

WINTER 2022

RISSUE

ROTTERDAM INTERNATIONAL SECONDARY SCHOOL MAGAZINE NR. 5

**RISS
ROSE**
PROGRAMME

**500 WORD
STORY**

ENTERPRISE

**NEW HOUSE
CAPTAINS**



ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL



**Bogdan
Șuşnea**



The New Editor-In- Chief: Bobby

I would like to express my gratitude for being given the opportunity to participate in the fifth edition of the RISSUE magazine and introduce you to what we have been working on behind the scenes here at Rotterdam International Secondary School. With each magazine edition produced, our community is reminded of its responsibility to function together as one collective unit, illustrating the unique, collaborative aspect of students and teachers working side-by-side. Embarking on this challenging yet rewarding activity has allowed students, including myself, to implement the abilities and skills learned in the classroom to produce creative outcomes.

In this issue, readers are encouraged to delve into a variety of topics ranging from the interdisciplinary approach introduced by the RISS Rose Programme all the way to considering the ethical dilemmas raised by media types on the perception of education. With the ambition of international mindedness, writers and photographers have explored stories beyond the boundaries of our educational institution, detailing the contribution of the Pauluskerk Programme within the context of Rotterdam. To conclude, the editors have judiciously scoured through school archives with the support of staff to look back at the roots of RISS and present the achievements that this close-knit community has been able to attain.

From the dedicated writers and photographers to the committed teachers and professional publishers, I would like to thank each and every student and educator for generously committing time and effort to the production of this magazine. As the creation of such a synergetic opportunity would not have been possible without the persistent contribution of our hard-working principal, I would like to thank Dr Mónica Gilbert-Sáez for providing exemplary leadership within our school community. While the transition to the group was an unfamiliar experience, the integration of new participants was graciously facilitated by the previous editorial team.

I would lastly like to thank the whole school community for their assistance and support. I look forward to the next edition of the RISSUE magazine.

Bogdan Șuşnea (Bobby), Student Editor-In-Chief



**ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL**



Message from
the Former
Editor-In-Chief:
Nabihah Zaheer

It brings me great joy to once more present to the school community the latest edition of the RISSUE. The magazine acts as a window to some of the most interesting aspects of life here at RISS, whether in school or at home, while always keeping in mind the school's four core values:

Relationships, Respect, Courage, and Responsibility.

Through the collaborative work of the student team, staff supervisors, and professional publishers, the RISSUE has continued to grow and evolve with us through the years. Last year, it was a great honour to be the student Editor-in-Chief of the RISSUE and to work with my amazing team in producing the third and fourth editions. Now, the time has come to hand this over to a new generation, and I am proud to say that I have left the RISSUE in good hands.

I personally would love to take this opportunity to thank everyone who has worked hard to make the creation of this magazine possible: the writers, photographers, and supporting teachers who worked hard every single day. A big thank you goes out to the principal, who envisioned and arranged the main idea of this magazine and created this unique opportunity for us.

I would also like to thank the entire school community for their support and input. I am looking forward to seeing where the future editions of the RISSUE take us.



Through the collaborative work of the student team, staff supervisors, and professional publishers, the RISSUE has continued to grow and evolve with us through the years.



By Dr. Gilbert-Sáez

MESSAGE FROM THE PRINCIPAL:

I am very proud to be writing once more for the RISSUE. This is such an amazing publication, led fully by our talented and hard-working students, and it is always a pleasure to be asked to contribute in this small way.

“Let us celebrate our triumphs, large and small, in the face of our current adversity and also be ready for the many new beginnings life offers us all.”

Our RISS community has grown tremendously over the past few years. Our pastoral care, our instructional provision, our desire to be connected and responsive – even during a pandemic – have enabled us to work like no other school. We believe in an educational experience that is meaningful, contextual and evolving, so our students are constantly served by the creativity of our teachers and tutors who, in the face of these challenges, have shown the readiness to embark on uncharted routes and model the resilience that will be expected of our students in the future. So, my first thanks is to my wonderful colleagues here at RISS, who have been instrumental in the continuity of the education we all believe in at RISS.

My second thanks goes to all our students and families who have cooperated so well with the many new – and ever-changing – rules and expectations when it comes to hygiene and distancing to ensure everyone remains healthy and positive in such trying times. Thank you! Looking forward (yes please!); we have exciting plans, building on recent innovations from the solid and unique offer to our foundation students with RISS Rose, to the development of life skills with RISS Reach to creating a rich and varied higher education offer with new opportunities via our IB Career-Related Programme. On top of this, we are working on maximising the potential in various school spaces, such as a new mini library in the Junior campus and the opening of the Red Room for a more dedicated offer to some of our students.

It is great to work on exciting new plans and possibilities, especially when the current year is one of uncertainty and complexity with frustration in different sectors and so much affecting all of us in different ways. We have learnt about our capacity not only to withstand the unimaginable and plan for the unexpected, but also respond when the going gets tough. We have also learnt that the best place for our students is to be together at school, face-to-face and not staring face-to-screen, so they are able to become better at managing and developing relationships. I have noticed how this is something that they need, the genuine connections with their friends and peers and the ability to talk, offload and laugh together. It is so important, especially, to note that the fact they have responded so well to this ‘big ask’ is what makes me feel very proud of them. So young and so grown-up too.

So, let us celebrate our triumphs, large and small, in the face of our current adversity and also be ready for the many new beginnings life offers us all. ‘Love in a time of coronavirus’ (with due respect to Gabriel García Márquez) reminds us that what prevails is what matters and what matters endures time, space and existence. This is what we are remembered for.



