

insight

A Magazine for The International School of Macao Community

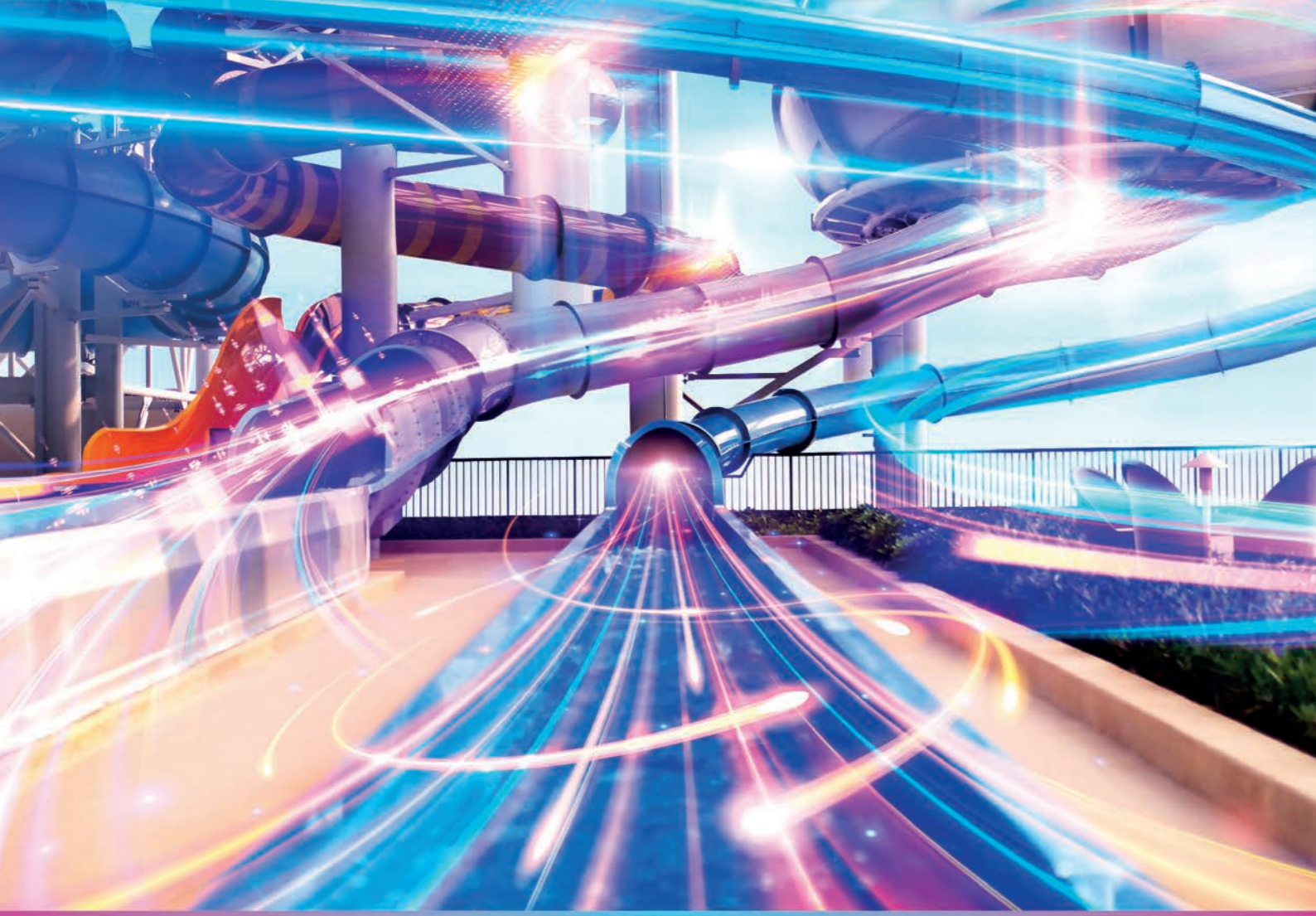
SPRING 2021

**TIS Joins Global
Sustainability Movement**
**More Than Just Games:
PE Promotes Active Living**

**Class of 2021:
The Next Chapter Begins**

**Plus TIS Tigers Roar
into Action**





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EDITORS' NOTE

Welcome to the Spring 2021 issue of Insight! Insight provides a snapshot of the wonderful things happening in our classrooms and promotes the achievements of our students and teachers. We hope you enjoy the stories highlighted in this issue, such as how Grade 6 students are utilizing 3D printing technology in the classroom to build objects that they designed themselves. We'll tell you more about this innovative way to foster creativity and how it is teaching students important 21st century skills.



This year's Experience Week program didn't involve travel to overseas destinations as in past years, but middle and high school students still had the opportunity to enjoy meaningful learning outside the classroom right here in Macau. We'll tell you what they got up to.

And TIS has joined the Global Sustainability Movement! Find out how the school is taking action when it comes to the UN's Sustainability Goals by integrating them into everyday lessons and co-curricular activities.

Plus, we have all the latest news from Tigers Athletics, including the U12 boys football bronze medal win in the DSEDJ playoffs.

Happy reading! If you have any questions, suggestions or feedback, feel free to email us at communications@tis.edu.mo.

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Message From the Head of School



Welcome to another edition of Insight. While we are thankful that we have been able to maintain face to face teaching all year despite the pandemic, we have missed having our parents and community on the campus as much as previously. We hope that this edition of Insight shares some of the great learning activities that have been happening this year.

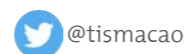
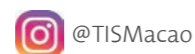
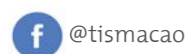
A special shout out to our graduating class of 2021. You are the first graduating class whose entire senior year has happened during the pandemic. Despite the challenges, we are very pleased with your performance. Your university acceptances (62 different universities and counting!) and scholarships speak to the hard work you have put in.

Check out the many stories within this issue of Insight. This year we were also able to focus more on Macau through our local Experience Week trips, our Activist in Residence program and our Artist in Residence programs as well hosting our own internal Model United Nations (MUN) conference. I am pleased to see our students getting more involved locally while still developing an international mindset and becoming global citizens.

It has been a pleasure to be the interim Head of School this year. I was pleased to see the House Teams come together and compete all year while also building our TIS community. While it was a close race, the Stribbell Cup goes to the Lions who managed to unseat Phoenix, the 2 year reigning champions. Way to go Lions!

I hope you are able to enjoy the stories within this issue and I want to thank the editors and authors for providing us with another great issue.

Howard Stribbell



#tismacao

The Importance of Sensory Play for Young Minds



In Pre-Kindergarten, sensory play provides more than just an opportunity to play. Children gain opportunities for language development, social interaction, and most importantly, self regulation.

When children actively use their senses, they build skills to refine their thresholds for different sensory information, helping their brain to create stronger connections. This helps with calming the body, sustaining attention and regulating 'big emotions'.

In the Pre-Kindergarten classrooms, there are multiple opportunities for sensory play through sand, water, cooking, art, playdough and more! Opportunities such as big body movement, swinging and running are great sensory experiences and are explored on multiple playgrounds. Light play can also be found in classrooms, where children will explore with light, colours, shadows, etc. We love exploring with our senses and seeing what kinds of imaginative play the children create!



A Culture of Inquiry Supporting Macanese Culture



Chinese New Year is also known as the Spring Festival or Lunar New Year, and it is one of the most important celebrations in Macau. Each year, Kindergarten students at TIS mark this special occasion by exploring the meaning of the event and participating in various activities. This year, our guiding questions included: What is Chinese New Year and how/why do people celebrate it? What are our traditions? Why do people hang decorations, and what are they? What is a parade, and what is special about a Chinese New Year parade? Why are lanterns important during Chinese New Year? What foods are important and why? What do you see/hear/taste/smell/feel during Chinese New Year?

