

insight

A Magazine for The International School of Macao Community

SPRING 2018



TIS Experience Week
Importance of Service
and Giving Back

+ Robotics Students off
to the Robofest World
Championship in the U.S.

+ 10 Years of
Elementary Musicals



15 Years
Anniversary

STUDIO CITY

MACAU



ALIEN INVASION

BE THE HERO. WIN THE DAY

Insight • Spring 2018

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EDITORS' NOTE

It is the end of an era in TIS' 15 years history as we bid farewell not only to our Head of School Mr. Howard Stribbell and Secondary Principal Mr. Christopher Coates, but also our boarding school. The end of the school year is always a sad occasion as we say goodbye to staff and students who leave our TIS family to move onto new adventures. However, we are excited for the new beginnings that are ahead of us too.



The tiger spirit is seen throughout our school from kindergarten through to our graduating Grade 12s. We just celebrated our 15 years anniversary in March. We are a school to be proud of, from humble beginnings of 58 students to our current 1200 enrollment, ours is a strong community made up of students, parents, teachers and staff, without any of whom we would not be the success that TIS is today.

Students from the Electronics, Robotics & Programming course built robots and came in second in the Robofest Macau Competition which took them to the Robofest World Championships in Detroit, Michigan, USA.

Secondary students have travelled near and far on their experience week this term. The trips were all designed to emphasise on CAS (Creativity, Activity, Service). Read how the experiences have enriched our students in and out of school life.

The talent at TIS never ceases to amaze us. This term we were delighted with two colourful musicals, the black box theater was packed to the rafters for both the elementary and secondary productions.

We hope you enjoy these stories and more in this issue of Insight.

Kathy Seto & Rin Yang

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Message from the Head of School

15 years ago, a small group of leaders and some trusting families embarked on building a new international school. From a small group of staff and 58 students has grown to over 1200 students. The ethos and determination of the founding school team is still very much alive in TIS.

Reading over the articles in this edition of Insight, I see two very important themes: inquiry and service. TIS uses an inquiry based curriculum throughout both the Alberta curriculum and the IB curriculum. Inquiry based learning allows students to construct their own understanding as opposed to the notion of teachers transmitting knowledge to their students. Many of the articles will further share how this is done in our classroom and the benefits of inquiry.

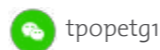
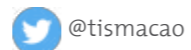
Secondly, I hope you see our commitment to service. From our Secondary Experience Week trips to our simple acts of kindness in kindergarten, our students and staff are committed to impacting our community. We become better people as we give back to those less fortunate or serve to make our environment a healthier place.

Lastly, I hope you will read Marco Chak's reflection on his time at TIS. Marco is a driven young man but I hope you will be inspired about how his biggest life lesson came through failure.

I'd like to thank Rin, Kathy, Josephine and all of the staff and student contributors for another great edition of Insight. This may be my last Head of School message but I will look forward to reading the great stories within future editions.

Howard Stribbell

www.tis.edu.mo/news



Class of 2018



One of the great things about TIS, is that no two graduating classes are the same and one group can never be called "typical". Students have such diverse interests, that each spring we see a fresh group of individuals graduate and go on to fulfil their goals. The class of 2018 is no exception. They are following their dreams and scattering to the various corners of the globe. This group of 68 students are going off to study Film Production, Robotics, Veterinary Sciences, Fine Art, Law, Business, Hotel Management, Speech Therapy, Architecture, Languages, Education, Medicine, Education, and many more. This group has also amassed an impressive list of scholarships totalling nearly 5 million Patacas.



Inspiring Well-Rounded Learners

Over this past term, Pre-Kindergarten children have been investigating various topics and learning many new skills. Christmas and Chinese New Year provided opportunities for children to express themselves creatively through art, music, and drama as they inquired into the ways we, as an international community, express culture, celebrate holidays, and enjoy creativity.

In the months ahead, Pre-Kindergarten children will continue inquiring into various concepts in their classrooms. Through exploration of these topics, the children will consider how their learning connects to their own lives. We will continue sharing what we know, investigating and asking questions to gain more information, discussing and reflecting upon new knowledge, and creating projects to share our learning.



Getting Ready to WRITE!



This year's focus at TIS is literacy, and though our students in JK are quite young, they have been exploring the world of literacy by developing their pre-writing skills. Through self-guided play and exploration, our students have used various materials and manipulatives to become more familiar with lines, letters, and creating the shapes needed to become independent writers in the near future.

This year in our JK classes, we began by exploring the different types of lines and moved towards making those lines in various ways. Through looking at the shapes and lines of the letters of their names and labels in the classroom, to playing in various literacy centres, many of our students are now able to independently "write" and "create" letter shapes.

On a daily basis, our students have the opportunity to explore centres such as: creating the alphabet with Lego, making letters with rocks and sticks, playing games on the iPads, tracing letters with cars, making names with playdough, and making our names with our bodies... just to name a few! Through these play-based activities, we have seen great progress as our young students leap into the world of writing.

It won't be long until our students begin writing and publishing a book you may read!



What is Inquiry Based Learning?

Inquiry based learning focuses on the role of the student as an active participant in the learning process. The themes, topics and concepts explored are based on the interests and curiosity of the learners themselves. Students develop their understanding through asking questions, investigating ideas and engaging in creative problem solving strategies. Teachers and students share responsibility for planning the direction of learning, creating meaningful learning experiences and assessing personal understanding. The learning environment fosters cooperation and collaboration with students sharing perspectives and expanding their knowledge through social interactions.

Why is inquiry based learning important for SK learners?

SK students actively explore and gain knowledge of the world around them through inquiry based learning. Students work together on projects that nurture inquiring attitudes and curious habits of mind. The value of communication teaches students to consider and care about the perspectives of others. SK student are encouraged to use various materials to build, create and express their ideas. Step into any SK classroom and you will be immersed in an environment of curiosity and excitement for learning.

How is inquiry based learning evident in SK classrooms at TIS?

Passion projects in SK reflect interest and enthusiasm about various objects, concepts and themes. Curiosity has inspired SK students to build a space shuttle from recycled materials, create models of insects, construct homes for animals, care for growing seeds and design new clothing.



STEM challenges promote cooperation and develop important problem solving skills. SK students are demonstrating creativity and critical thinking through bridge building tasks, marble run challenges and tower construction activities. Reflective conversations allow students to share ideas about what worked well and how they can improve their designs in the future.

SK inquiry units explore big ideas and overall themes. Students propose and respond to questions that promote further inquiry and understanding. Hands on investigations have explored ideas about food, family, sharing the planet with plants, the learning benefits of play and what we like about ourselves.



