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Dear SCIS Community,

Having worked in Early Childhood Education for many years, I often heard how 'the future was in my hands' and how I was preparing my students for the unknown future ahead. A recent visit with a former SCIS Kindergarten student of mine, who is now in her final year of school in Japan, provided a perfect opportunity for me to evaluate if I had, in fact, accomplished my task. I was very pleased to hear her speak of her life experiences, gain an understanding of her outlook on life, and how engaged she is in the next phase of her educational path. The shared effort of her family, 14 years' worth of educators, and her personal will clearly had indeed, succeeded to support her ability to be prepared for her 'today.'

This wonderful interaction served as a meaningful reminder that 'the future' is merely a lens through which we, as educators, view our efforts to prepare our students. The reality is, the skills we think they will need 'someday' are not tools reserved for success down the road, rather, they are necessary skills for their daily educational experiences here and now. These skills, commonly referred to as 21st century skills, are identified by both education and industry sectors as knowledge, personal traits, skills, and habits of effort that support one's ability to successfully participate in both the modern workplace and higher education institutions.

Our senior class of 2017 have only experienced education within the context of an information-based economy and world. Schools continue to create and adjust their learning environments and opportunities in order to prepare students for the world that no longer operates like the trade-based, industry-driven past. SCIS has continued to build and upon our program and environment to ensure our students are prepared for this present reality. Through opportunities that require them to solve problems creatively, collaborate with others, think deeply about issues, and become literate in critically evaluating the flood of information they receive through a variety of media forms.

Universities and leading industries have spoken, they seek students, and ultimately employees that are capable of being flexible, take initiative where needed, and are able to critically review problems so that they may produce useful solutions. With that understanding, SCIS found an ideal partner in the International Baccalaureate Organization (IB) as their framework further supports our efforts to meaningfully develop our student's 21st century skills. There is a direct alignment between the most commonly identified 21st century skills and the IB learner profile, a list of ten attributes that SCIS seeks to develop in all our students: Inquiry, Knowledge, Critical

Thinking, Communication, Risk Taking, Principles, Caring, Open-mindedness, Balance, and Reflectiveness.



Though the learner profile is a powerful conduit, SCIS stands committed to not let the various attributes simply be inspiring words upon our walls. We support our teachers as they design learning opportunities that nurture each of these attributes while still facilitating their students to gain the knowledge, understanding, and skills identified through our standards. To frame this shift in student experience, allow me to provide an example of our middle school students demonstrating critical thinking by evaluating the impact of natural disasters on various sized communities. Rather than creating a report on damage done or cost of repairs our students had to evaluate the post-crisis response mechanisms and evaluate the economic and social impact they had. Further, with their group they created a persuasive presentation about a specific response plan they feel had the greatest impact while identifying additional ideas on how they could help finance the plan further. Through this experience our students are not simply compiling facts and numbers, instead they are debating the merits of various projects and are deeply engaged in investigating, gathering information, and breaking problems down, all while analyzing, creating and advancing their understanding of the topic at hand.

Observing learning experiences similar to the example above is common place throughout our system of schools. It is evidence that the SCIS educational experience is providing our students with the 21st century skills needed in order to meet the demands placed upon them throughout our complex, competitive, knowledge-based, information-age world. Further, it provides a great sense of confidence that as our students continue to return for visits in years to come we will consistently find our mission has been accomplished. For the shared legacy of our community will truly be the generations of inquiring, knowledgeable and caring learners who contribute positively to their communities.

Sincerely,

Daniel D. Eschtruth
Director of Schools
Shanghai Community International School



21st Century Skills through the Framework of the IB's Approaches to Learning

At SCIS, we don't want to teach our learners about science, we want them to become scientists. With the wide-ranging resources available today, students are closer to the source of information than ever before. They can collect data themselves, analyze the results using sophisticated techniques, present their results, and discuss these results with experts from around the world. To do this, we intentionally focus on "learning how to learn" within and across subjects. So, for our iGen students in the Middle Years Programme (MYP) it is through the lens of the Approaches to Learning (ATL) skills that we frame our critical 21st century skills. The MYP's Approaches to Learning skill clusters are:

1. Communication
2. Collaboration
3. Organization
4. Affective

5. Reflection Research
6. Information Literacy
7. Media Literacy Thinking
8. Critical Thinking
9. Creativity and Innovation
10. Transfer

The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to experience a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success in rigorous academic programs like the IB Diploma Programme. Ultimately, ATL skills help to prepare students for responsible participation in local and global communities.

ATL skills are not subject matter in themselves, they are a collection of

the processes – skills, techniques, and strategies – needed to learn any and every subject. ATL skills are not more content to be learned, they are processes to be noticed, experienced and improved. In the MYP, ATL encompasses both general tools for learning across all subjects and discipline-specific skills. We tailor our ATL skills to meet the specific needs of our learners. In order to develop ATL skills that facilitate effective and efficient learning, we provide our students with models, clear expectations, developmental benchmarks (or targets), and multiple opportunities to practice.

ATL skills are learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others. Over time, students develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning.

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MARCH 2017

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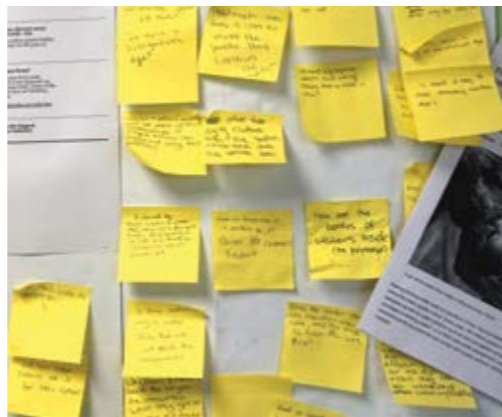
Communitas is about community and we rely on contributions from the SCIS community.

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.

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This kind of self-regulated (independent and autonomous) learning helps students:

- reflect purposefully on their learning (metacognition)
- understand the diversity of human learning needs
- evaluate and provide evidence of their learning
- meet MYP subject group aims and objectives
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- prepare for further study and responsible participation in local and global communities.

In March, students participated in student-led conferences. In preparation, students engaged in self-reflection to assess their ATL skills. Using rubrics, students identified their competence in using the ATL skills. The fundamental questions answered by

students with respect to ATL skills development included:

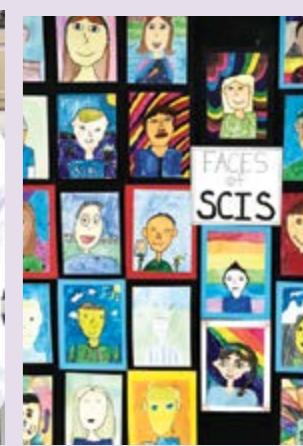
- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve on?
- What new skills can I learn?

During conferences, students shared reflections and evidence of their ATL skills development with their parents. Taking ownership for their learning and engaging in the process of self-evaluation are important traits to have in order to be a successful learner.

No student in the history of education is like today's modern learners. They are complex, energetic, and social media-savvy individuals who want to be challenged and inspired in their learning. We are providing our learners valuable skills to use today and tomorrow—and just as important, they are learning to reflect critically on the development of these 21st century skills to become confident, thoughtful, and successful global citizens.



Tina Santilli is currently the Middle School Principal at the Hongqiao campus. Tina has diverse experiences as a teacher, leader, and learner in a wide range of international schools throughout the world. The alignment of Tina's philosophy of teaching and learning with SCIS' mission and core values are what initially piqued her interest in SCIS and continues to excite her about our community.



21st Century Learning – Understanding the Role of Transversal Skills & the IB Learner Profile

People have been trying to understand learning for almost 3,000 years. In the beginning, Greek philosophers, like Socrates and Aristotle, debated whether knowledge is found reflecting within ourselves, or by exploring the outside world. Over time, topics expanded to include not only HOW we learn, but WHAT we learn. Many traditional schools focus on specific academic skills, such as reading, math, writing, and science. Indeed, those skills can be vital to success beyond the classroom.

However, 21st century learning looks beyond academic talents and to certain skills needed to be successful and functioning members of society. Businesses repeatedly stress the need for these 21st century skills in their employees, often known as transversal skills or “soft skills”. In the 2016 Job Outlook survey conducted by the National Association of Colleges and Employers, the following were identified as the top six attributes desired in potential employees: leadership, the ability to work in a team, communication skills (verbal and written), problem solving skills, strong work ethic, and initiative. Each of these six attributes are identified as transversal skills.

Additionally, research conducted by Harvard University, the Carnegie Foundation, and the Stanford Research Institute have reported that technical skills and knowledge only account for roughly 15% of the reason for being hired, while

demonstrated transversal skills account for the remaining 85%. Expanding on this, the Harvard Business Review reported that these skills can account for 90% of all promotions, when IQ and technical skill are roughly similar.

Unsurprisingly, transversal skills highly align with the IB Learner Profile skills (inquiring, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective). The IB learner skills are so important that they are entrenched into all grade levels, from the Primary Years Program to the Diploma Programme. Understanding Maslow's stages of learning helps explain why transversal skills were embedded into IB.

Abraham Maslow's Stages of Learning

Stage 1: Unconsciously Incompetent – In this stage, students are unaware of what they don't know, or they don't find value in learning something new.

