

SPRING 2023

RISSUE

ROTTERDAM INTERNATIONAL SECONDARY SCHOOL MAGAZINE NR. 7

FRESH
START

STUDENT
COUNCIL

GREEN
TEAM

SKITRIP 2023

RIZZ KWIZZ



ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL



**Zaeem
Zaheer**



Message from the Editor-In-Chief

As the new Editor-in-Chief of the RISSUE, I am deeply honoured and grateful to have been given this once-in-a-lifetime opportunity to lead such a talented and dedicated team of editors, photographers and sales representatives. The journey hasn't been all smooth sailing though; rocky seas were common, intermittent to the calm waters. To bring our struggles to the foreground we, as an editorial board, have decided that the theme of this issue will be: 'Fresh Start: New Beginnings'. This theme has chosen the spirit of hope, renewal and rejuvenation that we all need in the aftermath of unprecedented challenges of the past year. Life has started to veer back to its normal ways with the last shows of quarantine dying off completely early in the year and school finally beginning to take on its pre-pandemic form.

Our team is exhilarated to be pursuing this unique theme throughout the various articles and interviews that shed light on the finer aspects of our humble school community. Over the past few months we, as an editorial body, have worked tirelessly to produce this year's magazine; we are committed to upholding the highest standards of writing to portray the finely knitted details of our mighty school community – to remind our community of its responsibility to function conjointly as one school, illustrating the unique, collaborative aspects of all the members of our school community.

On behalf of the entire RISSUE team, I would like to express our deepest gratitude to everyone who participated in the production of our school magazine. First and foremost, we would like to thank the Principal for their unwavering support, funding and authorization, without which this project would not have been possible. We are also grateful to the editors, photographers, and sales representatives who worked tirelessly to bring this magazine to life. We could not have done it without your dedication and hard work. Above all, we would like to thank the amazing school community for their contributions, support, and feedback, which helped make this issue a success. Thank you for being a part of this journey and for helping us create a magazine that we can all be proud of.

Zaeem Zaheer, student Editor-in-Chief



**ROTTERDAM
INTERNATIONAL
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Dima Al-Ali
Parnika Maheshwari

Photo Editor Message

Parnika:

Working for something that you have loved since your childhood is dreamy and makes you feel more passionate about that hobby. I take pictures to capture a moment and relive it later on, which is why I wanted to be the photographer for the RISSUE, so that not only I but also others can live their favourite memories again and cherish them forever. Walking around with a camera for a month gave me this new personal experience which may or may not help me in the future. It always interests me how easily you can capture moments forever and look at them later on, it is what makes people happy. I would just say that photography appears to be easy but if you really think about it, photography is just another form of artistic expression that allows the photographer to use composition, lighting, and other elements to freeze moments in time.

Dima:

Being a part of the RISSUE is definitely a new experience for me as this is a very creative and dynamic club which requires our active involvement as we ultimately have to produce this year's school magazine. I have always been interested in media and photography, therefore being part of this club allows me to explore my creativity while also sharing it with others, as I am a photographer. As a photographer I believe that it is important to have the images depict the articles adequately, therefore communication is key and a personal skill that I believe has strengthened while being part of the RISSUE team. The images in the magazine truly reflect our students, their friendships, our school, as well as the various events that take place. The biggest challenge I believe that we faced as a team was following deadlines and making sure that communication was thorough. However, personally as a photographer, I believe that the biggest challenge I faced was communicating with the writers to coordinate the images needed for their articles. As well as planning when to take the pictures and when it suits the people involved. But, overall it is an amazing experience under high pressure.

Working for something that you have loved since your childhood is dreamy and makes you feel more passionate about that hobby. I take pictures to capture a moment and relive it later on, which is why I wanted to be the photographer for the RISSUE!

“Being a part of the RISSUE is definitely a new experience for me as this is a very creative and dynamic club which requires our active involvement as we ultimately have to produce this year's school magazine.”



By Dr. Gilbert-Sáez

MESSAGE FROM THE PRINCIPAL:

It is always a pleasure to write for the RISSUE. The students in charge make sure they capture as much of the life of the school as possible, a record all the more precious now that we are back to some sort of normality after the tumultuous events of recent years. Despite how awful those pandemic times were, it is worth highlighting what we have learned too. For example, we know that we all need to be mindful of the pandemic's ongoing impact on our emotional health and well-being. To this end, we have strengthened our counselling provision and increased staff training and awareness. There is certainly a huge commitment to ensure that we can best support our students and families.

“When we say we want children to ‘enjoy their youth’, we really do mean it.”

It is important, too, that we all acknowledge the impact the last few years have had on the emotional well-being of our teachers. Teaching is a taxing job at the best of times, let alone at the worst of times. The way they always rise to the challenges that school life throws at them whilst continuing to deliver the best lessons they can is astonishing. I am so proud of them and I know students and their families all join me in thanking them for all they have done, all they do and all they will go on to do.

Of course, we must also mention the ongoing pain of losing Renata de Leon-Graham earlier this term. There is not a single day where her lovely smile does not appear in my head and I am sure I am not alone in this. To me she symbolises what we can sometimes forget – that life is fragile and delicate. Renata continues to influence my decisions and actions and inspire my own life and challenges. I will work incessantly for the lives of children and young people. They are my reason for working in education.

Renata, from me, my colleagues and the whole school community, you are dearly missed every single day.

This year, despite our challenges, we have continued growing and living up to our unofficial motto – ‘small but mighty!’. We have RISSROSE in grades 6 and 7 and RISS REACH in grades 9 and 10. Both are new, groundbreaking and highly innovative, offering significant opportunities to offer learning experiences that are vocational, interdisciplinary and aligned with the learning students will go on to encounter in later years, especially in the Senior Years. I hope you have noticed the number of trips available, the close contact we develop with families especially in the early years, our pastoral programme and the parties such as the Halloween Disco.

Student numbers are significantly on the up too – always a sign we are doing something right! The message that we get from new parents is that they come to us because we have been recommended to them, something we all should celebrate. Of course, we don’t rest on our laurels either and having more parents entrust their children’s education to us ensures we stay motivated to keep getting better. Making our teaching the best it can be, updating our pastoral provision, creating more opportunities for students to take responsibility and lead, and our ongoing drive for inclusivity are all top of our agenda going into 2023.

The traditional spring festivities are beautiful hallmarks of March and April, a time when we want to be with families and friends. This is all the more important after the restrictions of recent years. While early season will be better for us (cost-of-living crisis notwithstanding!), we know that not everyone is doing well. As a school that cares, I know we will do what we can for those families who are struggling with persecution or war. April is a time to grow and love, both inside and outside of our own families, after all. I hope you will take the opportunity to do something that will spread happiness to those who need it most.

On that note, may I wish you all a wonderful spring celebration, happy in the company of those who are dear to you.

Thank you.