KIDS EAT FREE

Grand Lapa Macau Kids Policy

Children aged 5 and under dine for FREE and kids aged 6-18 years enjoy up to 50% discount.*

- * Child must be accompanied by at least one full paying adult.
- * Maximum of two kids dine free per table.
- * Policy applies to buffets only.

Get connected with us



Grand Lapa Junior Master Chef-Season 3

Cooking Jam at the Garden - Bring your buddy and learn how to cook tasty recipes together! Enjoy the kitchen tour!

Date : 9 July - 26 August 2018
Age : 4-14 years old



More Info



Learning About Coding



Earlier this year, the Grade 1 students were fortunate enough to go on a trip to the Apple store for a special session on coding. This was a great introduction to coding and the students learned skills to be able to program a robot. Coding develops critical thinking and problem solving skills, and is a basic literacy in the digital age. It is important for children to understand, and be able to innovate, using the technology around them.

Here at school, the IT team have helped to continue to build on these skills by leading sessions in the learning lab, using the LightBot app on the iPads. In teams, students had to program the LightBot to move, by sequencing various arrow commands. The students had to think and write out their commands first, then input the commands to see if they were correct. This involved lots of trial and error, as well as perseverance and good communication skills!



Developing Scientific Literacy and Inquiry

This spring, Grade 2 students have been practicing strategies to write like a scientist. Students are participating in a generative culture where they share curiosity and findings about science. They are developing literacy skills to ask meaningful scientific questions, to thoughtfully design experiments, and to carefully document their observations. Students are being resourceful when applying topic-specific knowledge to explain data and findings.

Their efforts don't end when they finish drafting a lab report. Rather, students are persisting to review and revise their work to fully represent their thinking and findings. Students are building resiliency to conduct multiple trials to verify their hypotheses.

More importantly, there is a new sense of collaborative culture in the classroom. Students are supporting each other as they embrace the responsibilities as peer editors. They are nourishing their writing and communication skills by presenting their insights to each other in a supportive learning community. Grade 2 students are providing constructive feedback and suggestions to help each other engage in a continuous cycle of inquiry with new questions and wonderings.



Experiential Learning in Science

Students in Grade 3 have been studying Rocks & Minerals in Science. This is an interesting topic with many opportunities for great excitement inside and outside of the classroom. The approach for this unit of study was to give the students many opportunities to learn through experiencing.

To further their knowledge and understanding, students used playdough to create mini models of the Earth. The students loved seeing their Earth cut in half to see all of the layers inside!

Another great journey through learning was our “rock walk” field trip to Hac Sa beach. This included a chance to explore the natural weathering and erosion processes in the area. The students investigated and described different types of rocks, and the many uses for rocks in our everyday world. Students were mini geologists and recorded their findings along the way, and also connected with the natural environment by building sand structures of chosen landforms.

Students were very curious and furthered their learning through this engaging hands-on approach. Perhaps there are some future geologists in this bunch!



Trash Talk

Grade Four students have begun to inquire into how our world is influenced by waste production and what actions we can take to reduce waste and pollution. To start our unit the grade four teachers “trashed” the classroom, filling each room with various types of garbage such as plastic bags, water bottles, banana peels, shoes, electronic waste and even diapers! The goal of this activity was to bring awareness to the current state of the environment and expose students to the reality of this problem. Students were then asked to reflect on their thoughts, emotions and potential fears facing the Earth’s future. During the inquiry process, students will gain a deeper understanding and passion for protecting the environment and develop a personal action plan to make a positive impact.

Andrew Cheng

“I felt like the G-4 teachers went crazy because when I came in the classroom it looked like a garbage room. Yes, I think the world is covered with waste because so many people like us always throw the waste and only some of it is recycled. I think we should put all the recyclables in the recycling bin to help with the environment.”

Arnold Yang

“First, I was shocked, like what happened? Second, I think our world is filled with waste because people throw out things all the time and waste food. Third, I should tell my friends not to create garbage and I should not waste garbage and to learn to recycle.”

Hannah Utting

“I felt confused and I thought Mr. Lovestone went crazy, or the printer exploded with paper and filled the hall with it. I think the world is full of waste it has lots of pollution and can harm animals, I know that there is an island made out of waste. I think if we recycle more and more everyday then the world will be cleaner and the pollution will stop or happen less. Here are a few ways to stop pollution: 1. Recycle as much as you can, 2. Save energy, turn off lights or devices you are not using when you leave your house.”

ZiLin Zhang

“The first thing that I thought about, was “What happened?” Then, I thought maybe there was a party in our classroom, but I finally saw that every classroom is the same, so maybe it’s something about what are we going to learn about. When I see there was no one to clean up, I thought maybe we shouldn’t clean up, because the teachers must have a good reason to leave them there. So I just do the morning routine as usual, fill in my water bottle, take out the agenda, acting like everything was fine, like nothing happened, but I don’t feel very good with all these garbage around.”



Laughing Yang

“Why is the classroom so messy? Did they throw garbage around on purpose?”

Gabriel Tam

“When I first walked into my room I saw a lot of recycled things and broken phones. I felt excited and I am disgusted because I saw a diaper on the table.”