Stage 2: Consciously Incompetent – Students recognize they don't know something, but need to learn new skills and

may have old unconscious habits to break.

Stage 3: Consciously Competent – Here, the student knows how to do something, but it takes concentration and effort to do it. At this stage, the skill doesn't come naturally.

Stage 4: Unconsciously Competent – When a skill becomes mastered to the point that it becomes second nature, completed with little effort and concentration.

At SCIS, the goal is for transversal skills to become so deep-rooted in student behavior that they become unconsciously done. However, the focus is always on growth, not mastery, as these stages are fluid in movement. For example, while adults may be “unconsciously competent” in their ability to drive a car, this may change to “consciously incompetent” when attempting to drive in a new country on the opposite side of the road. Understanding the role transversal skills play in overall academic and social development is the foundation for future success, both in school and beyond.



Brenda Dean is the new Director of Student Support for SCIS. Prior to Shanghai, she worked as a licensed school psychologist in the USA, supporting a variety of students, ages 3 to 21 years old. Although she works primarily with the Learning Support Program at the Pudong campus, she consults across all three SCIS campuses.

Preparing Students for a *Rapidly* Changing World

The contemporary pace of technological and economic change has disrupted 20th century educational models. Schools are faced with preparing students for unknown challenges and careers that haven't been invented yet. Focusing only on factual learning has been made obsolete by technology and the pace of scientific innovation. Now more than ever, schools are challenged to teach beyond facts and specific sets of skills. As most adults in the modern work place will tell you, updating our skills is an ongoing process. Alvin Toffler, author and futurist, explains how this challenge has altered what it means to be educated. Toffler wrote, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." As educators, we must go beyond the basics of the 20th century education, we must also help students develop into efficient independent learners.

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." -Alvin Toffler

The International Baccalaureate frameworks that SCIS has adopted have been designed to meet this challenge. The IB frameworks were chosen because they are founded on educational principles that reflect the cutting edge research in the science of learning. SCIS uses these frameworks to contextualize learning within the real world. Three core principles of learning at SCIS that are directly related to the challenges of the 21st century are inquiry based instruction, concept driven

curriculum design, and an emphasis on building the skills required for independent learning.

By contextualizing learning in real world inquiry, students simulate the natural problem-based projects of the modern workplace. By connecting learning to practical application, students see the purpose of learning from the start of the unit of study. The IB frameworks facilitate making connections across disciplines through shared contexts that are consistent across subject areas. This student centered approach is facilitated and planned by the teacher, but the engagement with curriculum is student driven. At SCIS, student centered inquiry is seen as the best way to provide students the opportunity to hone the skills of lifelong learning.

Unfortunately, learning to solve today's problems is not sufficient. The demands of the 21st century require that students be trained to solve problems they haven't encounter or that perhaps haven't even been identified yet. This is accomplished through an emphasis on conceptual learning. Teachers design lessons and units with the goal of helping students learn concepts that can then be applied in other contexts to solve future problems. For example, students in the 6th grade design class are currently redesigning an area of the school to create a Lego space for Lower School students. Rather than only focus on the immediate location and task, the unit is designed with a broader lens. Students will explore such

LEGO Play Space 6



STATEMENT OF INQUIRY

Designers understand their clients' perspective so they can develop an area that is sustainable and provides a fair and fun environment.

INQUIRY QUESTIONS

Factual: What is sustainability?

Conceptual: How does listening to your audience's perspective drive success? How do ergonomics affect the overall usability of the space?

Debatable: At what point does something become unfair?

KEY CONCEPT

Development

RELATED CONCEPT

Ergonomics
Sustainability
Perspective

GLOBAL CONTEXT

Fairness and
Development

SUMMATIVE ASSESSMENTS

- Process Journal (A, B)
- Design Brief (A)
- Shark Tank Presentation (B)

concepts as development and perspective as it relates to the unit and how these same concepts can be applied to other scenarios and disciplines. This allows them to apply their learning beyond any one context and into future realities.

In order for students to develop as true independent learners, they must develop the necessary learning skills, habits, and attitudes. Within the IB framework, these skills, habits, and attitudes are identified as the Approaches to Learning (ATLs). These ATLs are represented in five domains; Communication, Self-Management, Research, Thinking, and Social Skills. These skills are explicitly taught by teachers and reflected on by students. This metacognitive approach,

promotes student self-monitoring, evaluation, and personal responsibility in learning.

SCIS has adopted the IB frameworks to support the development of true lifelong learners who can connect their learning to the real world, apply their learning to new situations, and monitor and adjust their own learning along the way. While we may not be able to predict what jobs or specific skills will be needed in the future, we can identify the traits needed to face these unknown challenges. With the development of our IB Primary Years, Middle Years, and Diploma Programs, SCIS is developing students who are ready to thrive while facing these unknown challenges.



<https://www.youtube.com/watch?v=QpEFjWbXog0>



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



ALTERNATIVE FACTS?

Depending on who you ask, we're at a critical juncture in our journey as humans. Civil war and political turmoil dominate the media headlines. Refugees fleeing injustices and human rights violations are labeled as terrorists. There are now facts and "alternative facts". How are our learners supposed to know what is "right" and what is "wrong"? In the Individuals and Societies classroom, we are beginning to unpack the constantly changing news cycle by talking more and more about empathy. Instead of just watching a clip of a migrant worker trying to cross into the U.S. to find a better life, we're trying to put ourselves into their shoes to see why they might make such a perilous journey in the first place. This "soft" skill is often overlooked, but lies at the very core of what it means to be a human.

By using the Middle Years Programme Affective Skills found in the Approaches to Learning of our units, we can begin to

make sense of the dizzying array of information presented to us. And even better, we can put a human spin on it. Mindfulness, emotional management, and resilience are all part of the Approaches to Learning, and can help students tame the non-stop flow of information, and the often emotional response that comes along with it.

In an ongoing unit about borders, learners were asked to take into consideration physical features, languages, and religions when drawing political borders. To do so effectively, learners had to look at the individuals who make up the land they were trying to bisect in the first place. We then looked at the case of a young migrant worker who was fleeing a hopeless existence in southern Mexico. Given the current political climate of the United States, his journey was made even more perilous by newly enforced policies. Learners were able to empathize with his plight and make connections to his ever changing plan. By using the MYP Affective Skills in the classroom, we can help our learners to become more sound human beings who are capable of understanding others who are different, and to separate facts from "alternative facts."



Adam Duchac

attempts to help Middle Years Programme learners better understand what it means to be human. This is his second year at SCIS.



Dynamic Learning in ECE PE Class

Sports, games, and fitness exercises are always a big hit in P.E. class! Here at ECE, we focus on students developing healthy habits and choices that continue throughout their life.

Being active and maintaining a healthy life style obviously has physical health benefits. Creating a healthy blood flow allows the body to work at its highest functioning level by delivering oxygen and nutrients to vital organs for optimal performance. However, there are also cognitive benefits as well. When your brain has a healthy blood flow, it is more ready to take in and retain new information. During P.E. class and right after class is a great time for students to take in information since blood flow is high.

Physical Education class allows a time for students to take risks and to challenge themselves to become successful with motor skills such as throwing, kicking, catching, jumping rope, and gymnastics. These skills require practice, focus, and determination. Socially, it allows time for students to interact with a partner, small group or team to communicate with each other, as well as showing empathy, respect, and sportsmanship.

We also utilize technology in P.E. Grade 1 students use iPads during class to take pictures and create collages so they can reflect and see what the exercises and activities looked like as they performed them.

By incorporating physical movements for a healthy blood flow, cognitive stimulation and promoting social interaction and technology, students are able to explore and grow as lifelong learners.



Brian Sternberg is the ECE Physical Education Teacher. Brian is originally from Philadelphia, Brian has taught Physical Education for 15 years, most of them in Tempe, Arizona in the United States. Brian has coached middle school soccer, basketball, and volleyball. He stays active by going to the gym and playing sports. Brian feels that the people, food, and places in Shanghai make it an amazing place to visit!



Skills for a Sustainable Future

Preparing a child for the world that doesn't yet exist is not an easy task for any teacher. Step back and look at that picture from a broad perspective. What are the critical 21st-century skills every student needs to survive and succeed in our world? Collaboration and teamwork, creativity and imagination, critical thinking, and problem solving.

In my science classes, I always try to incorporate the 21st century skills since they are so important for my students' future. Currently, in my 7th grade class, they have been studying about water and water issues. Here's what I purposed to them for their final project: Think of the water you drink every day from a faucet (or bottle) or from water bottle dispensers at school. Compare that water to water from a local lake or river. There's an obvious difference between the two, no? You probably drink water from home or from a water bottle dispenser at school without thinking about it. You might not even bathe or shower from the lake or river, much less drink from it. Yet the water in the lake or river might just be the source of your drinking water. In this project, we learned how dirty water is made safe to drink.

After we studied in-depth about water pollution and different processes how to clean it, they had to design their own water filtration system. First, they had to explore the filtration of water through various materials like gauze, cotton balls, nylon, sand, charcoal, and pebbles. Next, they had to design a multiple-step water treatment system that cleans dirty water. Finally, they had to create, assemble, and test the system that they designed. From the results, they had to make an even better filtration system.

