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Campus Highlights



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Dear SCIS Community and Friends,

Our task, as an educational community, is to support, engage, and guide our students toward a constant path of learning. As a uniquely international institution, Shanghai Community International School (SCIS) has an additional role of ensuring that our students are able to develop within a wonderfully diverse community of students, faculty, and families. It is within that charge that we have also identified the need to support the development of an internationally minded student.

The first question to address is what does being internationally-minded actually mean? There are multiple definitions to be found, some that stem from action-based notions of raising the bar for all people by creating a world that is at peace, without hunger and poverty. A prevailing concept of being internationally minded is focused on the idea that being aware of and supporting the needs of others is equal or even greater than one's own wants and needs. While this concept is being put to the test in many corners of the world, it does seem to outline the most likely definition of international-mindedness—the path from 'me' to 'we.'

As a community, we can support our students in developing a stronger sense of not only themselves and their own unique identity, but a strong sense of awareness toward other people, customs, and cultures. In doing so, we will be supporting our children in being capable members of what is bound to be a globally interconnected future. It is the students walking through our hallways today that will need to pull together the countries of the world to meet the shared challenges of climate change, terrorism, and poverty. Thus, it is our charge to develop SCIS students to be creative problem solvers that are capable of viewing issues through not one, but many perspectives.

SCIS has joined the growing network of International Baccalaureate schools because we share the vision of developing internationally mindful learners. We understand that this frame of mind cannot be taught in a single lesson or unit, rather it

must be developed through an accumulation of opportunities and experiences that build on each other. This process is only possible because we, as a community, share a belief that international mindfulness is an outcome we aspire to for our children.

So, while we rightfully take pride in our diversity at SCIS, that diversity is not the only aspect of 'international' that defines the "I" in SCIS. We are a forward thinking school community. One that seeks out opportunities for our students to develop an international mindset. This is what we believe will best prepare them to be solution finders in a world that already has enough problem identifiers. Join the conversation about international-mindedness at home, with your child's teacher, and within our school community. Together, we will continue to share, discuss and further define what it means to our students, our school, and our future.

As this will be our final Communitas of the 2016 year, I wish you all a wonderful and relaxing winter break. We will also have some families moving over the break, so I will take this opportunity to thank you for being a part of our truly international learning community and we wish you all the best in your new school. Finally, as this is a time where many families celebrate holidays together, please enjoy your travels, be safe, and take the time to slow down and enjoy your time together. We look forward to seeing you in 2017 and, as always, gooo Dragons!

Sincerely,



Daniel D. Eschtruth
Director of Schools
Shanghai Community International School



communitas

NOV/DEC 2016

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

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

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

Communitas is published eight 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!



Earning the “I” in SCIS



I've had the great fortune of working overseas since 1997, and SCIS is the seventh school that I've called home. All of these were considered international schools by name, but I would argue that it is a distinction that must be earned.

Being international must be part of the fabric of a school and should be embedded in its mission and approach.

International is not something you just get to call yourself by virtue of geography, or by the number of students from different countries that attend. And, while having a school that offers something unique from the host country system, having a solid mission statement, and having a diverse student body are great starting points, to truly be international we need to focus on our mindset by embracing the concept of international mindedness.

IB focusses on three key areas to help schools think about international mindedness. This includes multilingualism, intercultural understanding, and global engagement.



Multilingualism supports complex, dynamic learning through a variety of forms of expression in more than one language. This is further supported by a commitment to mother tongue languages.

SCIS and IB firmly believe in the idea of bilingual diplomas and research shows that these students retain a positive attitude toward their own language and cultural background, which leads to increased self-esteem and the resulting benefits.

SCIS currently supports mother tongue, either directly or through self-study, in a number of languages including Swedish, Korean, Mandarin, Italian, Japanese, Russian, French, Spanish, and Dutch.

Intercultural understanding goes beyond the “flags, food, fashion, festivals” model to get students to recognize and reflect not only

on their own perspectives, but on the perspectives of others. If we can truly appreciate, in a critical way, the beliefs, values, experiences, and ways of knowing that other cultures represent then we have a chance to meaningfully increase intercultural understanding and, by extension, international mindedness.

One of the best ways to support international mindedness, and where I truly believe SCIS has great potential, is through global engagement. By exploring local and global issues, including aspects of the environment, development, conflict, human rights, cooperation and governance, we can develop awareness, perspectives and commitments necessary to engage with these issues.

We have spent a great deal of time creating units of study in all subjects that go beyond content to the bigger ideas and concepts that allow students to engage more deeply with issues.

Similarly, we look to empower students to be active learners in all areas of the curriculum, and we are committed to service in the community. This is promoted through Action and Service in the MYP, and CAS – creativity, action, and service – in the Diploma Programme. Students are encouraged to think of our front gate as being permeable – allowing them out into the community to explore and interact with stakeholders, organizations and experiences, and conversely allowing the community into the school.

Global engagement then is a commitment we make to students to expose them to humanity's greatest challenges, to have them think critically about them and consider the concepts of power and privilege, and to get them to see that they hold the earth and its resources in trust for future generations.

I believe the “I” in SCIS – being an international school - is something we have earned, but it is also something we continue to work on, ensuring that we continue to merit that distinction.



Barclay Lelievre is the High School Principal at SCIS Hongqiao. He has been working internationally for 15 years and in IB World Schools since 2004. He has worked with the IB Organization as a workshop leader and examiner, and as the author/editor of several MYP publications

International Mindedness and the IB



Being internationally minded means recognising that our culture is one of many

Kurt Hahn was an influential 20th century educator whose many achievements included the establishment of Outward Bound, the Duke of Edinburgh Award, and the United World College (UWC) chain of schools. The first UWC school, Atlantic College in Wales, was one of the founding IB schools in 1968. For IB students, Kurt Hahn's impact is evident in the Creativity, Activity, and Service (CAS) component of the Diploma Programme, and service and action have also been part of the Middle Years and Primary Years Programmes from their outset in the 1990s. Hahn believed education should develop concern and compassion for others, the willingness to accept responsibility, and concern and tenacity in pursuit of the truth. These are all evident in CAS experiences that students across the globe undertake each year.



Being open to the thoughts of others breaks down many barriers to becoming internationally minded

skills – it is through CAS that students often have tangible experiences that change how they view themselves in our global community. A school does not consider a student to have accomplished CAS until they have demonstrated achievement of the seven learning outcomes on which CAS

is based. These outcomes have been reviewed and refined over the years, but they still hold true to the vision that Hahn aimed for over a half-century ago. Through CAS experiences, students must demonstrate commitment and perseverance when planning and initiating projects, work collaboratively with their peers, engage with issues of global significance, and recognise and consider the ethics of choices and actions. To reflect on these experiences, students are asked to consider how others view their actions – whether this “other” refers to the peers they are working with, people within the organisation they are assisting, or the wider community.



It costs nothing to share common human values of care and respect with others



Student growth can happen anywhere, not just in the classroom

International mindedness is developed within students when they are encouraged to step out of their personal comfort zones and connect with others from across the globe. We should always stoke the curiosity of young people when they seek to learn more about the cultures, values, perspectives, and traditions of people they meet as this trait will help them continue to make this a better world for all people.

For some views from IB educators and students on what international mindedness means to them, visit: <http://tinyurl.com/ibintmind>



Lennox Meldrum is new to SCIS this academic year, coming into the roles of High School Vice Principal, IBDP Coordinator, and CAS Coordinator. As well as working in various teaching and administrative roles in schools around the globe, Lennox spent two years working in the IB Global Centre in The Hague as a Curriculum Manager for DP Physics and Mathematics, and MYP Sciences and Mathematics.

Can Education Create a More Peaceful World?

International Mindedness in the IB

The International Baccalaureate emerged in 1962 out of an educational movement determined to help humanity avoid the costly mistakes of the World Wars. As an educational organization the IB remains true to this cause today. This commitment is clearly communicated in the IB's mission statement,

“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...”

At SCIS, our ultimate goal as educators is to help students develop the ability to critically think for themselves so they can go out into the world and solve the problems we have not yet been able to solve. We believe that developing internationally minded students is essential for their success in this pursuit. The IB Diploma Program has long been a cornerstone of the SCIS curriculum. Building on that success, we have now added the IB Middle Years Program and the IB Primary Years Program in order to provide continuity of academic rigor and educational philosophy.



UN Day

What is International Mindedness?

International mindedness is the worldview we seek to cultivate in our students. The traits of international mindedness come from the ten attributes of the IB learner profile. The learner profile calls for students to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These IB learner profile attributes are integrated into all aspects of the student experience as SCIS.