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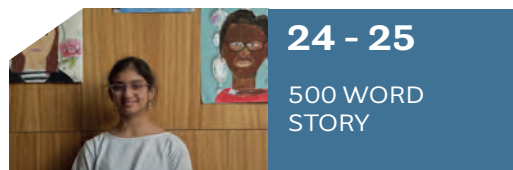
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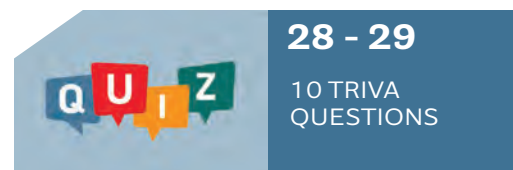
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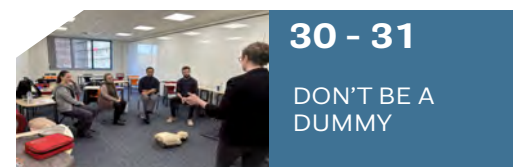
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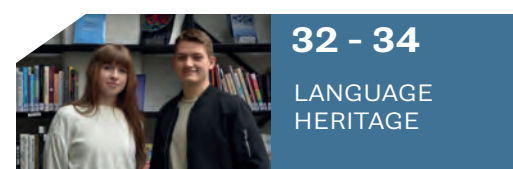
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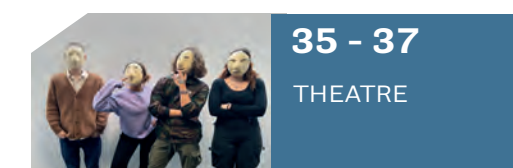
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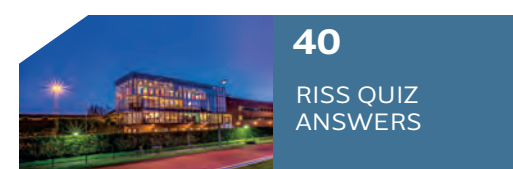
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Fresh starts & new beginnings...

Andreu

■ I have never participated in a club like this before. It is a completely new experience for me, both in the sense that I have never taken part in such a large-scale school club, with such high expectations and responsibilities, but also in the sense that I have never participated in any sort of writing-related activities. This is my first time writing articles and conducting interviews for such an important matter. It is nice trying something new and going for a fresh start.

■ I wrote the article for the Language Heritage Committee, and within the article I go in depth into how the committee reflects the theme of 'Fresh Start and New Beginnings'. To give a quick overview, the committee has decided to take a very different approach compared to last year's committee. This can be seen in the different activities they have planned for the school, and the different approaches they have taken to spread awareness, and to involve the community of the RISS as a whole.

■ The biggest challenge I have faced whilst putting together the RISSUE would have to be the tight schedule we follow, along with the weekly meetings schedule. It has been very difficult to balance the heavy workload of the IBDP, especially with my HL subjects, while also trying to find time to conduct interviews, and to write the articles to a high standard. Further, our weekly meetings take away every second break of the week except for on Friday, which can be very draining as we have little free time during the week as a result of the meetings.

For this article, I met with the team behind the RISSUE and asked them the following questions:

How is working with the RISSUE a Fresh Start/New Beginning for YOU?

What aspect of your article reflects the theme of Fresh Start or New Beginning?

What has been the biggest learning moment for you while putting together the RISSUE? (Challenges/Successful Areas)

Raven

■ As an aspiring writer, I've been slowly tuning my writing skills with each word that marks my pages, but working with the RISSUE was the first time I had the opportunity to use my writing to document something good about the world. Life recently has been a bit gloomy, so it's always nicer to share the great new things going around.

■ My articles, ("The Queer Spectrum Alliance – A Brand-New Club to Be the Voice of Old Issues") and ("The Voice of the People"), reflect the theme 'Fresh Start and New Beginnings' because they focus on the innovations initiated by the students of our community. The QSA was formed as a result of students coming together and wanting a new space for queer people to feel welcome, so they took that initiative themselves. As with the student council, I made sure to find out what makes them so different from what's already been seen before.

■ My biggest learning moment while working with the RISSUE has got to be choosing exactly what to say. As I have been put in charge of putting the goals and passions of my fellow classmates onto paper, I've been blessed with this great responsibility that I can't help but want to carry out perfectly, so as to share these wonders with everyone else, and sometimes it seems hard to turn emotions into words, but that's exactly why I started working with the RISSUE in the first place.

Abhrajit

■ The RISSUE is the largest creative crew I have ever been a part of. Due to the dedication needed for the events, the experience is special to me. I really like the teamwork element of the RISSUE because it makes me feel like I'm contributing to something larger than just myself. It's also the first time I've written for a group, and I've discovered that I like writing occasionally.

■ The article that I have written is about the journey of switching from grade 10 to 11. This is the epitome of the topic of 'Fresh Start and New Beginnings'. The article describes all the major changes when going up to grade 11, all the challenges and differences that were there. As one could say, the Fresh Start and New Beginnings of the school year.

■ In comparison to the school curriculum, the learning curve for being in the RISSUE is very distinct. From my viewpoint, the difficulties that must be surmounted can be viewed as the learning curve. Among the difficulties we faced were coming up with fresh concepts with the RISSUE team, using the second break effectively, managing our talks within the limited time available, and getting closer to our finished product. We also experienced our fair share of minor accomplishments, such as being able to complete our writings and moving closer to the launch of our magazine.

Lauend

■ I have enjoyed writing for a while and decided that I could use my ability to benefit others than myself, giving an outlet for people to share their story with the school.

■ My writing has often been descriptive, so I am used to this style of writing, however, I have only written for a school magazine once before, three years prior to today, therefore I look forward to being back.

■ My article on the Green Team promotes a new beginning in sustainability.

■ Probably managing my time and being effective. Often-times the schoolwork has to be done and I leave this on the backburner. However, I notice when I prioritise my writing I end up enjoying it more than I would have thought.

■ I hope the school community enjoys my articles and I wish you a wonderful year ahead!

Switching from IGCSE to the IB

By Abhrajit Saha

As a student who has just transitioned from the IGCSE curriculum to the International Baccalaureate (IB), I can confidently say that this change has been one of the most exciting and challenging experiences of my life... and also one of the most confusing. I mean, how does one even pronounce “International Baccalaureate?” Is it “Bacca-lu-rat-e” or “back-lau-re-ate?” I still haven’t figured it out.

Before making the switch, I was used to the more structured and straightforward nature of the IGCSE curriculum. However, with the transition to IB, I was faced with a much more complex and demanding academic experience. Despite the initial difficulty, I quickly found myself becoming more engaged and motivated by the new curriculum. And let’s be real, anything that involves more homework and late-night study sessions is definitely more enjoyable. Right?