From the start, they had to collaborate (work as a team), imagine (come up with new ideas for their design) and think critically and problem-solve (create, assemble, and test their system and improve them in this project). This project taught students important 21st century skills to prepare them for the future.



This is **Martin's** third year working at SCIS. He has been teaching Middle School Science for sixteen years, mostly international. Prior to SCIS, he taught in the Philippines, Thailand, Mexico, and the USA. He is passionate about hands-on, minds-on, scientific inquiry approach to learning so students can gain an appreciation of the importance of science for understanding the world around them and how it contributes to their lives.



What's The Deal with This Song?

Why do I like it? Why does it sound the way that it does? When you get down to it, what makes this song - as a clockmaker or a timekeeper might put it - tick? I've certainly asked these questions countless times through my school years, celebrating each little answer that was uncovered in high school and university classes and in my own personal investigations.

The songs we all listen to can often resist easy answers to these kinds of questions. I've found that it is one of our great opportunities in the music classroom to be able to explore some of these mysteries with our students and to build that common language that lets us understand the messages we receive from the songwriters and composers that mean so much to us. At the core of this understanding is the notion of shape and structure, and so, early on, my choir and percussion students dive into this topic to try and get a handle on the sounds that we are listening to and singing.

When first approaching structure as a concept, it makes sense to start with the familiar - pop and rock songs are fairly ubiquitous across cultures - and a student's current favorite topping the charts will almost certainly bring out strong opinions and feelings in a group discussion. But why stop at a group discussion?

In a 21st century classroom, with the internet at our fingertips, we have online forums readily available through services like ManageBac and Socrative and many more where the conversation can extend beyond the physical room and into the music department as a whole.

Investigating structure, and other musical elements, is an interactive pursuit. Our students all have wildly different levels and kinds of expertise in music, so allowing them to take the lead in generating the questions as well as the answers only benefits the group. Add to this a world of instantly available resources that our students can engage and explore in much more quickly and deeply than their 20th century counterparts.



Sean Winchester is in his fifth year at SCIS, and teaches MYP and DP Music at the HQ Campus. He is originally from the Toronto area, in Ontario, Canada. He is a long time choral singer and pianist, a graduate from the University of Toronto and Queen's University in Kingston Ontario, and has previously taught for two years in Saudi Arabia as well as another three in his native land.

PHYSICAL EDUCATION AND 21ST CENTURY LEARNING



One of the new popular catch-phrases in educational pedagogy today is 21st Century Learning. In fact, many educational workshops, and professional development days, are dedicated to this very topic, and for good reason. If successful companies like Apple, Google, and Disney are constantly innovating, why should the field of education be any different?

What does it mean to prepare students for the 21st century? Technology integration? Inquiry-based learning? Critical thinking? I would argue that not only are these 21st Century skills important, but are critical. As Dr. Tony Wagner, a leading education reformer at Harvard University would say, they are "survival skills." As the PYP Physical Education teacher and Aquatics Coordinator at SCIS Pudong, I have come to the conclusion that not only can these 21st century skills be good for subjects like history, mathematics, and science, but they can help foster greater physical activity. Yes, physical education, the subject that few educators or parents would equate

with 21st century learning. After all, what does physical activity have to do with 21st Century Learning? Running, jumping, and throwing may not have had a dramatic change over the past 3 millennia, but how we teach them, and synthesize them with other academic skills have.

Every educator across the pedagogical spectrum should understand the importance of promoting physical activity. Physical activity should be engrained into our students from a young age, and be carried out throughout their lifetime.

Since I could remember, exercise, nutrition, and optimum wellness, have played an important part in my life. Now as an educator, I want to help guide students to become healthier, happier, and more active human beings, not just today, but long into the future. A combination of strength and cardiovascular activity is great not only for health, stress reduction, and disease prevention, but also for mental activity.

The World Health Organization has cited that one of the biggest health problems of the 21st century, is physical inactivity. Moreover, many of other studies from organizations like the National Children's Alliance based in Canada, show that physical activity during PE, ASA's, or lunchtime play, leads to increases in academic performance. Youth who participate in physical activity, even only for a brief time (7-10 minutes) demonstrate lower rates of anxiety, depression, and lack of focus.

Besides the health benefits associated with physical activity, physical education is a perfect setting to support a 21st century learner. Skills like collaboration,



communication, risk-taking, and thinking critically and creatively, are all skills promoted in the modern PYP PE classroom. Although these skills can certainly be taught in other disciplines, physical education is an ideal subject to foster 21st century learning.

For example, working together is in fact not only an important skill to have, but it is a vital skill to teach our kids. The ability to work together is not an optional skill, but a survival skill for the 21st century. In order for our students to be well equipped, collaboration must be taught inside and outside of the classroom. Activities like team-sports, theatre, and band, can be an effective way for students to learn how to work together. Collaborative learning can even be learned through an organized game of dodgeball, or through free-play at lunch or recess.

Finland, a global leader in K-12 education, has recognized the importance of teaching collaborative learning in schools through play. Finland gives students 15 minute breaks for each hour of formal structured instruction. During this 15 minutes of unstructured time, students learn how to interact, socialize, and work together through the concept of free-play. Free-play provides students the opportunity to develop social competence that will be instrumental in their success of learning how to work with others. The emphasis with free-play is to teach students



how to cooperate, communicate, and compromise, all skills they will need to succeed in school, and later in life.

SCIS is recognizing the importance of teaching these important skills by encouraging students to learn how to work together inside, and outside the classroom. From transitioning to a PYP PE curriculum, to encouraging a student's participation in extracurricular school activities, students are receiving the 21st Century skills at SCIS that are both necessary, and transferable.



Tarsi Bali, Ph.D is the PYP Aquatics Coordinator and Physical Education teacher at SCIS- Pudong. She wants to help students to become healthier and happier, inspiring them to be active for life. She loves to swim, ride horses, and travel around Greece on her motorcycle. Before Shanghai, Tarsi was conducting experimental research in Slovenia at the Jozef Stefan Research Institute. Tarsi holds a bachelor's degree in Physical Education and Sports Science from the University of Athens, Greece, a Master in Fitness and Health from the University of Essex, UK, and a PhD in Sport and Exercise Science from the University of Essex.





Celebrating Teamwork at SCIS

The Hongqiao campus hosted the Soccer Dragon Cup, concluding a three-part series of sporting events, the previous two being Volleyball and Basketball.

Historically, the Dragon Cup was created to allow for positive interaction between students of geographically diverse campuses by bringing together both campuses in Shanghai, as well as our sister school in Hangzhou, for a one-day tournament.

As a community-centered event, the Dragon Cup aims to focus on team development as opposed to wins and losses. A theme is chosen ahead of the Dragon Cup and the winners are then voted-upon for being those that best exemplify that theme on the day.

The theme for the Soccer Dragon Cup was Teamwork, and each team and coach were tasked with choosing one player who best represented this throughout the day.



The Dragon Cup Outstanding Teammate Award Criteria:

This player has demonstrated a strong commitment and value to the soccer team in the following ways:

- Is consistently at practice and ready to participate fully
- Always puts the team first
- Supports his/her teammate both on the field and off the field
- Follows the team plan and contributes to it as directed by the coach
- Plays hard and plays fair
- Communicates positively with all members of the team



The Soccer Dragon Cup Outstanding Teammates:

From left to right: Remy Hammes (SCIS HQ, G12), Chin Yu Liu (HIS, G10), Gillian Rowland (SCIS PD, G12), Christian Engber (HIS, G10), Simon Wu (SCIS PD, G11), Mikayla Kaptzan (SCIS HQ, G12).

Congratulations to the nominated student athletes and a big thanks to those who came out to support the Dragon Cup and help celebrate the true community that is SCIS & HIS.

Goooooo Dragons!



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

"This weekend's Dragon Cup was a fantastic event. It was nice to get all 3 schools together and play in a friendly environment where all of us could enjoy the beautiful day while helping each other to prepare for the rest of the season."
- Victor Caban, Athletics and Activities Director at SCIS Pudong



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Discovering Shanghai

Having lived in Shanghai most of my life, I am still amazed by the constant changes here. Back in the day, Portman (Shanghai Center) was one of the few expat hangouts around with a Starbucks and Element Fresh in the same location. Zhongshan Park was still empty with no high-rises. Xintiandi was probably the only clean touristy place around. And Lujiazui only featuring the Pearl Tower and Jinmao claiming the tallest building in the city seems to be a far distant memory. That being said, it is hard to say what my favorite spot in the city is.

With all of the activities, events, and new restaurant openings, trying all the new things in the city is definitely an experience. With Shanghai Disney opening earlier in 2016 and performances like Sleep No More at the McKinnon Hotel, Shanghai has been elevated to a new level of excitement.