The last section of the IB mission statement further describes what it means to be internationally minded. This section reads,

“These programs encourage students across the world to become

active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”.

At SCIS, the diversity of the student population allows for students to be constantly exposed to diverse perspectives and beliefs. Through these experiences, our students not only gain a greater appreciation and understanding of others, they also come to better understand themselves.

“I don't study to know more, but to ignore less.”
–Sor Juana Ines de la Cruz

What does international mindedness look like at SCIS?

This world view is cultivated daily through deliberate educational choices in the classroom and extracurricular programs. International mindedness is also developed organically through informal social experiences at school and enhanced through cross-cultural friendships. With 38 different nationalities and no one dominant cultural group, international mindedness is the norm at SCIS. This genuine diversity is celebrated and built upon in the curriculum.

What does international mindedness look like in the curriculum?

International mindedness is a lens through which IB teachers see curriculum. Academic content is presented and examined through multiple perspectives. Course materials, assigned readings, and assessment tasks are evaluated to ensure they are teaching students to experience and evaluate multiple perspectives. One example comes from a 7th grade SCIS unit on fairytales. Ms. Suzanne Byerly's class has studied fairytales this semester that are written from different cultural perspectives. By evaluating the same story written from different cultural points of view, students are able to evaluate the various perspectives. This evaluation of multiple views not only expands awareness and empathy, it also helps students better understand and refine their own views.



Frank Volpe is the Upper School Principal at SCIS Pudong. Frank lives in Shanghai with his wife and SCIS Librarian Ms. Williams and his daughters Cadence and Aria.

International Mindedness in the PYP



The world is becoming more global. This is a phrase we hear in business, finance, the arts and especially in education circles. The fact is that technologies have brought the world into our living rooms, and even closer—into the palms of our hands. Our children are savvy and use technology to connect with their peers and family members around the world. We are more aware of political, social, and environmental changes. What will our world be like in five, ten or twenty years? Will we understand our world better and will we be more mindful when thinking about the people and cultures who are not at our fingertips? This moment in education asks educators to teach for a more global world. What exactly does that mean?

In the context of the PYP, it means we are teaching not only for now, but for twenty years from now. We are teaching our children not only to think, but to learn which types of thinking are needed in different situations. The overarching goal of the PYP is to educate children so that by the time they leave the PYP, MYP and Diploma Programmes, they are internationally minded.

This brings forth a big responsibility on the part of educators. The International Baccalaureate Organization (IBO) has

recognized this, and seeks international mindedness for the purpose of promoting intercultural respect and understanding. These are dispositions which are central to the teaching in a PYP classroom.

So what does this look like on a daily basis? At SCIS Pudong, our grade two students have been studying the transdisciplinary theme of How We Express Ourselves through the concepts of perspective and reflection. By exploring folktales, fairytales, and fables, students take the time to think about the tradition of oral storytelling and how stories change from culture to culture. For example, we read the classic story *Stone Soup*. The first version we read was from France, the second version was from China, our host country.

The children completed Venn diagrams to compare and contrast two versions of the same story. Their writing included observations of how characters changed from the beginning of the story to the end, the differences in setting, and the details that referenced French or Chinese culture. We had many discussions about how retelling a story often changed from place to place to make a story more interesting to the people hearing or reading it.

We read several versions of Cinderella, and thought about how this classic tale varies from culture to culture. These discussions opened up many conversations about the values in different cultures. One thing the children thought about a lot was what was considered beautiful and how that concept differed in each culture. Something one of my students mentioned while reading one version was that Cinderella was “as kind as she was beautiful” which we agreed was placing the emphases on Cinderella’s kindness, not just her physical beauty.

Using literature as a way of thinking about the impact a child’s appreciation for another culture is a great way to open up their thinking about what it might be like to visit or live in another country. At an international school, we host children and families who live the reality of experiencing life from a new perspective first hand. Not only do most of our students live in Shanghai for the first time, they are able to travel to a variety of countries or share the experiences of their lives from their home country. This year, we have



been privileged to have students share some of their first hand experiences. Asking students to share their experiences, provides a deeper reflection and sharing those experiences with their classmates puts them in the position of teaching their peers about different parts of the world based on personal experience.

Recently, one of my students who has just come to us from Finland, and is just learning English, shared a book about her country. Her uncle came in to read the English version of the book, while she read the Finnish. The students in my class saw this as a wonderful opportunity to learn more about the customs, language, and culture of her home country and to hear her read with fluency and expression in Finnish.

Learning about these stories, and how people live in different places around the world helps to create a sense of being internationally minded. These rich experiences bring learning to life and over time add to a child’s knowledge about the world. I am proud to teach at SCIS, an environment that not only honors international mindedness, but has made it an overarching goal for its students.



Maria McCabe is a Grade 2 Teacher at the Pudong Campus. She joins the SCIS community after teaching in PYP Schools in the US, Italy, and the Netherlands. She is passionate about teaching children to think critically, make their thinking visible, and engaging in conversations that bring them closer to understanding more about their world.

Reimagining “Once Upon a Time”



The wonderful thing about literature is its ability to open portals into other worlds and to transcend cultures. Through immersing ourselves in the worlds about which we read, we not only learn more about how others live and act, but we gain respect and empathy for other perspectives and cultures.

Why this is important is never a question any of my students ask. As third-culture children, they are natural global citizens, instinctively aware of the benefits that arise from interacting and communicating with people different from them. In a school like SCIS, which maintains an exceptionally diverse population of students, international mindedness is fostered in every classroom. A glance into any of the rooms throughout the school day reveals a blend of students of various ethnicities and nationalities, challenging each other's values and mindsets and working together to meet common goals.

But there is another aspect to international mindedness that students don't often think about. That is, their own impact on the world. A student who is internationally minded not only explores other cultures, but also seeks to understand his or her own self and how his or her words and actions are perceived by others. In the language and literature classes that I teach, this is most reflected in oral and written communication.

Thus, during our study of media influence, the Grade 8 students are engaging in discussions and debates that encourage them to explore the power of persuasive texts from various countries, in order to gain deeper understanding about their own

persuasive powers and the responsibilities that come with these.

My Grade 7 classes are currently studying a unit that asks them to compare and contrast versions of fairytales from a range of countries and time periods in order to recognize that, while stories can be entertaining, they can also reflect the morals and values of the environment in which they are communicated. As the Grade 7 students work to create their own versions of fairytales, they are challenged to reflect on the impressions that the plot, language, and style choices they make will have on their audiences. And, knowing that they will share their stories with the Grade 2 classes is a constant reminder of the effect their words will have on their audience.

Because my students are international students, they already came into my class with an appreciation for other cultures. My hope, then, with these lessons, is that my students will begin to recognize that international mindedness is not merely about learning from other cultures; rather, it is equally about developing an awareness that others are learning from them.



Suzanne Byerly teaches MS Language and Literature at the Pudong campus. Prior to moving to Shanghai, Suzanne Byerly taught in South Korea, Kuwait, Eritrea, and Florida. She is now in her fourth year at SCIS Pudong, where she is currently teaching middle school English and enjoying the challenges of transitioning to MYP Language and Literature.



Student Detectives on the Case!

Growing up in Oregon, I was always a big fan of whodunit movies and TV programs, which usually had a savvy, quizzical, and academically inspiring detective. I was always awestruck by the various strategies detectives used to calculate who most likely was guilty of the crime, and the explanations that added significance to the culprit's actions. Over this past summer, I had the opportunity to talk with some local police officers about how they conduct their investigations. I also read several works by J. Warner Wallace, a nationally renowned detective from California with decades of homicide experience.

My obsession with whodunit scenarios and my passion for teaching history naturally coalesce well, considering the methods that each discipline uses. The challenge for me was how to train students to think more like history detectives when considering past events. I knew my first unit, historiography, was a critical element to overcome this academic obstacle and that if I wanted to be successful, that meant I'd need to give more effort and energy to strengthening this cornerstone unit so that students would be more inclined to think like a detective.

From the very start, the unit is designed to have the students consider investigative questions: how do they know?

How do they verify truth claims? What methods do they use? As the unit progresses with discussions on abductive reasoning, inference, speculation, trustworthy witnesses, etc., I offer them a methodological criterion for history, along with case studies with different historical contexts. At this point, the students are instructed to use their detective tools in order to crack the case or focus in on the most probable explanation. Overall, the results have proved to be quite positive as more students in the class try to set aside their own personal, subjective viewpoints and take on a more professional, methodological, and objective approach to the discipline of history.