Edwina Lui

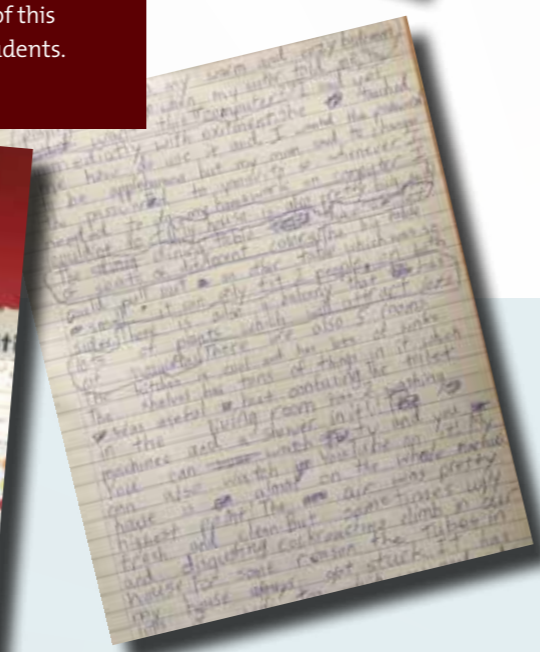
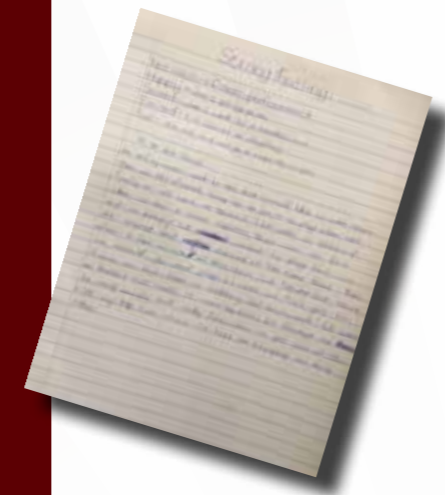
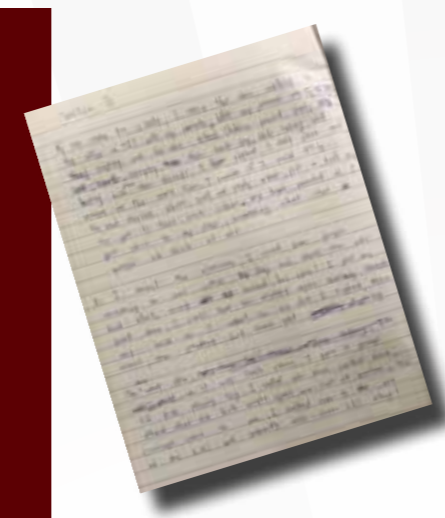
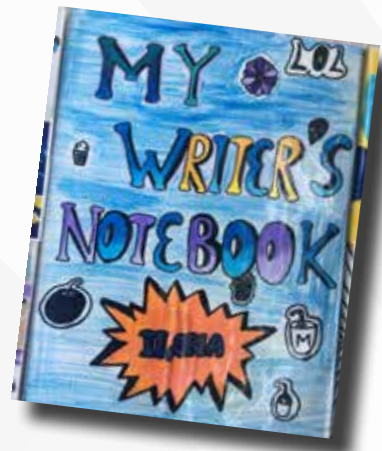
“I thought Mrs. Peade got mad and threw stuff all around the classroom. It felt like someone robbed the school and messed everything up. I felt like I came back to school on the wrong day.”

For The Love of Writing

The world around us bombards us with different methods of communication such as emails, text messages, WeChat, Instagram, Facebook and Whatsapp. It has never been more important for our students to be able to communicate through their writing, whether they are messaging their friends on WeChat or writing a story about Confucianism in Ancient China.

The grade 5 team enthusiastically introduced our first unit of study (Personal Narrative) from the Teachers College Writing Project spearheaded by Lucy Calkins. Through a series of writing workshops divided into three different bends, the students are utilizing and developing strategies for generating ideas, as well as learning to step inside their moments in order to show the reader exactly what they see, hear, smell, feel and taste. The focus is on storytelling rather than summarizing specific events in their lives.

Although we are still in the midst of the unit, the results have been absolutely amazing! Students have taken full ownership of their Writer's Notebooks and have really built on their writing stamina, which is no different than training everyday for a half-marathon. With the use of only pens, students can visibly track their progress and are reminded that mistakes are a necessary part of their writing. When the students add to their repertoire for generating ideas, the volume of writing is mind blowing. We have yet to hear a student complain about our writing blocks!! We teachers are so excited to see the final results of this unit and hard work of our amazing grade 5 students.



The International Trade Game

By Grade 6 students Apple, Nicole, and Daniel

Imagine being a country with very few resources and tools. In the spring, the Grade Six students participated in The International Trade Game to challenge our math skills and teach us about the differences in other countries. It ended up being very challenging! Our teachers separated our grade into 12 groups with each group representing a type of developing and developed country. We had one hour to complete our objective, which was to make money by manufacturing paper shapes of specific perimeter, area, or volume and then selling them. Throughout the game, prices would raise and lower based on supply and demand. There were many creative ideas displayed in the game, including duplicating rare tools and trading resources with other countries. There were also various resource auctions which were difficult for some countries to afford and 'rare resources' were introduced that added value to your paper shapes.

We learned about many interesting concepts during this game such as information advantage, supply and demand, communication, and teamwork. We would love to do this again because we felt it was a very fun way to learn.

This was an amazing experience for all of the Grade Six students. You should definitely try it out if you get the chance!



The Elementary Leadership Team has had a very busy year! Our focus this year has been on service and as a team we have participated in three types of service:

Service to our School

This year we have worked hard to help make TIS a better place. Some of the things we have done this year for our school include

- emceeding various events like the 15th Anniversary celebrations and all of our assemblies
- Volunteering at the ACAMIS conference as greeters and helping with all the yummy food that the delegates enjoyed. This was a huge event that brought 400 people to our school for two days in March.
- Selling pizza at lunch to the grade 3-6 students
- Spreading love to the student body by selling candy cane grams in December and candy grams in February
- Trying to lower the amount of plastic that is used at our school
- Organizing fun house challenges for the grade 4-6 students
- Representing our classrooms at our weekly Leadership meetings



Service to our Community

Serving Macao has also been important to us. Giving back to the community helps. Recently we put on a Helper Tea for more than 100 of our very deserving Helpers. These women mean so much to the TIS families and we wanted to show them how much we appreciate them. This was a HUGE task that we did all by ourselves. We sent out invitations, ordered and made all the decorations, and served them delicious treats and coffee and tea from Cuppa Coffee. We also raised money selling candy grams for Valentine's Day and we are planning a field trip to buy dog food and toys that we will deliver to ANIMA. We encourage everyone to give back to their community whenever they can.

Service to the World

We understand that there are many ways to help the world as well. Once a month we sell pizza that has been generously donated by Honest Pizza, we get the opportunity to support bigger projects outside of Macao in conjunction with Millennium Education Foundation. All the money we have raised has gone to help support an organization in Laos. Some of the money we raised helped set up an English class for Laotian people.

We are very proud of our service endeavours this year and extremely thankful for all the support that the TIS community has given us. We challenge each and every one of you to serve others in some way today! If a group of 9-12 year olds can do it-you can too!

HAPPY IN HOI AN!



For one week in March, the grade seven students travelled to Vietnam for the first experience week trip of their secondary school careers. During this trip students learned invaluable information about the culture, traditions and rich history of the Vietnamese people. The trip begun in the cheerful town of Hoi An where students learned to fish using "big nets", paddle basket boats and participated in a Vietnamese cooking class. From Hoi An, students visited the breathtaking My Son World Heritage site that is comprised of Hindu temples built between the 4th and 14th centuries. During this visit, students were told stories about the somber years of the Vietnamese-American war. The following day, students crawled through caves in the Marble Mountains, and biked through rice fields to a lantern making class. Our last stop was at an orphanage care center. Here, our grade seven students met and participated in activities with the children who lived there. This was a touching experience for everyone involved. At the end of the trip, students expressed their wishes to travel to Vietnam again and excitement for their next experience week trip in grade eight.