One of my favorite restaurants in the city is Goga. It is a tiny restaurant in the French Concession nestled in front of a local hotel. The restaurant fits about 10 people with bar seating available as well. Goga stands for Golden Gate Bridge. The restaurant was opened by chef Brad Turley and features Western-Asian fusion cuisine. This little restaurant is the place I bring my out of town friends and family to when they visit and also the only restaurant they always request going back to. The intimacy of the restaurant and the simple yet unique dishes is what keeps me going back. My favorite dishes are the Tuna Tataki and Steak Fillet. Both dishes are highly recommended.

with modern architecture. The area itself is very centralized being in the Huangpu district and is a short walk to different places. During the day, you can have lunch or brunch with families and friends. When the sun goes down, Xintiandi turns into a bustling nightlife with bars, restaurants, live bands, KTV, and clubs. It is truly a unique place that is always crowded throughout the year.

Shanghai is unique in many ways and it is definitely hard to pick a favorite spot. Shanghai is where I have lived in for most of my life and the city as a whole is my favorite spot as the city is a never-ending exciting place to be.

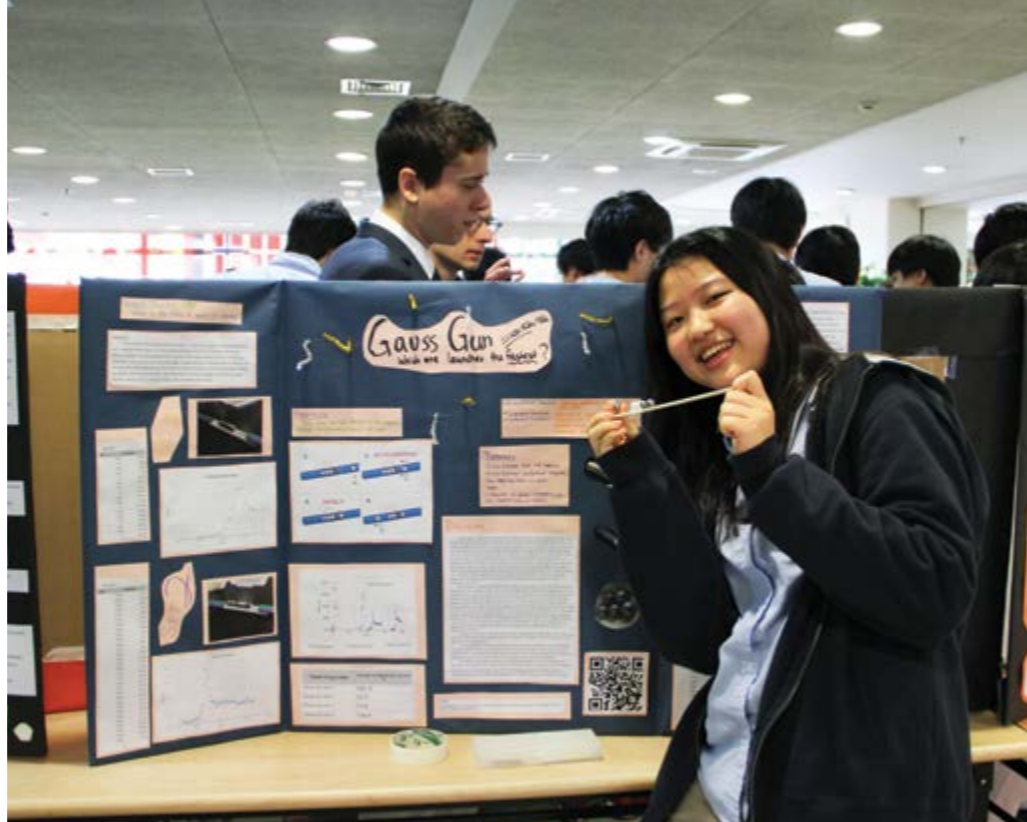


By **JASON DWI**
 Community Relations Officer at
 Hongqiao Campus
 (Pudong Class of '08)



One of my favorite areas is Xintiandi. This is one of the few places that has kept its roots of traditional buildings fused





SCIENCE EXPO

On March 14th, MYP students proudly displayed their work at the annual Science Expo. The primary objective of the Science Expo is to have students approach a problem scientifically and present it to the public. This includes:

1. Asking questions and forming hypotheses
2. Creating experiments to test those hypotheses
3. Organizing data and drawing conclusions
4. Writing about scientific research

Usually the project is experimental in nature, but sometimes it can also be research-oriented from a science unit that the particular grade level is currently studying. In other words, students must do a test, survey, or experiment to determine the answer to their question, or they are required to do in-depth research on a specific topic. Students are encouraged to pick topics that they are genuinely interested in.

So what are some reasons why there is an annual Science Expo?

Our ability to solve present and future problems depends on our ability to question the world in new and creative ways. With our knowledge of the world growing so rapidly, we must move away from having our children simply memorize facts. Computers can do that much better and more efficiently. Instead, we must emphasize thinking skills that can put those facts to use and the skills to organize new facts as they emerge.

The thinking skills a child develops while doing a science expo project are the same skills they will use daily throughout their life – to identify and clarify problems that exist and to find creative solutions to those problems. Learning the scientific

method through experimentation is much more effective than completing worksheets.

In addition to providing students with practical research skills, science expos provide students with an opportunity to participate in an enjoyable hands-on activity in an area of interest outside the classroom. This is a project that requires students to apply the scientific skills and to develop their critical thinking abilities while exploring a topic that they are passionate about.



By **MARTIN MAVEC**, MYP Experimental Sciences at Pudong campus





A child can handle only so many languages. As they acquire a new one, the older one starts to get rusty with disuse. Our objective with Hindi lessons was to ensure that our kids kept up with their home country language. With this aim in mind we started "Hindi Club".

Hindi Club is now all of 4 months old. It is akin to an Indian language school, though we prefer to call it a club simply because it is a place for our kids to hang out with friends, and incidentally also learn Hindi. The kids get together once a week after school and the only rule in class is that they speak in Hindi.

The idea of starting Hindi Club dawned on us when we realized our kids loved to hang out together. They were often thrown together when the moms were volunteering for school events. So why not get them together for a constructive purpose? They could channel all that energy into learning while having fun with their friends.

As some of these kids are TCK (third culture kids) and have never lived in

Hindi Club making Hindi fun at SCIS

"Learning another language is not only learning different words for the same things, but learning another way to think about things" -Flora Lewis

India, their parents were finding it quite challenging to keep up the language. Others who arrived in Shanghai more recently were also noticing that their kids' Hindi was fading. We all felt that we needed these lessons so that our kids could keep up the language. One of the moms readily volunteered to teach, another volunteered their tech skills, and another with organizational talents. We spoke to the school authorities and thanks to their support and the SCIS community spirit, Hindi Club was up and running in a week.

Our Hindi teacher has a rich background in Hindi language and keeps her classes engaging and lively with videos, games, and role play. Over this very short span of time, we are already seeing tangible results. In December, we could barely get two shy words out of them, now the same kids are cracking silly jokes in Hindi! The classes have taught them not just words but also comfort with the language, which comes with the ease of sharing it with friends in a familiar environment. It is a moment of pride for us when we see our children overcome their shyness and speak more Hindi at home in Shanghai as well as with family back home in India.

Contributed by: REEMA SINGH & NITIKA BEDI, proud SCIS moms



Quotes from students:

I can sit in the same class as my friends and have fun - Arnab

I will be able to talk to my grandma in Hindi - Rishi

I like the tests and candies - Rishabh

I get to eat jellybeans if I can say their color in Hindi - Madhav

It makes Hindi fun to learn - Raghav

I can learn new words- Simarjyot

I like learning Hindi because its my home country language - Gunmay

Dragons Make a Splash at LS Swim Fest!

On February 23rd and 24th, the lower school Dragons participated in the annual SCIS Swim Fest. It was an outstanding event that gave all students a chance to showcase water confidence and swimming skills that they developed during the school year.

Students competed as a team with their homeroom classmates against the other homerooms in their grade level, but were encouraged to focus on sportsmanship and personal best efforts. It was a very successful event with high-energy enthusiasm that could be felt (and heard) across the entire campus!

Each student had the opportunity to swim in three or four friendly races. While some of these races focused on specific strokes, others were geared towards fun and excitement, such as the "Water Noodle Horse Race" and the "Ping-Pong Ball Challenge".

A top-scoring homeroom class from each grade level was determined by calculating the average finishing place among all

students competing in each homeroom.

The top-scoring homerooms included:

Grade 2: Ms. Keller

Grade 3: Ms. Youngsmith

Grade 4: Ms. Dennison

Grade 5: Ms. Kirwin

It was a testament to our school community to witness the students display overwhelming support and respect as they encouraged and motivated each other in the pool.

Goooooo Dragons!



By MICHAEL BARRS, LS PE teacher
at Hongqiao Campus



RE-ENROLLMENT Reminder!

This is a reminder regarding re-enrollment for the 2017-18 school year. Our re-enrollment window began on Monday, February 6th with email reminders being sent to all current SCIS families.

The re-enrollment process is vital as we strive to effectively plan for yet another successful school year. Additionally, SCIS offers early payment discounts for those who make their tuition payment in full by the posted deadlines. To find out more please see the 2017-2018 Tuition and Fees page on the Admissions

section of our school website at www.scis-china.org. Whether your family is coming back, is unsure, or will not be returning, please let the Admissions Office know of your intentions.

As always, we thank you for the opportunity to provide your children with a successful and rewarding educational experience. If you have any questions regarding re-enrollment or need any assistance, please contact our office at admission@scis-china.org or by calling us at 021-6261-4338 ext. 5876.

