

WINTER 2024

RISSUE

ROTTERDAM INTERNATIONAL SECONDARY SCHOOL MAGAZINE NR. 8

THE IB
EXPERIENCE

UNITED
NATIONS
CLUB

THEATRE
LONDON

IGCSE MUSIC

WHAT IS THE **FOL?**



ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL

Message from the Editor-In-Chief

Noah
Molenaar

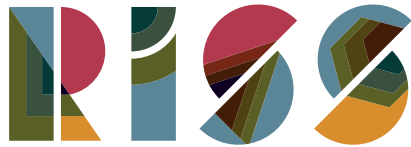


As the new Editor-in-Chief of the RISSUE, I am thrilled and honored to extend my warmest welcome to each of you as we embark on an exciting journey with this eighth edition of our esteemed school magazine, and I am deeply honored to have been given this incredible opportunity to lead this talented group of editors and photographers. It is with great pleasure that I introduce the theme of this year’s winter edition, “RISS is a Cultural Mosaic”. This theme has been chosen to highlight the incredible community that we have created as a school, with its different backgrounds, that helps make our school what it is today. As a new school year dawns on us, we can all hope to approach it with a curiosity not just for our school work, but for each other as well.

Our team is thrilled that we have been given the opportunity to write about such an interesting and nuanced topic, with our articles giving an insight into the school, and our students. Over the past couple of months, this team has worked relentlessly to produce this edition, and we have been committed to upholding a standard of excellence that allows us to showcase the little things in our community – to remind us all of our responsibility to our community here at our school, to celebrate our differences, and revel in what makes us who we are.

On behalf of the RISSUE team, I would like to express our deepest gratitude towards those who participated in the making of this magazine, whether that be taking part in an interview, or even just being in the background of a photo. Firstly, I would like to thank the Principal, for her unwavering support, funding, and for creating an environment in which all of our cultures and backgrounds are celebrated. I would like to thank all of the editors and photographers who have worked so hard to make this edition the best one yet. Without your hard work and effort this would not have been possible. I would also like to thank Mr. Badyna and Mr. McMinn for being the backbone of this team, and for keeping us moving forward even when the journey was difficult. Above all else, I would like to thank the amazing school community for their contributions and support of this magazine. Thank you for helping us create an edition that we can all be proud of.

Noah Molenaar



ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL



Message from the former Editor-In-Chief

Zaeem Zaheer

Dear Reader,

As I leaf through the pages of the latest RISSUE, a sense of exhilaration and pride fills me. This issue marks a new era for the school, one that I was able to observe from the sidelines this time, with immense admiration and respect.

Reflecting on the past year, I am reminded of the remarkable journey I undertook with my own team to bring the Spring 2023 editing to life. It was an honour to work as the Editor-in-Chief, collaborating with a dedicated team of students, support staff, and our beloved publisher. Together, we faced challenges head on, adapting and evolving in ways that redefined our collective strength and creativity.

However, as we all know, nothing lasts forever. The time has come for me to step down from my role and pass on the reins to the capable hands of the new RISSUE team. This current issue, crafted solely by the new team, stands as a demonstration of their hard work, dedication and talent. It's a tangible representation of their commitment and the collaborative spirit that continues to thrive within our school, between students, teachers, other staff and external partners.

Though I played a minor part in the creation of this edition, my heart swells with pride seeing the astonishing contributions that grace these pages. The new team has not only upheld the legacy of the RISSUE but also infused it with a variety of perspectives, through a new theme and other innovative ideas.

To our readers, I encourage you to dive into this edition with the same enthusiasm and curiosity that has always been the cornerstone of our school community 'cause I assure you that the RISSUE is in the best of hands this year.

With warm regards and best wishes,

Zaeem Zaheer

“To our readers, I encourage you to dive into this edition with the same enthusiasm and curiosity that has always been the cornerstone of our school community ‘cause I assure you that the RISSUE is in the best of hands this year.”



By Dr. Gilbert-Sáez

MESSAGE FROM THE PRINCIPAL

RISSUE: Celebrating Our Community and Commitment

A Proud Introduction

Welcome to this special edition of RISSUE, a magazine meticulously crafted by our dedicated students. This publication is not just a testament to their hard work but also a vibrant showcase of life at Rotterdam International Secondary School. It is a space where our editors, journalists, writers, and chief editors come together to celebrate our unique community, encompassing students, teachers, parents, and our shared commitment to global citizenship and local engagement.

Embracing Global Citizenship

Our school's dedication to global citizenship is at the forefront of our mission. We continuously strive to create meaningful opportunities that reflect our core values and aspirations. This global mindset is woven into our curriculum, pastoral programmes, and diverse initiatives like RISS Rose, RISS Reach, and our IBDP/CP offerings. These programmes are designed not just to educate but to instil a sense of urgency, responsibility, and action, ensuring that every member of our community feels valued and understands the importance of their role in shaping a better future.

A Milestone in Our Journey: CIS Re-accreditation

As we continue to set the standard for international schooling, our ongoing efforts for CIS re-accreditation stand as a testament to our growth and achievements. February will mark a significant phase in this journey, with a delegation visiting from various corners of the globe to assess and collaborate with us. This process is not just a step towards re-accreditation but a leap forward in our quest for excellence.

Celebrating Our Student Leadership Team

This year, we witnessed the democratic election of our new Student Leadership Team, a group of exceptional individuals who embody the ethos of RISS. Their dedication to representing and advocating for their peers is a clear indication of their commitment to our school's values and the broader concept of international mindedness.

The Heart of Our School: Our PTA

Our Parent-Teacher Association (PTA) deserves special recognition for their tireless efforts to connect and support our school community. They play a crucial role in organising events that bring us all together, strengthening the bond between students, teachers, and parents, and enhancing our collective experience at RISS.

Our Educators: The Pillars of RISS

I would be remiss not to acknowledge my colleagues, the RISS teachers and support staff, whose unwavering dedication to our students is the backbone of our community. Their commitment to delivering the best possible educational experience is what makes RISS a leading school in both thought and action.

“As you flip through the pages of RISSUE, I hope you feel the spirit of our school and the passion that drives us forward. Here’s to another memorable edition that not only informs but inspires our entire community.”

Thank you for being a part of our journey.



ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL



1
MESSAGE FROM
THE EDITOR -
IN - CHIEF



20 - 21
2023 IGCSE
GRADUATION



4 - 5
MESSAGE FROM
THE PRINCIPAL



22 - 23
IGCSE MUSIC IN
OUR CULTURAL
MOZAIC



8 - 9
HISTORY OF
SENIOR CAMPUS



24 - 25
HALLOWEEN
CELEBRATED



10 - 11
AN INSIDE LOOK
AT THE
IB EXPERIENCE



26 - 27
FESTIVAL OF
LIGHTS



12 - 13
MODEL UNITED
NATIONS CLUB



28 - 31
TOASTIES &
BITTERBALLEN



14 - 15
THEATRE
LONDON CALLING



32 - 33
COMING TO RISS
DURING THE
PANDEMIC



16 - 17
GOT NOTHING
TO WATCH?



34 - 35
RISS ROSE



18 - 19
FROM GRADE 8
TO GRADE 9



36
ODE TO
ROTTERDAM



COLOPHON

RISSUE
Magazine of Rotterdam International
Secondary School (RISS)
Issue number 8

STUDENT EDITOR-IN-CHIEF
Noah Molenaar

STUDENT CO-EDITORS

Arjun Avahle
Caitlin Bolley
Venus Chan
Gabriels Costa
Andrei Cretu
Rayan Nissar
Poppy de Kreij
Angela Macari
Shin Shibata
Bruno Smolčić
Veerle Verspuij van de Garde
Zaeem Zaheer

STUDENT PHOTOGRAPHERS

Eduardo Post (Head Photographer)
Anmol Bajaj
Vagif Gurbanov
Tana Malakhova
Srijani Srinivasan

STAFF SUPPORT
Mr. McMinn (Peter) and Mr. Badya (Glen)

SPECIAL THANKS TO
Dr. Gilbert-Sáez (Principal)
XPat Media

DESIGN AND LAYOUT
Schat! Grafisch ontwerp
M-Space

PUBLISHER
RISS in collaboration with XPat Media,
The Hague, The Netherlands

PRINTER
VDdrukwerk b.v., Waddinxveen,

COVER PHOTOGRAPHY
Parnika Maheshwari

COPYRIGHT 2024 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 Andrei Crețu

History of Senior Campus

I think, as RISS students, we’ve all seen – sooner or later – the senior campus library. But no one has asked this question; what was the senior campus like before? What did it look like, and what was it used for? I am lucky enough to have heard most of the story from Ms. Plessis, but have not really gotten to see the thing for myself. I was amazed by how interesting the building was in description, and this got me asking around for photos, history of the building, stories and so on and so forth. After a movie-like experience of searching for different parts of the history of the building inside of a Starbucks, I finally found out the truth of this building, which I am going to tell you, in compressed form.

- The building was built around the late 1900s, but it was much later managed by the government, as this is where they held their private businesses, and where government officials did their work. After the development in Rotterdam of the train tracks, they sold off the building to a company that would later become ProRail.
- There was a main train line, from which another smaller, less-used line emerged, and that exact train track went directly through what is now the library in the senior campus. It went through the non-fiction section, on the left side of the library, and then onto the side with the big table and Heritage Language Section. The part in which the librarians work every day was where the guardian kept tabs on what was going on with the project, looking through the glass walls to see the way the workings advanced. The trains went inside the library, stopping there in order to be repaired.
- The library is on two levels, since in the higher part the workers used to fix up and adjust the higher parts of trains, and in the lower part they had access to the base of the locomotive. The only thing keeping the train together was the fact that it was here that trains were regularly maintained. After the train was repaired, it was to be sent back to the tracks. The place in which classes are now being held is where the company employees used to sit behind their desks.
- There are lots of big rooms in the building, which have been split into different classes with thick tin walls that divide the once big rooms into smaller ones, where most likely employees used to discuss stuff about trains. The former canteen is still a canteen. This is where the people who worked there would meet during their own lunch break.



- The entrance hallway wasn’t there before. The hallway wasn’t there; employees used to enter through what is now the back entrance.
- And the balcony area that is covered by glass and will soon enough be filled with plants and all types of colors of green was an empty balcony before, where lunch was eaten during the summer. The glass was later added by RISS to make the building look nice, which I admit they succeeded in doing.
- About that red lift that is hidden in-between the stairs and the library; it used to be a lift that the employees used to carry heavy objects to different levels. When they wanted to get something from the higher level of the library, they used the lift and they also used it to transport stuff across the higher and lower parts of the developing trains.
- The waiting space near Ms. Plessis’ office, where it is now quiet and calm, and close to which I have produced some of my best work, was previously split into three offices. In this building, people used to work in incredibly small offices, since most classes from today were small offices previously. Employees had very little space to work in, and they were close to each other, the doors being a grown banana’s length away from each other.
- The flex room, which is now most notoriously used for theater classes on the senior campus, used to be full of tools and parts for the trains which still were there when the school was constructed.



The building was incredibly different from the way it is now, trains used to come in every day, and throughout the years it has changed quite a bit. It’s phenomenal how much RISS was able to change the building in order to turn it into what it is now. From a place where trains used to run through to a place where students spend their time learning, playing football, basketball...

“And still, I believe I never stopped to think about how the building got to be like it is now, and why it is so close to the train stations, meaning the building was changed enough to not be able to recognize what it was before without hearing its story.”

Exploring a World of Differences:

At RISS we pride ourselves on our inclusive and welcoming culture. We have the privilege to meet and interact with people from many different places and cultures, enhancing our understanding of the world. The IBDP experience is something unique and hence we asked one of the new students Andrei, who joined us at the start of grade 11 this year to share his opinion on culture here in the Netherlands and at RISS.

■ **What country are you from?**

I am from Romania, the port area that has an opening to the Black Sea.

■ **What are your favorite things about your home culture?**

My favorite thing about the Romanian culture is really located on the Western side, which is, to sum it up real quick, basically the Hungarian culture with a small mix of Romanian in it. I like how the mountain area looks, how the houses have both simple architecture on the outside and complex on the inside, this being a result of different types of interior design waves collapsing together, creating what I find to be a pretty cozy atmosphere. I like the view towards life; people are satisfied with very little, and find some aspirations or something that motivates them, thus developing a very nice and civilized society.

■ **How's life here different from your home country?**

My home country is really diverse and the answer depends on the area you're talking about. The area where I used to live was very developed, and many aspects of it were individually fascinating. I had the chance to meet a lot of people with different backgrounds, people who had such well-developed views in some areas that I simply couldn't have found in other parts of Romania, or they would have been very rare. In Romania, although the country is very different and divided in many ways, multiculturalism is not a common thing. This is something that I've come to appreciate here, in the Netherlands, since despite my expectations, it has helped me develop a wider view on many subjects, and there's still much to learn.