One of the main differences between the two programs is the level of independence and self-directed learning that is expected of students in the IB program. The IGCSE curriculum was focused on repetition and recall of information rather than understanding the derivation of the topic. However, in the IB program, students are encouraged to think critically, creatively, and independently. This shift in focus has allowed me to develop my own opinions and ideas, rather than simply accepting the information that is presented to me.

Another aspect of the IB program that I find particularly exciting is the emphasis on interdisciplinary learning. This means that instead of studying separate subjects in isolation, we are encouraged to explore the connections and relationships between different subjects. This has made my learning experience much more holistic and has helped me to see the world in a more interconnected way. As I like to think, “I can finally see the connection between calculus and literature.”

One of the biggest challenges of the IB program has been the workload. With six subjects to study, along with the mandatory Extended Essay, Theory of Knowledge course, and various other projects and assessments, the workload can be overwhelming at times. However, with proper time management and a positive attitude, I have found that I am able to balance my studies and my other commitments. One of my favorite quotes is, “I’ve learned how to pull all-nighters and still have time for Netflix.”

The Theory of Knowledge course is also a valuable part of my IB experience. This course encourages students to reflect on the nature of knowledge and how we know what we know. It has challenged me to question my own beliefs and assumptions, and has helped me to develop a more nuanced understanding of the world. Or, as I like to put it, “I now have the ability to answer any question with ‘How can you prove it?’”

The projects and assessments in the IB program are designed to be more open-ended and creative than those in the IGCSE curriculum. This has allowed me to explore my interests and to express my ideas in new and exciting ways. I have also found that the assessments in the IB program are more challenging, but also more rewarding, as they require a deeper level of understanding and analysis.

Overall, the transition from IGCSE to IB has been a truly enriching experience. I have learned so much about myself, about my academic strengths and weaknesses, and about the world around me. And, even though it has been challenging at times, I wouldn’t trade this experience for anything. I have grown as a student, as a thinker, and as a person. And of course, despite all the benefits of the IB program, I still have my moments of doubt. Sometimes, I can’t help but think that I would have been better off with the simpler, more straightforward IGCSE curriculum.

In conclusion, I would encourage any student who is considering making the switch from IGCSE to IB to go for it! The IB program may be challenging, but it is also incredibly rewarding. And, as a student who has made the switch, I can assure you that it is a journey that is well worth taking. So, to all the IGCSE students out there who are considering making the switch to IB, I say this: “Take the leap, and embrace the confusion! The experience will change your life for the better.” And, to all the IB students out there, I say this: “Have fun balancing your time schedule!”



The Voice of the People...

As per yearly routine, a new Student Council has been elected from a group of willing and innovative 11th graders bursting with passion and excitement for their school. The school has already seen a selection of the products of their hard work through events such as the Halloween Disco, School Spirit Week, and the Valentine's Formal, but what many don't know are the hours of strenuous planning and organisation that come before them.

Many are already aware of the extreme commitment that comes with taking on such a huge role, but rarely do people get to see the inner workings of such individuals, so in order to dive straight into the thought processes of the four brilliant minds, I've decided to conduct an interview with the executives of the Student Council - this includes **Raven Maat, Zara Schmidt Flores, Nayonika Joshi, and Oseremen Esene** as Student Council President, Vice President, Treasurer, and Secretary respectively; I asked them various questions to try to understand the process a bit more, and I've shared my findings here for everyone else to see:

■ What are you hoping to achieve during your term in the Student Council?

ZARA: I joined the Student Council to get the experience of being a leader, to focus on finding a way for all students to feel joy during their time in school. I hope to acquire the habit of planning and organisation. Being part of the Student Council allows me to have a voice and a say when it comes to guiding and helping others. In my run as Student Council member, I hope to make a difference, make memorable experiences and create a positive environment for all students.

■ How has the experience so far changed you as a person?

OSEREMEN: During my time on the Student Council, I have learned the value of working as a team, ensuring everyone works together and communicates effectively. Without this, operating as a team would not work. It has also helped me develop more patience, and to be more understanding. It has assisted me in better managing my time and connecting with the student population as I work to understand and represent everyone's concerns in order to make the school a better place.

■ How are you planning on catering to the great diversity of students at RISS and giving them an enjoyable experience?

RAVEN: I think that the diversity of RISS students is actually a huge plus! It means that every student is different and that really comes with its benefits. Yes, it also means that sometimes you can't satisfy everyone when you work out big ideas, but that's also

why we like to make sure everyone knows that we're always open to hearing any suggestions. Like in our monthly class representative meetings, where we go over any improvements that we can work on. For instance, due to popular demand by the class representatives, we were able to buy more sports balls for the school when the previous ones fell apart. Another time, when we held our School Spirit Week last December, we decided to dedicate a day to dressing in a way that expressed one's own identity; including culture and other things people identify with. I believe it's important that students get to express themselves - simply because of how vastly diverse the school is, and sharing these things with each other is the best way to learn.

■ What makes you different from last year's Student Council?

NAYONIKA: I think what makes us different from last year's Student Council is the fact that we try out new ideas and aren't afraid if they're unconventional or hard to do. We like to challenge ourselves with these ideas to create even better experiences for the students of RISS. For example, for the Halloween disco we decided to add a movie room which meant we needed to bring heavy bean bags from the senior campus to the junior campus. This turned out to be really hard but in the end it helped us make a really good addition to the disco that many kids enjoyed!

■ Have you faced any challenges while working in the Student Council?

RAVEN: Way more than I could count! I don't think a week goes by that I'm not thinking about Student Council work, but I don't necessarily think that's a bad thing. I love planning, so I think the job is perfect for me; it's what gives events structure and it helps lay everything out clearly for all contributing parties - but what they don't tell you about making plans is that they almost never go through without problems.

For example, when the others and I came up with the idea to add a movie room to the Halloween Disco, the idea that the school wifi might block access to all streaming platforms hadn't occurred to us. Yet in the 30 minutes between running into this problem and the doors opening, the very talented student volunteer and I were able to improvise and find a solution that kept the film rolling throughout the night. Other problems arise outside of events too, though, such as clashing opinions and ideas, but that's why we have organised our process of decision making. We assess the problem and try to come up with the best solution that satisfies as many people as possible, and what matters in the end is simply what everyone actually sees, and I think going through these challenges makes us stronger anyway. The satisfaction of completing and producing an event that makes students here happy is satisfaction enough to continue doing what we do.

What Makes the Student Council at RISS Unique?



By Olivia Mottram

MOVING FORWARD

With all the interesting things the Student Council has to say about their plans and experiences, one cannot help but feel hopeful and excited for all the things they still have in store for us; and though the school year is nearing its end, the Council doesn't seem to be easing off and is still making small improvements week by week. We'll just have to see what else they've got to offer us before they inevitably hand over the reins to the next generation of brilliant minds - where the process of newer ideas and innovations can continue onwards for the years to come.