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 lni@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

Visiting Author *Antoinette Portis*



Photos by Cecelia Bruinsma-Kuhwael

On Friday, March 17 we received a visit from best-selling author Antoinette Portis, author of such books as *Not a Box, Not a Stick*, and *Best Frints in the Universe*. Prior to her visit, the students were read books written by Ms. Portis, and were they ever ready to see her. Ms. Dryden's class even started adopting the unique vocabulary from *Best Frints* in their everyday classroom! After reading a story or two, Ms. Portis lead the students in a drawing activity that taught them how to draw the characters from her books. Afterwards, Ms. Portis told me that the students at SCIS were some of the most confident, capable and open to try new things of any students she had seen in a long time. It goes to show that the hard work the teachers have been putting in at SCIS has been paying off!



SPRING in China

After a long and frosty winter, there's nothing more gratifying than diving headfirst into sunny and warm spring. Looking at the blue sky, feeling the grass growing beneath your feet, the scent of spring will awaken your senses. Spring is a time of renewal. The earth reawakens from the slumber, and explodes with new life. As you're celebrating the beautiful season, you might begin to wonder what are some springtime rituals in China. Let's have a look at a few of Chinese springtime traditions.



Bite into spring

Chunbing, also known as "spring pancakes," are chewy, tortilla-like wrappers that are filled with fresh seasonal vegetables like radishes, carrot, and cabbage. The snack is traditionally eaten on Lichun, a holiday that falls on the 4th and 5th of February, and marks the beginning of spring. The expression yao chun (bite the spring) is a traditional saying that refers to both embracing spring and eating nutritious vegetables to prevent illness. It is believed that once you "bite into spring" with these traditional and healthy pancakes, you won't feel tired for the rest of the season!



Have a haircut and get dragon's blessing

"On the second day of the second month (of the lunar calendar), the Dragon raises its head", so goes the Chinese idiom èr yuè èr, lóng tǎitóu. Longtaitou Festival is a traditional Chinese festival and the name literally translates to Dragon Raises Head Day. In the tradition of Chinese culture, the dragon is believed to be the king of all creatures and the ancestor of human beings. The most well-known tradition on this day is the cutting of hair. Getting a haircut on Dragon Head Raising Day is a blessing from heaven. On this day, if you cut your hair, it is believed you will have good fortune for the rest of the year. Millions of people nationwide will get their hair cut on what must be a great day for barbers. In addition, Chinese refrain from getting haircuts during the first lunar month of the year as it is believed that if you cut your hair in the first month, your uncle will die – bad news for uncles everywhere.



Spring outing

In spring, with the trees sprouting, birds twittering, and flowers blooming, people go outside to relax and to get away from the noise of the city. Parks and botanical gardens in and around Shanghai are prime spots to enjoy seasonal blossom festivals. You can enjoy the sight of thousands of peach blossoms, cherry blossoms, and colorful tulips. Standing in the sea of flowers, you can feel that spring has come to every corner.



Worship ancestors

Worshiping ancestors is regarded as the most important custom during Qingming Festival, which falls on either April 4th or 5th. This festival is also known as Tomb Sweeping Day, because people visit their ancestors' graves, pay respects to the dead, and hold memorial ceremonies in honor of their ancestors. Weeds around the tomb are cleared away and fresh soil is added to show care for the dead. Their favorite food and wine, along with paper money, is burned in hopes that the deceased are not lacking food and money. This is one of many ways to express filial love and good prayers. During the days around Qingming, the world is green, and everything is new and fresh. Therefore, Qingming is also an occasion for outdoor activities, such as picnicking and kite flying.



By **DAISY MI**, Upper school Mandarin teacher & coordinator at Pudong campus



Finding *Excitement* and *Challenges* in *Shanghai*

AMADEA CHEN

Amadea came to Shanghai for a challenge and ultimately found her passion for teaching Mandarin at SCIS.

Tell us a bit about yourself.

I am from Chuzhou, a small city near Nanjing. I moved to Shanghai in 2008 and this is my eighth year at SCIS. It is my fifth year teaching upper school Mandarin. I taught lower school Mandarin the first three years.

Why did you decide to move to Shanghai?

I was in university and I was planning my future. I think a small city is easier and you can have a happy life there but I don't think it was challenging enough. So I wanted to see what I can do in a big city and how I could improve myself there.

Did you always want to be a teacher?

When I was younger, I wanted to be some kind of businesswoman or get a white collar job – always travelling for work. But, I graduated from a normal university, which is training to be a teacher. I got into education and I found my passion. Especially here at SCIS. I really love my work and communicating with students and seeing my influence on them. It is much more meaningful than doing business and earning a lot of money.

You have taught lower and upper school. How is it different? Which one is easier?

It is very different. Neither one is easier. In lower school you need to engage more energy and design a lot of different

activities to make the class fun for the young kids. And you need to make it easier for them. In upper school, it is more paperwork. Upper school students have academic goals, some are specific to IB standards and exams, so you need to prepare lessons that are catered to their needs. Both different but both need a lot of energy and time. I enjoy both. With the younger students, I enjoying interacting with the cute kids. In high school, I like being able to communicate academically and personally with the older students.

What is the best thing about teaching?

The best thing about teaching is watching your students grow, not only academically, but also as a person. In my language classes, I'm not only teaching them language skills, but discuss their social life, school life, and deeper topics. Some students really trust me and we have become very good friends. It a great feeling of success and achievement.

What is the worst thing about teaching?

Teaching is a lot of work and very time consuming. Especially when I moved to the upper school and be started the transition to IB. It was a lot of work. It is also challenging because here at Pudong, we don't have a huge number of students so it is common that students of 2 or 3 varying levels are in one classroom. Usually I will group them into 2 or 3 groups within a class and prepare different materials and will design different activities.



If you didn't teach Mandarin, what other subject would you teach?

If not language, I would really like to teach TOK. I do like the IB system. It's very challenging but very beneficial for the students and prepares them for universities. Very good for critical thinking. But teaching in English would be challenging for me!

What is the best thing about living in Shanghai?

Convenience. Not only the public facilities and transportation and also the internet. Taobao! Everything is so convenient. You can get your whole life taken care of on the internet.

Do you think you can ever move back to a small town?

Even now, when I go back to my hometown for holiday, I feel it is really inconvenient. Taobao takes longer to deliver!

Any plans for the future?

I don't have a clear plan – to relocate or anything like that. For now, my goal is to continue developing my teaching skills and how help my students better. And I want to enjoy my life with my baby! She is almost six months now!

Is it hard to raise a baby in a large city like Shanghai?

I prefer the big city. A small city offers a safer and cleaner environment but there are more resources, like better hospitals, in a big city. It makes me feel safer.

Any favorite places that you have traveled to?

I enjoy going to the sea. So Hainan and all the lovely beaches in Southeast Asia. I enjoy leisure time on the beach, but now that I have a baby I probably can't go anywhere for the next two years!



Interviewed by LILI SHI
SCIS Marketing &
Communications Officer





RHYTHM OF THE PUNCH

Abigail Merritt

Accomplished musician and boxer, Abby reflects on her life in Shanghai and her future plans and goals.

Tell us about yourself – where you are from, how long have you been here, etc.

I'm from Boston, Massachusetts. We moved because of my parent's job. I've been in Shanghai for almost 9 years and I've been at SCIS for most of those years. I'm 18 now, a senior.

I understand you are a very accomplished French horn player. Can you tell us more about that?

I've been playing French horn since middle school and all the music at SCIS – jazz band, concert band, Macaron 5, the brass quintet, I'm involved with all that. And now I'm doing IB music. It's a lot of work but I really love doing it.

Why did you pick the French horn?

I actually played flute, but coming to Asia, there are just so many flute players and I was constantly being drowned out and my teacher asked if I wanted to learn French horn. So I tried it and I kind of fell in love with it.

You're also an accomplished boxer.

So I do boxing at Golden Gloves gym. I've been doing it for about two years. It was something I always been curious to do and I decided one day that I was just going to try it and I was just going to make myself do it. I had so much fun that I kept going more and more. I try to go 3 to 5 times a week. It's far so I get all my reading for my extended essay on the Metro!

I heard you were featured on some Chinese boxing program.

I was! What an experience! I did a reality TV show in China. It's called 白领拳击 (Bailing Quanji). I appeared on 5 episodes or so and it was really fun. The episodes were streamed live on Youku and people could use Weibo to "tweet" at the show while it was going on. I was the only foreigner and the people tweeting the show didn't bother to learn my name. They just called me white girl or the laowai. It was funny that that was my label on the show.

You're a senior now.

What are you plans for college and beyond?

I was offered a really nice scholarship to University of Vermont so that was really exciting. I applied to Brown early decision and I was deferred so I'm waiting to hear back. Brown is my first choice. Dartmouth is my second choice and I'll hear back from them in the end of March.

Have you thought about what you want to major in?