What Did You Learn? How Did It Change Your Perspective?

From Macau to Yunnan, Bhutan, Indonesia, and South Korea, TIS High School students were engaged in creativity, activity and service (CAS) for Experience Week from March 10 - 16, 2018. More than tourism, Experience Week is an opportunity for TIS students to learn, in a new location and in new ways.



Locally, students participated in one of 3 options: 3D Printing and Production; Elementary and Kindergarten Homeroom Helpers at TIS; and, a general CAS option that included the creation of paper mache elephant heads with a Macanese artist (James Wong), community service with Caritas, as well as helping with TIS Elementary Sports Day. Helping to address the needs of people in Macau and Kosovo (the location of the prosthetic hand recipients produced by students in the 3D Printing and Production option) was intended to challenge students and foster a deeper sense of responsibility toward others.



“What was the best thing about Experience Week?”
“Doing something good for the community” (student response/3D Printing and Production)

“What new skills did you learn during Experience Week?”
“Responsibility and to try new things” (student response/Homeroom Helper)

“How did Experience Week affect your perspective on life or the world?”
“That we should be grateful and appreciative for what we already have because sometimes we forget” (student response/Macao CAS option)



The **South Korea** Option gave our students a chance to improve or develop new skills, skiing and snowboarding, as well as in Culinary Arts. They exerted themselves and contributed positively to their overall health through the active and creative elements of the week.

“How did Experience Week affect your perspective on life or the world?”
“It really taught me how you can still achieve great things with persistence, even when it’s difficult to learn or try new things at the start” (student response/South Korea Option)



At the end of Experience Week, our **Indonesia** group not only had a better understanding of environmental issues that affect the underwater world in which they spent much of their time, but they were also able to identify multiple fish, invertebrate and coral species. Additionally, 10 students received their PADI Open Water certification and 1 student received their Advanced PADI certification.

“How did Experience Week change your perspective on life or the world?”
“Be more grateful and how some parts of the world don’t have it as good as I have it” (student response/Indonesia Option)

The students who participated in the **Yunnan** option came away with a deeper sense of accomplishment after facing the challenges of a cold climate, combined with altitude, and rigorous hiking and camping conditions. Students also had a chance to demonstrate their proficiency in Putonghua by using what they have learned in Mandarin class.



“What was the best thing about Experience Week?”
“The best thing about Experience Week in Yunnan for me was to be able to make more friendships, passing my goal on hiking the mountains and being able to have a big snowball fight with everyone on the trip” (student response/Yunnan Option)



In **Bhutan**, our students forged new connections for TIS and built a foundation for what we hope will become a sustainable Experience Week option in future years. The cross-cultural and environmental awareness gained during their time in Bhutan, has led students and teachers to develop recommendations for next year and how, together with a Bhutanese organisation we can address local needs.

“What was the best thing about Experience Week?”
“The best thing about experience week was that we get to see the lifestyle of the happiest country and see the way the locals interact with one another and the environment” (student response/Bhutan Option)

DIGITAL PORTFOLIOS AT TIS

A digital portfolio is a purposeful collection of work representing learning, creativity and collaboration. It is student driven, allowing students to collect, organize, reflect and share evidence of skills, thoughts, information and ideas. Digital portfolios are designed to grow, evolve and show student progress over time.

At TIS, we are proud of the work our students do and we want them to share their creations with parents and extended family. To accomplish this, we utilize two different platforms: Seesaw and Google Sites.

Students from SK to Grade 3 use Seesaw to compile their digital portfolio. They can take pictures, add a voice explanation to their work, annotate their work and take videos of how they solve problems. The Seesaw Family app is available as a free download from the Apple iTunes store or the Google Play Store.

Students from Grades 4-10 use Google Sites to build their digital portfolio. Sites allows students to create their very own website in which they can share samples of school work, information about themselves and their school, as well as inform visitors about their hobbies and extracurricular activities.

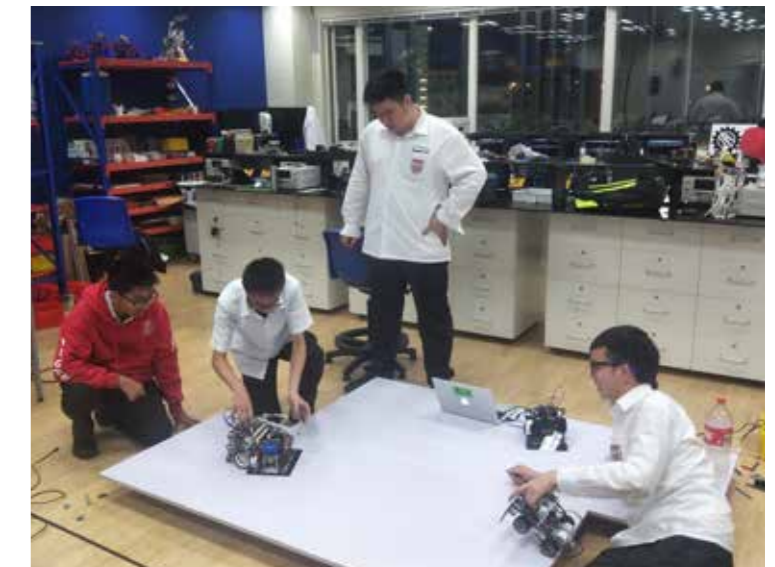
SeeSaw portfolios are accessible to parents at all times. Student Google Sites are kept unpublished (private) while students add content to them. Grade 4-10 students will publish their websites (to a select audience only) on June 15, 2018.



FUTURE FOCUSED LEARNING

This has been an exciting year for the Electronics, Robotics and Programming course at TIS. Throughout the year, the students were engaged in many different projects. The first year students completed a sensed night light, a mp3 stereo amplifier and built an Arduino based autonomous robot. The second year students learned some more advanced programming techniques using the Arduino and designed a fighting robot to compete in a year end competition. The third year students engaged in a new adventure by exploring the multitude of opportunities and possibilities of the Raspberry Pi computer and learned to program using Python. The majority of the learning during the third year were student initiated and self directed.

As a highlight of the year, 5 teams of fourteen TIS students worked diligently on their robots so they could enter and compete in the Robofest Macau competition on March 17. Through perseverance and excellent problem solving skills, one of our teams finished in second place and won entrance into the Robofest World Championships in Detroit, Michigan, USA. The students will be leaving for the competition on May 16. Congratulations and good luck to Domi Wang, Owen Hung and Gabriel Tang.