1

NEW EDITOR-IN-CHIEF



18 - 19

500 WORD STORY



20 - 23

TEENAGE DREAMING



8 - 10

RISS ROSE



24 - 25

BAKING CLUB



11 - 12

ORACY



26

INTERVIEW MR. MULLER



13 - 15

THEATRE UNLOCKED



27 - 29

HISTORY OF RISS



16 - 17

ENTERPRISE



30 - 32

NEW HOUSE CAPTAINS

COLOPHON

RISSUE
Magazine of Rotterdam International
Secondary School (RISS)
Issue number 5

STUDENT EDITOR-IN-CHIEF
Bogdan Şuşnea

STUDENT CO-EDITORS
Aysegul Bildiren
Shannon Herzog
Clara Mediavilla Varas
Anushri Nair
Ksenija Petrakova
Ellie Venetikidi

STUDENT PHOTOGRAPHERS
Ceyda Gürsoy
Mikhail Kishkin
Lolo Krauss-Oresik
Annick van Luik
Pleuni van den Berg
Apolline Dubois
Kiki England
Huy Hong

SALES TEAM
Jiwon Ok
Maria Martyńska
Yeliena Kuzmenko

STAFF SUPPORT TEAM
Sarah Beecham
Devin van den Berg
Paul Cullen
Charline Lugtigheid
Rafael Moreno Adelanto
Timothy Mottram
Gerald Oudman
Lani Du Plessis
Yvonne Ricketts
Ben White

DESIGN AND LAYOUT
Schat! Grafisch ontwerp
M-Space

PUBLISHER
RISS in collaboration with XPat Media

PRINTER
VDdrukwerk b.v., Waddinxveen,

PHOTOGRAPHY
Hannah Anthonyisz, Gerald Oudman,
Charline Lugtigheid, RISS Community

ON THE COVER
Irenosen Esene
Photo by Mikhail Kishkin

COPYRIGHT 2022 RISS
All rights reserved. No part of RISSUE may
be reproduced or used in any form without
permission from the publisher.



MIX
Paper from
responsible sources
FSC® C114687



By Shannon Herzog

What is the RISS Rose Programme?

Our school has a new and exciting programme for the grade 6 students; the RISS Rose Programme! The RRP consists of various interesting and educational activities and experiences, all capturing the essence of our school's vision – educating for self-awareness, curiosity and integrity in a changing world.

This programme will encourage students to ask questions about the world around them while building new skills and, most importantly, having fun. Like any other programme, the RRP will be continuously assessed, and students will have an end-of-year exhibition, in which they will demonstrate the skills they have acquired. The RISS Rose programme consists of two sections; single subject strands and interdisciplinary curriculum cycles, all designed by our teachers.

■ SINGLE SUBJECT STRANDS

This part of the programme will focus on deepening the students' understanding of certain subjects, namely English Language Arts, Mathematics, Languages and EAL, Science and Technology, Humanities, Sports and Extra-Curricular Activities, and the Arts. Each of these subjects will focus on different interdisciplinary lenses, such as communication, aesthetics and identity, objectives and developing key skills. This part of the programme will also help students explore and understand our school's core values throughout the school year.

■ INTERDISCIPLINARY CURRICULUM CYCLES

Our teachers have created nine special courses, all focused on various subjects, ranging from law to philosophy. This will help students get an idea of what they are interested in, as well as developing general essential skills. As an IB student, I think this will both help students figure out what they want to do in the future – as I know some people my age are still struggling with that – and make the subjects the grade 6 students are already taking much easier to understand.

■ MR. MURPHY'S KITCHEN

Mixing food and chemistry will create a recipe for adventure. Students will be able to learn, through science experiments with some interesting ingredients.

■ LIFE THROUGH A LENS

A combination of photography and videography to bring together aspects of art and technology and capture meaningful and beautiful moments.

■ SPEAK UP, SPEAK OUT, SPEAK WELL

A course centred around speaking and listening, whereby the students will work on communication and oracy.

■ THE CITY OF THE FUTURE, NOW

Everything about cities – development, architecture and much more – will help our students become better and more sustainable citizens.

■ IMAGINE!

Encourages creativity and self-expression through art, and most importantly, the power of imagination.

■ BRAND YOU!

This course is all about graphic design – students can learn to tell their story through art.

■ IF NOT YOU, WHO?

Perfect for students interested in law, 'If Not You, Who?' will challenge oracy skills and much more.

■ YOU'RE NOT THINKING, YOU'RE JUST BEING LOGICAL!

Asking questions is the basis for all knowledge, and that's what this course focuses on: philosophy!

■ BUDDING BRILLIANCE

The RISS Rose Bud programme prepares young students for CAS through learning about three key strands: benevolence (service), uniqueness (creativity) and dynamism (activity).



"We are addressing gaps in student knowledge that are not met by a conventional academic curriculum. When students participate in RISS Rose, they are able to develop skills that directly apply to the ever-changing world around them."

Mr. Murphy



Mr. Murphy's Kitchen

Riss Rose, an Insider's Perspective

To get an insider's perspective and a better sense of what this programme is really about, and how it's going for the grade 6 students, I arranged an interview with Mr. Murphy, teacher of 'Mr. Murphy's Kitchen'. He describes this programme as "Skills for Life."

In his programme, the students, "find the point where the cooking that we might do at home meets with the science we study in school," linking what happens in the classroom to real life. In 'Mr. Murphy's Kitchen', students "will experience 12 weeks of exploring the culinary world, learning everything from kitchen basics to the importance of using local and seasonal ingredients whilst keeping a focus on the science behind the techniques being used".

When speaking about the students' opinions on the programme, Mr. Murphy says, "Students always seem excited in the period before heading over to the Wolfert Lansing – and journeys back are often filled with excited chatter about what they have made and how proud they are of their work."

With everything within the programme going well, and students having fun while learning, it seems like all our school's values are being met and students are truly immersed in these fun, exciting and valuable lessons.

"It allows for skills gaps to be addressed in pupils as well as making us, as teachers, think more about the way that we develop our subjects and link them to the real world".

Mr. Murphy

ORACY:

By Devin van den Berg

*SPEAK UP
SPEAK OUT
SPEAK WELL*

It's been three years since the start of the RISS Debate Club. What started as an informal collaboration between the RISS and the Bilingual department of the Wolfert has evolved into an independent Debate Club with weekly sessions, debate workshops for teachers and even our own debating competition.

When the Debate Club was founded, the main goal was to create a safe and welcoming place where students could train their oracy skills, expand their general knowledge and meet like-minded peers. At the moment, the club consists of 20 students who participate on a weekly basis.

Even though a debate club with 20 members is something to be proud of, it's just the beginning. That is why the leadership decided to include oracy as one of the courses in the RISS Rose programme. The RISS Rose programme provides students with the opportunity to explore and develop their talents. The oracy programme: Speak Up, Speak Out, Speak Well, focuses on skills that we all use on a daily basis. From learning techniques that help to speak persuasively and tips on how to prepare for presentations, to classes on how to listen critically and develop logically coherent arguments – we are convinced that it is crucial to start training these skills as early as possible. That is why we were very excited to welcome all grade 6 students to the Speak Up, Speak Out, Speak Well programme. Oracy, just like many crucial life skills, is not something you acquire with some quick tips. It's a skill that needs to be honed over the years.