Students excitedly made conclusions and took action into their inquiries. Students learned about, made, and ate traditional foods such as dumplings, noodles and tang yuan. Others made rhyming couplets, decorated lucky signs for the doorways, and created red pockets and lanterns. Still others constructed Chinese instruments, origami, pinwheels, and designed cherry blossoms and other artwork.

This learning culminated in a festive and fun Chinese New Year parade to celebrate this special holiday!

Inquiry and Investigations in Senior Kindergarten

Through inquiry, students practice and learn important skills based on curiosity driven ideas and essential questions. The Inquiry Cycle is a process which engages students to ask and answer questions on the basis of collected information and leads to understanding of new ideas and concepts. In Senior Kindergarten, inquiry units focus on important themes and address subjects across the curriculum.

Caring About Our World

Senior Kindergarten classes explored a variety of ideas and questions based on this theme. Through various learning activities, projects and experiences, students developed their awareness and understanding of the environment around them. Student learning was guided by the following essential questions:

- How do plants grow?
- Why are there worms in a compost?
- How does nature provide food for people?



Creative Expression

Visual arts, music, drama and movement allow children to explore their thoughts and feelings in a variety of ways. Through inquiry based learning, children in Senior Kindergarten become aware of their own imagination and creativity. They learn to interact with a variety of materials and respond to various forms of creative expression. Some of the guiding questions for the SK Creative Expression inquiry were:

- How can people creatively express stories?
- What are the ways we express ourselves and how does it make you feel?
- How do people and cultures express themselves through art?

I Am Unique

SK students explore who they are as unique individuals, in relation to others in the world. They learn to recognise and appreciate personal experiences, characteristics and feelings that people have. They developed ideas about their personal identity through the exploration of these questions:

- Who am I?
- What makes me special?
- What important ideas do I have to share with others?

I Belong

Children bring their own perspectives, cultures and experiences to the Kindergarten classroom. Citizenship and identity focuses on the development of cooperation skills within groups, building self esteem and acknowledging experiences of others. Students in Senior Kindergarten developed their sense of identity and belonging through active inquiry investigations based on these class developed essential questions:

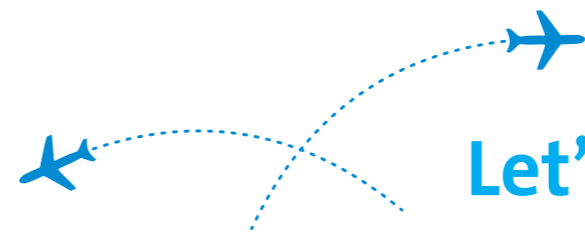
- What do maps tell us about our community?
- How do you show that you care about your community?
- In what ways do people belong to a local and global community?

Little Green Sprouts



As part of our Plants unit in Science, the Grade 1 students participated in the TIS Activist in Residence program. Through this experiential learning, they had an opportunity to grow their own microgreens and learn about healthy living and sustainability with Gui and Cintia from Mighty Greens.

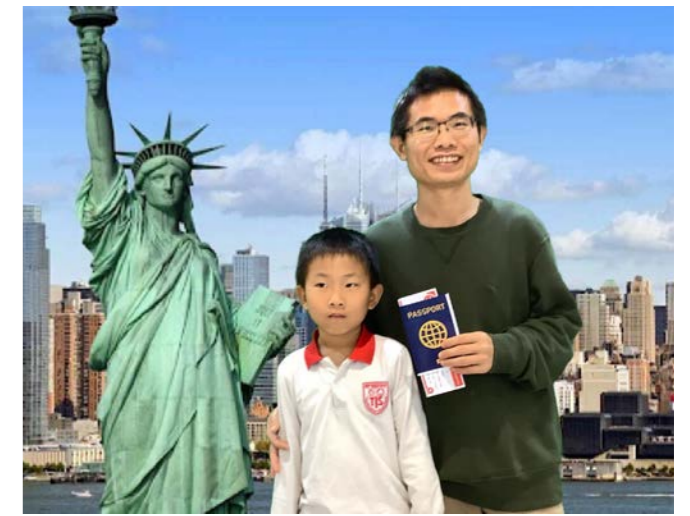
They applied what they learned in Science about the needs of plants to take care of their microgreens. Students then used their plants to make homemade pizza sauce for the personal pizzas they made with Alyson from Blissful Carrot. Students made farm-to-table connections by transforming raw food into a healthy snack. They were brave learners and every student tried one new vegetable on their pizza.



Let's Take A Trip!

“Passport and boarding pass, please!”

Since many of us were unable to travel this year, the Grade 2 students transformed the library into a Travel Fair and took us on an adventure around the world! Families were invited in to learn about the many different countries the children had researched for our Social Studies unit, 'Dynamic Communities'.



Teachers modelled research techniques and then students selected a country to research for their own project. The students discovered many interesting facts based on various topics such as geography, climate, daily life, culture, and symbols. They researched using books, iPads, Chromebooks and their own personal experiences.

This resulted in an outstanding Travel Fair experience that included food samples, puppet shows, quizzes, music, visual displays, board games, news reports and many other captivating presentations!



Imaginary Countries Capture the Minds of Grade 3 Students



Grade 3 students completed their Social Studies unit with a “Build Your Own Country” celebration.

Students first investigated what features make up a country by looking at real-world examples. Over the course of several weeks, students researched in detail about the quality of life, goods and services, geographical features and the impact they have, map features, and flags. They also learned about the UN Sustainable Development Goals and chose one for their country to focus on and support. Students applied what they had already learned about map features and what makes a quality map when creating their own country.

They then used this information to work through the design cycle to imagine, plan and build their own countries. Students learned how to make miniature models and even designed objects that were 3D printed to add to their countries. They also used green screen technology to create promotional videos for their lands.

The countries were then presented to parents during the Student-Led Conferences and celebrated among the Grade 3 classes.

Learning Beyond the Classroom

With mixed classes over two days, the grade four students participated in four different activities during Experience Week 2020-21.

The S.T.E.A.M group were challenged with creating a waterproof and windproof house for a figurine using a maximum of eight different materials. This project focused on creativity and teamwork.

To exercise their physical side, the groups had the chance to learn a short hip hop routine under the instruction of Macau Glee Club instructor Emma Seward. This culminated in a final performance in the Black Box Theatre.

Two groups enjoyed offsite activities at the reservoir and Hac Sa beach. Watercolour landscapes were painted and natural artworks created mirroring Andy Goldsworthy's famous pieces. At the reservoir, the students learnt about survival skills in the bush before taking a short walk around the water. On our return we made some no-bake energy bites and some healthy sandwiches on a stick.

With custom-made experience week shirts and a chance to try some new activities, the grade fours enjoyed their first of many great experience weeks!



“Consider Yourself” Experienced

In Grade 5, one of the biggest highlights of the year is our annual trip to Yangzhou, China for 4 days/3 nights where we get to stay in a hotel and participate in so many adventurous activities along the karst mountains and Li River.

For the second year in a row, our much anticipated trip has been thwarted by Covid, but little did it know that the Grade 5s had made alternative plans to undermine the intentions of the virus! Fun and new experiences were to be had despite the current situation.

The first two days of the week were a real treat for the Grade 5s. The students were lucky to take part in a musical theatre workshop with two of the best in the business, Emma Seward and Tom Griffiths from Macau Glee Club. Both Emma and Tom are very decorated creators and performers, as well as dedicated TIS parents! The kids were separated into four different groups and participated in singing workshops with Tom and dancing workshops with Emma.

Monday and Tuesday gave the students a tiny glimpse into how demanding and exhausting being a performer can be. The kids participated in energetic and comical warm up exercises, but then really dug in and diligently memorized lyrics and accompanying choreography. At the end of the second day, parents were invited to the Sheraton where the students provided an amazing performance of “Consider Yourself” from the 1968 movie Oliver! They even performed their number in the main atrium of the recently opened Londoner Macao.