One School, One Book

*In today's world, reading has become one of the most essential parts of our lives, especially in a school environment. It provides us with knowledge, it pushes the limits of our imagination, and opens up new perspectives to the world. Therefore, the Rotterdam International Secondary School has taken a unique initiative starting this year to unite all its students and staff by introducing the "One School, One Book" program. This year's chosen book is **"Green Rising" by Lauren James**, which sheds light on the ever-growing problem of global warming and its effects on the world we live in.*

■ What is "Green Rising" about?

"Green Rising" is a dystopian novel written by Lauren James, set in the year 2100 in a world that has been ravaged by environmental disasters caused by climate change. The story follows a teenage girl named Izzy, who discovers that her seemingly eco-friendly society is hiding a dark secret. As she sets out on a journey to uncover the truth, she confronts sinister forces that control her world. Through the story, the novel highlights the importance of collective action in addressing the climate crisis. It emphasises the need for individuals, communities, and governments to work together to combat the environmental challenges we face. "Green Rising" challenges readers to rethink their actions and make a conscious effort to reduce their carbon footprint, understanding the impact of their actions on the environment.

■ What is climate change and what are its effects?

Climate change is primarily caused by human activities that release large amounts of greenhouse gases into the atmosphere, such as burning fossil fuels for energy, deforestation, and industrial processes. However, there are also natural events, such as volcanic eruptions, that can have significant impacts on the climate. In addition to these large-scale events, there are also many simple everyday things that can contribute to climate change. For example, driving a car, using electricity, and eating meat all produce greenhouse gas emissions that contribute to global warming. The effects of global warming are already visible in the real world. Rising temperatures have caused the polar ice caps to melt, leading to rising sea levels that threaten coastal cities and communities. Extreme weather events like hurricanes, typhoons, and floods have become more frequent and intense, causing massive destruction and loss of life. Climate change also has severe consequences for ecosystems and biodiversity, affecting the livelihoods of millions of people worldwide.

■ Why do "One School, One Book" and why read "Green Rising" specifically?

Reading the same book as a school community unifies us, providing a shared experience that promotes empathy, understanding, and collaboration. By participating in the "One School, One Book" program, students and staff can engage in conversations and debates about the book's themes and messages. It also encourages reading habits and improves literacy skills, which are essential for academic success.

Moreover, "Green Rising" highlights the importance of environmental stewardship and individual responsibility in addressing the climate crisis. The book challenges us to rethink our actions and make a conscious effort to reduce our carbon footprint. By reading this book, we can understand the interconnectedness of our actions and their impact on the environment.

"One School, One Book" is an excellent initiative that brings the school community together through reading. This year's chosen book, "Green Rising," is a must-read for anyone who cares about the environment and wants to make a difference. The novel sets the stage in a world that is on the brink of environmental collapse, highlighting the real-world consequences of global warming.



"Let us embrace this opportunity to engage in critical discussions, improve our reading skills, and take action to combat the climate crisis."

The Green Team...

What comes to mind when you hear those words?
A bunch of tree-hugging, hippie, environmentalists?
Well, that's where you are wrong.



By Lauend Yamolky

At RISS, the mission of the Green Team is to make our school a sustainable haven to the best of our abilities. At the Green Team, my team and I ensure that the projects that we undertake provide the school with sustainability without compromising the students' wellbeing. At the Green Team, we take pride in our ability to tackle the current issues faced by the school in a way that not only benefits students but our local environment as well. To list a few, the projects we have been working on include:

1- SENIOR CAMPUS SHOP:

A new, multi-purpose pop-up shop in both the Junior and Senior campuses, seeking to promote sustainability by selling goods coming from recycled, old, or other products, so that they don't go to waste. We plan to sell:

- Clothing (second-hand clothing, given to us through providers)
- Chocolate (sourced ethically)
- Stationary (pens, pencils, erasers, etc.)
- Fruits (using the platform Too Good To Go, we will source fruits that will otherwise expire, and sell them for a low price at RISS)

Although this project is still in the works, the Senior/Junior campus shop will be a way to tackle the effects of wasting food and a way to give new usage to sustainable products.

2 - GUEST SPEAKERS:

We are fortunate enough to be an International School, and it's because of this and various connections we have with universities, companies, and the like, that we are able to invite guest speakers from all walks of sustainability, energy, environmentalism, etc., to give speeches on their chosen discipline relating to our focus of improving sustainability.

We invited speakers from the University of Technology (TU) Delft; two master's students of the Faculty of Science, who gave an excellent presentation on wind and solar energy. They included within their presentation the inner workings of these two energy sources, their pros, their cons, and the future with them. In this particular case, over 25 students attended, all of whom now have a greater understanding of sustainable energy. By educating our community, we can give various examples of being environmentally friendly, while showing how it affects our future, and its importance to our lives in the present day. We hope to invite more speakers in the near future.

3 - VEGANUARY (MEATLESS MONDAY):

In an attempt to create awareness of the emissions of CO₂ and other greenhouse gases caused by the consumption of meat, we turned our focus to the canteen. In doing so, we implemented a meatless Monday campaign on the Junior

Campus, with the help of the canteen. With their help, only vegan options were sold in the Junior Campus every Monday, for the entirety of January, hence, Veganuary.

In order to promote and sell the idea of consuming less meat, certain leadership and members of the Green Team went to the Junior Campus, to every tutor group, promoting the idea of sustainability to the younger students, helping get the message across about being conscious of your own personal habits, and how we as a community can help tackle the challenges of the day.

It was a massive success, as the daily consumption from the canteen remained the same on the Junior Campus. While the projects listed above are only examples, we as a team are constantly improving in ways that aim for our ultimate goal: helping the school become more sustainable. All in all, at the Green Team, we strive to bring out the best in our community, the best for ourselves, and the best for the environment, by undertaking various projects to find solutions to problems faced during our mission.

School Ski Trip



By Zaeem Zaheer

The annual ski trip of Rotterdam International Secondary School is one of the most anticipated events of the year, and this year's trip to Katschberg Pass in Austria was no exception. For five days, students from different grade levels were able to immerse themselves in Austrian culture and hit the slopes every day.

February 2023

The trip was a perfect opportunity for students to develop their skiing skills, with ample time on the slopes. Every day, the students would wake up early and spend the morning skiing until lunchtime. After lunch, they would return to the slopes to ski until dinner. With five full days of skiing, students had plenty of time to explore the mountain and enjoy the beautiful scenery.

Beyond skiing, the trip also offered a variety of other experiences. One day, the group went to a swimming pool where they could relax and unwind after a long day on the slopes. This gave students the chance to bond with their classmates and get to know each other better in a more relaxed environment.

Another highlight of the trip was the opportunity to experience Austrian culture first-hand. The group was able to try traditional Austrian foods, such as schnitzel and strudel, and learn about the country's rich history and customs. Students also had the opportunity to interact with locals and practise their language skills; there was a strong focus on German.