One of the benefits of starting at a young age is that you don't have to learn all oracy-related skills within one three-week course. Because of this, we had time to start with the fundamentals. Crucial to oracy is gaining the confidence to speak out in the first place. By using fun and engaging exercises, all students were challenged to think out of the box and speak in front of the group.

During the first class, the students were given one of our all-time favourites: Defend the indefensible. In this exercise, students are asked to defend a motion that is far from intuitive (to say the least). Some of the motions we used were: All elderly should be forced to have shoulder parrots, parents should always accompany their children on first dates and all stairs in offices should be replaced by slides. The benefit of using these motions is that you don't have to stress about your content because you know that the topics are ridiculous and just for fun. This lowers the barrier to speak in front of a group.

The theme of the second lesson was research and argumentation. During this lesson, students focused on questions like: What makes an argument a good argument? What can you do to generate good arguments? How can you substantiate your arguments? And why are your arguments relevant? The ability to do diligent research and produce strong arguments is not just important during oracy; it is useful in every class that asks you to write an essay or proposal.

One of the exercises for this lesson was the Oxford Balloon Debate. During this exercise, all students represent a famous character. The characters are flying in a hot air balloon, but the balloon is malfunctioning. The balloon is about to crash. The only way to prevent this is by making sure that all but one famous character are pushed out of the balloon. Students need to convince a panel of judges why their character is the one that needs to stay.



SPEAK UP
SPEAK OUT
SPEAK WELL

The third class addressed the topic of critical listening. We live in a time where the convincingness of a speaker no longer correlates with how right they are. The amount of fake news and 'alternative facts' is still increasing. Because of that, it's crucial to learn how to make a distinction between ideas that sound nice and actual sound arguments.

During the last session, students did a final debate and some final speeches. We'd like to thank all students for their enthusiastic participation!

But That Was Not the Only First

A great way to improve your debate skills is by participating in tournaments. One of the nice things about debate tournaments is that you face people with different ideas. This keeps you sharp. In the Netherlands, there are a lot of debate competitions. Regrettably, those tournaments are almost exclusively in Dutch. That is why we decided to organise our own event. The International Schools Debating League! The first edition of the league took place on the 14th of October. In total, 11 RISS students took part in this event. They were split up into three teams. Two senior leagues and one junior league team. Besides these RISS teams, we had teams from the International School of Hilversum, the International School of Eindhoven and the International School Breda taking part. Due to the Covid

measures, the first edition of the league took place online. The motions were released in advance. The teams did not know however whether they would be in favour or against the motions. Meaning that they had to prepare both sides. The motions were:

■ JUNIOR LEAGUE:

Round 1: International adoption should be banned

Round 2: It's better to be a child than an adult

■ SENIOR LEAGUE:

Round 1: When distributing development funding, former colonial powers should prioritize their former colonies

Round 2: Terminally ill patients should be allowed to access experimental treatments

As you can imagine, one of the main factors that determine the quality of a debating tournament is the quality of the judges. That is why we're delighted that we had four judges with extensive experience speaking and judging at international debate championships. Among them is former European Debate champion, Emma Lucas. After two intense debate rounds, the senior teams managed to come in 2nd and 3rd in the senior category! The junior won one and lost one debate. All in all, it was a great experience for all speakers involved.

Do you want to improve your debating skills? The debate club is an after school club that comes together on Thursdays from 15:00-16:30. If you're interested and would like to find out whether the debate club is something for you, you can send an email to Mr. van den Berg and Ms. van den Putte via: wtdebating@wolfert.nl

By Aysegul Bildiren

A NEW COURSE:

THEATRE UNLOCKED

"Did my heart love till now? Forswear it, sight! For I never saw true beauty till this night." Oh Romeo, if you only knew... Well, even though Romeo and Juliet is one of the most famous plays in the entire world – as you might guess; it's not the only one. Theatre has various genres such as comedy, tragedy, melodrama, and many other subcategories I bet only a few people would bother to memorize – such as Mrs. Ricketts. She is our school's Theatre teacher and also the supervisor for the RISSUE! Thus, I wanted to include her in this article of mine since there is a high chance of me giving misleading information to you based on my limited know-ledge. So, shall we learn more about this new and exciting course, together with her and other theatre students? If yes, after you.

Theatre is not only about Shakespeare or even other famous playwrights' names you might've heard, such as Oscar Wilde, Arthur Miller, Anton Chekhov, Henrik Ibsen... It has a more profound impact than solely writing and presenting a play. Most critics say that it is the reflection of our lives and souls. Similarly, based on IBDP, theatre is essential to the arts – and also to our lives – since it encourages students to appreciate and gain a richer understanding of themselves, their community and the world. Well, we'll leave the decision on that to our new-born theatre experts who are lucky enough to be taking this course for the first time in our school!

"We must all do theatre to find out who we are, and to discover who we could become." Augusto Boal

The theatre course at RISS teaches about acting and helps students explore the deeper meaning behind plays. It allows students to criticise plays while discovering and engaging with different forms of plays and well-known playwrights across time, space and culture. Let's find out more about this course with our dear theatre teacher, Mrs. Ricketts!





INTERVIEW WITH MRS. RICKETTS

May I ask you to introduce yourself to us, please?

Mrs. Ricketts: I am Yvonne Ricketts and this is my third year at RISS. As well as IB Theatre, I also teach Language and Literature and English.

■ How and when did you get to know theatre? Is teaching the IB theatre course a first for you?

Mrs. Ricketts: I have always loved theatre. I was lucky to be taken to see plays and productions from a young age and fell in love with the spectacle and the escapism. It was at secondary school that my love for theatre really grew. I decided to study theatre at university and I have performed or taught theatre ever since. I first taught IB Theatre at an international school in Italy back in 2007 and loved it. The course has changed in terms of its assessment, but the emphasis on exploration and self-discovery through different theatre forms is still at the heart of this course.

■ Could you tell us the general procedure of your lessons and give us some examples from your last lessons?

Mrs. Ricketts: We usually begin with a warm-up and then we work together to explore practically the works of different theatre companies or theorists. Most recently, we have been using ideas inspired by Frantic Assembly, involving lifts and physical theatre exercises to communicate a message. We also watch a lot of filmed theatre performances which we discuss, assessing for instance how they can impact our own work. We were also very lucky to attend a series of online workshops organised by ISTA (International Schools Theatre Association) which involved exploring live theatre, devising collaborative work, World Theatre Traditions, the role of the director and the work of various theatre practitioners.