Jeffrey Benson teaches IB History, MYP Individuals and Societies Year 5, and Theory of Knowledge at the Pudong campus. He has an MA in History and a Post-Baccalaureate for secondary Social Studies education and bilingual English as a Second Language emphasis in Spanish. He has been teaching at SCIS Pudong for three years. Previously, he taught in Kuwait and in the Arctic Circle of Alaska at Kotzebue High School for one year.

ESOL

Communicating in our

International Community



As an ESOL teacher, my job can cover a myriad of things; one part of the day may be in homeroom classrooms supporting with the acquisition of academic vocabulary related to the units of inquiry. Find me later in the day and I could be providing the tools needed for a student to be successful in literacy—skills that carry over into all programs of study. My primary focus throughout the school day, however, is to give all of our students here at SCIS the power to communicate in the world they live in.

So how exactly can this be accomplished when working with students from so many different countries and whose mother tongue is often different from the majority of their peers as well as my own? Humans, universally, communicate in several similar ways. No matter where a student comes from we have similar visual codes, such as body language, facial cues, and pictures, that we use to communicate messages. Many of our entering ESOL students begin with only these means of communicating. That's where I come in, cultivating their ability to communicate in English through speaking, reading, writing, and listening.

Our primary means of communication is through speaking and listening. When working with my students, I am not only introducing the English vocabulary needed to succeed socially amongst their English speaking classmates, I aim deeper. In my class we strive to speak about our feelings, our thoughts on a subject matter, the connections we see in our learning, the questions we want to find out answers to, and all the ways that make learning meaningful for us, all of which requires academic language.

Another part of oral language is listening. I work with students so that they not only understand the words they are hearing but so that they apply meaning and context to those words. Listening comprehension, like with reading, is a skill that is built on and requires repetition and develops over time.

Communication also occurs through literacy—reading and writing. Often times with entering students, this begins with the ABC's and basic phonics, and as a student grows, it unfolds into decoding, chunking, blends, reading for context and comprehension. Only then can a learner receive the messages a text was meant to deliver. I also work with our students to give them the ability to write messages that communicate their knowledge, feelings, creativity to the those around them.

Cultural knowledge brings different perspectives to our learning. When students are given the ability to communicate their views and learn from others, they become interconnected and learning becomes more enriched and meaningful.



Caitlin Sirkel is an ESOL teacher at the Hongqiao campus. She is originally from Dallas, Texas. This is her third year abroad and at SCIS. She began her career as a swimming instructor and transitioned into Pre-K. From there, she became specialized in teaching reading and had the chance to try her hand in 3rd and 6th grade in a highly diverse community, which gave her the perspective and experience necessary to work with second language learners.



It's Dragon Time!



SCIS Hongqiao recently wrapped up its production of *The Hobbit*. Over 100 students and several faculty members worked for nine weeks to bring J.R.R. Tolkien's classic tale to life on stage. Overall, a great community effort in an artistic endeavor of acting, singing, dancing, and technical theatre.

As an international school, our productions must be accessible to our very diverse student population, who come from very different backgrounds. We chose *The Hobbit* in part because it is very well known and the recent movies have made it part of pop culture. By choosing a play that takes place in Middle-earth, we made everybody feel like visitors in a strange new land and allowed students of all backgrounds to access the story with an equal sense of curiosity and excitement.

The rehearsal process began by discussing the show's themes that were universal and could be accessed by students of all cultures. Bilbo Baggins begins the story in his home in a comfortable chair, then is swept away on a journey to find gold. To succeed he has to bring the warring elves and dwarves to peace in order to slay the dragon. Students were challenged to use this experience for their own personal growth: the chair - a symbol for our comfort zones, the gold - a symbol for our goals and the dragon symbolized our obstacles or the fear of stepping out of our comfort zones. This is how we take a broad story from one part of the world and make it personal to students from so many parts of the world.

In our productions, students have the opportunity to participate in a variety of ways according to their talents and interests. Caitlin Gates not only performed as goblin but also served as our "DRAMATURG," or, researcher/expert. She says, "I love Tolkien as he was the author that got me into books and into fantasy, I read all the time due to his books. I love how he writes and the characters he makes and his imagination. It's always so fun to read his stories."

The students learned skills that they could carry over to real world situations. Assistant Director Omer Segal, from Israel, describes how he "Learned how it felt to build up one group of kids to be on stage for nearly the entire show, and how to coach them through the experience." Technical Director Lily Yoo, from Korea, boasts, "Backstage, our team of technicians learned how to take leadership and work with each other to solve problems while having loads of fun."

The final product is not the performance but rather the student who leaves having grown in so many intangible ways. Sevillana Ettinger, an 8th grader from New York says, "While I have participated in numerous productions within the SCIS community, *The Hobbit* was like no other. I felt like a strong leader, testing my professionalism onstage."

Juniors Kamilah Wong from Hong Kong and Lois Lin from Taiwan used their extensive art backgrounds to create unique costumes and scenery for the production. "The Hobbit", says Kamilah, "is a show that I don't think I will ever forget. It was incredible to watch everything come alive."

Fee Brandt, from China & Germany, played Gollum. Blending her amazing creativity with her warm engaging personality gave us the perfect creature for our SCIS production. She sums up her experience, "We developed not only our characters, but also ourselves. Gollum has a unique and schizophrenic personality. It was very challenging but exciting to play him. It has been an unforgettable experience."

The journey of the hero becomes a metaphor for the journey of self-discovery that our young thespians take. They overcome their own personal dragons to seek the "gold" that cannot be quantified, other than by counting the number of friends they gain. Canadian Sophia Kane, a 7th grader, explains, "I've grown so close to the entire cast and crew, they're like a second family to me."

The universal themes of finding one's identity and facing one's challenges are as strong as they have ever been, especially in an international setting. By working side by side to conquer shared problems, these kids at SCIS discovered just how much they have in common and that their differences, when brought together to either build a dragon backstage or slay a dragon on stage, only makes them stronger. That's what the Dwarves and Elves discovered. And so did the remarkable cast and crew of *The Hobbit*.



Fursey Gotuaco is the MYP drama teacher at the Hongqiao campus. He is Chinese but has grown up in the Philippines, Canada, and the United States. He has had the privilege and honor of being a teacher, director, and administrator in education for over 25 years. He is in his 3rd year at SCIS Hongqiao.



Bingo Night



Dragon Cup Basketball



PAFA Winter Market



Turkey Trot Swim Meet



Wellness Week



China Go! Trips

Learning and Applying Through Our *Host Culture*

**“Knowing is not enough;
we must apply.
Being willing is not
enough; we must do.”**

- Leonardo Da Vinci

Here at SCIS-Pudong, one of the best parts of the year takes place in October when the entire upper school sets out to different parts of China to learn about themselves, bond with their classmates, understand more about our host country, and realize we can make a difference, not just here in China, but anywhere in the world for anyone.

Although we can simulate the “real world” in the classroom and laboratories through readings, YouTube, and live Skype interviews, nothing can replace authentic experiences. We cannot possibly understand how difficult it is to bring down the seasons harvest from a mountain top along an almost non-existent path, or the daily struggles of a person with cerebral palsy unless we put ourselves in their shoes. But, before putting ourselves in someone else’s shoes we need to know ourselves. When all of these pieces are in place, that is when we can start making the world a better place. Below are some of the highlights of each trip:



Starting in Grade 6 and 7, our students begin learning about themselves, their strengths, their areas of growth, and how to expand their comfort zones during their time at camp at nearby NanBeiHu and Yaolin. The ropes course challenges our students both physically and mentally and allows them to realize they can do more than they think and the raft building fosters creativity and teamwork.



In Grade 8, students took a step outside of “themselves” and traveled to Chengdu to begin gaining an understanding and appreciation for the Chinese culture that surrounds them. They spent time as chefs of Sichuan cuisine, budding conservationists at the Giant Panda Reserve, Kung-Fu masters and even spent an afternoon picking world-renowned tea.

In Grade 10, our students learned about the outdoor activities offered by our host country in Yangshuo and the importance of a healthy body and soul. Days spent biking, hiking, abseiling, spelunking, and orienteering, along with making dinner with a team, made for an enjoyable time outside of the hustle and bustle of the big city.