■ **What are some advantages of moving to a country with a different culture?**

Some advantages of moving here definitely were experiencing this entirely different realm. The native culture here has some

elements which are somewhat similar to Romania, but not everything. There is so much to learn and understand about contemporary Dutch culture that I wasn't expecting. Here, conversations are shorter and more to the point. People are more direct, and the general room for expression is larger than when speaking Romanian. The language is starting to get easy, however; in comparison with many current Latin languages, it has very few sayings. In my language, in conversations, more than 40% of the time expressions are used, especially in the eastern part. People convey a message through the use of sayings, which generally would seem meaningless in English.

For example, "Săru'-mâna" a polite form of hello, is only said to women, the direct translation being "kissing the hand". OR "Ești beton" – you are concrete, meaning basically you are very cool. OR "Îți pică fișa" – to drop the coin, to get something / to understand something; OR "A lua inima în dinți" – to take the heart into the teeth / to kinda bite onto the heart, without actually closing the maxillary and crunching on it, which means to find the courage to do something.

■ **How do you find the culture in the school? What do you like about it?**

I like almost everything that is different here, and almost everything is "):". The people here are very nice, the atmosphere here is very secluded and private in comparison with other schools I've attended, the teachers are very invested in making school something useful for the students, the staff is very nice, the facility is very nice and offers quite a lot of activities (food, ping-pong, other sports) and this generally makes me want to come to school every day since it's actually incredibly fun to be here. I wanted so much to come here, and I'm so glad I did at the very first opportunity, since it is so much better than I expected.

The people are better, they are friendlier and more relatable than expected, the school grounds are nicer than expected, and everyone I've interacted with had such a vibe, even Ian, the handyman who disappeared at the start of the school year and just returned to the senior campus yesterday for twenty minutes, just to leave us IAN-less again! I've had the best academic time of my life here at RISS and can only look forward to the next two years of school.

An Inside Look at the IB Experience

By Rayan Nissar



"I've had the best academic time of my life here at RISS and can only look forward to the next two years of school."



By Poppy de Kreij

What Is The Model United Nations Club and How Could You Benefit?

■ Firstly, how would you describe MUN and what does it mean to you?

Ms. Oudman: “This is my first year as the MUN coordinator for RISS, so I am still finding my way in this process. MUN or Model United Nations is a club for students to come together and learn about international affairs, diplomacy and debate. Students participate in conferences that are simulations of the United Nations. Students take on the role of delegate from various nations to engage in negotiations on complex global issues. This is an excellent opportunity to gain empathy for diverse perspectives and charter new ways of thinking in international diplomacy for the future.”

Olivia: “MUN, in essence, is about discussing worldwide issues and the best ways to solve them. You provide these resolutions through the lens of another country that may be completely alien to you. You get to consider different perspectives and try to understand policy. I have been doing MUN since I was about 10 years old, and I have learned such important things from this experience. When I first came to RISS, the school didn't

have a very significant MUN presence and then we went into lockdown. Once I started Grade 11 and was given the opportunity to join the club, I was more than happy to join.”

■ Ok, now that we know what MUN entails, how does it impact your perspective on culture and identity?

Since we are at an international school, and most of us come from countries all around the world, we know better than anyone that different cultures have different perspectives on world issues?

Olivia: “MUN has changed my perspective on culture and identity, the more conferences you go to and the more countries you are assigned, the more you learn about the world and the effects of culture and identity. You learn how truly important it is to be open-minded and analytical during this process.”

“Having to put aside your own culture and identity to adapt to another is a valuable experience, as you learn more about the country but also yourself.”

ALL QUESTIONS YOU MAY HAVE, ANSWERED BY STUDENTS AND MISS OUDMAN IN A NUTSHELL!

Ms. Oudman: “I believe that MUN has a positive impact on participant's perspectives on culture and identity. First of all, students have the opportunity to meet with so many different people globally that they may not have had the opportunity to meet before. For example, in November, MUNRO will head off to the MUNISH (MUN International School of the Hague) Conference. This is one of the largest events in the Netherlands and hosts students from all over the world. This allows students to engage – both within and outside the context of the conference – with different cultures and identities. Furthermore, students representing different countries and engaging in debates on different issues gain a great appreciation for cultural diversity as well as further develop their understanding of the complexities of international relations. This helps to understand the opportunities and challenges faced not only by the nation of which they are a citizen, but also to step into another nation's shoes and see the opportunities and challenges it faces. This helps people to become better global citizens who celebrate differences between identities and cultures.”

■ So, how can students benefit from MUN and how have you seen this?

Ms. Oudman: “Students absolutely benefit from MUN! Not only does it look excellent on university applications, but it also helps students to hone a wide variety of skills. Students come out of MUN with improved public speaking, debate, research and critical thinking skills. For each conference, students delve deeply into research on their particular committee assignment for Human Rights, Environment, and Security Council topics – to name

a few – so students develop a rich understanding of the complexity of world issues. Additionally, all of that research ensures that students are strong in their research and writing skills, which are excellent transferable skills to all areas of life. Not to mention students have a lot of fun at these conferences and are able to meet peers from different backgrounds from all over the world. Students are granted an opportunity in MUN to gain practical experience in diplomacy, public speaking and international affairs, and this can have a lasting positive impact on their personal and academic growth.”

Olivia: “I definitely feel that I have benefited from joining MUN. I've been able to acquire so many different skills, such as critical thinking, research, analysis, team work, collaboration and problem solving. Each MUN conference you go to prepares you for real-life situations. You learn more about how to work through conflicting views, and to find solutions together. Overall, it is a very beneficial experience for people wanting to grow personally and professionally. Furthermore, it hits nearly all of the criteria of CAS; it is an activity, a service and, to a certain extent, creativity. It also looks good on university applications.”

And in my personal opinion as editor, I would also highly recommend giving MUN a try. I participated in an MUN conference in 2021 and it was a truly great and enlightening experience! If you have any questions about MUN, or would like to give it a try, do not hesitate to reach out and email Miss Oudman or Olivia Mottram!



By Glen Badyna

Theatre London Calling

This Autumn, our Grade 12 IBDP Theatre students took a trip to London, a bustling epicentre of theatrical brilliance, to attend the ISTA TaPS Perspective conferences where they learned how the syllabus areas of the IBDP Theatre course are applied to real-life, current theatre practices.