■ Do you think there is a unique component to this course?

Mrs. Ricketts: Yes, it is practical and student-driven. You get to explore theatre and learn all about what makes it effective through exploration, experimentation and exposure to live (or recorded) performances. You then get to devise your own assessment pieces, inspired by what you have discovered and elements you want to explore or investigate further.

■ Last but not least, do you have any recommendations for students who might want to take this course, but are not able to attend? Is it possible to study theatre by themselves?

Mrs. Ricketts: Of course. We have great resources at school which enable you to watch recorded theatre performances in your own home. These are a great way to find out more about theatre and what you enjoy. You can also get involved with local theatre groups and companies and try to perform in extra-curricular clubs or events. Ask your teachers or me if you want any more information.

Biggest thanks to Mrs. Ricketts for sparing us her limited and precious time for our interview. It was lovely and educational!

Since we have enough knowledge about the course, maybe we should also gain some insight from the students’ perspectives! I interviewed three theatre students at RISS in order to learn from their experiences and to also explore their initial thoughts on the course as well as their plans related to theatre after graduating.

■ As cliché as this question sounds, what was the reason to choose IB theatre?

Jagoda: I’ve been very passionate about acting for a few years now and always wanted to somehow improve and explore this interest of mine. It’s something that helps me communicate my emotions, as well as a way of escaping the real world, and I find a lot of entertainment in performing. Besides that, I wanted to know more about theatre from the technical side, because not only actors play crucial roles in performing theatre.

Timofei: The profession that I would like to have in future is related to theatre studies. Also, theatre is really fun and enjoyable.

Zoe: I think it is a really unique subject, really different from the others. You learn to talk in front of people and I think this is something that is really helpful for the school presentations, but also for the future. Moreover, it teaches you a lot of ways to express your feelings and it’s also something really useful.

■ Did you have any experience in theatre before this course?

Jagoda: I did, but not a lot. I was in a few productions in middle school, which were performed mainly for the school staff and other students. In my pre-IB year in Poland I also wrote and directed a small play based on Edgar Allan Poe’s story The System of Doctor Tarr and Professor Fether, which received very positive feedback.

Timofei: I participated in RISS Junior campus, Grade 9, 10 Drama. This helped me prepare for the IB Theatre programme. I also participated in some of my previous school’s theatre performances.

Zoe: I did two years of theatre when I was younger – so I knew what to expect.

■ What was the most interesting thing that you’ve learned so far?

Jagoda: Probably the Stanislavsky system, which focuses on actors getting into their role and performing it. In order to properly prepare for the performance, the actor needs to know their character like themselves, understand their intentions, motives, backstory and be able to actually feel what is acted out.

Timofei: Interesting movement techniques that can help to tell a story. For instance, movements with differing paces, coming up with collaborative movements which then later look like a dance, lighting techniques, etc. It has also taught me to come up with ideas for the story, using different techniques.

Zoe: I think the expression of the feelings by dancing and movements.

■ What type of person do you think you will become after this course? What would change in your life?

Jagoda: I’ll definitely understand more of many areas of theatre, from performing as an actor to directing as a director. It’ll make me more confident in discussing or making theatre and will be very useful if I decide to further pursue acting in education, hobby or as a job.

Timofei: I think that, after this course, I will have got used to acting in front of an audience and will have overcome stage fright. Also, I hope that the course will help me to expand my ideas and come up with effective performances.

Zoe: I think I will be less shy and also more comfortable expressing myself in front of a group of people. This can help me in job interviews or future oral presentations – whether at school or in a professional environment.

Thank you guys so much for sharing your ideas with us with these wonderful answers! Both you and Mrs. Ricketts have helped a lot to make an introduction to the Theatre course at RISS. We learned that the Theatre course is not only about teaching how to act on stage, but also focuses on investigating other techniques for the sake of gaining knowledge and being able to analyse this knowledge by reflecting on it, based on our world, feelings and interests. On the other hand, the Theatre course at RISS is also based on collaborative and communication skills, as much as requiring individual work.

Almost every person who has associated with theatre at some point in their lives says it has influenced how they perceive the world and offered the best learning outcomes they have had. And you may be one step away from gaining that experience! If you are curious or just want to experience it, our teacher Mrs. Ricketts and also the students in the Theatre course at RISS will be ready to guide you. I would say: take this chance – especially now that you are aware that it exists. Because: **TO BE OR NOT TO BE – RIGHT? THAT IS THE QUESTION.**



“The course results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.”
IBDP

Enterprise

By Ben White (teacher of Enterprise)



For many students, the idea of running your own business is an exciting one. The ideological dream that you will achieve success and all the riches that come with that, is often the reason why so many students choose Business.

Yet, the reality of managing your own business is an altogether different challenge. Much like preparing for the Olympics, it requires dedication, hard work and perseverance. There are countless hours spent wondering whether it will all be worth it. The hours of dedication, the time spent making it work and the risks of losing your own financial capital, tend to stop many people from turning their ideas into reality. The course encourages students to develop team-working, business planning and organization, financial management, marketing, presentation and negotiation skills.

But if you do not want to take my word for it, you can take the words of a student from the course, a grade 10 who has experienced many challenges. She has risen to those challenges and is now benefitting from the experiences the course has provided.

Here is her message:

"I represent Amira Sets and my name is Lais. I am an enterprise student and all I can say is that this class has really helped me with my personal skills. I have developed great negotiation, time management, innovation, creativity, and financial control skills. But it was not all easy; I faced many challenges during this two-year journey. I had to work alone and take control of my shop because my other partners moved to other countries. I had to make sure I was able to keep up with the finances and organization of the enterprise and slowly I found a way to do all of that. Now, almost two years after starting this business, I see that all the effort was worth it and – slowly – I have been able to grow my business. My best advice after creating a small successful business is that you should really not let your motivation run away, because there will be hard days – but if you push through them, you will see that, in the end, it is worth it!"

We hope that many more students will take up the course and turn their creative talents, interests and passions into future success stories. Well done to all those who have made this journey so far.

STEP FORWARD ENTERPRISE:

Enterprise is a subject that encourages students to set up and manage their own business project. It encourages them to implement real-world entrepreneurial skills. Enterprise gives students the platform to take the risks in a guided way.

