain that becomes a frog, and drips of paint that become purple pigs. Kids will love to interact with this book's unique pop-ups, flaps and overlays. This is the kind of book kids want to read over and over again.



The Fourteenth Goldfish by Jennifer L. Holm

Ages 9-13

The Fourteenth Goldfish by Jennifer L. Holm is a funny and wise look at family relationships and the power of science. The story centers around eleven-year-old Ellie and Melvin, her cranky, scientist grandfather. Melvin has discovered a rare jellyfish and has used it to create a compound that reverses the aging process. When Melvin tests it on himself, he turns into a gangly teenager who is unable to live and work in the adult world. Melvin has to move in with Ellie and her family and live life as a thirteen-year-old. That doesn't stop Melvin from continuing his research and experiments. With Ellie's help, he turns the garage into his lab and they set out on many adventures to retrieve the rare jellyfish from his old lab. Melvin teaches Ellie how to think and act like a scientist. In the process, Ellie learns to appreciate her quirky grandfather and understand that science and innovation can change the world for better and for worse. This is a terrific, lighthearted read that will help any kid appreciate the role of scientists and the cycle of life.



Back to School

Why is being in school one of the easiest ways in which children get sick?

Mainly due to the fact that a campus often has a lot of people on it. It's for this very reason that it's easier for germs and viruses to spread amongst children. If one student gets infected, others around him are likely to become infected, too.

What are the most common contagions that kids can catch once they're back at school?

First, influenza is a major risk for students at all ages, largely caused by tiredness, perspiration without timely clothing changes and low surrounding temperature. To best avoid it, children need to get vaccinated early on. With children between the ages of four and six, hand-foot-and-mouth disease, caused by the enterovirus, is relatively common. Again, getting relevant vaccines and washing hands before meals or after using the restroom is a necessary precaution for students.

While at school, what can children do to avoid germs?

To reduce their risk of getting sick, students

should be vaccinated as required by their government or health departments. Most importantly, be careful with individual hygiene. Kids need to keep their nails short, hands clean and wash their face, as well as their hair. Also, moderating physical activities is important, as it will help build up kids' immune systems and keep them out of the doctor's office.

What can parents do to ensure their little ones don't get sick or, if they are, how to help them recover as soon as possible?

In my opinion, parents should often open the windows and let the fresh air in on clearer days. Besides, it's important to wash quilts and clothes regularly, keeping daily articles like cups, and forks clean. Lastly, food for children is supposed to be balanced, nutritious, and of course, healthy.

How can parents ensure that they too stay fit and healthy, and avoid spreading germs to their kids?

Parents should always remember to keep germs or viruses outside their houses. For example, as soon as they get home

from work, they need to remove their coats and wash their hands.

What should schools do to prevent students from getting sick?

The school authorities should pay close attention to the hygiene of their classrooms and their dining rooms. Regular disinfection is highly recommended, while tableware and other articles like bowls and water glasses must be clean and germless.

What kind of habits can be formed early on to keep children fit for fighting germs?

First, take notice of personal hygiene, and remember to wash hands often. Second, avoid staying in places with a lot of people, like supermarkets, the metro at rush hour and so on. Third, accept vaccinations as required by concerned authorities – they are your best defense against known illnesses that often find their way into class-rooms and school campuses.



Dr. Chen Demei, Head of Pediatrics at Renai International Medical Center gives her top tips for staying healthy this back to school season



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