After some much needed rest, the Grade 5s made their way to Coloane where they spent some time cleaning up Hac Sa Beach area and exerting some pent up energy on the playground. Also in Coloane, the kids walked up to 20 dogs that are currently up for adoption/fostering at MASDAW.

For many students, the week consisted of activities that were outside of their comfort zones and this is what Experience Week is all about. Whether you are facing your fears of dancing in front of an audience, singing in front of your peers, getting dirty at the beach or walking a large dog, each of these experiences make a huge difference in becoming kind, compassionate and risk-taking individuals.



Students as Creators

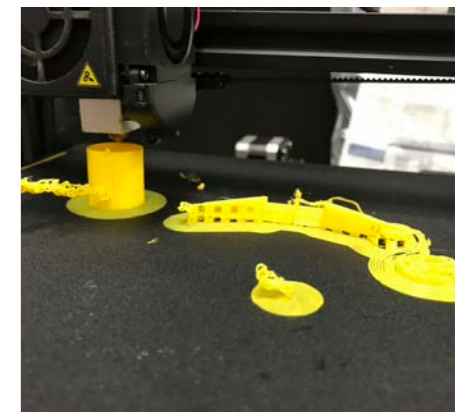
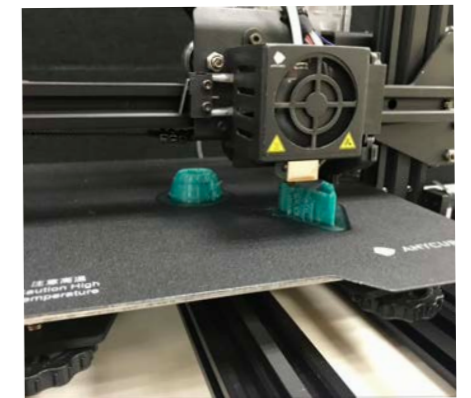
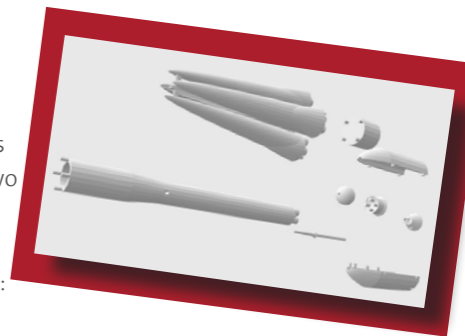
Students in Grade 6 have been getting very familiar with a new piece of equipment at school, 3D printers! 3D printing has gained a lot of popularity as of late, with the applications being limited only by one’s imagination. Doctors are using 3D printers to build organs out of cells, engineers use them to design unique tools for specific jobs, and architects are even able to 3D print entire houses! Though our students are a few steps away from those applications, they have to start somewhere.

The students have been using an online program to design things for their projects. Some students have designed items with practical applications, such as pencil holders and interactive calendars, and without the added benefit of a template, they’ve designed everything on their own! In Science class, students designed 3D models of the moon phases, and in Art class they designed plastic accessories to compliment their wire sculptures.

Since the design program can be accessed on any computer, some students have taken to working on their own designs outside of school hours. Being able to work collaboratively on a passion project has allowed these students to become very skilled in the 3D design process.

Thomas from 6-2 has been able to build his own version of NASA’s Saturn V rocket which prints in stages because Thomas has designed it to snap together. “It took me two days to design. I looked at photos of NASA’s rocket and had to form it using the shapes on Tinkercad. I went through three designs: the first one was to model it, the second to revise it, and the third one was to design the ‘staging’, the parts that would fit together.”

As the applications for 3D printing continue to expand, TIS students will have the knowledge and skills to keep up in this fast moving field.



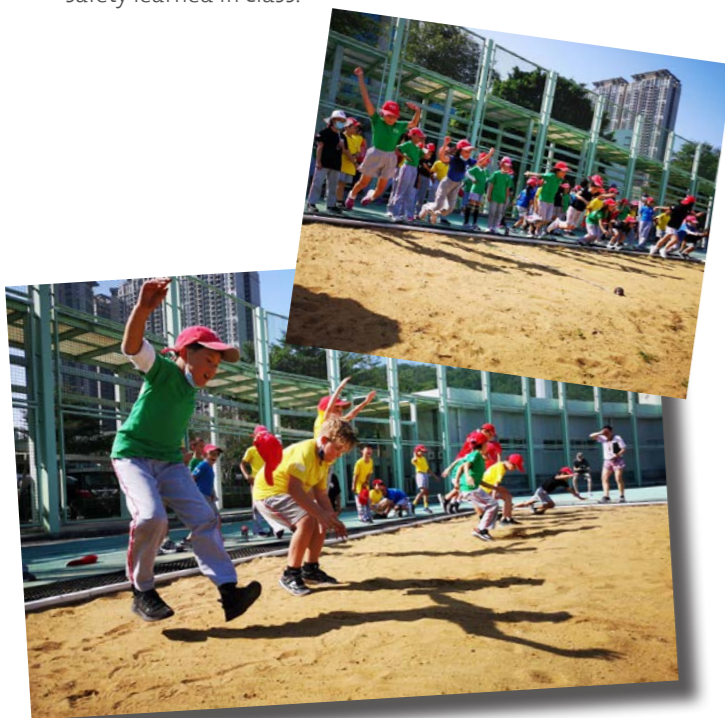
Active Learning

A component of the Physical Education curriculum requires elementary students to perform and refine basic skills in an alternative environment. The elementary PE teachers ensure there are several opportunities throughout the school year for this in the hopes that students will carry on these activities in order to live an active and healthy lifestyle. Thank you to the parent volunteers who help to make these events possible!

Each fall there is a Track & Field Day House Team challenge for students in Grades 3-6. This alternative environment event helps our students to practice the basic skills of running, throwing, and jumping that we develop in class. As a result of this unit, many of our students go on to join the TIS Track & Field and/or Cross Country teams.

Every spring students in Grades 1 through 6 gather on the front field to participate in a variety of games and activities. Some student favourites include parachute games, dizzy bat races, face painting, beach volleyball, sack races, relay races, soccer, basketball, and so much more. This event is a great way for students of different ages to come together to celebrate movement outdoors.

Towards the end of the year all elementary students head to Cheoc Van Swimming Pool. The main goals of this outing are to allow the students to practice their swimming, socialize with their friends outside of the school setting and also allow them to engage in a leisure activity they may not otherwise do. It is also a good opportunity to apply knowledge about water safety learned in class.



Fun Run Highlights TIS School Spirit

House Team events build sportsmanship, teamwork and community spirit among our students and staff. No activity does this better than the House Teams Fun Run. The whole school came out in their House Team colours to complete as many laps of the track as they could.

Pre-Kindergarten and Jr. Kindergarten started the day off to the cheers of their parents in the stands. Our youngest students showed great enthusiasm and determination to make it all the way around the long track.

Next on the track were Senior Kindergarten and Elementary students who arrived ready to push themselves to do their best. Each lap completed by the students earned a house point for their team. The encouragement and support everyone showed for one another exemplified the true community spirit of the Fun Run. This was further reflected in the record number of laps that were recorded.

To make this event complete, Secondary students and staff joined everyone in the Fun Run. With the ongoing encouragement of parents cheering, the whole school walked the track. In a year where gatherings have been limited, it was encouraging to come together as a school community and boost school spirit.



Peter Pan Jr. A Smash Hit!

Students from grades 1 to 6 brought a special kind of magic to the Black Box Theatre on April 23-24 with three fantastic performances of Peter Pan Jr., a classic tale full of magic, warmth and adventure.