This immersive experience transcended borders and cultures, allowing our Grade 12 theatre-makers to engage with one another and explore exciting world theatre traditions from a myriad of cultures. Our students, as well as our Theatre & Drama teachers, **Mr. Badyna** and **Ms. Christoffelsz**, engaged in workshops and collaborative sessions, that offered unique opportunities to work alongside seasoned theatre professionals and fellow enthusiasts from various international schools.

An exchange of techniques and traditions flowed freely within this melting pot of ideas and talents. One of the highlights of the trip was the opportunity to learn from renowned theatre practitioners and directors. Workshops led by these masters provided invaluable insights into the rich traditions of global theatre.

The experience proved to be a celebration of diversity and inclusivity, showcasing the richness of cultures and traditions from around the world. This cultural exchange served as a reminder that, regardless of our origins, we are all storytellers, weaving our narratives into the global tapestry of human experiences.

Here is what our RISS students had to say regarding how this experience served as a 'launchpad' for further explorations in their own works as creators, designers, directors, and performers:

"I loved being in a truly international space where I was able to make friends from all over the world – from the Isle of Man to Thailand. I felt in a safe space where I could be as weird as I wanted, especially since everyone else in this space came with the same intention. I was encouraged to brainstorm and talk out all of my ideas without hesitation. In Hiroaki Ogasawara's workshop, I had found out that Butoh had derived various features from Kyōgen, and that I could perfectly link my ideas for my Solo Piece with this workshop." - **SANTI**

"The most impactful workshop for me was Collaboratively Creating Original Theatre. I was encouraged to let my creativity guide me through making a costume... out of a newspaper! I enjoyed socialising with people from around the world and

exchanging theatre knowledge, gaining different perspectives and understandings of theatre. The shows (and London itself) were really inspiring to me. This trip has taken a special place in my heart as I would like to see more London plays in the future." - **OLIA**

"The city of London impressed me. Teachers made every effort to show us the city. We even had a quick tour around the center. 'Pygmalion' was quite a fun experience. The show demonstrated that the performance need not be perfect for English wit to shine." - **ZAKHAR**

"Visiting London TaPS gave me the opportunity to gain knowledge through IB Theatre outside a regular classroom. Along with developing my social skills, traveling to London gave me the opportunity to explore a new level of independence. The workshops enriched my understanding of many aspects of theatre theory. I recognised the importance of imagination and freedom that can be explored through theatre-making processes. In addition to all of the new knowledge I gained, I was exposed to a diversity of perspectives of other IB students, which truly promoted a sense of open-mindedness." - **OSEREMEN**

The friendships forged, the skills honed, and the stories shared will serve as a lasting testament to the transformative potential of collaborative artistic endeavors!

RUN OUT OF THINGS TO WATCH?

What better way to spend your evening than chilling in front of your TV, phone or – whatever device you have – and watching Netflix for hours? Well, for this article we have some nice recommendations of Geography-oriented shows and movies, plus a nice documentary channel on YouTube. It's no wonder that people who like spending time watching stuff on streaming services can, and will, at some point run out of things to watch. An amazing teacher at RISS, Mr. Alberts, has some nice programs to help you 'cope' with this issue, which most of us have come to dread.

But, how exactly do Geography shows and movies relate to our cultures? Many of the programs listed will include a richness in terms of cultural diversity, and can even elaborate on some aspects of different cultures that may help shape a person's personality. Watching these shows can give us a better understanding of events that previously occurred in history, and have occurred again, and of how and why certain events in certain countries occurred – and who doesn't like a little extra knowledge?

By Gabriel M. Costa, GMC



The aim for this article is not only to inspire you, but also to help you connect with different people. Due to the depth of these shows, the possibilities are endless. Many conversations may start because of them, perhaps even friendships, who knows?

■ NAME: **CITY OF GOD**

Type: Movie / Release year: 2002
Duration: 2h10m / Genre: Drama / Crime
Age recommendation: 16+

An unflinching look at gang life in the City of God, as it follows the favela through three decades; the '60s, '70s and '80s, and shows how violence just spirals into more disturbingly high violence in the favela, mostly involving teenagers and children.

■ NAME: **DETROIT**

Type: Movie / Release year: 2017
Duration: 2h23m / Genre: Drama / Crime
Age recommendation: 16+

The story is centred around the Algiers Motel incident, which occurred in Detroit, Michigan on July 25, 1967, during the racially charged 12th Street Riot. It looks at the death of three black men and the brutal beatings of nine other people: seven black men and two white women.

■ NAME: **BLOOD DIAMOND**

Type: Movie / Release year: 2006
Duration: 2h23m / Genre: Drama / War
Age recommendation: 16+

Set during the Sierra Leone Civil War of 1991–2002, the film depicts a country torn apart by the struggle between government loyalists and insurgent forces. It also portrays many of the atrocities of that war, including the rebels' amputation of civilians' hands to discourage them from voting in upcoming elections.

■ NAME: **SLUMDOG MILLIONAIRE**

Type: Movie / Release year: 2008
Duration: 2h / Genre: Indie / Drama
Age recommendation: 16+

Jamal tells the story of his life in the slum where he and his brother grew up, of their adventures together on the road, of vicious encounters with local gangs, and of Latika, the girl he loved and lost. Each chapter of Jamal's increasingly layered story reveals where he learned the answers to a TV show's seemingly impossible quizzes.

■ NAME: **SECRETS OF THE BLUE ZONES**

Type: Mini-series / Release year: 2023
Duration: 2h37m / Genre: Documentary
Age recommendation: 8+

Takes members around the world to investigate the diet and lifestyles of those who live the longest. Explore the original blue zones, be immersed in their culture and lifestyles, and see how Blue Zones is applying the research in communities across the United States.

■ NAME: **AFTERSHOCK**

Type: Mini-series / Release year: 2022
Duration: 2h29m / Genre: Documentary
Age recommendation: 15+

Documents the horror and devastation caused by the April 2015 earthquake in Nepal that left nearly 9,000 people dead and an estimated 2.5 million homeless. It tackles the question of what happens when millions of people are instantaneously placed in survival situations – do they look out for one another or themselves? Mount Everest, and the avalanche that devastated Base Camp, is of course a chapter in this story. But Aftershock also takes viewers into crumbling buildings in downtown Kathmandu, and high into devastated villages on the other side of the country, to tell a broader story of the disaster.