The Grade 11 students got off of the bus and stepped into an authentic Miao village, hours from the closest “daily luxuries” we have become accustomed to. But honestly, they probably didn’t even notice. The entire grade level got to work building a concrete stairway for the local villagers to go up and down the mountain with their goods and materials safely and efficiently. When they weren’t working they were giving their best effort at hand fishing in the many rice paddies around the village. Although the work was tiring it was a gratifying and unforgettable experience.



The Grade 12 students’ trip to Hainan was not just a trip to the beach. Students spent a full day at Bright Connections, working children with cerebral palsy and autism, and serving as personal helpers for the day. Although it was tough and a very long day they gained an appreciation for what those children and their caregivers go through on a daily basis. After working at Bright Connections it still wasn’t beach time. It was Group 4 IB Science project time. Students spent time collecting samples and analyzing data in the real world laboratory known as nature; which seems to be better than the classroom laboratory.



Our Grade 9 students spent their time on the wide open deserts and vast farmlands of Inner Mongolia. Having spent an afternoon learning about desertification, the following morning saw them planting trees to help a local farmer to eventually have enough fertile soil to have a working corn farm in the very near future.

They also spent time with a local herdsman who invited them into his home and showed our students how to make dumplings (but eating them was the best part).



Finally, when all of the work was done...it was beach time where they received surf lessons and put their skills to work on the beaches of Hainan.

After another great year of China Go! Trips, we are reminded to be thankful for what we have in our daily lives, the opportunities we have to live in such a culturally rich country like China, the international community that SCIS provides us with, and the chance to experience it all and grow within it...together.



By **VICTOR CABAN**, Athletics & Activities
Coordinator at Pudong campus

SCIS HQ Boys Repeat as ACAMIS TOURNAMENT CHAMPIONS!



It was the perfect end to a fantastic season for the varsity boys' volleyball team at HQ. The boys went undefeated during round robin play and were seeded first heading into the playoffs. Although the caliber of play was very high, it was evident early on that the championship would likely come down to a re-match between RCHK and SCIS. Despite SCIS being a relatively young team as far as experience goes, their ability to play together and maintain composure during the tough points earned them a great deal of respect, not only from the opposing teams, but from the incredible fan support that was shown by our community. The atmosphere for the final was insane! The stands were packed and it was almost impossible to hear yourself think with the amount of cheering and support that was being given for both teams. In what was easily the best match of the season; passion, effort and belief led our team to a 25-17, 25-22 victory over the RCHK Eagles.

The team was led by captains Kevin Reimer and Wopke Rietveld, who were called upon time and time again to take care of the ball when it mattered most and to lead by example in all situations. Reimer showed his composure, serving for the remainder of the second set when we were down 18-22 in



the final. From one captain to the next, it was truly fitting that Rietveld would be set for match point and he put it through the floor one more time, ending the game with an exclamation point.

Every player was asked to step up at some point during the tournament, and they did, making the most of their opportunities to help the team find success.

ACAMIS is the national tournament held at the conclusion of each high school sports season. Teams from China, Taiwan and Hong Kong are split into different division (colors) and compete at various locations for the title. This year's ACAMIS Green tournament was hosted at SCIS from October 20-22 and featured the home team competing against KAS, RCHK, DC, BISS BJ, and NAIS PD.



Some of the highlights from the weekend:

9th grader Evan Grady reaching his potential and playing with confidence and command.

The adorable lower school students who cheered for every point, oohing and aahing with wonder.

11th grader Henrique Vieira encouraging the crowd to cheer and get pumped during our final.

The amazing parents who yelled, clapped and jumped up and down; they were very entertaining to watch!

The support between the two Hong Kong teams... there were so loud!

The thoughtful and loving moms who brought the boys snacks every day.

The camaraderie and friendships that were cultivated throughout the weekend by athletes, coaches and parents.

It was an absolute honor to coach this team. I still find myself completely overwhelmed by the growth and commitment shown by all 12 players; we have truly become a family. Being afforded the chance to coach at SCIS has been a blessing and I cherish each and every opportunity. Another huge congratulations to this amazing team. I'm so proud of you.

Much love boys.
Coach



By KATHRYN CLOUTHIER, PE teacher at Hongqiao campus

2016-2017 Varsity Boys Volleyball Team

Seniors

- Kevin Reimer
captain, tournament all-star,
all tournament MVP
- Wopke Rietveld
captain
- Remy Hammes
- Josh Chen
- Jonathan Lee

Juniors

- Henrique Vieira
tournament all-star
- Ilari Pajula
- Ryan Grady

Sophomores

- Koen Van Tiggelen
- Shane Yu

Freshmen

- Evan Grady
tournament all-star
- Daniel Hong

Coach

- Kat Clouthier





The DI Girls Volleyball team started out the ACAMIS tournament showing off their skills and working as a well-oiled team despite having three key senior players missing. They won the first two matches against

Discovery College and NAIS Pudong. A night of rest brought new challenges on Friday. Starting the day with a loss to BCIS in three games but, taking a win from the undefeated team of KAS in just two. The last game against RCHK was a nail biter, going to the third game, but taking a loss in the end. Their record of 3-2 placed them in the 3rd place spot in semi-finals playing against RCHK again Saturday morning. A tough loss to RCHK and NAIS PD left the girls with a 4th place ranking. The girls played the best they had all season. The competition was fierce and all teams had to work at their highest ability all three days.



Mikayla Kaptzan was given the Most Valuable Player Award for the SCIS Lady Dragons ACAMIS tournament for her outstanding and consistently powerful serves, quick moves, and great passing on defensive, and unreturnable attacks at the net.



By MELISSA KIRWIN, Girls Volleyball Coach/ Grade 5 Teacher at Hongqiao campus



Basking in the Holiday Spirit at the ECE Winter Concert



Photos by Lee Zou and Cecilia Bruinsma-Kuhwael

The kindergarten and Grade 1 students from the ECE performed their concert on the main campus stage on November 30th. The children filled the room with the beautiful sounds of what they learned in music class. The students took some of the songs and activities they have been working on in music class and put them on the stage to share with their friends and family.

The Grade 1 students sang about snowflakes, danced a celebration, played classroom instruments to a sea shanty and showed the audience a passing game from Ghana. The kindergartners sang a mystery about a snowman, said hello to you in many different languages, played in Old McDonald's Band and showed you some amazing frozen statues. Lastly, and perhaps my favorite moment,

the kindergarten and Grade 1 students all came together at the end and sang, 'Sing, Sing a Song' in a beautiful moment of togetherness.

Pre-kindergarten had their concert on December 8th on the ECE gym stage. They also filled the room with the wonderful sounds. They sang songs that told stories, silly songs, counting songs, and even a couple songs with drums. They played some of the classroom instruments and moved for the audience to demonstrate musical concepts.



By ERIN BABB, Music Specialist at Hongqiao ECE campus

It's Almost Time for RE-ENROLLMENT!

As we come to the end of semester one, 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 2017-2018 school year. We do this through our annual re-enrollment process which allows families to confirm a student will be enrolling for the coming school year.

Our re-enrollment process is designed to ensure all current families have first priority to register. Thus, re-enrollment will commence on Monday, January 16, 2017. On that day,

all families will receive an email from our Admissions Department notifying parents that re-enrollment is open. Should you have any questions about this process, please let the admissions office know and we will be glad to support you.

SCIS looks forward to your continued support and involvement in our school community. We hope to welcome your family back for yet another successful school year and we wish you a restful winter break and happy new year!

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
Sarah Jin Lisa Ni	Lower School (Grade 2-Grade 5)	sarah_jin@scis-china.org ljni@scis-china.org	3103 3153
Sunny Jiang	Middle School (Grade 6- Grade 8)	sjiang@scis-china.org	3155
Sabrina Sun Elaine Lim	High School (Grade 9-Grade 12)	ssun@scis-china.org elim@scis-china.org	3183 3115

Pudong Campus: (Nursery-Grade 12)

Name	Job Title	Email	Ext
Vicky Xu	Lower School Secretary (Nursery-Grade 5)	vxu@scis-china.org	6502
Jelly Ling	Upper School Secretary (Grade 6- Grade 12)	jling@scis-china.org	6015

Magicians at Work



Step under the low-hanging, red banner with yellow characters. Move swiftly around the dense pile of brick shingles and peer into the small shop doors as you tread the streets eagerly towards your destination.

See blazing sparks fly as a man saws into dense, wooden slabs. See a round woman spooning congee into a young child's mouth. Watch a spindly man wipe oil off of his hands in a small, homemade electric shop. These gentle, hard faces hold a lifetime of stories.

Move on down the road and stay to the left of the laundry hanging off trees and telephone wires. Open the glass door. Inhale deeply.