The play revolves around Peter and his mischievous fairy sidekick, Tinkerbell, who visit the nursery of the Darling children late one night and, with a sprinkle of pixie dust, begin a magical journey across the stars that none of them will ever forget. In the adventure of a lifetime, the travelers come face to face with a ticking crocodile, the fierce Brave Girls, a band of bungling pirates and, of course, the villainous Captain Hook.

Congratulations to the entire cast and crew who put in hours of rehearsals over the past few months under the guidance of Music Teacher Mrs Stribbell. Many thanks to Mr Chignall and Mrs Schmidt for their help and assistance with the event.



Meet Our New Artist in Residence



TIS is delighted to welcome Mr. Tomos Griffiths as the next Artist in Residence. This will be a first in the school's history to have a performing arts Artist in Residence program. Mr. Griffiths is a renowned producer, performer and creative director. He has performed in over 40 countries around the world with audiences including royalty, prime ministers and celebrities.

Originally hailing from Australia, Mr. Griffiths started his singing career as an original member of the Australian Opera Children's Chorus and performed with the Australian Opera in productions of *Turandot*, *Fiddler on the Roof*, *Carmen* and *Die Meistersingers*. He has been a guest artist with the Count Basie Orchestra, Sydney Symphony Orchestra and the Chinese National Symphony Orchestra. In addition to these accolades Mr. Griffiths has performed roles in productions of *Chess*, *The Far Pavillions*, and in one of the most famous of the London West End productions, he played the Phantom in Andrew Lloyd Webber's *Phantom of the Opera*.



Some of our students will already be familiar with Mr. Griffiths as he has been teaching singing, acting and musical theater classes with Macau Glee Club since summer 2020. Prior to this, he was the Executive Creative Director at Sands China Ltd where he worked for 12 years. During this time he produced and promoted productions of *Cats*, *Stomp*, *Riverdance*, *Swan Lake*, *Beauty and the Beast*, *Sound of Music* and many more.

During the final term of this school year, Mr. Griffiths will be working with grades 1, 2 and 3 and with selected classes in middle school. In the 2021/22 school year, Mr. Griffiths will remain on campus and expand his workshops with grades in elementary, middle and high schools.

Mr. Griffiths' residence will enhance an already well established and successful performing arts program at the school. Nurturing acting and singing in students provides them with a platform to explore their creativity, enhance their reading, listening and communication skills, improve self-confidence as well as teach teamwork mentality.

Chinese Culture

Chinese New Year Handicrafts

After learning about Chinese New Year stories and traditions, students from different grades tried some fun Chinese art and handicrafts.



2021 is the year of Ox. Grade 1 students made paper ox with CNY greetings.



Grade 2 students folded paper dragons and had a dragon race!

CNY Celebration: Dragon and Lion Dances

Chinese New Year celebration is one of the most important annual events of the school community. Due to the pandemic, this year's celebration presented some challenges, but the final result was a huge success!



Clashing cymbals, gongs, drums - the dragon and lion dances always cheer people up!

Students Learn Chinese Vocabulary Through Card Games

When learning a second language, vocabulary is the foundation and the key. In our Chinese As A Second Language classes, students learn vocabulary using a variety of approaches and flashcard games are one of them.



Grade 3 students are reading, recognizing and categorizing the vocabulary words in groups.



Another group of students is making Christmas trees with word clouds on them!

What is self-discipline?

Not only do students explore the world around them in Chinese, they also reflect on the virtues such as discipline. What is self-discipline? Why is it important to us?



Grade 5 students demonstrate their understanding of this topic through a poster presentation. They had a lot of good ideas, inspired by the Chinese reading material and class discussions!

Group Project About the Environment

Chinese learning doesn't happen in a vacuum. Inquiry into the real world better connects the student with the topic and improves learning outcomes.



Students are making posters about saving the environment. Reuse, reduce, and recycle!

Grade 8's Create Larger Than Life Pop Art

In Grade 8 Art, students learned about Pop Art characteristics both in 2D and 3D forms. Students were inspired by the Swedish American sculptor Claes Oldenburg, who was best known for his public art installations typically featuring giant replicas of everyday objects. Oldenburg insisted that mundane things should receive as much attention and gallery space as classical sculptures.

This year, for their 3D Pop Art piece, students created larger-than-life food sculptures to represent some of their favourite foods and showcased them around the school. They worked on their design skills and constructed their pieces using various recyclable materials and painted them to look realistic. Having these sculptures showcased around the school encouraged other divisions to use them and interact with them in various activities. One example of this is how they inspired students from elementary to create a wayfinding activity incorporating the United Nations Sustainability Goal #3: Good Health and Well-Being and hid the giant fruits and vegetables around the school to find using orienteering skills.

Another example is when the SK students went on an Art Scavenger Hunt and took pictures of their favourite items. The food sculptures were a big hit with capturing student's attention! The pieces will all be placed together in a giant picnic installation at the Art Show this year for students and families to see!



Experience Week

With travel restrictions still in place, experience week looked a little different this year but that didn't stop the experiential learning! High school experience week took place during the week of March 8th-12th and students were given a choice of 8 programs to choose from. These programs included:

- Homeroom helpers where students assisted teachers in conducting their lessons in kindergarten and elementary school classrooms.
- Urban photography where students hiked around Macau with multimedia teacher Mr Soentgerath and photography enthusiast Mr Lemay.
- Sailing where students honed their sailing skills as well as participated in a variety of watersports and other activities with the Macau Sailing Association.
- Dance where students learned a dance routine with internationally acclaimed choreographer and Macau Glee Club founder Emma Seward.
- Graffiti Art where students learned how to spray paint with street artist Anny Chong and the other elements of B-Boy/girl culture from members of Macau's Outloud street art festival.
- Sports where students enjoyed some of the great sporting opportunities Macau has to offer while also exploring creative and service related activities.
- Vegetarian cooking where students spent half days working with vegetarian chef Andreea Apostol from Rawlicious Macau.
- Alzheimer's Day center visit where students worked with Dr Joanna Tam from Kiang Wu Nursing college to prepare programming for drop-in patients at an Alzheimer nursing home.



The activist in residence team Alyson Lundstrom, Cintia Milk and Guilherme Martins also came back to work with students in the TIS rooftop garden where they created composters, and planters out of upcycled wooden pallets. Alyson met with students for a pizza making activity and a talk about the impact of food choices on the environment. High school students also had the opportunity to work with local artist James Wong on creating house totems that are now displayed in the North Wing stairwell.

Middle school experience week was also held locally and took place during the week of March 15th-19th. Students participated in creative, active and service related experiences all over Macau. Over the course of the week every middle school student had a chance to visit the Dom Bosco outdoor education center where they got to experience the high ropes aerial park and participate in low ropes team building challenges.

A highlight of the week for many students was dog walking with local animal shelter MASDAW as well as bicycle riding along the ocean bike path that crosses under the Sai Van bridge. All middle school students also had the chance to visit the Sheraton Grand Macao Hotel where they took part in a vegetarian cooking class with chef Andreea Apostol and also swam in the hotel's pool.

On the TIS campus, students learned some core camping skills such as fire lighting, made their very own terrariums, played team sports and learned about the history of boat building in Macau from master builder Tam Kam Kwong. Additionally, all students spent half a day at Hac Sa beach doing a beach cleanup and hiking along the coastal pavilion trail as well as bowling at the tennis and bowling center in Taipa. Planning is already underway for next year's experience week!

TIS Joins Global Sustainability Movement



What are SDGs?

The Sustainable Development Goals are 17 goals adopted by the UN in 2015 as an urgent call for action to achieve a better and more sustainable future for all. It calls on all countries, communities, and individuals to take action to protect the future of this planet. These goals address diverse topics such as gender equality, poverty, climate actions, good health and well-being, and economic growth among others.