HONORABLE MENTIONS:

■ NAME: **DW DOCUMENTARY**

Type: YouTube Channel / Genre: Documentary
DW Documentary gives you information beyond the headlines. Watch top documentaries from German broadcasters and international production companies. Meet intriguing people, travel to distant lands, get a look behind the complexities of daily life and build a deeper understanding of current affairs and global events.

The Transition from Foundation to Middle Years Program

By Arjun Avahle

The change from grade 8 to grade 9 is no simple task. Transitioning from grade 8 to grade 9 opens up a diversity of potential in terms of exploring yourself. Grade 9 provides an introduction to IGCSE, a course with a multitude of exciting elements and features. IGCSE is a diverse curriculum that provides the students with a lot of freedom in terms of academic activities.

Transferring from the Foundation years to the Middle Years Program is an exciting yet demanding challenge. As seen through the eyes of IGCSE alumni, the transition demands an increased dedication to self-learning, exploration of personal abilities and, most importantly, interests. The reason interests are vital in determining a student's IGCSE career path is because, for the first time, the students get to choose their subjects from a specific package (apart from languages).

The specific IGCSE subject choices start formulating a path to potential future career options, which makes it so crucial that the students choose subjects that interest them. The IGCSE is a course which demands ingenuity, responsibility and above all enthusiasm. The ultimate aim of the IGCSE Diploma is to provide students with an opportunity to explore their potential and demonstrate and develop their skills. In addition, the IGCSE program offers a unique approach to teaching methods with increased access to resources that further help students explore their potential.

The first notable change that can be seen is the firmness applied to the rigorous deadlines, since IGCSE not only includes the basics like tests, assignments and homework, but also coursework and exam preparation. Multiple subjects often include coursework, which includes several drafts that get reviewed by teachers before getting sent off to the IGCSE examiners abroad.

Since IGCSE is the first diploma achievable for the students of RISS, the course is longer than a year, namely two. This means that everything that students learn, from day one in grade 9, up until the last day of classes in grade 10, can be assessed

in the final examination. Speaking of examinations, the final examinations follow a different pattern compared to what the students experienced in MYP; due to the seriousness of the Final IGCSE Exams, there is a mock session a while before. The mock exams are an accurate representation of what the IGCSE exams typically look like, and therefore also include the long examination lengths and strict exam conditions.

The only significant difference between the mock exams and the actual IGCSE Exams is that the mock exams are over within a week and have a very crammed schedule, to leave more time for post mock exam feedback, so that students can prepare for the real IGCSEs. The real IGCSE examination period takes a couple of months, with large gaps between exams.

Transferring from the Foundation years to the Middle Years Program is an exciting and demanding challenge.

Hopefully, this article has been able to give an insight into the challenging, yet interesting course called the IGCSE.





By Veerle Verspuij

2023 IGCSE Graduation

Graduation marks the end of one chapter and the beginning of another. On Tuesday, the 21st of November, the 11th graders finally completed their IGCSE journey. After two long years of homework, complaining, tests, mock exams, study leave, exams, and a 2.5-month well-earned summer vacation. It was an evening to celebrate the hard work we put in, our dedication, and our accomplishments. It was an evening filled with heart-felt speeches and the recollection of many memories. The room was filled with people who cared for the students and were there during the highs and the lows we experienced during the past two years.

Before the night in question, I thought back about the IGCSE years. It goes without saying that those two years were not all sunshine and rainbows, and I certainly experienced some heavy rain. The change from grade 8 to grade 9 was the most significant. Increased work load, a different way of asking questions, and a very different syllabus. At the beginning of IGCSE, everyone had many questions. We had to get used to the fast-paced teaching method needed to cover the entire syllabus adequately. As we got closer to the exams, we all had one primary interest: IGCSE grade boundaries. With the previous three years having seen adjusted grade thresholds due to the COVID-19 virus, we were all wondering what they would be like for us. Would they return to the pre-COVID boundaries, or would they still be slightly adjusted? That was only one of the many questions that ran through our minds constantly. However, we could do nothing except give it our all. We had to show all those accumulated skills and do our absolute best. After our last exam on June 6th, that was it; there was nothing more to do, and it was now out of our hands. Now, all that was left to do was enjoy our well-earned, long summer vacation and, for the first time in a while, forget about school and just enjoy ourselves. The graduation acknowledged all of this, gave us a sense of accomplishment, and made us proud.

Once again, I would like to thank Ms. Ward for helping us through those two years of IGCSE. For planning things well and making sure everything always ran smoothly. I would like to thank her for always being calm, reliable, and a stable factor during our often turbulent IGCSE times. Besides Ms. Ward, our teachers also deserve a big thank you. In IGCSE, the teachers were there to work with us, and they wanted to see us succeed. They were there for us if we needed to complain about all the homework, the tests, the mocks, the exams, and each other. Our teachers were our support systems and were on our side, even if it did take 2.5 months of summer break to figure that out.

When I asked Mr. Spiertz, who has been teaching in international schools for around six years, what kept intriguing him about teaching in International Schools, his response was clear. He likes the lack of a "Teacher vs Student" atmosphere and enjoys the "we're all in this together" atmosphere. This was especially true during these last two years when our teachers always had our backs and were always ready to help. Whether this was taking us through at least 20 past papers or sitting with us for as long as it took to understand the topic at hand. Our teachers were and still are ready to give what it takes as long as we, the students, show that we want it. For some of us, it took longer than for others to realize that sitting back and watching the days go by wasn't enough. Some of us realized too late that these grades would impact our future. These grades would matter. Our teachers always taught our classes with a smile and gave it their all, even if it was an 08:20 chemistry class with a room

full of students who were still half asleep. During our IGCSE journey, most of us would occasionally battle with staying motivated. Ms. Ternieden, a teacher for 13 years, says, "It has been a lifelong process to learn how to encourage students to reach their full potential". During the IGCSE, it was always easy to do the bare minimum and say you were done. I am just now starting to understand how frustrating it must be to, as a teacher, see your students hand in work that they know isn't their best, and my respect for teachers has grown even more than ever.

The 2023 IGCSE graduation was a big success and exceeded my and many others' expectations. With the door called IGCSE shut firmly behind us, we move on to the IB or whatever other paths we have taken. Thank you for a memorable two years, IGCSE class of 2023, and good luck with your further steps.