Multimedia Students Get Real World Experience

Text and Photos By Karen Tho(Grade 12)

For the fifth year in a row, Year 1 and 2 Multimedia students from grades 10 to 12 were given the challenge of designing an official poster for the next Run of Hope taking place on November 25, 2018. It was a real-world project that involved client meetings, advertisement guidelines, and a final presentation to the Executive Team at the Four Seasons.

Students used their knowledge of elements of design and graphic tools such as Illustrator and Photoshop to create posters that wowed the judges. According to the judges, it was very difficult to choose as the posters were way above their expectations of high school students. Each design had something unique to offer but because they had to choose only one, Justin Kong's design was the one that won their hearts.

Congratulations to Justin on a job well done!

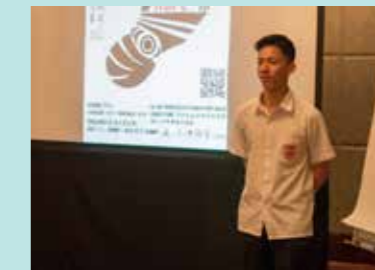


科大醫院座落於澳門路氹中心地帶上的澳門科技大學校園內。醫院宗旨是希望能在舒適和愉快的環境下，以先進的醫療設備，為患者提供優質的中、西醫醫療服務。醫院為澳門科技大學中醫藥學院、健康科學學院及藥學院的臨床帶教基地，也是全澳唯一一所具備大學支持的醫院。本院住院部設有雙人病房、私家病房及豪華病房，適合不同病患的需要。

The University Hospital is located on the campus of Macau University of Science and Technology, in the heart of Macau's Cotai Area. The University Hospital aims to provide high quality healthcare for both Western Medicine & Traditional Chinese Medicine services, with the advanced medical facilities, to all of our patients in a pleasant and comfortable environment. We are the teaching arm of the Faculty of Chinese Medicine, the Faculty of Health Sciences, and the School of Pharmacy. This makes it the only hospital in Macau fully supported by the advanced academic faculties. Our in-patient department provides various types of rooms, Semi-private room, Private rooms and VIP rooms, to suit patients' needs.

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English Language Learners and Technology Use in the Classroom



Technology plays such an integral role in the lives of our students! As educators, infusing educational games and innovative technological learning tools into our ELL curriculum is one effective strategy which helps ensure that our students consistently remain actively engaged in the classroom. Furthermore, a key benefit regarding the consistent implementation of various technological apps into our classrooms is that this technique helps ensure that ELL students are able to creatively reinforce their knowledge while simultaneously have fun throughout the learning process. At TIS, we truly value purposeful learning and never underestimate the significance of having fun in the classroom.



Currently, English Language Learners across all divisions have been regularly reinforcing their understanding of core classroom concepts through the utilization of technological platforms such as Kahoot, Quizlet Live, Socrative and many more! Students love the competitive aspects of these e-platforms as they are able to strengthen their learning without even sometimes realizing it or feeling like they are being forced into completing any mundane studying or revision. Actively participating in challenging, creative, highly-competitive and interactive ways makes learning a great deal more rewarding, purposeful and longer lasting overall. The rate at which technology is being infused into our classrooms continues to increase exponentially; it's a very exciting time to be a student!



FUN WAYS TO LEARN CHINESE



我們的中文課堂仍是一如既往的豐富多彩。為了鼓勵學生學習中文、使用中文，我們的老師舉辦了各種各樣的活動，比如中文講故事比賽、圖釋漢字比賽等。

Our Chinese class remains to be colorful as usual. In order to encourage students to learn Chinese and to use Chinese, our teachers have organized a variety of activities, such as Chinese storytelling competitions, and picture Chinese characters, etc.



在對外漢語的教學過程中，老師們設計了各種各樣寓教於樂的課堂活動。比如在釣魚遊戲中融入了漢字的認讀，在卡牌遊戲中融入了句式的運用，有效地消除了學生學習第二語言的焦慮感，也讓學生更加踴躍地參與到課堂學習之中。

To teach Chinese as a foreign language, teachers have designed a variety of classroom activities that are fun and entertaining. For example, in the game of fishing, the reading of Chinese characters was incorporated. In the card games, the use of sentence structure is involved. These activities have effectively eliminated the anxiety of students in learning a second language and allowed them to actively participate in classroom learning.



10TH ELEMENTARY MUSICAL SHREK THE MUSICAL JR

Written By Stella Preece(Grade 12)
Photos By Karen Tho(Grade 12)

The 10th Elementary musical "Shrek The Musical Jr." directed by Mrs. Doreen Stribbell was a staggering success; every seat in the Black Box Theatre was filled! Mrs. Stribbell credited Mr. Nick Chignall as being her right hand man and instrumental in pulling the productions together for the last 6 years.



Shrek The Musical Jr. is a delightfully humorous play about a smelly ogre and a talking donkey who embark on a crazy adventure to rescue a princess. Of course, between hilarity and suspense, romance develops between Shrek the Ogre and Princess Fiona.

Not only was the directing brilliant, the young actors really brought the stage to life. The chemistry between the young actors was remarkable, the relationship with their characters was brilliant as they brought every single one of those characters to life on that stage.

Credit must also go to the clever design elements that supported the actions played out. The props made the scenes pop; they were well made and fit the scenes perfectly.

The audience absolutely loved the production; laughter and cheers filled the theatre. Everyone had their eyes glued to the stage, smiling in anticipation and delight. The loud clapping and whistles at the closing scene nearly brought the roof down! It was a fantastic show, huge congratulations to everyone involved in this roaring success!



LEGITIMATELY SPECTACULAR



Legally Blonde JR. follows the transformation of Elle Woods as she tackles stereotypes, snobbery and scandal in pursuit of her dreams. When Elle's high school boyfriend, Warner, dumps her and heads to Harvard, claiming she's not "serious" enough, Elle takes matters into her own hands, crafting a showy song-and-dance personal essay and charming her way into law school. Befriending classmate, Emmett, and hairdresser, Paulette, along the way, Elle finds that books and looks aren't mutually exclusive. As Elle begins outsmarting her peers, she realizes that law may be her natural calling after all.



In Grade 7 the students have been learning about the Elements of Art. Students have focussed on learning about Line and Colour and how they are important in works of Art. We looked at a Portuguese artist, Ana Aragao, who recently had an art exhibition in Macao. We have studied different types of architecture from ancient buildings to modern structures and created our own imaginary structures using references from the real world around us. Students worked on their own ideas through various sketches before coming to their final piece. In addition, we have been learning about the Element of Colour and mixing primary colours with acrylic paint to create secondary and tertiary colours. The students aim to develop their mixing skills and colour theory as a result.