Inside there is a simple, Chinese menu handwritten onto wooden paddles. The cashier waits behind a tiny desk, looking at you.

Past the cashier, the true magicians work in white. Kneading dough, cutting out perfect rounds of dough, and pinching off a mixture of pork and other ingredients from a large bowl. They put the pork mixture in the very center of the round dough, and begin to fold up the sides with precision. Fold, fold, fold, fold, fold. Before you can blink an eye, the magician has created a perfect xiao long bao.

After ordering, pay an astonishing 13.5 kuai for 12 dumplings. Then, sit down at one of the few heavy, wooden tables with stools. Wait only six minutes and the fuwuyuan will bring out your xiao long bao in gorgeous, steamed baskets. Pick up a soup dumpling with your chopsticks, but, do not fear perforation. The skin is delicate and thin, yet, rigorous and strong.

Flavor the vinegar with threads of fresh ginger. Plop your xiao long bao into the vinegar and wait for it to cool so that you don't scald the ceiling of your mouth. Repress the unnerved anticipation for the moment when that flavor bomb explodes on your tongue.

I often say that moving to Shanghai is worth it just to eat the amazing food here. This restaurant, Lin Lon Fang, is my favorite xiao long bao establishment. I have eaten here almost every single weekend, relishing the astonishing price and quality of their dumplings.

But in addition to loving the restaurant, I also love those gentle and hard people who live along the route. While I know I am still an outsider, working my way in, it is extraordinary to cross paths with people who live so openly – doors wide and laundry hung to dry on the street.

Lin Long Fang 麟笼坊

Original location: 10 Jianguo Dong Lu, 建国东路10号
SML Centre location: 618 Xujiahui Lu, B2 徐家汇路618号, 日月光广场, B2



By **CHRISTIE YOUNGSMITH**, Grade 3 teacher at Hongqiao campus

Tips for Teaching Chinese Characters

Is Mandarin a difficult language to learn? Although the Pinyin system opens the language for Mandarin learners, they find they fall easily into the labyrinth of writing strokes of Chinese words. There are altogether only 29 strokes of Chinese characters. And, if we only learn the 2000 most frequently used characters, we can read 80% of Chinese books with no difficulty.

So, what are effective ways to help students face their fear of Chinese characters?

Here are my tips:

A. Match the words with the pictures. Mandarin is a pictographic language. Some characters, such as 牛 (cow) and 羊 (sheep), were created by imitating how they look like. And of course, to understand them, the kids need to travel back to thousands of years ago and explore how ancient Chinese thought and how the ancient people pictured them by writing them. The process of exploration can be fun for kids.

B. Make stories of the words. For example, the stroke 7 is similar to the number 7 and the stroke L is similar to the English letter L. Stories can not only increase the interests of learning these words, but also build up their curiosity. When kids are creating their own stories of the Chinese words, they will remember them more easily and feel more at ease using Chinese.



C. Using harmonic sounds and separating Chinese characters are also effective ways. Kids can more easily relate to words when they hear similar sounds. Kids can separate words and combine it with other characters to make new words, like a jigsaw puzzle.

D. Practicing is always the short-cut way of learning. Be aware that practicing won't lead the kids to become a "copy machine". The point of practicing is to help them understand better. Copying phrases or paragraphs can sometimes be more efficient because it helps the kids learn the words as a whole and with context.

E. Guided reading with fingers is always encouraged, especially the kids of Grade 1-3 and lower. When finger reading becomes a reading habit, sound, writing, and the meaning of the words will be learned simultaneously. And, guiding reading with their fingers also helps them focus better on what they are reading.

F. Always alter teaching methods to the needs and behavior of the kids. Generally speaking, lower aged kids should be encouraged to use finger reading and reading out the words, while kids of Grade 5 and above should be encouraged to practice writing. Feelings of achievement and self-growth is always the best engine to drive them further in challenging themselves in learning the Chinese words.

So, together, let's decode the mysteries of Chinese characters!



By LINDA ZHANG, LS MANDARIN
TEACHER at Pudong Campus





Inspiring Creativity: Chandler Dayton

Tell us a little about yourself (where you are from, what brought you to Shanghai, etc).

I studied ceramics at a small art college in Kansas City, Missouri, that was known for its ceramics program. After graduating in 1981 with a BFA, I went to the Archie Bray Foundation in Helena, Montana for what is known as an 'artist residency'. The Archie Bray Foundation is devoted to furthering the ceramic arts and hosts artists from all over the world. There I developed my artwork further. I also fell in love with the Rocky Mountains and decided to make a home in Montana.

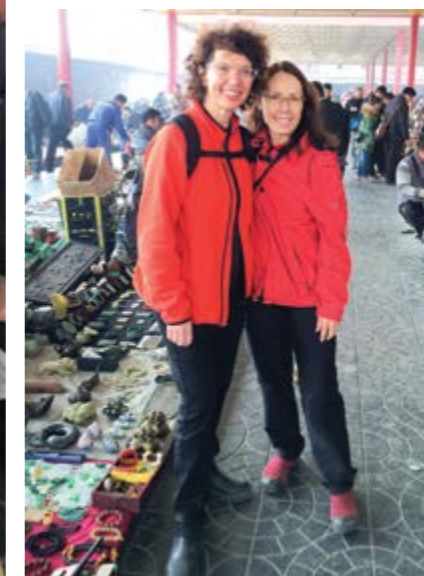
How did you get into teaching art? Did you always want to teach?

I settled in Bozeman, Montana after attending the university there for graduate studies in art. There wasn't a lot I could do

with a Master's of Fine Arts degree, especially in a ranching and mining state. I joined the artist rosters of two states, Montana and Nevada, which allowed me to work as a visiting artist in the Public Schools. Nevada seemed to have more funding for the arts, so I spent most of my teaching time in Las Vegas, working in several public schools and one private school. After a 5-week ceramic mural project at a private K-8 school, I was asked to take a full time position teaching ceramics. I accepted the offer eventually and discovered I enjoyed working with students full-time. I worked in Las Vegas for 3 years before going abroad.

How long have you been teaching at SCIS? Have you taught abroad at other schools?

I worked in Seoul, South Korea before coming to SCIS. I am in my eighth year at SCIS. Every year has been a different assignment.



I joined the school before it started its first IB DP cohort, so I have been here since the beginning of the IB journey.

Most teachers and expats abroad only stay for a year or two. What has made you stay so long? Any plans for the future after SCIS and Shanghai?

I have stayed in my position for 8 years because every year has offered new opportunities for professional growth within a very supportive and collegial school community.

My plans for the future involve more time spent on creative projects.

Outside of the classroom, where can we find you?

Outside of the classroom I might be found at one of the many venues for art in Shanghai. The art world here has grown so much in recent years that it is hard to keep up with all that is happening. I also like to travel to recreational areas nearby, and have spent many happy weekends at a friend's house in Xiwuli, a bamboo village at the foot of Moganshan Mountain. I like to experience the bamboo harvest, village life, and the hiking and biking through the bamboo forests, and of course, cooking a meal with friends.

Any memorable moments at SCIS?

The happiest moments are when I see students develop their work to the point where even they recognize something significant has happened.

The most memorable experience related to SCIS was a week-long ecology trip to Sulawesi with Simon Grimmer, SCIS Biology teacher and Thom Henley, founder of In Touch With Nature Education. Thom is a walking encyclopedia and a truly inspirational guide to the treasures in nature. We discussed the possibilities of combining art and ecology, but this was the last trip for us. Perhaps in the future, with more emphasis on cross curricular learning at SCIS, we can find a new role for the arts within the framework of a core subject like science.



Interviewed by LILI SHI
SCIS Marketing & Communications Officer

Finding Pets a New Home: Lucy Feng



As part of her CAS project, Lucy has been working with organizations in Shanghai to find dogs and cats forever homes. We got a chance to talk to her about her project and other charitable organizations she is involved with.

Tell us a little about yourself.

I've been in Shanghai and at SCIS since I was 6 years old, so it's been 10 years. We came here for my dad's job and my mom works at SCIS. I'm going to graduate next year and then I'm off to college. I want study environmental sustainability but I feel like there aren't many careers than branch off from that so I'm not sure how that would pan out in the future.

Do you have any favorite memories at SCIS or Shanghai?

My friends and I love going to music festivals. We have gone to JZ festival, Storm, Echo Park, and Strawberry Festival. The vibe is really nice and you meet really cool people. My favorite memory at SCIS so far this year would be ACAMIS volleyball. It was a lot of fun. It was my first ACAMIS and it was home so a lot of people could come watch. It was fun competing against all these teams from all over China.