By Poppy de Kreij

Harmonizing Diversity IGCSE Music in Our Cultural Mosaic

In the heart of our diverse school community, we proudly stand as pioneers, introducing the melodious notes of IGCSE Music into our curriculum. The grade 10 IGCSE students of 2024 are the first to embark on this harmonious journey through the world of music, and their enthusiasm and unique perspectives have contributed immensely to the cultural tapestry of our school.

Embracing Diversity

Our school is a celebration of diversity, a thriving hub of various traditions, languages, and experiences. From lively festivals to delectable culinary delights, our community embodies the beauty of multiculturalism. It is within this rich tapestry of cultures that IGCSE Music has found a special place, allowing students to explore and appreciate music from all corners of the world, and further enhancing the cultural vibrancy of our school.

Exploring the IGCSE Music Curriculum

The IGCSE Music curriculum is a comprehensive exploration of various musical aspects, including music theory, composition, and performance. It encourages students to develop their musical talents, fostering an understanding of the universal language of music that transcends boundaries and connects people globally.

Music as a Cultural Connector

At the core of our exploration is the profound connection between music and culture. Music serves as a universal language, allowing individuals from diverse backgrounds to communicate and understand each other on a deeper level. As students delve into the melodies and rhythms of different cultures, they gain a greater appreciation for the diversity that exists within our school community.

The Role of Music in Cultural Mosaic

Music plays a pivotal role in our cultural mosaic. It becomes a bridge that connects students from various cultural backgrounds, fostering unity and understanding. The exploration of music from different parts of the world broadens students' perspectives, creating a space where everyone's unique heritage is acknowledged and celebrated.

GRADE 10 STUDENTS' PERSPECTIVES

As the first cohort of students to prepare for the IGCSE Music exams in May 2024, the Grade 10 students are at the forefront of this musical exploration. We had the privilege of speaking to some of these students, and their perspectives offer a glimpse into the profound impact of this subject on our cultural mosaic.

The Impact on Cultural Awareness

The reflections of our Grade 10 students highlight the positive impact of IGCSE Music on cultural awareness. Through the exploration of diverse musical traditions, students not only gain a deeper understanding of global cultures but also develop a sense of empathy and respect for the cultural differences within our school community.

Celebrating Musical Diversity

In celebrating musical diversity, our school has become a harmonious blend of melodies and rhythms from various parts of the world. Students participating in IGCSE Music not only learn to play instruments and understand music theory, but also gain a broader perspective on the role of music in shaping cultural identity.

The Journey Continues

As our Grade 10 students prepare to take the stage for their IGCSE Music exams in May 2024, they are not only showcasing their musical talents but also becoming ambassadors of cultural appreciation and understanding. The harmonious journey

through the world of music has become an integral part of our school's cultural mosaic, creating an environment where diversity is celebrated through the universal language of music.

IGCSE Music has found its place in the heart of our school's cultural mosaic, weaving together the diverse threads of traditions, languages, and experiences. The exploration of music as a universal language has enriched our community, fostering cultural appreciation and understanding among our students. As the first group of students to embark on this musical journey, the Grade 10 students of 2024 are leaving an indelible mark on our school's cultural tapestry, creating a legacy of harmony and unity through the enchanting notes of IGCSE Music.

HOW IS HALLOWEEN CELEBRATED IN DIFFERENT CULTURES?

All Hallow's eve, or Halloween for short, is a celebration of the day before All Saint's Day. Halloween is believed to have originated in Ireland, where they celebrated the ancient Celtic festival of Samhain, a pagan celebration of harvest at the end of the summer, where people lit bonfires and wore costumes to ward off ghosts. The 1st of November was believed to be beginning of the new year, and the beginning of winter, which is why Halloween falls on the 31st of October. Now, Halloween is celebrated with costumes, trick or treating and the carving out of pumpkins.

Background on Halloween

Although origins of trick or treating trace back to Scotland and Ireland, where children traditionally dressed up and put on a performance in exchange for food and snacks, many different countries and cultures celebrate Halloween or similar festivities differently.

■ SAMHAIN IN IRELAND

As mentioned before, Halloween originated from the festival of Samhain, an Irish festivity celebrated from the evening of the 31st of October to the 1st of November. It is a pagan (people who view the world as a place of joy and life, instead of sin and suffering) festivity that marks the end of summer. Although the tradition of Halloween is much more common nowadays, Samhain is still celebrated by some pagan people. On Samhain, people dance and feast, take nature walks and build altars to honour their ancestors. It is also common to eat Barmbrack, a yeast bread with sultanas and raisins, as it was believed to offer insight into the future and the unknown.

■ DÍA DE LOS MUERTOS IN MEXICO

One of the most famous celebrations around the world, Día de Los Muertos, celebrates life and death, and pays respect and shows love to the spirits of the departed. Taking place on the 1st and 2nd of November, Día de Los Muertos, or the Day of the Dead, is celebrated by wearing bright, colourful makeup and costumes, and throwing parades, with singing and dancing heavily involved. However, the truly special aspect of this festivity is the act of building offerings to the departed. Families will build altars laid with a calavera (skull made of papier mâché, wood, sugar paste or carved bone), bottles of tequila, photos of the departed, and much more. It is believed that these offerings will attract the spirits to the altars so that they can be reunited with their family.

■ HALLOWEEN IN JAPAN

Halloween in Japan is quite different from the western celebration of the spooky holiday. As Japan has no cultural relation to the holiday or to the religious aspect, it was not necessarily a popular holiday in the country. However, when Tokyo Disneyland decided to host a Halloween celebration in 2000, the popularity of the holiday grew. With no actual cultural ties to the holiday and due to differences in cultural beliefs and values, the tradition of trick and treating is not common practice. Nonetheless, the holiday is very popular among adults. Halloween is celebrated on the streets with parades and groups of people dressed up in a range of costumes, from cute kid's movies characters to terrifying zombies and skeletons. One truly special part of Halloween in Japan are the trains – a place usually of peace and respect, they turn into a chaotic hotspot for people in costumes.



W

Whether students come from cultures that celebrate Halloween or not, students from all over the world share a fun night on Halloween, with the school party, now called the “Glow in the Dark” Party, making RISS an all-round inclusive school that celebrates and embraces different cultures.

Festival of Light: A Celebration of Our Community

The Festival of Light, known as FOL, is the school show. Turned into a combination of the Foundation Years concert and a talent show, it gives students a platform to showcase their diverse talents and shine.