Overall, the annual ski trip was a fantastic experience for everyone involved. Not only did students have the chance to improve their skiing skills, but they also had the opportunity to learn about a new culture and bond with their classmates. It's a trip that many students will remember for years to come, and we can't wait for next year's trip to see what exciting adventures are in store for us!





*“Guten Morgen, Guten Morgen!
Guten Morgen Sonnenschein...!”*



INTERVIEW WITH STUDENT LUC ROEST OF GRADE 11 WHO WENT ON THE SCHOOL SKI TRIP:

■ **Would you recommend this school ski trip to others?**

Of course, I highly recommend going on the school-organised ski trip. I find ski trips can be an incredibly fun and rewarding experience for anyone. It is a great learning experience for anyone who goes and a great time to bond with peers or even with students from lower or higher grades. The school ski trip takes place abroad since the Netherlands is flat, so you get to experience another culture, in this case the Austrian culture. But most importantly, you learn how to ski.

■ **What was your favourite part of the school ski trip?**

The music played each morning, *“Guten Morgen Sonnenschein”*.

■ **Did you learn any new skills or improve any existing skills during the trip?**

I am already an experienced skier so I haven't really improved, but I improved upon other skills, such as reading from a map, and getting along with new people.

MESSAGE FROM MR. ROOS, ONE OF THE SUPERVISING TEACHERS:

The ski trip was very fun, I think that it was a good way for students to bond and use their energy. It was a delightful experience for the students and the teachers and there were a few chances for us to just relax, for instance when we went to the swimming pool which had awesome water slides or when we had the disco on the last day with fun games to play. At the end of the trip, we had a very entertaining snowball fight, which was cold, but it was still super fun!

We would wake up quite early on a ski day for breakfast and then get prepared for the ski bus. When we got to the ski slopes, we got in our groups and then started skiing until lunch, where we would all be together as one big group. During the ski lessons you would be skiing with students from other year groups, but no one felt out of place, which was actually a great experience. We had very kind and patient ski instructors. Overall it was a great trip!





By Olivia Mottram

IBCP Outdoor Valley Trip

On the 27th of January, RISS' IBCP class went on a trip to Outdoor Valley, coordinated by the curriculum leader for the new IB course, Clint Marshall. We embarked on this field trip in order to fulfil a part of our new unit, team building. The CP curriculum was created to prepare students for the real world by teaching them skills such as marketing, accounting, teamwork and event planning. By acquiring a combination of these skills, students of the CP diploma are able to prepare themselves for positions in the finance and business world.

Team building might seem like an unnecessary and unconventional unit to make students study, however the unit itself helps students prepare for the real world. Throughout our lives we will be challenged to work with numerous different people whom we might not be compatible with.

During this unit, we as students learn how to manage a team and how to work with those we don't necessarily enjoy working with. This is an incredibly important skill to learn, since meeting people we don't like and having to work with them is part of life. During this trip we learnt how to effectively communicate with one another in order to perform a variety of tasks assigned to us. Within the CP class we have created a kind of community where we support each other and help each other if a problem arises. However, our team-working skills left a lot to be desired, so that a team-working trip was organised so that we could, as a group, work on our communication skills and team-working skills.

The trip commenced at 9:30 in the morning, when all of us gathered together in the quaint café nestled in the outdoor valley. As a group, we met up with our instructor and were directed towards 11 tyres spread out on a grass field. We quickly found out that we needed to group ourselves in order of our house numbers. At first this quest seemed relatively easy since the only real challenge was us having to stay on the tyres the whole time. However, we were informed that we needed to complete this challenge without verbally communicating. This had the potential to cause a problem and even create frustration within the group. However, by using different non-verbal communication methods like emoting, we were able to get ourselves into the right order eventually. The first few team-building exercises we did in the morning helped prepare us for working effectively as a team, in preparation for building a catapult.

In preparation for our main team-building exercise we did multiple warm-up exercises, such as trying to find our way out of restraints when you are tied together or having to make a shape with different kinds of 2D pieces. The interesting part about the exercise was that one person from the group saw what shape or figure the 2D pieces should make and the rest of the team had to listen carefully in order to create the right shape or figure. Taking part in this exercise would require us to pay close attention to Tuckman's team theory which, in simple terms, encapsulates the stages of teamwork. As we were attempting to recreate different shapes and figures, towards the end of the exercise we became faster and more efficient when it came to recreating. As a team we primarily improved using trial and error and making mistakes along the way – however, this allowed us to have a safe environment in which to learn through the mistakes we made. After doing a few exercises to warm up in the morning, we took an hour-long break to have lunch, after which we split into two teams and began constructing a catapult.

After splitting up into two teams, we began sketching out and designing our catapult, and since this exercise was turned into a competition, we worked twice as hard. After making a plan, my team began to construct the A-frames we would use to make sure the catapult was as strong as possible. In order to construct two A-frames efficiently, we split our team and each team began working on one of the A-frames. Previously, we were taught how to tie rope effectively in order to have strong structures. Throughout this whole process we were assigned to look out for Belbin's theory of team roles.

Belbin's theory consists of nine different team roles, and entails that a mix of these team roles helps teams perform better. Belbin's theory is utilised in most work environments in order to ensure efficiency. After we finished building the A-frames, we brought them together and lifted the two A-frames in order to slip on the catapult. Once the timer went off, our team was the only one with an actual catapult up, which blatantly means we won. Following the success of our catapult we were all given eggs to catapult across the riverbank, many of which exploded mid-air.

Afterwards we ran an obstacle course, not much teamwork skills were utilised during the obstacle course, except telling each other we could do it and then proceeding to laugh at each other when we failed. At 16:00 the trip came to an end, and we celebrated with a hot shower since the instructor had thought it was a good idea to make us walk through a canal, and we were later given hot chocolate.

I would be lying if I said that this trip was bad, because in reality it was quite entertaining and enjoyable. As a class I believe we learned a lot about communication and teamwork and how important it is to take a step back and evaluate before we begin screaming and talking over each other. Truthfully, it is so important for teenagers and especially those who are interested in business – whether it be in human resources, marketing, finance, investment or accounting – to learn about team-working skills and how vital they are to the overall success of the individual, but also those they share a work environment with. This is pretty much what the IB Career Programme is all about, we learn important skills that will prepare us for the future – and considering that the world is becoming more business and technology driven it is so important for students to learn these skills. I am completely aware of the misconceptions and opinions on the Career Programme, however in itself it has its own challenges and difficulties that only those in the programme can relate to.

“I would be lying if I said that this trip was bad, because in reality it was quite entertaining and enjoyable. As a class I believe we learned a lot about communication and teamwork and how important it is to take a step back and evaluate before we begin screaming and talking over each other.”



500-Word Story

By Lauend Yamolky

Show, and do not tell. An advice mentioned countless times when talking about writing, but one we never follow - or do we? Well, Anushri Nair in Grade 7, the talented writer and second-time winner of the 500-word story, has found a way.