In Grade 8 Project: 'Living things'

The students have been looking at shape, form, marks, line, tone, use of colour and 3-dimensional model making. They have learnt to mix and layer-up a range of shades and tones from primary colours to produce small paintings from still-life observation. They have explored techniques such as mono-printing and they have looked at pattern and repetition in nature as a starting point and designed their own A4 plastic folders; to complete the semester they produced a Papier Mache model of a bird, animal or insect as their final works.

Grade 9 Project: 'Collections'

Grade 9s' looked at a range of different starting points and have been increasing their knowledge of different drawing techniques. They began by observing and recording light and shadow on glass; They have learnt how to use ball-point pens to produce some beautiful detailed drawings looking at compositions of natural and man-made objects within a frame. They produced an illustrated Art history time-line in concertina 'book-form' of fourteen International artists from different times and cultures demonstrating the influences and importance of these artists on Art in its many forms today.



BIANCA ACCONCI - YR 8



SAO JOSE & MAR DE BRAGANCA FERREIRA PINTO - YR 8



JERRY CHAO & OWEN UNG - YR 9.



HEI CHANG & LUNING LIU - YR 9.



G7 Zesheng Lai



G7 Ivory Curry

EXPLORING FORBIDDEN THEMES IN ART

The High School students have all been working from the common theme of 'Forbidden'; They have looked at a diverse range of different areas including censorship, gender and cultural rites of passage, LGBTQ communities, 'selfies', false news, communication, chemicals in processed foods, perceptions and extremes of beauty, the environment, religion, politics, animal rights, freedom, liberty and the right to protest. Each student has chosen their own particular area of interest to focus on in order to explore their ideas as an independent interpretation of the theme.

The students have produced much of this years work in their sketchbook/journals. They have increased their independent research skills looking at a range of different contemporary International artists, designers, architects and makers and their influence on art and design today. They have experimented with different drawing, print-making methods, media and more recently, the use of mixed and 'found/recycled' media and materials in their 3- dimensional work. To complete this academic year, each student is now working with their own independently written brief to produce a self-directed final piece of work, either in two or three dimensions which communicates or expresses their personal translation of the theme.



LILLIAN HUMPHREYS - YR 10.



WAN MENG HOI - YR 11.



KAREN THO - YR 12.



RYAN OSHIMOTO - YR 12.



AFREEN GOUSE - YR 11.



JUSTIN KONG - YR 11.

Magical Tiles and Stunning Animals

This was a really exciting year for the Artist in Residence programme at TIS. This was the 3rd year for the Elementary Artist in Residence program with Peta Houghton as our artist. The Grade 5 students created organic themed, Fimo clay tiles, in a rainbow of colours. The Grade 6 students created mechanical themed, Fimo clay tiles, in a palette of brown, black and white. All tiles were mounted on a wooden background and installed in a stairwell in the North Wing of the school.

New this year was the Artist in Residence programme for the grades 7-9 students, offered as a local option for Experience Week. International artist Peta Houghton teamed up with fellow artist Simon Macfarlane. The 33 students were challenged to develop a portrait of an animal, digitize it, and then transfer it to blocks in vinyl, onto the windows in a North wing stairwell. The TIS house animals were chosen: phoenix, dragon, panda, lion, and the TIS mascot - the tiger. In another stairwell the animals were panda, zebra and elephant. Each group of students was required to add colour for a final highlight.

Also new was the Artist in Residence for the grades 10-12 students, offered as a local option for Experience Week. International Macao artist James Wong, with his assistant Ernest, worked with 44 students. The students were divided into groups, with each group completing a complex elephant head. Each group then creatively personalized their elephant head. These works of art are installed on the 5th floor in the main stairway of the North Wing.

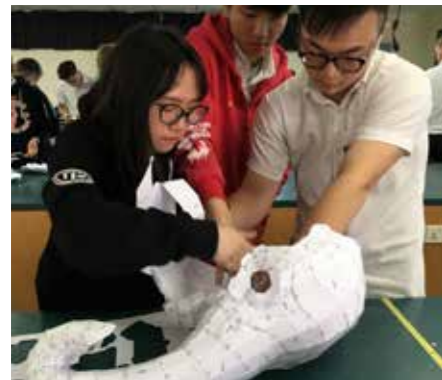


Who's Looking At You? Grades 7-9



The Nose Knows!

Grades 10-12



Model United Nations: Change Starts Now

Model United Nations (MUN) is a unique club at TIS. It's a club for students who are interested in world issues, who enjoy spirited debates or who are looking for a new challenge.

This year, the TIS MUN team attended two prestigious conferences. The first took place in December in Kaohsiung, Taiwan. The Southern Taiwan Model United Nations Conference (STMUN IX) challenged the students with trying to solve some of the most pressing real-world concerns facing the world currently, including the denuclearization of North Korea and universal access to clean drinking water. For most of the team, this was their first introduction into the world of MUN – so nerves were aplenty, but the students were prepared and performed amazingly.

The Southern China International Model United Nations Conference (SCIMUN III) saw the team travel to Shenzhen in March. This three-day conference brought students from all over the region together to discuss topics ranging from climate change to cybersecurity. Once again, the team made TIS proud. The hard work and dedication from the team really showed, as spirited debates led to some terrific resolutions being created.

With the success of this year now behind them, the team is already looking forward to next year. These students are keen to change the world!





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How Parents Can Make the Most of the Library



You probably know that all TIS students visit the library weekly to read and exchange books but did you know that the library is open to all of the school community? The library is open for students, staff and parents from 8:00am to 5:00pm every school day. For parents to open an account, just drop by either the primary or secondary library and a staff member will help you get started.

What is there in the library for parents? Reading starts as a family activity and parents have always been an important part of our reading program. Parents can come in the library with their children before or after school to choose extra reading material. There is additionally a selection of books just for parents that include various titles on parenting and education. Parents are also welcome to take out any of the books of interest in the secondary library.

The best way for parents to learn about our library is to drop in and visit our staff. Ask how to search for books in our catalogue and learn how to use some of our databases. The library can be a place where both parents and students can enrich their learning.



ELEMENTARY PHYSICAL EDUCATION TERM 2

INDIVIDUAL PURSUITS – TRACK AND FIELD DAY!

In March we held our annual Division 2 Track Meet where students competed in a variety of challenging events. The morning was fun-filled with intense competition, sportsmanship, and tons of school spirit. We were very thankful to have the help and leadership from a number of DIV 3 and 4 students. Overall, it was a successful day!