I want to major in women and gender



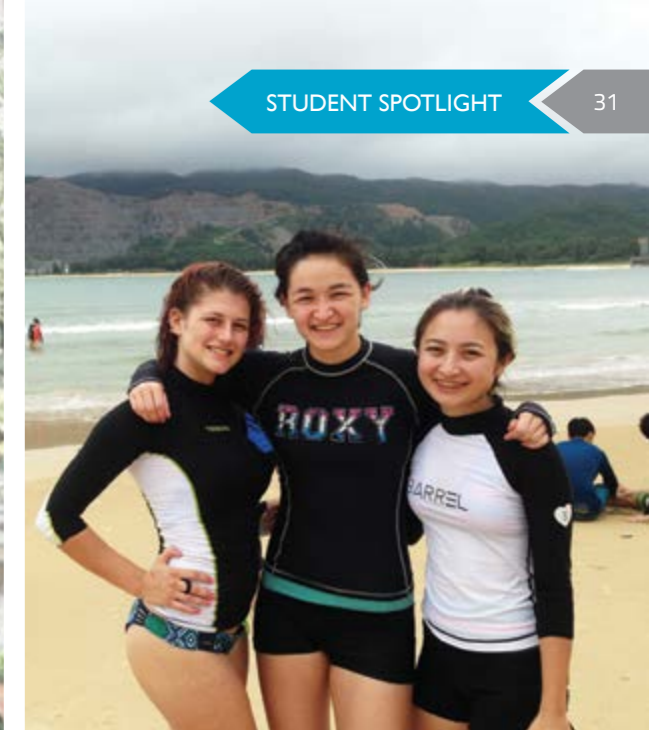
studies with probably a minor in either music or political science. I've always been really interested in feminism and gender issues. I love reading about it and learning about it. I really look forward to college when I can study that at a higher level and be fully immersed in something I'm really passionate about. I read a lot of feminist literature in my spare time. My person favorite is anything by Leora Tanenbaum. I'm also reading Backlash by Susan Faludi. I also love Unspeakable Things.

Have you thought about a future career or job?

Nothing set in stone. I think I will probably continue in academia and possibly getting a PhD. I've also considered things like law school.

What are some favorite memories here in Shanghai or favorite places you have traveled to?

I've had many opportunities to travel. Most of the major cities, thanks to China Trips. My favorite place has to be Japan. Skiing in Niseko would have to be my favorite. We had family, a bunch of cousins from Texas, visit over Chinese New Year's. Taking them



around the city, exploring, and making them eat weird food was a lot of fun!

Compared to your friends back home, do you feel like you missed out on anything?

Not really. A lot of my friends in America drive. I've never driven before. But that actually seems like more stress than it is worth. You have to get a car and insurance. I'll learn to drive once I'm back. That's the only thing I feel like I missed out on.

What is your family going to do after you leave?

My parents are staying in Shanghai. They love the city too much to go anywhere else! My parents are staying until they retire!



Interviewed by LILI SHI
SCIS Marketing &
Communications Officer



From left to right: Steinia, Austin, Ivan

Getting to Know the Poon Family

Hailing from Hong Kong, the Poon family have called Shanghai home for the last 15 years and have been a part of the SCIS family for over a decade.

Tell us about the Poon family.

Family: We are from Hong Kong and we moved to Shanghai for work. We have been in Shanghai for 15 years now and Austin has been in SCIS since kindergarten in 2004. Austin is a senior and this will be his last academic year at SCIS.

Before Shanghai, have you lived abroad anywhere else?

Ivan: I spent 2 years in Palo Alto getting my MBA from Stanford.

Steinia: I was living in Hong Kong and worked at Bank of China for 6 years.

What is the biggest difference between where you are from and Shanghai/China?

Ivan & Steinia: Shanghai offers more variety in terms of cultural activity and history. However, we think the food in Hong Kong is better. We also think that Shanghai's internet commerce is more prevalent compared to Hong Kong. Especially with the increasing popularity of Alipay.

Austin: I think the vibe is very different. The people in Hong Kong behave very differently and the city itself looks very different as well. It isn't like Shanghai and Beijing where both cities feel very similar. The weather is also very different. During winter, it is a lot warmer in Hong Kong than it is here in Shanghai.

Did you experience any culture shock when you first arrived?

Family: We didn't experience any major cultural shocks because we speak Mandarin and appreciate the local customs here in Shanghai. For Austin, there wasn't much of a cultural shock at all because he grew up in Shanghai.

Do you have any advice for new expats and families?

Ivan & Steinia: Make as many local friends as possible and explore Shanghai in your free time. Shanghai is a big city and knowing your way around the city is important. You should try and familiarize yourself with the metro or the bus. You can even try using Mobike.

Austin: I think learning conversational Mandarin is quite important for many activities in Shanghai. Whether it's at a restaurant or in a taxi, knowing Mandarin is a useful skill to have in your back pocket. Also, learn more about the culture and tradition. You'll be better acquainted with the city.



Why did you decide to enroll at SCIS? Was there anything about SCIS that stood out?

Ivan & Steinia: SCIS was ethnically more diverse than other international schools. Also, the campus is located in downtown Puxi which makes it very convenient for us.



What are some of your favorite memories at SCIS?

Austin: There have been so many great memories. I think just being in this school for the longest time will be a great memory in itself. I've watched this school grow and it has been a pleasure to be a part of it. If I had to choose, I think my favorite memories would have to come from China Trips. Every China Trip since 6th grade has been different and special in its own way. I'll never forget them.

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

Ivan: I think Shanghai is an international cosmopolitan city and offers lots of opportunities for work, living and education. The worst thing is probably the air pollution.

Austin: Shanghai is a city with many things to do and places to see which is why I think living in Shanghai is awesome. However, China's internet firewall is quite annoying if you do not have a VPN.

What are your plans for the future? Do you plan on moving back to Hong Kong?

Ivan & Steinia: We plan to stay in Shanghai

for as long as there are personal and professional growth opportunities.

Austin: At the end of this school year, I will be graduating and will probably be moving to the US for college.



Interviewed by LILI SHI
SCIS Marketing &
Communications Officer



Soaring to NEW HEIGHTS

Lucas
Moreira

(Pudong
Class of '06)



From business school, to web developer, to drone enthusiast, Lucas proves that hobbies and passions can be a viable career choice.

For starters, can you tell us a little about yourself?

I was born in Brazil where I spent most of my life moving around and getting to experience a lot of the different things Brazil had to offer. We moved every couple of years because of my dad's work so I developed a lot of solo hobbies early on like scale modeling and competitive cycling.

My parents moved to China for work in 2003 and my sister and I came along for the ride. It was a pretty big cultural shock at first but I quickly found a new home at SCIS and with the friends I was making there. Up until that point, I was a pretty mediocre student but something about SCIS sparked something in me and I actually started getting good marks and joined some of the sports teams. Playing volleyball or soccer tournaments with the team were some of the best times I had there.

What do you miss most about SCIS?

The close knit camaraderie that we all enjoyed there is something I have not found anywhere else in a school setting.

It was common for friendships to span different grade levels and there was an incredible amount of respect for everyone. I miss the people and the teachers very much, they were great people and their teachings influence me to this day.

What about living in Shanghai?

Shanghai is such a different world and moves at such a hectic pace. I kind of miss how it made me feel in my youth. But today, I prefer a slower pace. I chose to live in a medium-sized city because I don't spend more than 10 minutes driving anywhere and I hate waiting in traffic.

How did you end up in Canada?

After I graduated from SCIS, I had a few options. Some involved moving back to Brazil and furthering my education before going to university. I also had no idea what I really wanted to do with my life but I always thought that a B.A. in business was a good fallback. One of my high school friends, Devon, was from London, Ontario and he suggested the renowned UWO business program. I applied and a few months later I was headed to Canada.

That did not pan out for me once I discovered that business wasn't really my cup of tea. I decided to pursue a true

passion of mine which was commercial art. As a kid, I would spend hours on Photoshop designing things or playing with photos so it seemed natural to pursue something that I loved. That decision worked out very well for me. I graduated as one of the top designers of my class and in the process I met my lovely wife Becky Domenico, who was also a student in the program. We have been together for about seven years now and married for two! Today, I am an enterprise level web application architect working as a contractor. I love the flexibility that being a contractor gives me.

Canada was a little easier to adapt to than China, the language barrier was gone and Canadians are awfully nice people that go out of their way to accommodate.

That's great, congrats! You're now in a web development role, can you tell us a little how you transitioned into that?

I first got into web development at a very young age. At about 13 my parents were driving me to night classes on Linux, HTML, Photoshop, and Computer Hardware. Saying I was a bit of a nerd was an understatement. I built websites for school projects and for fun on weekends. This is back in the ICQ (Internet Chat Query) days where the internet was pretty plain and there wasn't much more than just HTML. For many years this remained a hobby.

Fast forward a few years and I am at my second real job as a graphic designer. I am working at a small but feisty startup of about 10 people all very young and eager. Due to our size we had to wear whatever hat was needed at that time as we couldn't outsource talent.

Eventually, I was spending most of my time as a text editor and very little of it designing but I was quite happy with that arrangement. I started pursuing more and more education and literature on the subject. The first thing you learn in web development is how to learn and to never stop learning.

Did you imagine yourself being where you are today?

In some ways, yes - but I am not the type to detailed plans for my life. A lot of times I go where the wind takes me.



What sparked your recent interest in FPV (First Person View) drone building?