Tell us about your CAS project and the organization you are working with.

I am working with several organizations that help dogs and cats find homes. One of them is called

People for Pets (<http://people-for-pets.org>). Another organization is called Best Friends China (<http://www.bestfriendschina.org/en>). This past Sunday, I went to an event in Pudong. We brought dogs there and we showcased them to people. People came and played with them and asked us questions about the dogs. It was a nice experience being able to see all these people who want dogs. They showed so much compassion for the animals.

How does the adoption or fostering process work? Is the adoption process expensive?

First, contact me and then organization will come to your home and they will see if it is fit for adoption or fostering. They will come checkup once in a while and you can always keep in contact with the organization. It doesn't cost anything. The only cost would be checkups and vet fees. And the length of fostering depends on how fast these dog find adoptive homes. It can be months or days. I met a woman who just fostered a dog for 3 days and she's already so in love with him.



I see the posters around campus. Have gotten any responses?

I haven't gotten any so far. People have come up to me that say "I really want to but I already have one", or "My parents won't let me." Many people also can't have one in their building. It's disappointing but at least it's out there and maybe people will respond to it.

It really hard to keep a pet in Shanghai. It's such a huge, industrial city and space is so limited.

One of the reasons people told me for not having a dog here is that they don't have a big garden to play in. I feel bad for the dogs who stay inside the apartment all day. Most owners take them jogging or to a small park so that they can go for a stroll and be outside.

What can people do to help?

Volunteer. Volunteering is a really great because a lot of these organizations don't have volunteers. Volunteering would be a good way to spend time with these animals, especially if you can't have one at home. Donating is great, too. Fostering pets is also a big help. Fostering dogs is a great help because it takes them out of their cages.

Do you see yourself working with animals in the future? Will you continue to work with these organization?

I love animals, but my parents think it's too big of a responsibility.

I will continue to work with animals and these organizations in the future. I was originally only doing it for CAS, but now I have an emotional connection to them. I don't understand why people wouldn't want a dog or cat!

There is also another organization I am involved with. Last year, my friend started a fundraiser for an organization (<http://abcnepal.org.np>) that fights sex trafficking in Nepal. She made latkes and sold them at the winter market. She raised close to 3000 RMB. She moved last year so she passed down the fundraising to me. At the International Food Fair this year, I raised about 3000 RMB. This organization does a lot of projects, not only sex trafficking. It is about raising awareness and providing education. They deal a lot with women's and children's rights. In Nepal, they prefer sons over daughters so a lot of times when they have a daughter, they are abandoned and get sold to the sex industry. They help those who have been affected through rehabilitation and therapy. My friends and I are also planning to go to Nepal during Chinese New Year 2018. We want to go visit the local orphanages, interact with the local people and see what we can do to help.



Interviewed by LILI SHI
Marketing & Communications Officer at SCIS

Getting to Know the **Akyazici** Family

Tell me about yourselves. Where are you from? How long have you been in Shanghai? Why did you move?

Ayse: I'm from Istanbul, Turkey and we've been here since 2003. We have been in Shanghai for 13 years already.

Melissa: My brother was born here and I've been at SCIS since the beginning of my education, but I've switched between campuses. I started at the old Pudong campus.

Oemer: We moved for my job. I am from Germany. A small town close to Munich in the countryside. We are actually all German nationals.

Melissa: Very countryside! You don't know if there's people living there!

Oemer: I think we have 2000 people living there and 800 cows.



From left to right: Ayse, Melissa, Mert, Oemer

Did you experience any sort of culture shock or have trouble adjusting when you first arrived?

Oemer: It's a different way of life but not really a culture shock. I have many employees who come here and adapt very quickly. Except for the language issue, everything is quite easy. Outside of Shanghai is different but in Shanghai, life is very easy and convenient.

Ayse: For the kids, it's not really culture shock since they grew up here. They don't know anything different.

Melissa: The city is always alive and there's always something going on. In Europe, the towns and environment are much quieter.

What grade are you guys in now?

Mert: I'm in 6th grade.

Melissa: I'm in 11th grade. So I started IB. IB is a lot more fast-paced and independent. Managing your individual time with school is difficult because I play sports as well.

How does education at SCIS compare to Germany or Turkey?

Oemer: We are happy to be happy at SCIS. We trust that SCIS is the right environment. We have heard a lot of comparisons by talking to other parents and I think this environment at SCIS is not as strict compared to German schools. You have the freedom to explore yourself and develop your personality and get to be a part of a community. These are the advantages here.

Melissa: There are not many schools where a teacher would stay after school and spend so much of their own time and help you grow. People have this misconception about it being an easy education. I think the thought process is continually in our brain—to figure things out by ourselves and learn that your future is in your own hands.

Ayse: I like how easy it is to contact teachers. It's like a home you can enter anytime.

Oemer:

The key thing is both our kids like coming to school. They come and go with a smile.

Any memorable moments at SCIS? Any memorable moments as parents?

Ayse: United Nations Day is always very memorable.

Melissa: Soccer is a big one. The soccer team we have right now is very family-like and we are all from different grades.

Oemer: And you guys are quite successful.

Melissa: I think seven or eight years of wins.

Oemer: The best one was when we organized International Children's Day. We organized the event and collected money. It was five SCIS families that organized it and we had help from Chinese volunteers from various clubs. It was not a school event but SCIS allowed us to use the school. We provided a wonderful day for the kids and gave everyone presents.

What is your favorite thing about Shanghai?

Ayse: I like the big city. It is so convenient to reach everything.

Oemer: The city is very lively. You could do anything and get anything you want. The pollution is definitely a problem. But generally speaking, it's big, safe, and very lively. In other countries, it is nicer to live in the countryside with your family but in China it is the opposite – it is better to live in a big city.

How do you deal with the constant movement of expats coming and leaving?

Melissa: It's the reality when you live in an expat country. The beautiful thing about living internationally is that I probably have a friend in every continent. It connects a lot of the world together. Everyone comes from different cultures as expats and everyone makes really deep connections.

Do you have any plans in the future for after your children graduate and go off to college?

Ayse: Depends on his job.

Oemer: I think you can stay a long time but normally the quality of life and work quality abroad is no place for retirement. But, for now we consider this place our home.

Ayse: We are no longer expats in Shanghai after 10 years!



Interviewed by LILI SHI
SCIS Marketing & Communications Officer





Angela Liu, Class of 2016

The Multi-Talented Veterinarian

"Naughty Family" pet clinic near the Shanghai Zoo, and, open my own vet clinic with a clinic, dog boarding service, grooming service, and animal supply shop.

How was the transition to college life? Are you enjoying dorm-life?

The transition was pretty smooth since SCIS shaped me to become more adaptable and open-minded towards diversity and different cultures. College life is much busier than I expected. Not only having to maintain my GPA due to needing a 3.6 or higher for vet school, but also taking care of myself and doing various chores that takes up a surprisingly large amount of my time. We definitely don't have an "ayi" here to help me with my laundry, cleaning, or any house chores.

I am currently living in a suite-style dorm, with five suitemates and three rooms. I love this lay out more than the traditional dorms since we have our own bathroom, living room, and even a pool. The food here is great as well, although I crave Chinese food a lot. We have arguably the best dining hall amongst US colleges and most of the food here is organic and planted by our own students.

Did you feel well-prepared going into university?

Honestly, I can't believe I am saying this, but IB has really prepared me for my college classes. While most of my peers were struggling, I was quite successful with classes such as chemistry and calculus. These college classes seem easier than the IB curriculum, especially in terms of the thoroughness of labs. The IB curriculum with the IAs and extended essays has really brought me to a higher academic starting point than most of my peers.

What is the biggest difference between Shanghai and Davis?

Davis is basically a farmland. Everyone bikes, cows are my neighbors, and there are more squirrels than undergraduates. In general, I do miss the diversity, convenience, and city atmosphere



Can you tell us a little about yourself?

I am from Hong Kong and Canada, but was born and raised in Shanghai. I attended SCIS for 12 years, all the way from elementary to high school graduation. Attending international schools my whole life, I have learned to speak English, Chinese, Cantonese, Shanghaiese, and a little bit of French.

You are currently a freshman at University of California, Davis. What made you choose Davis? Have you decided on a major yet?

Davis has always been my dream school. For those who want to take the pre-vet path, UC Davis is the number-one vet school in the world. I love the beautiful campus and the diverse hands-on experience I am able to obtain with large animal livestock, wildlife, exotic internships, and the possible research opportunities.