ADVERTISEMENTS:

EVERY WEDNESDAY
A TASTE OF
Brazil
AT THE RISS JUNIOR CAMPUS
OR ON ORDER
@AMIRASETS

SATIS
EARTH
PRIDE AND
BLM
STICKERS
Contact us at
131413@wolfert.nl
BIPOC
LIVES
MATTER

RISS 500 Word Story Challenge

The inspiration for this competition came from the top short story writing competition in the UK called '500 Words'; a contest which has been around for ten years and is organised by BBC Radio 2. As RISS always strives to get students excited about reading and writing, they launched a competition last year called the "500 Word Story Challenge" which turned out to be a massive success! For this reason, the school also introduced it this year.

The inspiration for this competition came from the top short story writing competition in the UK called '500 Words'; a contest which has been around for ten years and is organised by BBC Radio 2. As RISS always strives to get students excited about reading and writing, they launched a competition last year called the "500 Word Story Challenge" – which turned out to be a massive success! For this reason, the school also introduced it this year.

The aim of this competition is not only to get students excited about reading and writing, but also to enhance their story writing, creativity, imagination and artistic skills. This is a competition that involves only Foundation Year students. What they have to do is individually come up with an enthralling, engaging, entertaining and a well-written fictional story. However, the golden rule of this challenge is that the story must not contain more than 500 words.

When these fictional stories are finished, they are first judged by our wonderful English teachers and next they are read and judged by a very special person: Kim Lloyd. Kim was taught by the likes of David Almond at Bath Spa University and has spent her years reading and writing narratives. Now she works in a first school and helps young storytellers, inspiring them to become more creative and imaginative.

In the end, four finalists are selected. The narratives from these students will be read by professionals and shared with the community through Instagram and on the RISS website. This will be followed by the announcement of the grand winner; the champion! As part of their prize, their winning story is published in the RISSUE so that our whole community will have the privilege of reading it!



500 WORD STORY

Winning Story

The Beginning

By Anushri Nair

'Ringgggggg!!!' "Not again!" I groaned as I got out of bed. "Stupid alarm!!"

An hour later, I was sitting in math class, half-heartedly listening to Miss Cleere drone on about square roots, something I learnt ages ago. All the 8th graders say that it's so hard, but for me, everything clicks together like a magnet with some paper clips.

I think I zoned out for a second, because the buzz of people chatting simmered and I could hear Miss Cleere's voice boom at me. "Emily, could you go to the storage cupboard and get a red box labeled 'Lesson 72'?", Miss Cleere asked.

"Sure, miss!" I said, glad that I found my ticket to freedom. I got up from my desk and exited the now boisterous classroom as quickly as I could (without breaking into a run) to look for the storage room. I wandered around the corridors for a while, regretting that I hadn't asked where this room was. I felt like a mouse in a huge maze, not knowing where to go and what to do. I managed to find a door labeled 'Storage Room'.

I pushed the door open, and it creaked, making me jump. I calmed down my racing heart before stepping inside the room.

I stepped inside and ran my fingers across the wall, feeling for a switch to banish the eerie stillness of this cold room. The door slammed shut behind me, and I was engulfed in darkness. I began to panic. My hand found a switch, and I flicked it on.

The room was now brilliantly lit, so I let my eyes adjust to the light. I spun around, scanning the room for a red box. I didn't want to be there any longer than I had to be.

Finally, I found the box. I grabbed the door handle and flung myself out of the creepy storage room.

I should give this box to Miss, she's probably wondering where I am, I thought. I dodged past students like a whirlwind, and then, I crashed into someone.

"Watch where you're going!" I snapped.

"S-sorry!," the boy said.

"I need to go," I grumbled.

"What's that box you're holding?" he asked nervously.

"A box Miss Cleere asked me to get her," I answered.

His eyes widened as he read the label on the box.

"No...," he whispered.

"What's the matter?" I asked.

"Please, whatever you do, don't give the box to Miss Cleere!" he said while he looked around hastily.

"Why?" I asked uneasily.

He leaned in and whispered, "They're watching us, Emily. Every move we take is controlled by them."

"You're crazy!" I exclaimed, while walking away. "I'm not going to listen to a word you say!"

When I reached Miss Cleere's classroom, I felt a sharp pain on my stomach, like knives piercing my skin. I gasped, and the box clattered onto the floor. Everything spun hazily around me. I remember seeing the words "GAME OVER" flashing above my head...



Teenage Dreaming... Or What Was It That the Movies Said?

As you open what feels like your hundredth English assignment this term, you can't help but ask yourself, 'Are these meant to be the best years of my life?' And are they? The movies definitely say they are. But you can guess, from the lack of fireworks on your sixteenth birthday, or the three girls called Heather, that life... isn't exactly what you see on TV.

For this article, I asked several students to weigh in about their genuine experiences, worries and problems as a teen in comparison to what is presented as reality through series and films. The world around us has impacted how we view these years, and has set high expectations. But to what extent is it disappointing – or just different? Or is there even any reason to place such an importance on these few years of our lives?

■ **Is the media inaccurate compared to your day-to-day experiences?**

"We don't have all the time in the world. Movies just skip to the fun parts. I go home and worry about homework every day. Occasionally there's weekends free. And parties do exist, but it's not the only thing I'm doing."
"The overconfidence and hyper optimism regularly seen in characters in movies is not common. People behave more normally than that – since people have other things to worry about than what is prioritised in movies."
"There aren't as many high school parties – or at least I didn't get invited."

The average teenager does not have parties and relationships at the forefront of their mind. In fact, polls show that teens spend an average of three hours on homework each night, with 11th graders spending the most time. This, in conjunction with what films show of teenagers, depicts a lifestyle that would be completely unsustainable. Grease, or a more modern To All the Boys I've Loved Before, are examples of movies that place love and romance at the centre of life in school. In fact, that is their major plot line. However, over the last 40 years, the number of seniors who avoid dating has increased by over three times, from 15% in 1976, to 49% in 2017, a study shows. So, while girls in films are fawning over boys, this may be on the back burner for many girls in real life.

"The media don't give an accurate depiction of life. Everything is enhanced to get views and likes. In all kinds of media there's makeup, staging and lighting to make actors seem perfect and exactly how they want them to look. Which is unrealistic. You often get people in their thirties playing teenagers, which is not at all relatable."

Due to the growth of internet usage and technological development over the past decades, without knowing this, we are consuming a digital representation of the world that is heavily photoshopped, edited and cut. Studies have shown that exposure to unrealistic beauty standards can lead to stress, shame and guilt. A study of young women showed that when altered images were not identified as such, the participants experienced higher internalisation of perfect body images. The altering of bodies to fit societal ideals has become almost a requirement in the fashion, film and advertisement industry.