Why is TIS involved?

We are giving our students a good understanding of the issues they will face and the actions that they can take in order to rise to the challenges of our changing world. Furthermore, we want our students to have a head start so they can become leaders locally and globally in order to make positive changes, starting now! In short - we are preparing them and teaching them the skills to solve problems and to excel in this new world.

What are we doing at TIS?

We integrate these goals into our everyday lessons and co-curricular activities! For example, Grade 10 students learned about different kinds of inequalities in their English classes and raised awareness by designing displays in the NW lobby. Kindergarten and elementary students learned about responsible consumption through our vermicompost program with our Activists in Residence. Student council and leadership students lead events for Earth Day and Mental Health Awareness months. The High School Eco-team students are growing veggies and donating them to local food drives. Our STEAM committee put on a rocket challenge to empower students in the sciences and our wellness committee organized a fruits and veggies challenge. This year, we have raised money for gender equality, mental health, biodiversity and the TIS Green program. We are looking forward to doing so much more!



Striving for Sustainability at TISMUN-II

by Ryan Dunn and Kailey Little

In the words of former United Nations Secretary General, Ban Ki-moon, "Sustainable development [...] offers a framework to generate economic growth, achieve social justice, exercise environmental stewardship and strengthen governance." Undeniably, this sentiment resounds profoundly for the students of TIS's Model United Nations.

For a second time this academic year, dedicated students from both junior and senior high once again came together to tackle pressing global issues through TIS's second in-house Model United Nations conference. Nathan (Nikki) Tagulao and Derek Sit, the conference's Grade 12 chairs, successfully facilitated a fruitful and productive two days of discourse and debate that saw 25 delegates wrestle with how best to address sustainable energy development. With faces both new and old, students formally discussed meaningful approaches to deal with the consequences of climate change in the pursuit of greener economies. Special recognition goes to Kun Kei Xiao, Qian Yu Mu, and William Chan, the middle school award recipients, as well as Joshua Zhang, Thomas Zhu, and Liam Collins who took home the high school trophies.

With the school year coming to an end and two TIS-hosted Model UN conferences under our belts, Ms. Little and Mr. Dunn could not be prouder of the growth and accomplishments of our committed crew of soon-to-be global leaders. A special thanks in particular to Derek and Nikki as well as Norah Chan and Jake Grima for the energy and enthusiasm that they brought to facilitating both our TISMUN conferences. Through their efforts, as well as those of our dedicated delegates and administrative staff, TIS has confidently solidified an event that is only bound to grow from here on out.



Developing 21st Century Students in Physical Education

Students today have different expectations than what we have seen in the past. Our world has seen major changes in careers, lifestyles, and the way that people stay active and healthy once they leave high school. Recently, the global pandemic has taught all of us that some “traditional” approaches are not adequate enough for the demands placed on our 21st-century learners.

Our Secondary Physical Education program has evolved from “traditional” approaches so that we can develop the tools and understanding needed to be active and well for life. Part of this evolution involved making Physical Education classes more than just games, but opportunities to explore the understanding needed to be “physically educated” for life. To do this, we design our program to explore the elements of the Physical Education Matrix with the Alberta Education Standards.

What does that mean? Throughout the program, we create learning opportunities to explore the three areas of the Physical Education Matrix:

Physical and Sport Literacy

- Develop the understanding to be active/competitive for life
- Develop the motivation to be active/competitive for life
- Develop the competencies to be active/competitive for life

Activity and Movement

- Have the students moving and having fun
- Increase social engagement
- Develop fundamental movement skills
- Develop sport-specific skills
- Develop critical and tactical thinking

Health and Wellness

- Develop the understanding to be healthy and well for life
- Develop the skills to maintain a healthy and balanced lifestyle
- Develop the behaviors to be healthy and well
- Understand and modify wellness levels

Interested in what this looks like in our classes? Our TIS Physical Education Instagram account is always being updated with images of our students exploring quality physical education. Follow @tis_physed today and see what our students are doing! You can also be a guest for a day and come and join your child in their lesson!



Multimedia

Multimedia - A

Multimedia - A students have been learning the basic principles and skills of photography. This has included the Exposure Triangle (Shutter Speed, Aperture, & ISO) and how to use each of them effectively to capture great photographs. Our communications intern also brought in his own camera collection for students to see how photography has evolved since the days of film. Students are now learning about the basics of film including storyboarding, scriptwriting, cinematography, and audio production.



Multimedia - B

Multimedia - B students took part in the first ever TIS Film Festival. This event was a great opportunity for students to present the incredible films that they created over the past 5 months. Several students' films have also been submitted to the ACAMIS Film Competition, we wish them the best of luck! Moving forwards, MTM - B has been working with Photoshop to create new and interesting images with photo manipulation and photo restoration.



Multimedia - C

Multimedia - C students have been busy learning about Photoshop and Illustrator and have used these tools to create this year's Yearbook Cover and restore/colorize old photos. Furthermore, these grade 12 students have been busy developing a Graduation Magazine in their Photojournalism Module which has required them to conduct interviews and take photos of teachers and students. This magazine will be a collection of stories, memories, and best wishes for this year's graduates and will be available for viewing at the Graduation Ceremony.

Art As a Form of Communication

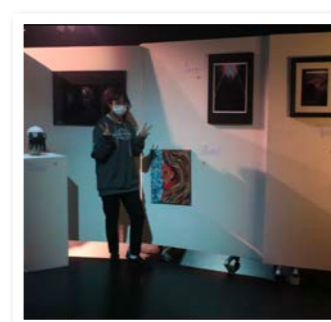
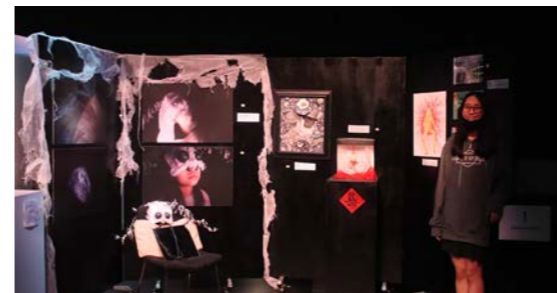
Art class is the perfect place for students to respond to current events and express their feelings about the world in which they live. Their art can be used as an outlet to share their perspectives in a way that can be therapeutic and constructive.

In this unit, high school students examine the characteristics of contemporary art. They started by researching how contemporary artists provocatively address relevant issues through materials, symbolism, and cultural contexts. This genre of art challenges traditional art-making approaches and includes a wide range of art forms from painting to photography to installation and even performance art.

For their summative project, students created a mixed media artwork that addresses an important issue they feel passionate about, like discrimination, poverty, or climate change. They started by brainstorming possible art-making ideas that relate to their chosen issue. Students then experimented with various art-making techniques, like collage and mono-printing, and incorporated unconventional materials, like recycled cardboard or hold glue, in creating interesting mixed media combinations. This then culminated into the development of an idea and completed artwork, where each work individually represents the artist's viewpoint. Students learn that artistic choices in media and imagery can help convey intent and communicate a message to a larger audience.



IB Art Students Deliver Superb Exhibition



IB art encourages students to challenge their own creative boundaries by developing an original body of work to showcase in the year 2 (grade 12) IB art exhibition. Although the IB art exhibition is a mandatory examination component that all IB art students must do, it is an incredible feat to curate and put on an exhibit for the public to see.

The theme of this year's exhibit, 'UJI,' was selected by this year's student artists: Angel Tsang, Kuan Wong, Josephina Liu, Luning Liu, Pearl Sandel, and Natalie Au. It translates as 'the moment of present time,' as they felt that time unified their work. Each artist celebrates a variation of time, whether it's examining nostalgic memories or exploring the anxieties and fears of the unknown. This young group of artists has taken their time to discover what ignites their soul and have translated it into thoughtfully crafted works of art.