I have always LOVED the idea of flight and had been fascinated as a kid by people flying model aircraft at parks and beaches. I always said to myself I would build one one day.

When drones first started getting popular they quickly peaked my interest but I was afraid of taking the plunge. For one, I wasn't sure I would be any good at flying them and I wasn't sure I would be able to maintain and build them.

One day, I just decided to take a plunge. I got a drone for my birthday and I broke it in half less than a day later. It did not matter. After the first flight with the goggles I was hooked.

Being an adrenaline junkie I could not resist the allure of being able to fly in a

first person perspective. It still blows me away every time I do it and I fly 2 to 3 times a week to stay in "shape".

As I dove deeper and deeper into the world of drones I became an expert in fixing them and building them and decided to share some of that knowledge through a YouTube channel which also serves as personal advertising to potential sponsors.

My plan this year is to compete and win regional events so I can start getting invitations to races in the USA where the real prizes are at.

Where do you see this (fpv drones) taking you in the near future? (For ex: Full-time YouTuber and/or competitive drone racing?)

I have no idea. Right now, it is a hobby but as with everything in my life, I am open to where it takes me. If I end up getting a contract as a professional pilot,



I would take it in a heart beat.

Any advice for soon-to-be graduates? (University advice, general-career advice)

Failure is only bad if you don't learn something from it and you quit trying. Fail and fail often and learn from it so you can try again and do better. Seeing where I ended up just goes to show you that it doesn't matter how many mistakes you make along the way, as long as you learn something and always keep moving forward.

Lastly, if you had any superpowers, what would it be and why?

The power of unassisted flight! Then I can be the drone!



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

THE ALUMNI ASSOCIATION

Alumni Mission:

The SCIS Alumni Association has been established in order to foster the continued cordial relations of the SCIS community. 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>

Teacher Appreciation Week 2017



PAFA celebrated SCIS teachers and faculty during Teacher Appreciation Week from March 6-10. The fun began on Monday morning with parents handing out healthy, tasty smoothies from Lizzie's All Natural, followed by bagels and cream cheese from Spread the Bagel on Tuesday. On Wednesday, parents fanned out, delivering goodie bags with sweets and Shanghai keychains.

Thursday was the first Market Day of spring, and it was quite the event. Even the weather cooperated with a beautiful, sunny day! Teachers were treated to lunch and Lucky Draw for fabulous cash and prizes, including free manicures, Yeti cold cups, traditional Four Treasures of Study writing sets, coffee mugs, and

gourmet chocolates. Teachers also enjoyed free appetizers on Main Campus and gifts of traditional tea at ECE, courtesy of our Korean parents' group.

An all-day dessert bar rounded out the celebration on Friday. Teachers and faculty enjoyed a variety of treats provided by parents. With so much to choose from—cupcakes, whoopee pies, gluten free "magic bean" brownies, raspberry turnovers, cake pops, and more—it's no wonder teachers enjoyed several visits throughout the day!

Thank you, SCIS teachers and faculty, for your dedication to our students and school community!



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

President/Events Coordinator
Nicole Newcomb
PAFA_hq_events@scis-china.org

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Chrisje Rietveld-Sepmeijer
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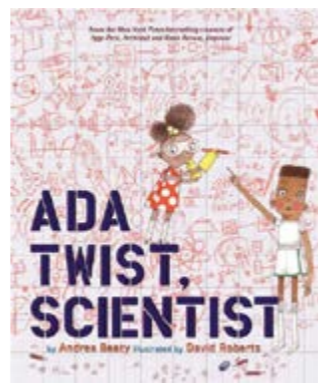
Book Recommendations for All Ages

Emily Williams, Librarian at SCIS Pudong

Ada Twist, Scientist by Andrea Beaty

Ages 4-9

In *Ada Twist, Scientist* by Andrea Beaty, young Ada explores her world with the passion and curiosity of a budding scientist. As a baby, Ada is slow to speak, but when she finally finds her voice, she explodes with questions. Her curious nature and her parents' tolerance for messy experiments are put to the test when Ada attempts to solve the mystery of "the terrible stinking." This is a terrific book for introducing scientific inquiry and celebrating the natural curiosity of all children. The playful rhymes and Ada's outrageous experiments make this a perfect book to read aloud over and over again.



Red Queen by Victoria Aveyard

Ages 13+

Red Queen by Victoria Aveyard is a unique combination of action-packed fantasy and dystopian, political thriller. It tells the story of Mare, a poor teenage girl in a society ruled by an elite class of people who have silver blood and superpowers. Mare, her family, and everyone she knows live grueling lives as servants and soldiers because they have common, red blood. Mare prepares to be sent to battle on her next birthday to fight in the Silver king's brutal and endless war. Unexpectedly, Mare finds herself working as a servant in the king's palace where she discovers that she has powers of her own, despite her red blood. This revelation threatens the Silvers' dominance over the Reds. In an effort to hide the truth, the royal family claims Mare is a missing Silver princess and announces she will marry a Silver prince. In order to stay alive, Mare must quickly learn to act like a Silver. Moreover, she must learn to navigate the rivalries of the royal family and the deadly politics of the king's court. This thrilling tale of power and betrayal will keep teens turning pages until the end.

Joshua Balli, Librarian at SCIS ECE Campus

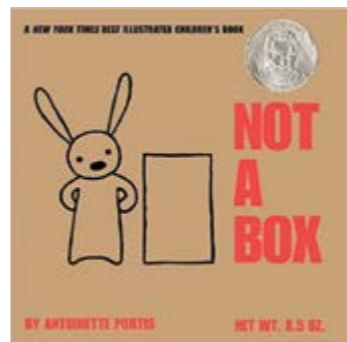
Not a Box by Antoinette Portis

Ages 2-6

In honor of our visiting author, Antoinette Portis, coming to visit us, I thought it would be a good chance to recommend one of her books *Not a Box*. In this book, an unnamed character keeps insisting that what he is holding is NOT a box but rather everything except a box. These things include a hot air balloon, a mountain, and a building that is on fire.

I recently read this book to first graders, not only because Ms. Portis is coming to our school, but because the Grade 1 students have recently started an art unit where they learn about various shapes, lines, and other art concepts in pictures and how to use them to make their own. This book served as inspiration to teach students they can take any shape or line and turn it into something magical.

It is simply not only a fantastic book, but a great teaching tool as well. The illustrations are also inspiring, as the author uses black lines for the rectangular box and red lines when she turns it into something else. Other books by Ms. Portis include *Not a Stick*, *Best Prints in the Whole Universe* and *A Penguin Story*.



Edwina by Mo Willems

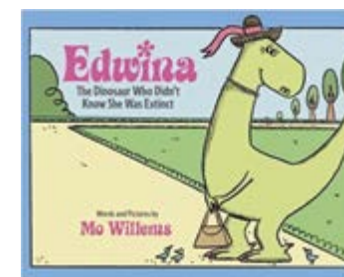
Ages 3-7

If you were to ask a teacher or student what their favorite Mo Willems book was, most would say *Knuffle Bunny*, *Don't Let the Pigeon Drive the Bus!* or one of the many *Elephant and Piggy Books*. These are all fabulous books and choices, however my personal favorite is *Edwina, the Dinosaur that Didn't Know She Was Extinct*.

In the book *Edwina* is a big, blue dinosaur everyone loves. She makes children cookies, she plays with them and she is just fun to be with. There is however one person who doesn't like *Edwina* and his name is Reginald Von Hubbie Doobie.

Now, that name alone is fun to say and is guaranteed to get a few laughs from the students, but it is Reginald's actions that are the best part. He tries everything from protesting to making fliers to get kids to realize that *Edwina* is EXTINCT and should thus not even exist, only in the end to realize that extinct or not *Edwina* is a fun dinosaur to be with.

As with all Mo Willems books, it is beautifully illustrated and has a fun message of the importance being yourself as well. This is a book that is guaranteed to get a few laughs and I hope you get a chance to enjoy it as well!



Francis Stone, Upper School Librarian at SCIS Hongqiao

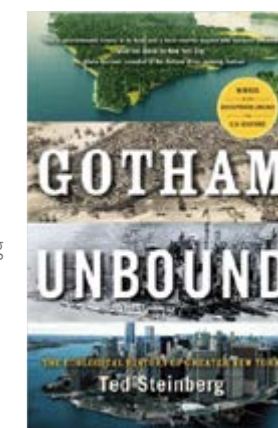
Gotham Unbound by Jennifer L. Holm & Matthew Holm

Ages 13+

What determines the balance that humans strike with nature as we crowd into cities? Do we fill in land? Build fortified defenses against the ocean? Which projects get built, and which are forgotten? In *Gotham Unbound* author Ted Steinberg chronicles the choices made in the development of New York City "One of the most thoroughly altered landscapes imaginable". From filling in wetlands to create more build-able area, to planning for sea level rise in the modern day, Steinberg explores the politics, money, and people who drive those choices and the attitudes, technology, and motivations behind development. Steinberg's

take is laid out to the reader through maps, a detailed chronicling of individual projects and the debates that surrounded those that succeeded and those that failed.

Why it is worthwhile: Mr. Steinberg knows how to tell a story by drawing out important details, analyzing the political agendas and connecting themes. Changes are documented through a wealth of maps, both historic and modern. Those interested will find this to be an accessible and insightful read.