■ **Is there some truth in high school movies?**

"Well, yes, though most of the high school movies we know centre on the American experience. We just don't get that in Europe, which is why we see it as unrealistic. But it is true that there are school group events, like games every Friday. There's Spirit week once a year, where everyone – with which I mean the vast majority of people – dress up. You wear the colours of your grade or there are country days – lots of stuff."

■ **So you say American schools are quite similar... Is there still anything different?**

"I'd only say bullying is less than what we see in movies. The 'popular person' trope is a lot nicer and if there are mean people they can't afford to be as direct as in the movies – there's definitely not much shoving into lockers happening."



Teenage Dreaming...

Being popular is not as simple or as arbitrary as what after-school activities you participate in. There is no table for the 'cheerleaders' or the 'emos'. If you do theatre, you are not automatically a 'theatre kid', you are simply someone who does theatre. Whether you want to be a jock, nerd or emo; you choose.

"Movies do often skip over some tougher topics – my old school is organising an anti-on-campus sexual assault protest with 2,000 students this week. Not everything is sunshine and rainbows like in High School Musical. Also, school shootings are not uncommon in America. These uncomfortable parts of school are rarely shown – because these are parts that are hard to write about."

Media on the teenage experience is often called unrealistic because it only shows the best parts. Girls ages 16-19 are four times more likely than the general population to be victims of rape, attempted rape or sexual assault. This is a concerning statistic that is widely ignored in film and other media, but it is a very real issue in adolescent girls' lives.

■ Is mental health an epidemic; yes or no? Is 13 Reasons Why a more realistic show? Since it focuses more on mental health?

"It's in the middle. Yeah, we struggle – and stress and anxiety are definitely not unusual to me personally, but it's not as extreme as it is in 13 Reasons Why. It's kind of hard for movies to show mental health in a balanced way that is not super extreme, but also doesn't just brush it off like the rest."

■ Do you feel like there's an underrepresentation of you in movies about teen life? Are there any accurate (more accurate) depictions?

"I feel like, especially with the 'classic' high school movies, I am very detached because I don't see myself in them. There's pretty much always a lack of diversity, and if there is some diversity I feel like the roles are made into some kind of stereotype or used as comic relief. If you're non-white, LGBT or just somehow don't fit into the conventional standard, it's hard to see yourself in them. There's just not that much media about your experience."

Luckily, we've become more aware of this over the past years and now female characters are actually written by female writers, which I feel like is definitely noticeable. I've enjoyed shows like Skam and The Perks of Being a Wallflower, which focus on different issues in life than your usual teen drama."

■ Are you worried that since these are meant to be 'the best years of your life', life will only worsen after your teenage years? Do you feel at all pressured to push yourself to your limits to fulfil this idea? Does this make you disillusioned for the future?

"I'm still looking forward to the future. I reckon I will have more time to develop my hobbies and interests after I graduate. I wonder if the stress I have now is something I will be able to manage later on, or if it will get harder."

"I'm not worried that life will only worsen after my teenage years, as I'll just try to make the most of the 'best years of my life' instead of worrying about the future and thereby ruining my teenage experience. I just take opportunities that come my way that I will enjoy though they might not necessarily fit a societal standard."

"For relationships, sometimes I feel like I might be missing out on a 'high school sweetheart' thing. Like there's a lot of expectation to date before you're 20 at least. At the same time, I don't want to pressure myself into a relationship with someone who doesn't treat me right or isn't on the same page as I am."

The emphasis on your teenage years may be anticlimactic for many, as people are catapulted from young childhood into a heavily sensationalised 'time of our lives'. There can be a sense of satisfaction gained from not constantly feeling you're running out of time. It's impossibly hard to expect to live to the fullest in the years where most of us haven't even grown into our full potential and many of us are unsure about our identity.

So, the reality is that your teenage years may be a period that you look fondly back on, but it's not the be all and end all. This period in life can be rocky as we grow up, develop and challenge those around us. Troy Bolton may teach us the importance of following your dreams, but will he capture the breadth of everyone's high school experience? I don't think so.

Edited for clarity

<https://showme.co.za/lifestyle/the-photoshop-affect-on-teen-self-esteem/>

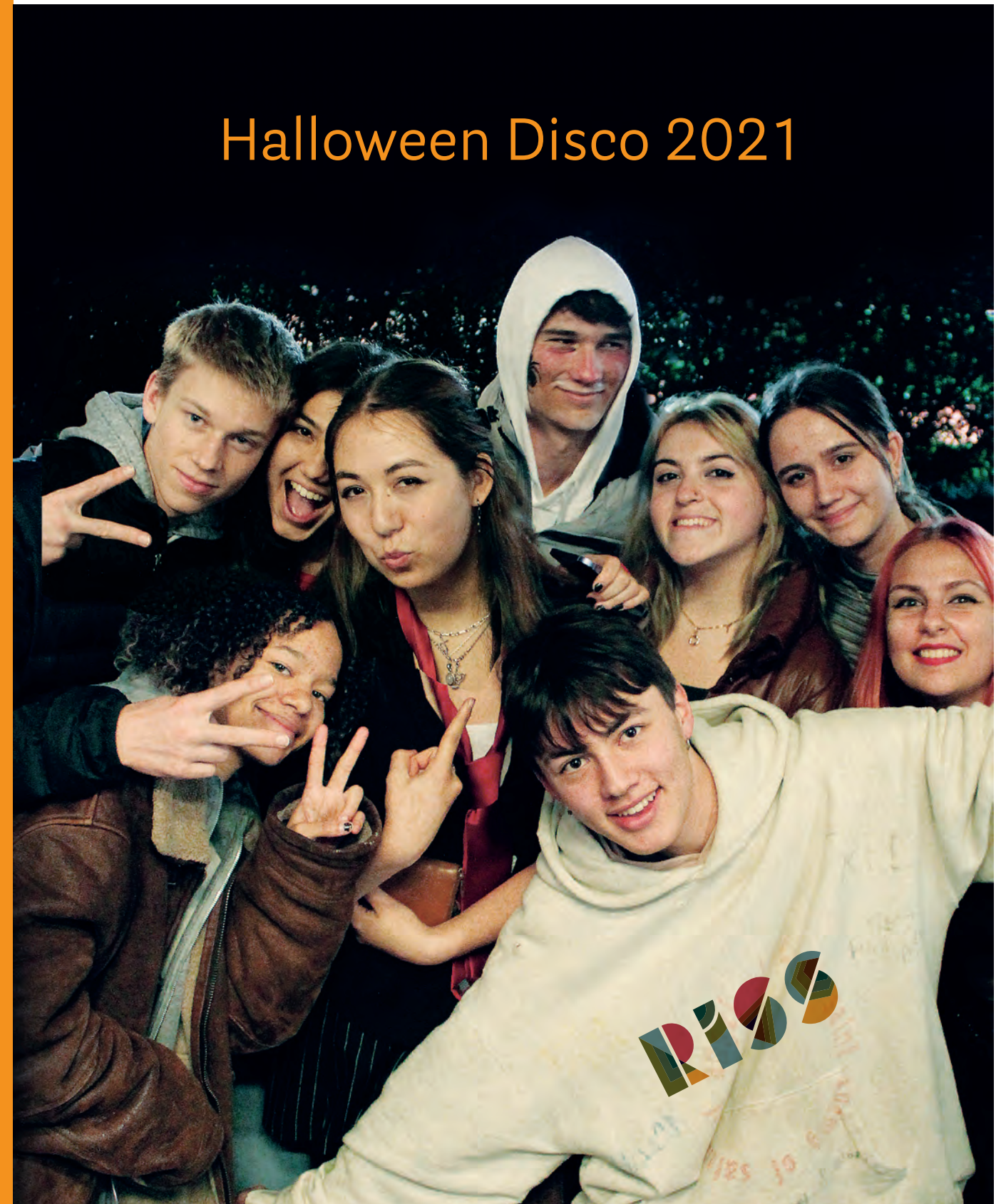
<https://spinditty.com/playlists/50-Songs-About-Being-17>