In celebration of Women's History Month, the students agreed to donate 50% of the proceeds from the silent auction to the Good Shepherd Macau, a local organization that provides relief services for women in crisis. Due to the success of the auction, they raised over 8,000 MOP for the organization.

Despite the challenges of the pandemic and the tremendous workload of being a high school student, this group of students has demonstrated that passion and consistent hard work can lead to successful results.



TIS Theatre Arts Takes on Classic Greek Tragedy

TIS Theatre Arts was proud to produce *Antigone* for its spring production on May 7 and 8 in the Black Box Theatre.

Antigone is a tragic hero paying the price for her father's wrong doings. Set in a post-apocalyptic, war-torn Greece of the future, *Antigone* must decide whether to do what she knows is right and bury her traitorous brother, or to follow the law. Her Uncle Creon, King of Thebes, is placed in a precarious position as to follow the law (that he created) or to follow the will of his people, the will of the Gods. In true Greek fashion, their decisions lead to the death of half of the cast, and the downfall of Creon as King of Thebes.

The production involved almost forty middle school and high school students as actors, musicians, dancers, singers, stage managers, designers (lighting, sound, costume, makeup, hair, publicity, and set) and managers (box office and front of house). The entire cast and crew took on the elevated language of Sophocle's *Antigone* (adapted by George Judy) and melded it wonderfully with the theme of death and destruction that comes after an apocalyptic war.

New to many students was the character of the Greek Chorus. This group of characters represents the beginnings of theatre in Ancient Greece, and here, they were the ever watching citizens of future Thebes. This storytelling device was a big hit with the audience, as the Chorus would interrupt the action of the play to comment on it. A special shout out to Stage Manager Megan Leung (Grade 9), Music Director Franky Leong Murphy (Grade 8), and Dance Captain Jessica Huang (Grade 9); who all did an amazing job as student leaders in this production; as well as the assistant stage management team and all of the designers who worked backstage.

The play was well attended and the entire production team of *Antigone* is so appreciative for the support Theatre Arts receives from the TIS Community.

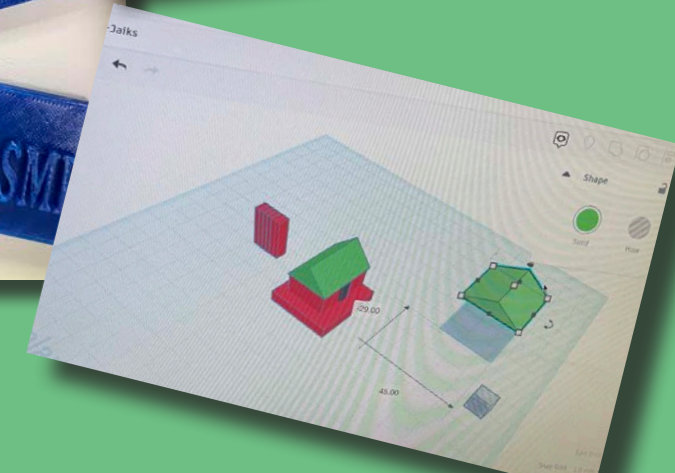
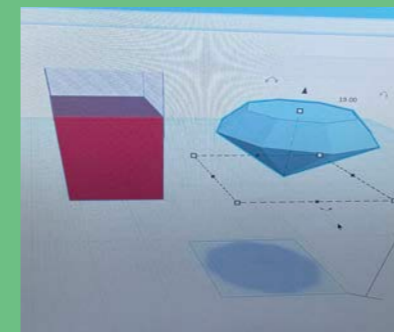
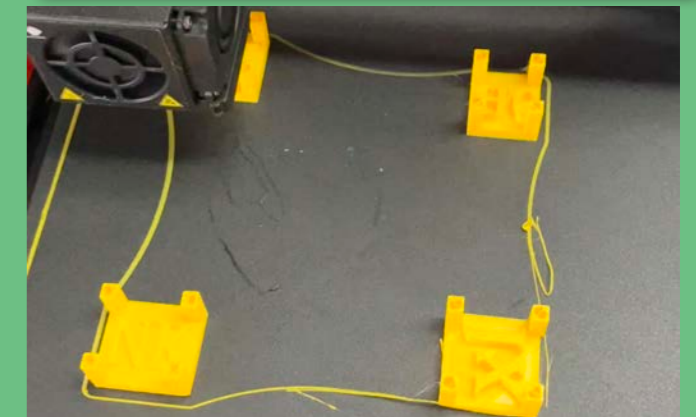
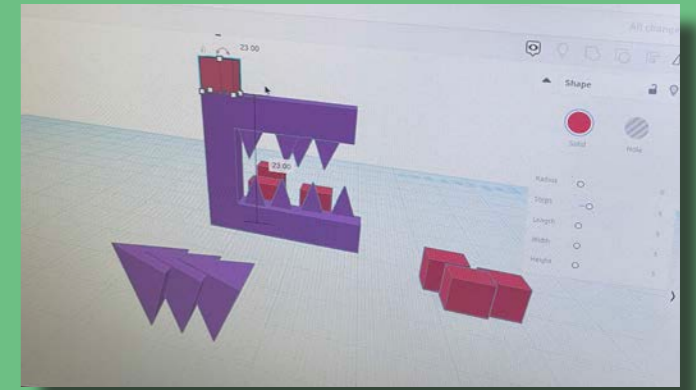


Bringing Student Creations to Life

Technology allows students at TIS to be creative in so many ways. As early as grade 2, students learn to create informative slide presentations with images and video while in high school, students write code that makes a robot move and think. These projects (and many more) are examples of the many creations that are possible in a digital learning environment. Some students are taking their learning a bit further by bringing their digital creations to life.

Recently, students in grade three explored Tinkercad, an online 3D modeling program. Tinkercad allows students to create three-dimensional shapes which then can be printed on our 3D printers. Students developed their skills by creating a simple object such as a table. After some skills were acquired, students then designed an object that was representative of their home country.

Students in grade four have been using Tinkercad to create an object to add to their "simple machine". Students are creating a machine with wheels and axles, and Tinkercad is being used so that students can create a personalized license plate. When completed, students will print the license plate and attach it to their simple machine.



High School Girls Basketball

Last year, the TIS high school girls basketball team made it into the DSEDJ championship game for the first time in school history, but with 6 players graduating from last year's squad, this year's team had an uphill battle from day one. The young but talented squad swept through the DSEDJ Group B (U16) round robin undefeated, earning 1st seed for the playoffs. In the semi-final round, the Tigers fought ferociously, but fell just short against eventual champions PuiChing. Not deterred, the ladies came out in the bronze medal game with purpose and poise and clinched 3rd place in this season's competition.

In lieu of the usual PRC and ACAMIS tournaments this team would compete in during a normal school year, TIS hosted an invitational girls basketball tournament. Participating teams included MAC, KeangPeng Secondary School, and Bosco Youth Services. The Tigers led the way from the opening tip and won 3 straight games to clinch the tournament win. Congrats on an awesome season ladies!



Swimming

The multi-day DSEDJ swim meet is the highlight of our swim team's season. Having missed out on it last year due to Covid-19, our swimmers were eager to dive in the pool and compete against the best of the best from Macau schools. Swimmers from grade 4 through 12 competed in almost every single event and TIS swimmers yielded some very impressive results. In total, Tigers swimmers grabbed 10 bronze medals, 9 silver medals, and 9 gold medals. What an amazing achievement!



Track and Field

The annual DSEDJ track and field meet takes place in March every year. Having lost a year due to Covid, our track athletes were eager to get back to the oval and fly like the wind. With students as young as 10 and as old as 18, the TIS track team had some commendable results at this marquee event. Two notable achievements were Colette Lei (grade 9) who had 3 top 10 finishes in her events and Nicole Lee (grade 9) who had 2 top 10 finishes. Way to go Tigers!