SWIMMING AS A RECREATIONAL ACTIVITY

Every year, the PE Team brings all students to Cheoc Van pool for a one hour swimming session. The goal of this activity is for students to practice their swimming skills, provide more physical activity, and remind students and parents the importance of leisure activities with family and friends. Most importantly, to have FUN!

INTRODUCTION TO GOLF AS A LEISURE ACTIVITY

This year, the PE Team tried something new and took all students to the Venetian to practice their putting skills. The purpose of this activity was to expose students to new skills in a unfamiliar environment, provide more physical activity, and expose students and parents to leisure activities that are available in the community.

PE PRESENTS AT THE MARCH ASSEMBLY – MINDFULNESS THROUGH TAI CHI

This term, mindfulness techniques were enhanced by introducing tai chi to the Movement Composition Unit. Selected students from DIV 1 & 2 had the opportunity to display their leadership skills by demonstrating their breathing, movement, and spatial awareness abilities. Our goal is to show the TIS community how important and beneficial mindfulness is to improving our emotional and physical well-being.

MOVEMENT COMPOSITION (COLLABORATION WITH MS. LEE)

In April, TIS proudly welcomed Ms. Lee all the way from Ottawa, Canada to complete her final 3-week teaching practicum. Ms. Lee taught a Creative Dance Unit to several elementary school classes and completed her program with a Creative Games Unit. A very special thanks goes out to Ms. Lee for coming all the way to Macau to teach our students.



FIRST TRACK & FIELD MEET FOR SECONDARY STUDENTS



In preparation for their first annual track and field day, middle and high school students looked to enhance their performance in track and field events by focussing on the analysis and improvement of technique. We focussed on sprint starts and sprint maintenance, long jump, javelin and shot put. Students used their phones to capture video evidence and highlight the key technical points of their chosen activity to demonstrate their knowledge and understanding. Students signed up for a variety of events during the track and field day including 100m, 200m, 400m, 800m, 1500m, Long Jump, 2 Foot Broad jump, Javelin, Shot Put, Javelin, Frisbee Toss, Softball Throw and the quintathlon. New school records were created for each of the events. The Track and Field day emphasised competition, sportsmanship and most of all, fun! The PE team would like to thank all students and staff for their enthusiastic participation.



TIGERS ATHLETICS

After a hectic and very successful start to 2017/18 sports season in the fall, Tigers athletes and coaches were determined to keep the momentum going for the rest of the school year. Not only did we send 15 teams overseas to compete on behalf of TIS, our campus also played host to this year's SCISAC volleyball tournament where more than 150 visiting athletes and coaches competed for middle school volleyball supremacy in February. Needless to say, the Tigers were quite busy in the winter and spring sports seasons.



SENIOR BASKETBALL

Our high school basketball teams have established themselves as a perennial powerhouse in the many leagues that we compete in. This year was no different as the senior girls squad set one historical benchmark after another. For the first time in TIS history, the girls team qualified for the playoff round in DSEJ competition after finishing 4-2 in round robin play. Building on that momentum, the ladies swept through their PRC tournament, winning the championship for the 4th consecutive year. When it came time for the ACAMIS event in Beijing, the results were the same as the ladies went through the entire event undefeated and took home the top prize. On the boys side, a very young but talented team underwent incredible growth throughout their season as they battled hard through each tournament. The future for these squads look brighter than ever.

JUNIOR VOLLEYBALL

The middle school volleyball program has been going through a development phase the past few seasons. This year's boys and girls squad were both quite young and had limited competition experience. But that didn't stop them from working hard all season long in preparation for their SCISAC tournament that was hosted by TIS. The boys team rebounded from their disappointment a year ago and jumped from 6th to 4th place in the event. The girls team had a strong round robin performance, but like the boys, they ended in 4th place after a tough loss in the bronze game. Both teams are looking forward to test themselves again next season.



SWIMMING

Swimming is one of the most popular sports at TIS. Our swimmers train at 7am twice a week and they are one of the hardest working groups. This year, the team competed in the PRC swim meet in Guangzhou and the DSEJ inter-schools meet in Macao. In both events, our swimmers posted countless personal bests and brought home plenty of hardware to showcase.



SENIOR SOCCER

The high school soccer teams this year featured very young and talented squads. When they traveled to the ACAMIS tournament in Dalian in April, TIS Boys had the youngest group at the event. But the Tigers took the tournament by storm and went through the entire competition undefeated, taking home the gold. More importantly, the boys' showed tremendous character both on and off the field, impressing everyone at the event and was voted in as the Sportsmanship award winners. What a huge accomplishment! The ACAMIS results were highlighted by the boys win, but one can't overlook some very tough ladies who played their hearts out for 3 straight days in the cold and damp venue. Suffering 2 sprained ankles, a dislocated shoulder, and a laceration so deep it needed 7 stitches, our lady Tigers were down but never out. We're so incredibly proud of these amazing young ladies who overcame every obstacle that was thrown at them! Tough as nails.



U12 SOCCER

Our U12 boys soccer team had made the playoffs in DSEJ competition for 3 straight years and this year was no different as the Tigers finished on top of their pool in round robin play. Eager to better their 3rd place from a year ago, the Tigers roared to a 2-0 lead in their semi-final game. But fate wasn't on our side this time as a tough team forced us to penalty kicks, where we eventually were eliminated from the finals. This tough finish will undoubtedly drive this team, who are mostly grade 4s and 5s, to work even harder next year so they can cement their reputation as the team to beat in Macao.

JUNIOR BASKETBALL

The girls and boys basketball program at TIS is one of the most popular. These young and talented athletes have been working hard training all year for their end of season tournaments. At the time of writing, the Tigers are preparing for their PRC red division tournaments in Guangzhou and the SCISAC tournament in Xiamen. We wish them the best of luck at these events!

TRACK AND FIELD

The track and field team is undergoing rapid growth with students from grade 4 through grade 12 training twice a week. At the DSEJ track meet, the Tigers competed with vigour and passion and many posted personal bests! At the time of writing, this team is preparing for their big event of the year as 8 of our athletes will be competing at the ACAMIS meet at the International School of Beijing in May. Good luck Tigers!

CISSA

This year, in conjunction with the Canadian International School of Phnom Penh, TIS co-founded a new sports league dubbed CISSA, Canadian International Schools Sports Association. In April, 12 Tigers traveled to Cambodia to compete against schools from China, Cambodia, Malaysia and Thailand in floor hockey, basketball and soccer. TIS finished in 3rd place for floor hockey, 2nd place in basketball, and 1st place for soccer. It was a fantastic experience for our students and coaches. TIS is excited to be hosting this event next year.