FOL has two main components: The Foundation Years concert, and the Talent Show. The Foundation Years concert allows students in the Drama program to do short presentations in groups, while those in Music showcase skills they learned in their classes. As for the Talent Show, students can participate individually or in groups, with auditions serving as the initial step for this opportunity. Participants can sing, dance, and play instruments, presenting as solo acts or a band.



However, FOL is not just about performing: Besides performing, students can run the show as members of Stage Crew or Tech Crew, and act as ushers or help the PTA during the breaks.

To have a better understanding of FOL, we spoke to two incredibly important teachers in the process of this show: Miss Simone Christoffelsz, the Lead Director of FOL and Drama Teacher, and Mr. Glen Badyna, one of the Drama and Theatre teachers.

■ How could different cultures be celebrated through the Festival of Lights?

That's easy – through the acts that our students perform; these performances can be in any language and representative of any culture. We had a boy chant an Islamic religious song which was much appreciated by the Arabic speaking parents in the audience.

INTERVIEW WITH MISS SIMONE CHRISTOFFELSZ:

■ Where did the name, Festival of Lights, come from?

This was never a written-down statement, but rather one that was said to me by the Head of School 15 years ago: the show was to celebrate the Light of our school and that Light could shine in any form – from an exhibition of martial arts to a magic show to a performance of any art form.

■ How different is the old Festival of Lights, compared to the new one?

Our school has grown, and as we've grown we've made the criteria for being allowed to perform more formal. The show also reflects what's going on in the school: for example, when we worked with International Middle Years Curriculum with our Foundation Years students, we opened the show with a big performance number which included the collaboration of the Art and Music Departments. This year we are planning on showcasing some of the work that our students are doing in their RISS Rose curriculum.

■ Which performance remains unforgettable to you even now?

Every year there have been extra-special moments of either group performances holding it together despite their mics not working, or their cables coming unplugged, or someone forgetting their lines on stage, and the student performers holding it all together and giving their best performances which are always so uplifting. Every year is very special.

■ What should a student expect from the Festival?

As a performer – a sense of achievement and celebration of the joy of being a part of a school show.

A MESSAGE FROM MR. GLEN BADYNA:

"Working with the FOL is an incredibly enjoyable experience for several reasons. It offers a fun, unique opportunity to witness the diverse talents and expressions of creativity of the students, showcasing their passions and skills in various forms such as music, dance, drama, etc. Discovering these hidden talents among the student body can be both surprising and inspiring. It is also wonderful to be part of the audition panel in the audition process with other RISS teachers, and to support and encourage the students, fostering a sense of pride and accomplishment within our RISS community. It's heartwarming to see students gain confidence as they perform, knowing that their teachers are there to cheer them on."

The excitement and energy of the FOL creates a vibrant atmosphere, making the process not only fun but also memorable. I greatly appreciate the effort and dedication students put into their performances, making it a rewarding and enjoyable experience for everyone involved.

CHEESE TOASTIES: The Gouda, the Bad, and the Deliciously Cheesy!

The cheese toastie, known as 'TOSTI' in the Netherlands, has a history that's pretty much like the grilled cheese sandwich you might find in other parts of the world. It's a favourite snack in the Netherlands, enjoyed in cosy cafés, lunch spots, at home and at our school! While the story of the cheese toastie in the Netherlands isn't as famous as some other food traditions, it has definitely found a special place in Dutch cuisine.

People have been eating combinations of bread and cheese for centuries. The modern Dutch cheese toastie probably came about in the mid-20th century. However, cheese has been around a lot longer than that – with the earliest records of cheese making dating back to 5,500 BC in Kuyavia, Poland. The earliest evidence of bread making goes back even further than that to 10,000 BC!

A typical tosti consists of two slices of bread filled with cheese, often the famous Dutch varieties like Gouda or Edam. Some people like to add ham or bacon to make it extra delicious. The whole sandwich is then grilled or toasted until it's crispy on the outside and the cheese inside gets all gooey. Some places use special tosti machines that press the sandwich to give it that perfect crunch. There are plenty of variations to try in the Netherlands. Some folks like to put ketchup, mayonnaise, or even curry ketchup on their tosti. And in certain places, you can find fancy tosti recipes with veggies and special sauces.

In the Netherlands, tosti is a quick and comforting snack, perfect for when you're on the go or just craving something warm and tasty. You'll find it on the menu at lots of cafés and snack bars. Plus, many Dutch folks enjoy making tosti at home, using tosti irons or just grilling them in a pan. While the history of the cheese toastie in the Netherlands might not be as ancient as some traditional Dutch dishes, it's definitely a beloved part of Dutch food culture enjoyed by people of all ages.

Our very own **Mr. Oudman** is a big fan of the tosti and has been eating them daily for most of his adult life. I caught up with him to get an insight into where his love for the tosti stems from. Check out this mini-interview...



■ How often do you eat a toastie?

I eat a toastie at least five times a week, pretty much every day when I am at work and sometimes I also make them at home.

■ What are your favourite fillings and condiments?

Ham and cheese (belegen). I buy a big block of cheese and slice it myself. At school, I usually accompany the toastie with curry ketchup and if I make one at home, I may also use herb butter as a special treat sometimes.

■ What is it about the toastie that you enjoy so much?

It's the perfect portable snack and the melted cheese explosion is simply amazing. It never ceases to tantalise my tastebuds. It's also a great quick snack to share with friends and apparently making toasties is contagious, as other colleagues have also started making them at work, like Mr. Roos.

■ Apart from the toastie, what other food do you think represents Dutch cuisine well and why?

That would be bitterballen, or stamppot – although I am not a fan of stamppot myself.



Why did the Dutch chef open a restaurant on a windmill?:
Because they heard their food needed a little 'spin' to make it even

Vegetarian Bitterballen Recipe:

INSTRUCTIONS:

By Peter McMinn

■ FOR THE FILLING

- 2 tablespoons butter
- 2 tablespoons all-purpose flour
- 1 cup vegetable broth
- 1/2 cup finely chopped mushrooms
- 1/4 cup finely chopped onion
- 1/4 cup finely chopped celery
- 1/4 cup finely chopped carrots
- 1/4 cup frozen peas
- 1/4 teaspoon dried thyme
- Salt and pepper to taste
- 1/4 cup grated Parmesan cheese (or a vegan alternative)

■ FOR THE COATING

- 2-3 cups breadcrumbs
- 2 large eggs (or egg replacer for a vegan option)
- Vegetable oil, for frying

■ PREPARE THE FILLING:

- In a large saucepan, melt the butter over medium heat
- Add the flour and stir to make a roux
- Cook for a couple of minutes until it turns a light golden colour

- Gradually whisk in the vegetable broth to create a smooth sauce
- Continue to cook and whisk until the mixture thickens
- Add the chopped mushrooms, onion, celery, carrots, and peas. Cook for about 5-7 minutes, or until the vegetables are tender and the mixture thickens further
- Stir in the dried thyme and season with salt and pepper to taste
- Remove the mixture from heat and let it cool for a few minutes
- Once the mixture has cooled down, stir in the grated Parmesan cheese. This will help bind the mixture

■ SHAPE THE BITTERBALLEN

- Scoop out spoonfuls of the filling
- Shape them into small, round balls, about the size of a walnut.