Tennis

The tennis program has seen a consistent increase in popularity in recent years. Not only are there more and more students participating in this wonderful sport, our tennis players are beginning to dominate the podium both locally and broad. This year, in DSEDJ competition, we had 3 tennis players place in the top 3 of their respective categories. In Group A (U20), grade 12 student Meleager Tam and grade 11 student Kimberley Chen both placed 3rd in their respective categories. In Group D (U12), young tennis phenom Caia Reichard dominated the competition and took home first place for the second year in a row. Congrats to our tennis team!



U12 Boys Soccer

U12 soccer is one of the most popular and competitive teams for our elementary students.

Every year, more than 25 students compete for one of the 12 DSEDJ roster slots. This year's squad is probably the most talented we've put together in recent years. Led by experienced coaches, our U12 boys dominated the round robin round and found themselves in the semi-finals for the first time in school history. Falling just short in the semis, our young Tigers had to regroup quickly for the bronze medal game. And what a game it was! The Tigers played with high spirits and gave it absolutely everything they had. The game eventually went into penalty kicks and our boys showed poise and confidence beyond their years to win the penalties and the game, earning their best finish in DSEDJ competition. Great job boys!

eSports

For the first time ever, TIS created an eSports team to add to our programming. Although still relatively unknown in this region, eSports has quickly become a global phenomenon with international tournaments taking place all over the world. Keen to get our students involved in this rapidly growing activity, the TIS eSports team competed in the FUSE Cup this year against schools from Australia, China, and Cambodia in Mario Kart, FIFA2021, and Rocket League. Our team of grade 4-6 players made the playoffs in each event and represented TIS to the fullest. Looking forward to introducing this sport to a wider audience in the coming years!





AN ENHANCED MEDICAL EXPERIENCE AT THE NEW FLOOR OF UNIVERSITY HOSPITAL

After two years of preparation, University Hospital in Taipa has recently launched its sixth floor for public, offering an one-stop VIP experience of Health Assessment and Aesthetic Treatment.

This new floor has been thoughtfully adopted a warm colortone interior and soft lighting, creating a comfortable and relaxed ambience for customers.

Scope of services include (but not limited to) a wide range of health assessment programs customized for different gender and age, MiraDry therapy to treat underarm sweating, Ultherapy treatment for face uplifting, and more.

To enquire for more details, please call (853) 2882 1838
or email to hospital_enquiry@must.edu.mo.

TIS Teacher Achieves Milestone in Writing of First Book

Ms Doina Tonner, Head of the English Department at TIS, celebrated the release of her debut book *I Undone* at a special book launch and signing on Thursday, April 1st in the Secondary Library. More than 60 people attended the event, including TIS staff, parents and former students.

Ms Tonner's book is a self reflection of her personal journey to discovering her creativity and includes her own mixed-media artwork and photography. "I wrote the book at a point in my life when it became a necessity for me to acknowledge my creative side, when it was more difficult to suppress the need to create than to feel unsure about the outcome." said Tonner.

Ms Tonner has been a teacher at TIS for the past fourteen years and shares her love of literature and writing with her students. Copies of her book in softcover or hardback are available on Amazon.



Collaborative Problem Solving Wins The Day



This year, in partnership with the University of Calgary, fifteen Grade 11 students from TIS had the opportunity to work as a team with twenty-two graduate students from The University Of Calgary on a design challenge that required collaboration, creativity, and innovation.

Every year at the University of Calgary, Academic Program Coordinator Dr Robert Kelly, PhD, tasks his students at the beginning of their Master of Education program with constructing life-size replicas of various creatures, to establish a collaborative culture. Past projects have included humpback whales, orcas, and giant lobsters. This year, TIS Secondary English teacher, Megan Magee, was part of this Masters program and was tasked with building a 30 foot dungeness crab made of cardboard, tape, and paper. Due to COVID-19 restrictions, however, Ms. Magee was unable to build the large sculpture in person with her graduate class in Canada, and had to devise a design solution to build the dungeness crab virtually.

Ms. Magee looked to the knowledge, skills, and abilities of her Grade 11 students to help her solve the design challenge. After experimenting with different digital prototypes, they were successful in finding a solution. The final result was five digital renditions of the dungeness crab from five different angles using photos of pieces taken from the twenty-two graduate students back in Canada. By utilising the skills taught to them at TIS (and a lot of teamwork!), students in Macau were able to solve a problem that existed for others in Canada.

The 15 students who participated in the project were Winston Chan, Jake Brockbank, Alex Tai, Ryan Mak, Bianca Acconci, Lina Tseng, Rachel Cheong, Mendy Chen, Ka Hou Choi, King Tin Lui, Natasha Ho, Joshua Zhu, Anabela Pang, Reagan Wong, and John Wong.

Concert For A Cause

After a one year hiatus, the High School Student Council was very excited to bring back the Benefit Concert! We saw many wonderful performances - some of them inspiring, some jaw-dropping, some absolutely adorable, some of them made us laugh out loud, some had us clapping and cheering, and some of them made us wish that we learned Latin dancing while growing up.

However, the question is, why did we host the Benefit Concert? Why do performers spend months practicing, why does Student Council spend weeks of their afterschool and lunch time coordinating the details of the concert, and why do teachers volunteer their precious time to dance in front of students and parents? The answer is simple: we want to use our talents and our ability to support our community.



Over the last two years, we saw a need to support people with mental health issues brought on and compounded by the pandemic. We all felt affected in some ways and saw that many young people didn't know how to get the help that they needed. Therefore, we wanted to remove the stigma of seeking help by hosting a mental health awareness month. Part of our month's activities was to donate our money from this year's Benefit Concert to the Macau Society of Registered Psychotherapists (MSRP).

The High School Student Council met with Stella Tam, the President of MSRP, who told us that there was a lack of English-based mental health resources for the young people in Macau. The money that we raised will go towards establishing an English-based online program to help young people and to make self-help resources more available. We are happy to say that through months of hardwork and practice, the performers, students, and teachers involved in the Benefit Concert were able to raise MOP21,670 for MSRP.



Full Steam Ahead

There have been some significant changes made to our English Language Learners program this year. First of all, we have officially changed our program name to align with the current trend in English language education to EAL, which stands for English as an Additional Language. This change will help our students and parents to identify with the purpose of this very special program that supports students who require additional language assistance to perform optimally in their academic subjects.



Secondly, the EAL department teachers have spent the last year receiving training on how to use the Alberta K-12 ESL Proficiency Benchmarks that have been developed by language educators in Alberta as an informal criterion-based assessment to determine a student's abilities in the four domains of language development: reading, writing, speaking and listening. These benchmarks will be used to determine language proficiency in the classroom context.

The Benchmarks provide detailed descriptions of language proficiency for each grade-level division and they are meant to support teachers in delivering effective instruction and program planning for English language learners.

With the help of the benchmarks, teachers can identify the initial language proficiency levels of the students and develop consistent and accurate assessment strategies that inform placement and transition decisions. This criteria will also promote collaboration and communication about a student's progress with the student's other teachers and parents. In addition, we can evaluate, monitor, track and report progress more effectively and share that information with all stakeholders. Students can also set very specific language goals based on this information. It is a very exciting time to be a TIS student with language development needs as we provide the best support possible.

For more information:
https://www.learnalberta.ca/content/eslapb/search_about.html

Congratulations Class of 2021!



The Class of 2021 of 56 students has achieved great success with university applications despite the uncertainty of the future. In many countries, universities are still learning online or in a blended environment while some countries are changing their study visa processes as well. Students and their families have had to make tough decisions about their lives after graduating from TIS. Admission departments from universities around the world have seen a massive increase in applications from very qualified students. With many admissions staff working from home, the Class of 2021 has had to show a great deal of patience submitting documents and waiting for offers.