Jessie's Story

Ages 11+



What is the reason behind your time spent abroad? *Jessie* grew up in China because her parents were deeply involved with the Korean provisional government and in 1937 they were forced to flee Shanghai. Her parents kept a journal of their travels and their struggles, hoping to one day explain to their daughter what they did to secure a future for her and for Korea. This true story follows Young Wu-jo and Choi Seon-hwa as they raise their

daughter in China during WWII. Their journal has been turned into a graphic novel published in Chinese (located in the library) and in Korean (located in Ms. Lee's classroom). This book was a generous gift from the Korean consulate in Shanghai. Please ask

Mr. Jack Huang or Ms. Susan He for help locating this story!

This book and the documentation supporting it were a generous gift from the Korean consulate in Shanghai.

Salvation by Tony Wang

Ages 13+

High school senior Tony Wang has written his own science fiction e-book about a dystopian future and a war over resources. It's an imaginative take on the future, but you don't have to take my word for it... over 850,000 people have downloaded and read his story online! His classmates and some of his teachers appear as characters, you might be in the story, too! This story is available online in Mandarin through Fei Loo Online Novels. Link: <http://b.faloo.com/ff/423627.html>

In AD 2278, the economy of the world and standard of living has reached its highest in human history. However, fossil fuel has run out and humanity is forced to find a new energy source. In order to solve the problem, the UN hires elite scientists and created a new source of energy known as Skyergon. Humans had again overcome a great problem. But, their ambition has torn their alliance apart. The superpowers battle over Skyergon and the war rages on for 100 years.



What Parents Can Do About Childhood Bullying

By Claire J.Y. Lin, Psychologist at SinoUnited Health Clinic



The new year has just begun and your children have a lot to deal with. Statistics show that many kids, especially adolescents, may be very concerned that they will encounter a bad situation such as bullying. As parents, what can you do to help them?

Bullying is defined as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance.

An estimated 60% of children are bullied at least once during their school year, and over 20% of children are bullied repeatedly over a much longer period of time.

Children who are bullied are at most risk of problems with behavior, mood, school performance and family or social relationships, over a long period of time. During my sessions with children and their parents, I often deal with emotional and behavioral traumas caused by school conflicts such as bullying and other social challenges.

The 4 Types of Bullying

1. Physical bullying is when children engage in behaviors that are physical and meant to harm the victim, including hitting, pushing, and kicking. It can also include throwing food, objects or stealing belongings.
2. Verbal bullying is when one or more children uses words to insult the victim.
3. Relational bullying is when one or more children purposely leaves the victim out of activities, chooses not to invite the victim to parties or spreads rumors about the victim. This type of bullying has a higher ratio among girls.
4. Cyber bullying is when one or more children use social networking sites, text messages, websites, or other electronic media to say insulting things, lie, post pictures, or spread rumors about the victim. This happens very often among adolescents. In cyber bullying, the bully may pretend to be someone else or even anonymous, which will make the bullying even more significant. Your child does not know where the bully comes from so

it seems to them that the whole world becomes their enemy.

Victims of bullying display a range of responses, even many years later, such as:

- Low self-esteem
- Lack of assertiveness
- Difficulty controlling anger
- Difficulty in trusting others
- Aggression
- Isolation

Signs of Bullying

Please pay close attention to your kids if you notice the following signs:

Stomach aches, nausea, headaches or pain

Being bullied can cause a lot of stress for children. This stress can put strain on children's bodies, leading to stomach aches, nausea, intestinal problems, headaches, and other pain.

Changes in mood and behavior

If you notice sudden changes in your child's mood or behaviors (like constant crying, insomnia or loss of appetite), these may be signs that something significant is happening and may be related to bullying.

Avoiding school

Children who are bullied at school will stop feeling motivated to participate in schooling or any related activities, due to feelings of sadness, loneliness and fear.

Lost belongings

If your child begins frequently losing items, like books, electronics or jewelry, this could be a sign of being bullied.

Academic struggle

Children who struggle with grades and learning are at increased risk for being bullied, but dropping grades can also be a sign that a child is being bullied at school. Children who are bullied may be embarrassed to answer questions in class, cannot pay attention, or feel depressed most of the time.

Not being invited to friends' houses/birthday parties

Children who are bullied may stop being invited to friends' houses or birthday parties either

because friends are the ones who are bullying or because friends no longer want to spend time with a child who is the target of bullying. Your child might feel lonely and isolated.

What can you do if you suspect your child is being bullied?

Ask the right questions

Ask open-ended questions about how your child feels things are going with peers at school or in your neighborhood.

Be a good listener

Just being a good listener is much more important than trying to fix the problems for your kids. Collect detailed information and write it down.

Set the example

Show your child how to interact with others and how to feel about themselves by modeling confidence, assertiveness, and pro-social behaviors. Children look to parents to learn rules for dealing with adversity, communicating with difficult people, problem-solving, and managing interpersonal conflict.

Talk to the teachers

After gathering enough information from your child, you may plan to visit your child's school and meet with teachers, a school counselor, and other important school personnel to discuss your concern and develop a feasible plan. This is a proactive step to start helping your child.

Provide social tips

Family is always the best classroom for children and you can help your child to improve their problem-solving skills. Effective communication skills can help children manage bullying in school.

Know when to seek professional help

Finding out that your child has been bullied is only the first step in keeping your child safe. If you notice further changes in your child's mood, behavior, school performance, friendships, motivation level or family relationships, seek help from a psychologist or other mental health professional as early as



LanguageOne at SCIS Pudong

Every Wednesday afternoon, Dutch students from ages two-and-a-half to six, attend Dutch School at SCIS Pudong. On the 3rd floor in Room 7, we have our own Dutch classroom with a luxury library, corners where children can explore themselves, and the newest materials to learn the Dutch language in a playful way.

The teacher of the class this year is Ineke Snaathorst who is a professional Dutch Language teacher from the Netherlands. She utilizes the teaching method Schatkest where the Dutch and Flemish children learn Dutch Language and culture through interesting themes and topics. During a theme, the children are listening to stories about the subject, playing games, singing songs, making crafts, and participating in group activities. Throughout the year, the teacher saves the creative work of the children and puts it in portfolios so the parents can easily see the development of their children. The older children (5 and 6 years old) are already learning letters and other skills to prepare themselves for reading in the future.

In the classroom, we work around several themes such as Kikker Feels Cold, Animals at the Farm and in the Zoo, Autumn,

Winter, Spring and Summer, and Traffic Around the City.

Mother tongue education starts already in the early years and it is important that children structurally continue learning their mother tongue or second language. You can't start early enough because the basis of Dutch Language learning starts from two-and-a-half years old. For some children, Dutch is a second language but not any less important and they learn how to communicate with their family members in the Netherlands or Belgium.

LanguageOne Shanghai-Suzhou provides mother tongue education for students two-and-a-half up to 18 years old via the PYP, MYP and DP programs. The lessons are taught by experienced and professional teachers. Please check our website (www.languageone.org) or contact our local director Mirjam van der Geijs (mirjam.vandergeijs@languageone.org) for more information about the Dutch school or other languages provided by LanguageOne.

We look forward to welcoming you in our classroom!



LanguageOne
global mother tongue
education

possible. An early intervention from bullying is the best solution to your child's quick recovery. During sessions, the therapist provides hands-on tools and practical methods for self-protection, conflict resolution and "friendship making" strategies to children and their parents. Do not wait until you get a serious call from principal's office. Be proactive to protect your child from school bullying.

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Claire J.Y. Lin, Psychologist at SinoUnited Health Clinic

Ms. Claire Lin is a Child & Family with over 20 years of working experience in both Canada and China. She is specialized in treatment of depression, insomnia, anxiety disorder, relationship challenges, third culture Adjustment Disorder, marriage and parenting counseling. She also deals with ADHD, asperger's syndrome, emotional and behavior problems of children and adolescents.

Graduated with a dual masters degree from
Copenhagen Business School and CEMS -
The Global Alliance in Management Education:
Diversity and Change Management
International Management

Renaissance Award,
Presidential Academic
Excellence Award and
Most Valuable Player
sports awards

High School Varsity Soccer
and Basketball,
High School Volleyball Captain and
High School Swimming Team
High School Habitat for Humanity



**I am
SCIS**

“SCIS has had a profound influence on both my professional career path as well as social interactions. For me, SCIS represents a welcoming community where diverse students are free to express their creativity and individuality. The teachers were not only approachable and friendly but also showed dedication in seeing their students develop academically. Being in an international environment enabled each of us to learn diversity from one another and establish an open mindset on cultural differences. When I look back on my five years at SCIS, I am filled with great memories of winning national sports competitions, being inspired by international students, challenging my academic knowledge by taking five AP classes, and exploring Chinese provinces with a great group of classmates.”

– Bolette Wredstroem

SCIS Class of 2009, Attended SCIS Pudong Campus for five years. She is currently doing a 2-year rotational trainee program at EDP, Portugal

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.



Tour our campuses by calling
86-21-6261-4338 ext. 1
www.scis-china.org



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TO THE
COMMUNITY

1996 – 2016