■ COAT THE BITTERBALLEN

- In one bowl, place the breadcrumbs
- In another bowl, whisk the eggs (or your chosen egg replacement).
- Roll each ball in the breadcrumbs, ensuring it's coated evenly.
- Dip the coated ball in the beaten egg, allowing any excess to drip off
- Roll it in the breadcrumbs again [This double-coating will give your bitterballen a crispy exterior]

■ FRY THE BITTERBALLEN

- Heat vegetable oil in a deep pan or Dutch oven to about 350°F (175°C)
- Carefully drop the coated bitterballen into the hot oil
- Fry them about 3-4 minutes until they turn golden brown
- Remove them with a slotted spoon
- Place them on paper towels to drain any excess oil

■ SERVE

- Serve them with your favourite dipping sauce [Such as Dutch mustard or a tangy aioli]



*Enjoy your homemade vegetarian bitterballen!
They make for a delicious Dutch snack or appetiser!*



Coming to RISS During the Pandemic

By Venus Chan



I kept asking myself, How did I get here?

Time goes by really quickly. I still remember when I first enrolled at RISS, feeling unprepared for what I would be facing in the years ahead. I'd just become accustomed to the online learning environment set up by my previous school, and I was confident that I would be able to continue with the same routine every day. Out of the blue, my family abruptly made the decision for my sister and me to come to the Netherlands. I wasn't sure if I'd be able to feel content living there, especially since I had never been to Europe at all until then, so I was worried about whether I would truly be happy during my time at this new school I'd enrol in.



It's important to prepare yourself mentally and emotionally for any challenges or complications which might hinder your progress. Times like these are a great way to learn from mistakes, and to learn from mistakes is to actively express your willingness to change for the better. When it came to asking others for help, I was quite apprehensive at first, because I didn't know whom I could possibly reach out to. I felt lost with each and every new topic the class was taught, due to the poor timing of my enrolment (End of Term Three) as well as the distant atmosphere that stay-at-home learning brought. Moreover, I had only just become familiar with the online platforms of RISS. Magister, Google Classroom, Google Meet... they were still quite new concepts for me.

There are a couple of challenges with learning online in a new environment. For instance, a lack of one-on-one interaction with my peers led to fewer opportunities to engage with the community, such as an active engagement during lessons. In the end, I felt quite isolated from everyone at RISS, unable to embrace the social aspects of learning or to fully get any insight into being a student at RISS. Because of this, I have discovered that communication with teachers and classmates is very important in such a situation, as it greatly helps to assure you're on the right track while also getting to know your peers better, and forming a reliable bond with those you will need to interact with on a daily basis.

This first experience led me to embrace adaptability and resilience, placing emphasis on the mindset I slowly grew into while I tried to get used to the situation I was in. By embracing change and viewing it as an opportunity for growth, any person can thrive in a range of situations that come their way.

RISS Rose and Mr. Murphy's Kitchen

By Bruno Smolic



RISS Rose is an exciting mandatory programme for all foundation year students that started in the 2021-2022 school year. It provides students with an opportunity to learn and develop new skills outside the conventional academic subjects and, according to Jim Rose, aims to: “Inspire learning and develop the essential transferable knowledge, skills and understanding which are the building blocks for later in life”.

There are three main courses of RISS Rose for each grade. For 6th grade it involves “Dance to express, not to impress”, various oracy courses and “Mr. Murphy’s Kitchen”. While also sharing “Mr. Murphy’s Kitchen”, 7th graders take on “Be Healthy, Be well, Be You”, and the oracy elements. In the 8th grade, the courses involve “Be wild, be nature”, oracy, and “Discover, explore, create”. These courses focus on a variety of different aspects of not only academics, but life skills as well.

As the name suggests, put simply, it involves cooking; both its practical and theoretical aspects. During the course, students learn: how cooking relates to Chemistry, as those two factors have considerable overlap; sustainable food production; links with health and wellbeing; and the scientific variables involved in making good-tasting food. On a more practical note, various cooking skills are introduced and shown to students (e.g. basic knife skills, boiling, mixing different ingredients, etc.), becoming more advanced throughout 6th to 7th grade.

The most exciting part of the course lies in its most practical aspect: the cooking itself. During each cooking session, students are divided into groups of two to four students per table, as a teacher briefly explains the dish that the group will be making, and then later goes into the instructions themselves. On the day that I observed the cooking, the 6th graders made potato salad, while the 7th graders made pasta from scratch. During the cooking, the instructors also explain basic chemistry involved in the respective dishes. Most sessions last around one hour for the 6th graders, and a little longer for the 7th graders.

At the end of the session, we interviewed some RISS Rose students to ask about their favourite parts of Mr. Murphy’s Kitchen, as well as the course in general.



Ode to Rotterdam

In Rotterdam's vibrant heart, where rivers meet,
A tapestry of cultures, diverse and sweet,
In every corner, a story to share,
Of unity, love, and a world so rare.

With colors that blend and languages flow,
Multi-cultural events, a radiant glow,
From Eastern spices to Western dance,
In Rotterdam, diversity finds its chance.

In bustling markets, aromas collide,
Turkish delight, and Dutch cheese beside,
Moroccan melodies fill the air,
In this city of dreams, where all hearts dare.

From China's lanterns to Surinamese heat,
Every culture, every taste, every beat,
In Rotterdam's embrace, they all find a home,
Where acceptance and love continue to roam.

In the festival lights and the harbor's embrace,
Different worlds converge, leaving a trace,
Of unity and understanding bright,
In Rotterdam's tapestry, shining in the night.

Hand in hand, they celebrate and sing,
A city of cultures, where harmony springs,
In Rotterdam's rhythm, they dance and play,
A multi-cultural tale, in a city that lights the way.

Author Unknown

Photo by Hannah Anthony



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. 8 2024