The 500-Word Story, inspired by the BBC's 500 words, is a competition in the junior years, where stories of up to 500 words are submitted, after which they are read by our English department, who choose four finalists, and award various prizes. The 500-word story is, therefore, a creative outlet for the school's brightest writing talents, that allows them to showcase their abilities, and that puts writing and literature at the forefront of our education, whilst admiring and celebrating individual talent in a dying art.

However, Anushri's story goes far beyond her writing skills. Her story goes to lengths to be relatable to anyone reading it. Her story is not just a story of fiction, but an inspiration for all of us that shows us how to repair our broken bonds. But don't let me tell you this, let's hear what Nair says:

■ **Can you tell us a little bit about what the story is about?**

Right, so it's in the context of a person who's trying to find the answer of reality and they've been searching for an artefact for a really, really long time. Eventually, they find it and they read an entry which kind of explains what the truth is like. And in the entry it says something that makes the person realise that, wait, I'm not safe, something is wrong. And yeah, the person protecting the artefact is there because it doesn't want anything or anyone to know the real truth. It wants everything to be like an illusion.

■ **So you could say it's a story about power? Yeah.**

■ **Is there a message to the story? Is there something you want people to take away from this?**

Not everything is what it seems to be.

■ **In your writing, you use universes and realms to describe broken relations. Why do you do that?**

I just wanted to show how relationships don't always work out, right? Like with family, with friends. I wanted to show this and how it could affect others in a way. Like people close to the person who's being affected by a broken relationship.

So obviously a lot of people are going to be inspired by your story. I mean, you've won this award twice, so now your writing is pretty much known around the school now, right? Could you maybe give some advice to people on how to write well?

■ **So in writing, what you should try to do is use a technique that's called 'show, not tell?'**

When you're describing someone, you shouldn't say, 'Oh, they're always really happy'. You should show it in the things that the person does. You should describe them as always smiling, really friendly, instead of saying they're really happy and nice.

■ **And finally, my last question. How can writing in general be applied in our daily lives?**

Well, sometimes when something is too hard to say or you can't think of the right words to say it, writing it down is a really good way to express yourself. You can actually think, and find the right words to express yourself.

A Perfect Illusion

By Anushri Nair

I prise the old, yellowed pages apart, eager to find the secrets it so desperately hides. The pages crinkle in dismay, but it is too late, and I hold all the answers in my hands. I see messy, hastily written scribbles as I flick through, finally discovering the entry that matters most. I stroke the page, and begin to read...

There was once a time we were all united. We were one world, one place, one family. We created a safe haven for our people to protect them from the dangers around us. Striving to be the best versions of ourselves, we established a solemn oath between ourselves to always do what was right.

Everything was perfect, but after all, perfection is just an illusion. All of us did not think the same. Some grew selfish, wanting to be better than the rest. Some meddled in places they should not have unearthed, and became corrupted by the hidden darkness we hold within.

We slowly lost the magic that held us together, magic that flowed through our veins. Our enchanting domain, filled with wondrous, magnificent beings, dulled as we fought to rule this world. This battle continued for aeons against my brothers and sisters who used to be so innocent and pure. But I could not call them my family anymore. They were strangers to me. Though we were above the rest which we call mortals, we grew tired. Weak and weary, we realised that none could triumph, for we were equally matched.

The last decision we made together on that fateful day was to break our realm into 6 pieces. Each sibling took a part of our now broken home. Vowing to stay in our territory, we let this disastrous age of death be lost in time. But I break what I pledged, because someone needs to know, whichever of the 6 Universes you are trapped in, you are the key to saving humanity. Your so-called reality is a lie, a fantasy to prevent any more catastrophic events from occurring.

I am recording these incidents as I hide from my siblings who are ready to spill my blood. I have made this book impossible to annihilate, but knowing my siblings, they will figure out a way to conceal what they meant to bury away. I believe they will place this in one Universe, and assemble a ruthless guardian to keep my works unseen by the ones unbeknownst to all...

I snap out of my trance. I travelled and tracked down this relic for a decade, but I am not safe yet. I made one crucial mistake. I never thought this artefact would be protected. A metal club hits my head, and my legs crumple to the floor. My vision tilts and all goes black. As I hear my breathing grow hoarser, I know I will not survive. At least I die knowing the truth, unlike everyone else who was oblivious to our devastating past.

The Queer Spectrum Alliance

A Brand-New Club to be the Voice of Old Issues

One of the core values here at RISS is 'relationship'; after spending just one day at this school, you'll find yourself talking to friendly faces and supportive teachers no matter your background. RISS seems to pride itself in being open to every culture and giving them a space to flourish and interact with each other, but little do they say about the vast diversity of internal identities that may cause someone to consider themselves to be outside of culture.

People across the LGBTQ+ spectrum have always felt strongly about their identities, simply because of how unheard they are around the world. And yes, even though the Netherlands prides itself on celebrating this pride, and even though RISS cordially accepts people from all backgrounds, they haven't yet provided an open space for people to discuss their struggles and unique experiences.

That's where the QSA comes in. A group of passionate 11th and 12th graders met up one day and decided that there wasn't anything stopping them from creating this much-needed space themselves. With the help of the exceptional librarian here at RISS, Ms. Jayne Bier, three 11th graders and two 12th graders arranged a few informal meetings at the office of the library before planning and organising their first real meeting with the public.

October 17th sparked the beginning of the growth of the LGBTQ+ community and its allies at RISS, complete with complimentary rainbow cookies for anyone willing to check the club out. Since then, the club has been planning activity after activity to spread awareness of people across the spectrum and to let their voices be heard.

Now, they have recently held their QSA movie night, screening 'Freak Show'. The club is also in the midst of becoming an official part of RISS, so that the legacy of the original leaders can be passed down to future generations. As Ms. Bier is on maternity leave, student teacher Mr. Jason Wouters is filling in and overlooking the members and their activities. The colourful club is also open to any curious minds willing to pop in to ask any question about the broad and varied identities or simply be part of the ambience. If that doesn't already sound appealing, the club also comes with free snacks at any time to attract as many curious minds as possible.

Thoughts on providing this space to let these voices be heard? Before the rise of the passionate and cordial club and their club members, I had never paid much attention to the people of the LGBTQ+ community outside of simple human decency and respect; and as a person who seems to indulge in passion and the exploration of diversity and tackling discrimination, it seemed almost ironic that I've never thought to direct additional care to people in this community.

What's great is that you don't even have to be passionate to enjoy the club or its activities. During meetings, if people aren't busy planning the next activity to get people excited, students are chatting with each other and having fun conversations, while munching on snacks during their break times. It doesn't take an advocate to indulge in simple chatting and munching once in a while, and so the respect and normalcy of the people in the spectrum becomes more natural as these topics are brought up in conversation without second thought.