https://scholar.dickinson.edu/cgi/viewcontent.cgi?article=1058&context=student_work

<https://www.barna.com/research/teens-spend-school-hours/>

<https://www.mvorganizing.org/how-much-time-does-the-average-teenager-spend-on-homework/>

Halloween Disco 2021





By Ellie Venetikidi

RISS's Contribution to the Pauluskerk

BAKING CLUB

The Baking Club is an ethical and principled club that meets every Wednesday after school. There we bake foods such as delicious, delicate, authentic chocolate brownies and then deliver them to the Pauluskerk, a modern church in the center of Rotterdam that supports all people who cannot survive without help. This includes homeless people, addicts, psychiatric patients, people without a residence permit, people without employment, young adults who have no life guidance, and vulnerable elderly people. The Pauluskerk works from the conviction that the Bible calls us to be aware and to help people who cannot survive on their own. They do this by offering hospitality and practical individual help.

Contributing to this project requires enthusiastic, honest, open-minded and reliable personalities who are willing to effectively collaborate in order to have a successful baking experience and be able to contribute to the well-being of the unfortunate living in Rotterdam.

The baking experience for the Pauluskerk allows us to develop a love and enjoyment for learning how to bake, as well as feeling joy when we achieve astounding outcomes.

Learning Objectives

As RISS students, we can confidently say that we are part of the more privileged Western community. Working for the Pauluskerk allows us to gain insight into what it's like to live a deprived life. This is vital because it allows us to appreciate and be thankful for every small and big thing that we have.

Being part of RISS International School has helped all of us develop an international and open mind and has therefore made us eager to join local and global projects.

Volunteering for the Pauluskerk aligns with three out of four core values of RISS: Relationships, Respect and Responsibility. By being involved in the baking club, we reap numerous social benefits such as collaboration and friendships with like-minded people. Respect comes with the fact that we respect and understand the needs and wants of the unprivileged people who spend their time in the Pauluskerk, and therefore we are willing to help them. Furthermore, baking for the unprivileged requires a handful of responsibilities and this is because we all have to make sure that we work together, while following the recipe in the right steps, in order to execute a fantastic outcome.

My Experience

It's a great joy to be part of the baking club! I really relish this club because it allows me to spend time with my friends and to do something that we all like (baking). After a long and busy Wednesday, baking is one of the finest activities to relieve stress and get my mind off school work. In addition to that, it's greatly satisfying to know that, through baking, I have the chance to contribute to the well-being of the community through the Pauluskerk. Providing these goods to the Pauluskerk boosts my gratitude because, as I mentioned above, it allows me to better appreciate the things that I have, and this is because I understand that these baked goods go to unprivileged people who are unluckier than I am.



I also had the privilege to interview Mr. Muller (the leader of this project) and ask him a few insightful questions:



■ **Why did you decide to start the baking club and is there anything in particular that you like about how the Pauluskerk tries to help the unfortunate?**

Mr. Muller: About seven years ago, I decided to offer CAS students the opportunity to create treats for these coffee afternoons. Food, and the rituals that accompany it, plays a significant role in our lives – whether we are consciously aware of this or not. Having a coffee, for example, with its biscuit companion at any Rotterdam café is an afternoon ritual that many of us take for granted. Rotterdam's Pauluskerk provides an afternoon coffee for local people who are homeless, lonely or even struggling with addiction. Those who partake are not simply offered a coffee and a biscuit; they are also offered inclusion in a cultural ritual that might not otherwise be available to them under their current circumstances. This may seem a simple gesture, but it provides recipients with a sense of dignity and worth. For this reason, I am an enthusiastic supporter of this particular Pauluskerk initiative.

■ **Apart from how to bake goods, is there anything else that you try to teach the students at the baking club?**

Mr. Muller: Contributing to the needs of the local community and becoming engaged in important global issues like homelessness is at the heart of the IB CAS Programme. It is my hope that the students who participate in the weekly CAS baking sessions acquire an awareness of the importance of thinking beyond oneself, as well as the importance of becoming an active participant in their local and global communities by identifying needs and making a concerted effort to meet them.

Through the works of Mr. Muller and the establishment of the baking club, RISS has the chance to contribute to the well-being of the Rotterdam community. This is something great, as it shows how much the people of RISS value their community, and how they want to make a positive impact on the people around them!

The History of RISS

Do you know how RISS became what it is today? Not many of us really know the answer to that question, which is why I decided to write an article focusing on the history of RISS. History allows us to celebrate the achievements and hard work that was put into making this school and is also an important factor in creating a more united school community.

By Ksenija Petrakova





Interview with **Ms. van Adrichem**

To get more insight into the history of RISS, I conducted an interview with Ms. Van Adrichem, our beloved teacher of English Literature, who has been a part of the RISS community for many years.