I am majoring in animal science with an emphasis on companion animals and maybe equine, while minoring in Chinese and Japanese. I chose this major because becoming a veterinarian has always been my dream. I plan to finish my doctorate of veterinary medicine in America in the future. The reason I chose East Asian languages as my minor is due to my aim in coming back to Shanghai.

I will definitely return to Shanghai after I graduate to work in the



of Shanghai, but Davis has its pros in the good air quality and organic foods. My favorite thing about Shanghai is the food and the city life. My favorite thing about Davis is the beautiful scenery and opportunities for animal-related research.

What has been the most memorable experience at SCIS?

Joining the basketball and volleyball team and traveling to Beijing and Hong Kong for ACAMIS tournaments were a blast. Joining the school quartet was also fun. We performed on various occasions such as at the Hilton for Christmas and at hospitals.

What was your favorite class at SCIS? Any unforgettable teachers?

I had many favorite classes, but I enjoyed psychology, biology and Chinese literature a lot. I loved Ms. Gore for being so nice and I really got to know her well from joining the Interact Club, which she supervises. Ms. Plakmeyer also

helped me a great deal with writing my recommendation letter, my extended essay on contagious yawning, and really helping me become interested in psychology. I also enjoyed Ms. Huang's Chinese classes. I learned a great deal about Chinese literature and I love how Ms. Huang is always very direct and down to earth when giving advice on improvement. My other favorite teachers who have left SCIS already were the McDermotts, Mr. Venema, Mr. Rodabaugh and Ms. D. They all played great roles in inspiring me to study in the U.S and becoming a vet.

Any advice for current students? Or maybe seniors going through the college application process?

My advice for current students is do well on the SAT if you are going to the U.S, and definitely apply for schools you can actually get into. Make yourself sound unique in your personal statement and use the diversity SCIS has brought you as

a main focus in these essay. Choose the school you like or the school where your major is very strong, not the school your parents tell you to go to. Most importantly, have a life. Find a balance between your social and academic life.

Do you have any favorite hobbies or interests outside of school?

I love to play basketball and volleyball, as well as playing the piano and violin. I earned my piano teaching license and have taught various international students piano. I also joined a women's basketball club in Shanghai. I recently rushed for a sorority here and have been participating in various pre-vet clubs.



Interviewed by LILI SHI
SCIS Marketing &
Communications Officer

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 Perez
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:
<http://www.linkedin.com/groups/SCISHIS-Alumni-4757677>

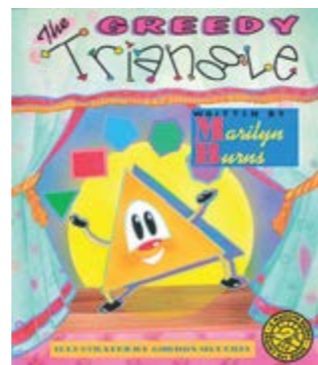
Book Recommendations for All Ages

Emily Williams, Librarian at SCIS Pudong

The Greedy Triangle by Marilyn Burns

Ages 3-7

The Greedy Triangle by Marilyn Burns is a playful book about mathematics. The story follows the life of a fickle triangle. When the triangle grows bored of his life as a triangle, he visits a shapeshifter to add one side and one angle. However, he quickly tires of his life as quadrilateral and begins a series of visits to the shapeshifter that evolves his shape. Along the way, he experiences the jobs many shapes do. The triangle is carried away by his excitement to try new shapes and it is only an accident that reminds him what he loves about being a triangle. This is a terrific story to read aloud. Children will love searching the silly illustrations for the hidden shapes.



Rules by Cynthia Lord

Ages 9-12

Rules by Cynthia Lord is a funny, touching story about finding acceptance and friendship. The book is narrated by Catherine, a twelve-year-old who longs for her family to be normal. Catherine's younger brother David has autism and Catherine is constantly trying to teach David rules to help him navigate the world. Unfortunately, rules like "keep your pants on in public" and "say thank you when someone gives you a present (even if you don't like it)" don't always help. Catherine is often embarrassed and frustrated by her little brother. During the summer before 7th grade, Catherine meets David, a paraplegic boy, and Kristi, her cool, new next-door neighbor. These new friendships and her own surprising actions challenge her to rethink what it means to be a friend. This powerful and charming story is compelling because Catherine is a credible and appealing narrator. Readers will easily identify with her conflicted emotions and imperfect reactions. It is a great discussion starter and an excellent starting point for exploring different points of view.

Joshua Balli, Librarian at SCIS ECE Campus

A Perfectly Messed Up Story by Patrick McDonnell

Ages 4-7

Children's publishing is in a constant state of change. One kind of book that is emerging in today's market are the "interactive" kind where the narrator is talking to the reader and telling him what to do, and what not to do. It is the children's book version of breaking the fourth wall and letting the reader feel a part of the action

A good example of this is the book *A Perfectly Messed up Story* by Patrick McDonnell. In the book, Little Louise just wants to tell his story, a nice simple fairytale. The problem is someone keeps spilling juice, jam peanut butter, and all sorts of other things on the book, interrupting Louise and making it impossible for him to continue. I have read this book to classes and have seen students want to touch the pages to see if the stuff on the pages is real. It really is an incredible book.

Gimmicks aside, it is also a very nice story with a powerful message about how we should take care of books and not let things bother us.



Winnie the Witch by Valerie Thomas

Ages 4-8

Halloween season has passed and the demand for "scary" books has gone down a bit. That is why it may be a perfect time to come on down to the library and check out *Winnie the Witch* or another book in the series (there are 14 in all and the library has them all!) I will start by reviewing the first, and original book in the series.

Winnie is a witch, but not a scary witch like some may expect, she is more a stumbling, bumbling witch that is always managing to get into trouble and have things go wrong. In this story, Winnie loves for everything to be black. Black house, black furniture, black rugs, even a black bathtub! The problem is her cat, Wilbur, is also black so Winnie is always sitting on Wilbur because she cannot see him. Things go from bad to worse when Winnie turns Wilbur into a rainbow colored cat.

This book is beautifully illustrated and perfect to read to kindergarten or grade one students. Students especially love to shout "Abra Cadabra" with Winnie. I hope you can stop by and check out this fantastic book and book series.



Francis Stone, Upper School Librarian at SCIS Hongqiao

The books below are part of this year's selection for the **Panda Book Awards** and we invite you to vote for your favorites from each category! What are the Panda Book Awards? Each year the international school librarians assemble a list of some of the notable books published in the last 2 years. Readers choose books appropriate for their reading level, read as many titles you like, and then vote for your favorite in each category! The voting happens after Spring Festival and the winning authors will be presented with a prize by the Panda Awards Committee. Make yourself heard and find a great book too! Pick one of these up today!



Ms. Garza will also be running a *Panda Book Awards Club* starting on November 30. If you'd like to have dedicated time to read these fantastic titles, you are welcome to join her club!

Sunny Side Up by Jennifer L. Holm & Matthew Holm

Ages 10-14

Sunny has a great summer lined up. Her family is going to the beach to stay in a beach house and her whole family is excited about the trip. But the trip never happens. Instead, her family sends her off to live with her grandfather in Florida, while her family focuses on helping her older brother get better. In Florida she makes a new friend, gets a job, and finds out about her deep love for comic books. *Sunny Side Up* tells a hopeful story about dealing with unexpected circumstances, and making the best from what you have

Roller Girl By Victoria Jamieson

Ages 11-14

This graphic novel has it all: LOL moments, drama, the challenge, and the disappointment of learning something new, and embracing change. *Roller Girl* follows the story of Astrid as she grows up and grows away from her best friend. What do you do when your interests change? How do you tell your parents that you aren't friends with the same people anymore? How hard will you push to follow your dream? What happens when you get caught in a lie? Astrid deals with all of these challenges during one summer when she wants to try a new sport—Roller Derby. Following a dream to try a new sport, she loses a friend, and herself for a while. *Roller Girl* is funny (I had a number of LOL moments in the library) and it presents some complex topics in a non-trivial way. I bet you will enjoy this quick read, check it out today!



For a full list of Panda Book Award winners, visit: <https://pandabookawards.wikispaces.com/>

The IFF

A Celebration of Nations



The International Food Fair was slated to go on rain or shine. Sun was hoped for. After all, October is usually one of the best months in Shanghai. But, October 2016 was "one of the wettest on record" per the Shanghai Daily. It ended up being a blustery fall day with just a touch of sprinkles. ECE Principal Ms. McClure declared, "It was a great day. Everyone was in good spirits, and I liked the coolness."