The purpose is not to make everyone an advocate and protest for the rights of these people – it's to confirm that they are normal and that they want to be treated like any other person would like be treated. The great gift of curiosity and a passion for advocacy is only a plus – and a huge one at that! We can't wait to see what the QSA will continue to offer the school in the upcoming years. They may even be able to expand their club to children of all years at RISS, not just as a place to host meetings, but also a safe space where students of all identities can interact and feel right at home with one another.

"The purpose is not to make everyone an advocate and protest for the rights of these people. It's to confirm that they are normal and that they want to be treated like any other person would like be treated."

By Raven Maat



The club is also in the midst of becoming an official part of RISS, so that the legacy of the original leaders can be passed down to future generations.

10 trivia questions

By Zaeem Zaheer



1

WHEN WAS ROTTERDAM INTERNATIONAL SECONDARY SCHOOL (RISS) FOUNDED?

- A ☐ 1339
- B ☐ 1967
- C ☐ 1974
- D ☐ 2136

2

WHAT WAS THE ORIGINAL NAME OF RISS?

- A ☐ American School of Rotterdam
- B ☐ International School of Rotterdam
- C ☐ De Wolfert School jr
- D ☐ Rotterdam Institute of Technology

3

WHAT WAS THE PRIMARY REASON FOR THE ESTABLISHMENT OF RISS?

- A ☐ To provide education for the children of American expatriates in Rotterdam
- B ☐ To promote international understanding and cooperation through education
- C ☐ To offer an alternative to the Dutch national education system
- D ☐ To attract international students to the city of Rotterdam

4

HOW MANY LANGUAGES ARE OFFERED AT RISS?

- A ☐ 1
- B ☐ 4
- C ☐ 6
- D ☐ 25

5

HOW MANY STUDENTS ARE ENROLLED AT RISS?

- A ☐ Approximately 100
- B ☐ Approximately 500
- C ☐ Approximately 800
- D ☐ Approximately 1500

6

WHICH FAMOUS AUTHOR ATTENDED RISS FOR A SHORT TIME IN THE 1960S?

- A ☐ Stephen King
- B ☐ J.K. Rowling
- C ☐ John Grisham
- D ☐ Dan Brown

7

WHICH FAMOUS DUTCH ARCHITECT DESIGNED THE BUILDING THAT HOUSES RISS?

- A ☐ Rem Koolhaas
- B ☐ Mies van der Rohe
- C ☐ Gerrit Rietveld
- D ☐ Frank Gehry

8

WHICH OF THE FOLLOWING IS NOT A CORE VALUE OF RISS?

- A ☐ Respect
- B ☐ Responsibility
- C ☐ Excellence
- D ☐ Courage

9

WHAT IS THE NAME OF MS. DU PLESSIS' DOG ON THE SENIOR CAMPUS?

- A ☐ Jimmy Neutron
- B ☐ Boonkie
- C ☐ Brian
- D ☐ Bart

10

WHAT IS THE NAME OF THE ANNUAL RISS TALENT SHOW?

- A ☐ RISS's Got Talent
- B ☐ The RISS Factor
- C ☐ Festival of Light
- D ☐ Rotterdam International Secondary School Idol



Don't Be a Dummy

Miss Murphy has trained as a Learning Disabilities Nurse and Social Worker in the UK. She has worked as a nurse in a forensic mental health setting, as well as in a dormitory for a boarding school before joining us here at RISS.

- **How did you become involved in being a First Response trainer?**
I have always been trained in First Response, but until I came to RISS, I had never thought about becoming a trainer myself. It seemed to make a lot of sense when we didn't have a trainer here at school and it's something I am passionate about! If everyone is trained – teachers, staff, students – then anyone can help out in a difficult situation.
- **Why do you feel this training is particularly important for the RISS community?**
I hope that people don't actually have to use the training I give them, but giving them confidence about what to do if it were needed is really important!
- **What are the most frequently used skills that you or others have shared that they've needed to use in a 'real life' situation from the training?**
Knowledge of the 'six basics' is used the most – remembering what to do in each of these situations:

6 B's:

- B**REATHING = CPR
- B**LEEDING = Pressure
- B**ROKEN = Immobilize
- B**URNS = Cool Rinse
- B**ITES = Rinse
- B**LOWS = Watch

- **What is the most surprising information you've gained from working with teachers in this training?**
How many teachers are actually squeamish!!
- **Of course, everyone is familiar with the 'dummies' that are used in the training. Is there anything particularly new or advanced with these props in terms of training first responders?**
Each of the dummies we use have LED lights embedded in them so that you can see if your chest compressions are getting oxygen all the way to the brain.
- **Is there a particular success story that you can share about how someone's training has helped in a life-or-death situation?**
Thankfully not! So far the training has only been used in mild cases, but at least everyone trained knows what to do in case they find themselves in a situation that needs it!

"I hope that people don't actually have to use the training I give them, but giving them confidence about what to do if it were needed is really important!"

What Is the Language Heritage Committee?

By Andreu Antelm Montaner



The Language Heritage Committee is a RISS club organised by a committee of grade 11 students, led by Miss Lynn Libert. The committee focuses on making sure that the students at the RISS are aware of the importance of retaining your heritage mother tongue as well as your heritage culture. The committee also focuses on helping students in the foundation years embrace their mother tongue as well as protect it as they learn different languages at the RISS. The culmination of all the hard work of the Heritage Committee, as well as the RISS students, comes to life during the Language Heritage Day, in which foundation year students, as well as some DP/CP students, perform small acts in their mother tongues.

Fresh Start as a Committee

Not only am I writing this article about the Language Club, but fortunately I am also a part of it, so I can bring to you some details about what we plan on doing differently in comparison to the previous years, to adopt their initiatives, but also to improve, to make the experience for the RISS students better. We have had a rocky start due to some problems in communication and execution, and due to the fact that we decided to scrap our past plans and make a fresh start just in time for it to be viable. One of the big changes we decided on was to make an Instagram page so we could film some of the foundation year performances and upload them. We did this so people who do not take part in the club can see what it is about and explore what we do as they wish. We want to expose as many people to our club as possible, so that we can spread as much awareness as possible. Furthermore, we decided to try and integrate the DP and CP, both in grade 11 and grade 12, as previously the Language Club was only for foundation years to take part in. We thought this would be a good idea as we wanted to explore if and how, as the years passed, the older grades still actively retained their mother tongue, given the fact that they had not had a chance inside the RISS to exercise it. All in all, we have decided to stray a bit from the path of the previous committee and to experiment, to see how we can raise more awareness, and make the experience more enjoyable.

Miss Lynn Libert



Why do you think it is important to have such a club in an international school?

The Language Heritage Club is important to our school because RISS hosts students and teachers from across the globe, and English is the language spoken in the school, making it challenging sometimes to not forget our roots and to stay on the same page as our culture. Our club helps to keep up with the heritage of everyone's language and support our teachers and students.

What is the importance of maintaining our cultural heritage?