GREETINGS FROM TISPA By Abby Barrett and Nicole Hammer

We cannot believe it's already the end of the school year. Thank you to the TIS community for all your support over the past year.

For this addition we'd like to share some quotes from TISPA volunteers.

What do you like about TISPA?

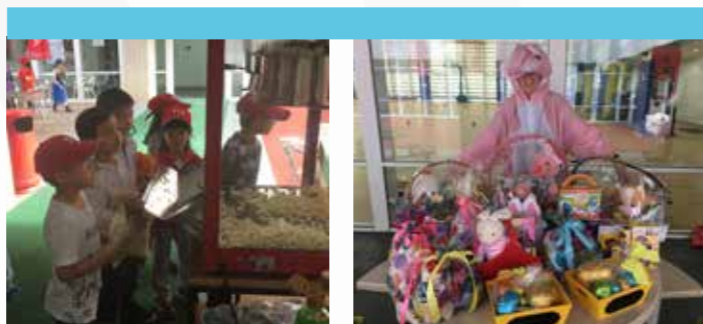
"The dedication, humbleness and sincerity of working together with the school". Lisa

"A great opportunity for parents to participate, help and get involved with the school". Ana

"Helps parents to learn about TIS and being a link between students, families and their school". Ana

"It's social, good way to meet other parents and learn about the school". Elin

"It gives parents a way to volunteer and give back to the school and working with other parents to create events that our entire school community can participate in". Connie



What is your favourite school event?

"Easter, with lots of chocolate, eggciting raffle and a bunny handing out prizes". Lisa

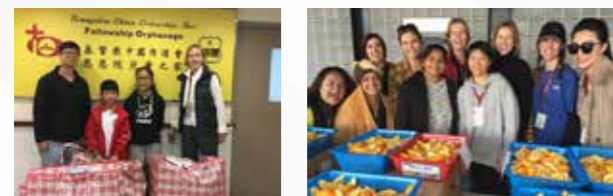
"Walkathon was a great experience with a lot of excitement and participation of the entire school, you could feel the TIS spirit". Ana

"Christmas giving tree, collecting gifts for the under privileged in Macau". Elin

"Multicultural community day, a day to celebrate that diversity we have at the school and learn more about each other is terrific". Jenny

"TIS International food fest, so many people inside and outside our school community were able to participate by sharing a little bit of who they are and where they from". Connie

Wishing everyone a great summer holidays and see you all at the "Welcome Back BBQ" in September!



WHERE ARE THEY NOW?

What have you been doing since leaving TIS?

For my first year of University, I studied at HULT International Business School in San Francisco, where I was able to satisfy my entrepreneurship appetite by going to networking events every single weekend. It was there that I met lots of talented, inspiring and kind-hearted people and was introduced to concepts such as personal development, spirituality, and sustainability - it completely transformed my life. As much as I enjoyed the city, HULT wasn't the right fit for me and my intuition told me that I had to leave. So, I took the leap of faith and transferred to the University of Edinburgh where I am spending my second year of business school now. Edinburgh was not what I expected and the transition was extremely tough. During the first couple months, negative thoughts were a constant presence in my mind. Luckily, I had a mentor that I met in San Francisco and he pulled me out of the slump by helping me cultivate a positive mindset.

Since coming to Edinburgh, I have been devoted to my personal development - a big part of which was developing good habits. Everyday I try my best to schedule a time to read, meditate, journal, and exercise. I am currently working on side projects, as well: one, a Youtube Channel that focus on sharing my personal development and entrepreneurship journey, and two, a consulting business where I help rookie entrepreneurs establish a solid business foundation through a step by step program. I am also planning my summer trip. I hope to intern somewhere in Europe to deepen my business knowledge, volunteer in China to widen my horizons, go to a meditation retreat to refine my purpose and vision and spend quality time with family and friends.



MARCO CHAK

In what ways did TIS prepare you for life?

I still remember in grade 10, my marketing teacher Mr.T told me a reason why TIS is great is that you can create your own opportunities. I took that to heart and when I saw student council needed a source of finance, my entrepreneurial spirit kicked in and I came up with an idea of selling food every day during lunch. So, I created the business plan and Jessica designed the food cart and we pitched the idea to Mr.Stribbell. To my surprise, he was very supportive and supplied us with capital to bring the idea to life. I spent a good part of my grade 11 summer working on this project, and with the help of my friends, the vision became a reality. In grade 12, during lunch-time, you would find the food cart squad, Kristen, Kosta, Kawai, and I selling sandwiches, milkshakes, snacks, and drinks. That was such a fun experience, and it helped solidify my passion for entrepreneurship which further lead me to pursue a degree in business. However, the biggest way TIS prepared me for life was when I ran for President of Student Council. I had high expectations of winning and on the day of the announcement for President, we were all gathered in Ms.Mak's room during lunchtime. She took a deep breath, paused a for second and announced "And the President this year is... Daniel Kim." Oh man. I lost it and stormed out of the classroom filled with anger, disappointment, and sadness. I punched the locker to alleviate some of the pain, went home and cried myself to sleep. Reflecting back at that moment, the experience humbled me. To this day, from time to time I will think back on how I could have improved my speech, and handled my defeat with more class. I became more mature and resilient from the whole experience and to truly appreciate the lessons learned.

What advice would you give to current students at TIS?

I only started to get better grades when I was in grade 11. Mostly due to the fact that I knew I needed them in order to get into university but also I started to believe in myself. Prior to that, I always thought that I wasn't smart enough for school, but the truth is everyone can get good grades with good habits and a growth mindset. I asked the top achievers in my grade what they did to get good grades and emulated their behaviors. As a result, I started to organize and review the day's notes before bed, schedule time for homework and study, pay attention and ask questions in class.

Another thing that I wish I knew back then was how lucky I was - being around my good friends every day. I was so caught up in expecting my friends to treat me a certain way instead of focusing on being the definition of what I think a good friend is. Now I am trying to be a more appreciative and loving friend and all the good energy I send out seems to be reciprocated.

Lastly, one of the best decisions that I have ever made so far in my life is really putting in the time and effort to become the best version of myself. By proactively improving different areas of my life, health, personal development, romance, finance, fun, family, and friends, I've started to become more fulfilled, peaceful, positive, energetic and happy. By being more self-aware, I was able to conquer the baggage that was secretly living in the chambers of my soul. There are many other stories of how self-awareness benefited my life.


If you want to learn more about personal development or entrepreneurship, feel free to reach out!

Much love,
Marco

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