The brave country ambassadors embraced the early morning and the somewhat challenging conditions. Tents were set up with vivid and colorful decorations tacked down by tape and determination. National flags and scenes from far and wide were put on display. The Netherlands folks were decked out in bright orange and the French in their berets and scarves. Many of the country representatives wore traditional tunics, aprons, or accessories that showed their cultural pride.

There was a variety of food to entice: Australian sausages, SE Asian rendang, Italian pasta, French quiche, American chili with all the fixin's, and Korean bibimbap, just to name a few.

The Finnish reindeer pate was proclaimed "surprisingly delicious!" Tons of decadent sweets were beckoning, too! And, if you were still hungry after all that, Turkey was still turning out their döner kebabs, even when others had packed it all up.

Cultural games, activities for kids, and student performances kept it lively. Holland had shuffleboard with amazing on screen scenery and there was a popular pool noodle toss. Our very own SCIS HS band "Kimchee" performed, along with a MS dance group. Omer Segal oversaw the sound booth and DJ Herman Thalín kept us rocking with tunes.

All in all, it was a great day to enjoy and appreciate our very diverse international community.



By **LONNA GRADY, SCIS**
Hongqiao PAFAs Secretary



PAFA NEWS

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

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

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

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The Finnish School of Shanghai

Finnish Language, Culture, and Friends!



The Finnish School of Shanghai was established in Shanghai in 2001. It is a language school for 3 to 18-year-old children with relations to Finland. Some of the Finnish school's students already have a strong Finnish background, but some of them have just started to take their first steps in the education towards Finnish culture and language. They all have a one common interest—interest in Finland and its unique culture.

Every Saturday, the students gather, either at SCIS Pudong, or in Puxi at WISS – Western International School of Shanghai, to learn the Finnish language, culture, and to meet friends. A school day lasts about three hours including recess, snack time, and a visit to the school library. Most of the teachers are qualified Finnish teachers with an assistant teacher in the class.

The Finnish school of Shanghai gives children and teenagers the possibility to maintain and also improve their Finnish language skills. It also supports children that are going back to Finland to enter the Finnish school system. Teaching methods are based on the Finnish curriculum and are child-centered, with focus on motivation. Music, sports, reading, stories, poems, culture, and working with your hands are all part of the school

lessons as well as Finnish literature. Every student gets their very own schoolbooks to study Finnish grammar.

During the school year, students and their families also celebrate traditional Finnish feasts where children learn about Finnish traditions and heritage. Students get evaluation reports after every term, which also ends with a joint celebration. The most wanted guest at the Christmas celebration is Santa Claus. He has travelled all the way from Korvatunturi in Finland to China. At the spring celebration, many thoughts are already towards the Finnish bright summer nights and the sun which never goes down in North Finland in June.

The Finnish school is an important meeting place for children as well as their parents.



You are warmly invited to visit the Finnish School of Shanghai!

www.shanghainsuomikoulu.com/in-english/

By Maarit Holm and Kati Mäntymaa

Flu Season

Are We Ready to Face It?

It may seem a bit early to start worrying about flu season, but the sooner we start boosting our immune system, the better. Let's start by talking about how you get a cold or the flu.

Flu and cold viruses are spread from person to person by sneezing, coughing, and touching. These viruses can also live on hard surfaces like countertops, tables, doorknobs, etc. We usually develop cold and flu-symptoms about three days after exposure or inhalation of the virus. Colds and the flu are both respiratory illnesses that are caused by viruses. They are often confused with one another because their symptoms are very similar.

Cold symptoms	Flu Symptoms
Stuffy, runny nose	Stuffy, runny nose
Sneezing	Fever
Sore throat	Headache
Mild to moderate chest discomfort	Muscle aches
Coughing that may produce phlegm	Chills
Mild aching and fatigue	Fatigue
Rarely accompanied by fever, headaches or extreme exhaustion	Dry cough
	Sometimes upset stomachs

Still not sure whether you have a cold or the flu? Here are a couple questions that may help:

Questions	Flu	Cold
Was your onset of illness ...	sudden?	slow?
Do you have a ...	high fever?	no (or mild) fever?
Is your exhaustion level ...	severe?	mild?
Is your head ...	achy?	headache-free?
Is your appetite ...	decreased?	normal?
Are your muscles ...	achy?	fine?
Do you have ...	chills?	no chills?

If most of your answers fell into the first category, chances are that you have the flu. If your answers usually belonged in the second category, it's most likely cold.

Protecting yourself from getting a cold or flu

There are a number of things you can do to protect yourself from getting a cold or the flu:

- Wash your hands often, especially after touching another person who is sick. Try to keep your hands away from your mouth, eyes, or nose because these are all areas where viruses enter and infect the body.
- Spray Lysol in rooms where a sick person has been in or around. This will kill 99% of airborne germs.
- Be sure to take your vitamins and minerals including zinc which helps keep your immune systems in tip-top shape so it can fight off germs. Vitamin C is a great immune system booster and people who take extra daily doses of vitamin C report recovering from colds and the flu much faster than those who do not take them. Vitamin A is also known to have antiviral properties, but, it should not be taken in high doses. Before you start taking any vitamins or minerals, it is important to talk to your doctor about what is right for you.

The flu shot

We all stand to benefit from getting the flu vaccine or shot. The tricky part about avoiding the flu is that we can spread the virus days before showing any signs of illness. However, the vaccine is not foolproof. In other words, since there are so many kinds of flu viruses, one vaccine cannot protect you against all strains. However, even if the vaccine does not match the type of flu virus you are exposed to, research shows that it can offer some protection. With a flu shot, even if you get the flu it will probably not be as severe as if you were not vaccinated.

The flu vaccine is generally offered between September and mid-November. When you get the flu shot, it not only provides you with the best available protection, but it is a responsible step in safeguarding the community at large.

People age 6 months to 4 years or over the age of 50	The flu shot is NOT recommended for:
1. Children on long-term aspirin therapy	<ul style="list-style-type: none"> Those who have had an allergic reaction to the vaccine in the past Anyone allergic to chicken eggs People who have a fever - wait until your symptoms improve before getting vaccinated.
2. Pregnant women (first consult your OB/GYN)	
3. People with a chronic medical condition such as asthma, diabetes, or heart, kidney, or lung disease	
4. People who have a weakened immune system	
5. People who are residents of a nursing home or other long term care facility	
6. People who are child care workers or health care workers, or live with or care for someone at high risk of complications from the flu	
7. Rarely accompanied by fever, headaches or extreme exhaustion	

Recovering from the flu

If you've done all you can do to take care of your health—taking your vitamins and minerals, getting a flu shot, avoiding people who are sick—but still get sick, then here are a few things you should do:

- Try to stay away from other people so you do not spread the virus.
- Drink plenty of fluids and get good rest.
- Avoid alcohol and tobacco.
- For adults, taking acetaminophen (e.g. Tylenol) to relieve flu symptoms such as muscle aches, fevers, and headaches is also an option. Of course be sure to follow medication directions provided on the bottle. For children, it is critical to talk to your pediatrician before giving them any medication.

As you probably know, the best treatment for colds and the flu is the tried and true: **rest and plenty of fluids.**

We hope this information equips you to make sure you and your family are prepared to have a healthier flu season.

BY DR. JOHN BELL, ADULT MEDICINE AT PARKWAYHEALTH

About Dr. John Daniel Bell

Dr. John Daniel Bell is specialist in Western internal medicine with extensive working experience in Germany. He sees patients in ParkwayHealth Shanghai Centre Medical Center.



Graduated with a Bachelor degree
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Degree in Sustainability at United
Nation University HQ in Tokyo

High School
SAT Score:
1900

Junior Varsity Soccer and Basketball,
Participated in service activities at
Mifan Mama and Riding for the Disabled.

**I am
SCIS**

"The unique diversity of SCIS shaped me into a global citizen with an open mind and a strong interest in bettering our world. My time there equipped me with the skills I needed to succeed in university and my future career, while also giving me the chance to make lifelong friends. SCIS gave me an unforgettable high school experience that I will cherish throughout my life."

– Lena Hamelin

*SCIS Class of 2012, Attended
SCIS Hongqiao Campus for
three years*

SCIS is a truly international school. Our rigorous IB curriculum and excellent co-curricular opportunities promote high achievement. Our diverse community of over 60 nationalities and our caring environment promote future success. Visit us to discover for yourself the amazing SCIS community.



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