While making international connections, we are expected to step out of our comfort zone and speak English as it is considered the universal language. However, maintaining our cultural language is very important as it is what we acquire during our childhood, it is what our close relatives use and it is a part of us. Maintaining this heritage helps you to preserve what is a part of yourself.

Do you think that students who keep their mother tongue, and speak it often, have an advantage over other students, in ways such as; learning other languages or communicating in the real world outside of school?

Students who keep their mother tongue language definitely have a bigger advantage than those who don't. It provides you with a lot of benefits while learning other languages as you might find similarities in words, phrases or even grammar. Plus, communicating in the real world becomes easier for you as it makes it a pleasant experience to meet new people who speak the same language as you and then carry on for hours with them.

"Our club helps to keep up with the heritage of everyone's language and support our teachers and students."

■ **How are you as a club working to bring awareness to the school?**

Our Language Heritage Community, together with Ms. Libert, is doing its utmost to bring awareness to the school by organising interactive events such as a Culture Day, where we give opportunities to students to show their cultures, as well as organising book drives and increasing the diversity of books in different languages and simply making graphic posters for everyone to know. In addition, we have created an Instagram account where our recent works can be found: @languageheritage_riss.

■ **How can we students take action?**

Monthly, we try to come up with different activities RISS students can do in order to take action in the club. We are always happy for extra help and welcome anyone who wants to join our work. We are constantly sending emails to students with different tasks they can help us out with, such as sharing their native languages and traditions with the entire community.

■ **Are there any events which we can look forward to, coming from the Language Heritage Club?**

There definitely are. At the moment, we are organising an event for the entire Junior campus, in which students will be able to show off their cultures and get to play games with small rewards. In addition, we will be hosting more events this year, such as Language Village – anyone can join us in order to help us out!

■ **Any words you would like to add?**

I believe that language heritage is important as we are all foreigners here who moved for various reasons and sometimes it is nice to have a small circle of your own culture. It makes you feel like you are at home, especially with all the events that are happening in the world. So, if you are willing to help us out or simply share your culture, don't be afraid, you are more than welcome!

“I believe that language heritage is important as we are all foreigners here who moved for various reasons.”

If All the World Is a Stage...

How Has the IBDP Theatre Course Made You See the World in a New Way?



Zoe:

The IBDP Theatre course has definitely made me more confident with expressing myself in different ways. For example, instead of relying on words for communication, I now can look at body language, not only my own, but others', too. I'm much more aware of how someone's body or movement can convey a message. I've learned how to overcome some stress, too, when people are paying attention to me. I'm less afraid of judgment.

Elsa:

The IBDP Theatre course taught me how to present in front of others instead of being nervous. I've become less afraid to stand in front of people and present a speech, for example. I've also been introduced to new theater companies. When I go to see a professional show now, I will be more aware of all the elements that put a production together. I have a new way of seeing and analyzing a production.

Jagoda:

I would say that I have always been a huge perfectionist; with these two years in the IBDP Theatre course, I've overcome this fear I had of trying new things. I was too scared to experiment, but learning so many of the aspects that going into theater making has pushed my boundaries. I've learned that experimenting isn't only fun, but also can bring out the best performance. I guess I've come to realize that this is also useful in everyday life.

Timofei:

Theater at RISS has helped me to stop worrying. In general, I have less fear. Through the course, my stage fright has disappeared. Well, it's not entirely gone, but now I try not to let it bring me entirely down or destroy me. I try to remember this when out in the 'real world'. I am much more willing to take more risks now; I consider any opportunity an exciting moment. Just do things. Do it. Try.

Regina:

When I think about the IBDP Theatre course and my experiences, I would say that it has allowed me to be more confident with other people. I've been able to see and hear other students' stories, and recognize that there are still important stories that we all need to tell.

Zakhar:

IBDP Theatre class showed me how thorough preparation can be critical in creative processes. Sometimes knowledge can set boundaries that lead and constrain the free flow of creativity. This was scary at first, but later proved to be helpful in producing a convincing and free act.

Olia:

During these few months of IBDP Theatre I have exceeded my own belief in what I am capable of accomplishing in terms of theater and performance. I have overcome my shyness as well as built more confidence while performing, as well as learned new strategies of performing using my body, voice and movement. Moreover, I have learned ways to design costumes and stage based on the type of atmosphere I want to make. Throughout these months I have progressed a lot and learned even more about theater, and discovered types of theater I didn't know existed!

Oseremen:

So far, I have conquered the ability to control my voice modulation during public speaking events. I have become more aware of what is around me and how to observe and listen to others. With those skills, I have been able to communicate through voice, but also body language and movement. Throughout the process of understanding of what academic theater aspects require, I have developed analytical skills such as critical thinking, contrasting ideas with peers, and widening my knowledge on historical and social contexts, while also gaining problem-solving skills. In IBDP Theatre, interpretation and creativity are key in order to collaborate with others in projects. You will need those elements to present the best version of your work. With that comes time management, it is something that I am still learning and is crucial in order to stay on track and enjoy the process!

Jonna Deva:

The IBDP Theatre Course has taught me how to better express my feelings with my body and my voice. Moreover, I better understand the body language of others. It has taught me how to puzzle different ideas together and become more creative, but also to just pick those ideas that are actionable. In the course, I tried some things that seemed impossible at first, which made me be more confident to try more things also when they seemed impossible. I learned that even if it seems impossible, you should try it, because it might work and if it doesn't work you might win something else from the trial.

Santi:

I have learned to use more brainstorming in my studies through IBDP Theatre. I still remember the first days in which we were asked to come up with so many ideas for our Collaborative Project, and I felt I had no idea what to do. Now, I am able to brainstorm many different ideas for all of the tasks, such as the Production Proposal, Collaborative Project, and Solo Piece. Moreover, I have become more comfortable with sharing my thoughts and ideas, even when there are situations of stress; I am becoming more confident, in general, in presenting myself wherever I go.

"I've learned that experimenting isn't only fun, but also can bring out the best performance. I guess I've come to realize that this is also useful in everyday life."



CREATE A MIND MAP OF THE EXPERIENCES

YOU ENCOUNTERED THIS YEAR:



10 trivia correct answers:

1. When was Rotterdam International Secondary School (RISS) founded?

Answer C: 1974

2. What was the original name of RISS?

Answer A: American School of Rotterdam

3. What was the primary reason for the establishment of RISS?

Answer A: To provide education for the children of American expatriates in Rotterdam

4. How many languages are offered at RISS?

Answer C: 6

5. How many students does RISS have enrolled?

Answer B: Approximately 500

6. Which famous author attended RISS for a short time in the 1960s?

Answer D: Dan Brown

7. Which famous Dutch architect designed the building that houses RISS?

Answer A: Rem Koolhaas

8. Which of the following is not a core value of RISS

Answer C: Excellence

9. What is the name of Ms Du Plessis' dog in the senior campus?

Answer B: Boonkie

10. What is the name of the annual RISS talent show?

Answer C: Festival of Light





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