■ **How long have you been working at RISS?**

I have been working at RISS for about 20 years.

■ **How much has the school changed since you began working here?**

I started when we did not have our own buildings – we were at the Wolfert, as a department with about 100 students, I believe. However, the actual program started about 10 years before I joined, with only around 20 students. I think that roughly only 10 years after I arrived did we get our own first building.

■ **How was that?**

It was very exciting because we finally became an actual school in our own right, so it was a big deal.

■ **How did the school change you?**

Teaching-wise I do not think it changed me, but it was interesting to see how a school grows and how certain elements about the school change. For instance, being a very small school allowed us to deal with issues and concerns much more easily – but as the school got bigger, these things needed to be more formalized and we had to have more of an external face to the community. It's great to be part of an organization that is constantly growing and changing.

■ **What, in your opinion, are the main events or changes that have happened at the school?**

I think that, for me, the new buildings were the milestones because then we became ourselves, we were no longer a small organization inside a larger one and we could finally create our own identity – much more than when living within another organization. Also, the increase in the number of our students with all the new challenges they bring in had an impact on the school.

■ **What are your favorite moments? Any funny or sad moments?**

Some sad moments are of course when students leave under certain circumstances. That is never pleasant and I can still remember those students. But happy moments – fortunately there are more happy moments than sad moments. I remember dancing with other staff members during the festival of

lights; that was a lot of fun and the students really enjoyed it when the teachers were up performing and acting crazy. I also think that the moment when the senior campus was more or less finished and finalized after having gone through two years of construction. So those moments, I think, are my main highlights.

■ **Has the school educational system changed?**

No not really, we have always offered IB and IGCSE. Of course, the course itself changes, but we have always had the same system, with a clear mission and vision for our students.

■ **Have the goals of the school changed?**

The introduction of the core values was a big moment, and it was exciting to see how such a process develops and begins. Additionally, it is nice to see how it is still relevant to students and continues to encourage Courage, Respect, Responsibility and Relationships. The introduction of our new mission statement, of course – educating to make sure children enjoy their youth – was also a ground-breaking moment in the development of the school.

■ **Do you think the current use of technology and the Internet is better than when books were the primary source of information?**

Yes and no. I think they offer a lot more opportunities and a lot more information. We are still learning how to use it properly and not get lost, and how to best use technology in the classroom. However, with the pandemic and having to work from home – all online – we really took a great leap forward in using technology, learning a lot in the past year-and-a-half.

■ **Where do you see the school in the future?**

I think the hope is that we will have an actual international campus here in Rotterdam, one that even has a primary school located nearby or even on the same grounds. It has been talked about for many years and the hope is that it will happen one day, but of course it involves a lot of meetings and politics. So that is where I think the school will end up, changing the landscape of Rotterdam when it comes to international education, as the city needs this.

The Origins of RISS

1987

The English stream with only four students from four continents is introduced.

1991 - 1993

Renamed as the International department in Wolfert, it welcomes its first batch of IGCSE and IB graduates.

2001

Number of students reaches 100.

2002

The process of building the first campus begins.

2018

The new RISS truly grows into an international school, with students and staff representing 70 different nationalities.

2019

RISS achieves a Bronze reward from the EcoSchools committee in recognition of its sustainability profile.

2020

The City of Rotterdam sends out a press release announcing the approval of a significant budget to study the feasibility of an International Campus here in Rotterdam.

2021

Introduction of the RISS Rose program.



A great deal of changes and challenges have been faced in order for RISS to be where it is today. Hopefully this article allows everyone to have a better understanding of our school and how much effort was put into creating it.

Meet Our New House Captains!

If you’ve heard about our school house system but aren’t quite sure what it is and why we have it, you’ve come to the right place! First things first, RISS has four houses that are inspired by famous Dutch artists: Van Gogh, Escher, Rembrandt, and Vermeer. Every student at RISS is a member of one of the houses. If you still don’t know your house and want to meet with your little family, you can visit www.epraise.co.uk and find out more about it by logging in with your school account!

The aim of a house system is to develop students’ collaboration skills by organizing competitions such as sport days or quizzes. Each house has a house captain whose mission it is to encourage members to feel responsible for their house and to help foster a loyal relationship within the house.

Also, after a long time, house events at RISS are back! On the 14th of October, Junior Campus and Grade 11 students were in the Wolfert Gym to play dodgeball and vote for the new house captains. Let’s meet our new house captains and listen to their plans.



Captain of Escher: Irenosen Esene
“Alone we can do little, together we make our team better.”

What are your plans for the house?
My plan is to empower and support each team member to do their best, allowing them to grow and feel appreciated. I also want to create a motivating and fair environment.

What makes you the best team?
I believe my team is the best because all members have a fitting personality. Their relationships, their direction and their ways of working and collaborating together makes Escher very successful.



Captain of Van Gogh: Daniel Domonyi
“We are leading currently and we will keep that position!”

What are your plans for the house?
I would like to take part in organizing more house events. Unfortunately, during the past years, we have not been able to run all the planned house events. However, I will try to ensure that they take place this year. Last but not least, I am also planning to win.

What makes you the best team?
We have a team where a lot of people know, trust and work with each other. Therefore, we have a strong community which we can make even stronger by uniting those groups.



Captain of Vermeer: Anmol Triphaty
“2022, Vermeer is winning.”

What are your plans for the house?
My plans for our house are to ensure all students have a great time and escape the possible stress they might be experiencing. We are also, of course, planning to win this year.

What makes you the best team?
We have great teamwork and have very enthusiastic students of all grades and ages.



Captain of Rembrandt: Abdel El Wakil
“Go the extra mile, it’s never crowded.”

What are your plans for the house?
To win.

What makes you the best team?
Our chemistry is something that no one has ever seen before; we are by far the best team to ever exist and will overcome all the obstacles that come on our way. We will win.

Biggest thanks to previous house captains for their efforts and best luck to the new ones. Also, congratulations to the winner of this house event; Van Gogh with 6 victories! We look forward to meeting with everyone again, so until the next house event; STAY TUNED AND HEALTHY.



ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL



Junior Campus

Bentinecklaan 294
3039 KK Rotterdam, Netherlands

Senior Campus

Schimmelpenninckstraat 23
3039 KS Rotterdam, Netherlands

Phone: +31 (0) 10 890 7744

Fax: +31 (0) 10 890 7755

Email: admin.riss@wolfert.nl

RISSUE Nr. 5 2022