Despite these challenges, our 56 graduates have received offers from over 75 different universities in 10 different countries. Understandably, students applied to more universities in Asia this year than ever before. 18 students took advantage of Principal's Recommendation Schemes to gain entrance to universities in mainland China and Macau, including 6 students who received offers from MUST's western medicine program (MBBS).

This year, 8 students tackled the full IB Diploma Programme and 11 more undertook one or more IB subjects. Making a serious commitment to the full IB DP is a very deliberate choice. It takes a very organized, hardworking and diligent student to succeed while working on their Alberta High School Diploma. These students have developed skills that will serve them well when they proceed to university next year.

Empowering students to aim high and make choices for their future is very important at TIS. Finding the university that best fits a student's and family's goals and aspirations takes quite a bit of research and determination. We are proud that 60% of the graduating class has received offers from their first choice university already. Over 25% of the class has received offers from universities in the QS World University Rankings top 50 schools. So far, the Class of 2021 has been given scholarship offers of more than 1.3 million MOP, including the International Major Entrance Scholarship (IMES) from UBC. They have received offers from schools such as University College London (UCL), King's College London, University of Toronto, UBC, University of Sydney, University of California Davis, and University of Wisconsin-Madison.

Congratulations to the Class of 2021! Your hard work and dedication towards planning your future has paid off.

Where are they now?

Jessica Ma: A Rising Star in the Interior Design Industry

Not many people can say that they attended university in a different location for every year of their program, but Class of 2016 grad Jessica Ma is one of them. She spent a year at the Savannah College of Art and Design (SCAD) campus in Hong Kong before transferring to its Savannah, Georgia location and then to its campus in Atlanta where she graduated summa cum laude with a Bachelor of Fine Arts in Interior Design in 2020.

Her accomplishments while at SCAD have been a wellspring of pride for the university, including her impressive win as Emerging Interior Designer of the Year by the 2020 International Design Awards (IDA) for her project "The Independent Living Inc." In both 2019 and 2020, Jessica won the ASID Student Portfolio Competition; her portfolio was selected from over 250 portfolio submissions throughout North America. In 2019, she also earned a summer internship at Gensler, one of the world's most reputable architecture and interior design firms, as the recipient of the Gensler Brinkmann Scholarship,

You achieved a number of impressive accomplishments during your university career. Can you tell us about them and what they mean to you?

INTERNATIONAL DESIGN AWARDS (IDA) EMERGING INTERIOR DESIGNER OF THE YEAR 2020

This was my first global recognition award. I won a total of 11 awards at the IDA awards ceremony in 2020. I'm always surprised to win. I'm always inspired by the work around me and believe I can address design solutions better. So my confidence is always restored with these amazing achievements. I am also very thankful for the many opportunities available for students to share their outlooks and passions with the professional industry.

ASID STUDENT PORTFOLIO COMPETITION

It was definitely a very competitive and intimidating opportunity to be part of, especially because I felt unprepared and insignificant as I had previously transferred from my Biomedical Engineering course in my freshmen year. This experience taught me that being passionate, aligning my life values with my creative work, and yearning to share my ideas with the world was what set me apart as a unique designer. It widened my horizons to realise the importance of pushing design boundaries in the interior design industry.

GENSLER BRINKMANN SCHOLARSHIP

I was nominated by SCAD to participate in this competition which featured my project "The Independent Living Inc." I always knew I wanted to be part of the healthcare industry, which led to my initial endeavours to pursue Biomedical Engineering at the Hong Kong Polytechnic University. My project submitted for this competition was close to my heart as it focused on curating memorable and impacted experiences for individuals with Autism Spectrum Disorder to learn and gain independence. Being recognised for this project made me realise that I could combine my interest for social work and passion for design to make an impact. This scholarship restored my confidence in my work, and interning at one of the world's most reputable firms was something I never imagined to happen.



Where are you working now?

I had returned to Macau to complete my online studies in 2020. I worked for one of Macau's most well-known architecture firms (Arquitectos Associados) from July 2020 to April 2021. I never pictured myself working in Macau, but this short term experience definitely changed my perspective of how design can build the unique city into a better community. It was super exciting to be designing the streets, buildings and experiences in a land that I grew up in. I still believe that Macau has a long way to go to build a more sustainable, desirable and functional home for its people, and I hope to have the opportunity to be a part of the push.

I currently work at ICRAVE in New York City. It's the true place to be for "experience design". I am currently working on a range of projects from restaurants and bars, to hospitals and airport lounges.

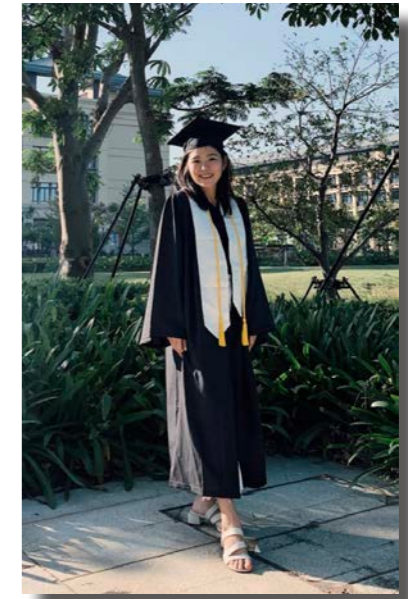
Where do you see yourself in 5 years?

I don't have a specific location in mind, as I have definitely seen myself hopping from place to place over the past few years. I'm always open to exploring and challenging my comfort zone. I try not to settle and I don't set expectations of where or what. I hope to see that in 5 years, my passion for design and willingness to give back to the community would be even greater than it is today, and of course, loving what I do every single day.



How did TIS help to prepare you for university and life in general after high school?

While I was in high school, I longed to graduate and go to college. However, now that I've graduated college, I've realised some of the fondest memories I had were from my experiences at TIS. TIS granted me many opportunities to strengthen a spectrum of skills that have helped me stand out in society. Being Vice-President of the Student Council, President of the Volunteer team, and contributing in sports and clubs, I developed interpersonal and communication skills that allowed me to develop unique connections with people as I stepped into college and the working world. I am also extremely thankful for the counsellors who helped me make my transition to SCAD from PolyU. Even as a graduated student, TIS continued to guide me to find the right path for me to pursue.



What are your fondest memories of your years spent at TIS?

Friendships. To this day, my best friends in life are still the ones that I met at TIS. There's something about the diverse community at TIS that isn't often found elsewhere.

What advice do you have for grade 12 students who will soon be starting their university careers?

The most important thing I can say to anyone, whether they're in school or not, is to be honest with oneself. Being honest about how you feel, and why you feel a certain way. College is a weird place - I would say that most people don't know what they are doing but do as they're told anyways. It's important not to blend into the crowd and follow society's expectations. It's an exciting time of your life to find out what you like and what you don't. It's an expensive investment, so don't let those years pass by with no meaning. Try out clubs, different courses and workshops, go on exchange programs, take a gap year if you feel overwhelmed - take your time to embark on our own journey. We are the only ones to set the path in front of us. I loved my time at SCAD, because I surrounded myself with creatives and people who inspired and pushed me to be better everyday, and I believe that is what education should do.

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Warrior Pole & Aerial Studio

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Brew Lab

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The Seasons Restaurant

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MUST Campus, Taipa
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www.mustseasons.com

Élysée Bakery

Block R, Macau University of
Science & Technology
Avenida Wai Long, Taipa



Starbucks Coffee

Block C, Macau University of
Science & Technology
Avenida Wai Long, Taipa

YOUR 2020-21 TIS TIGERS!



CONGRATULATIONS TO OUR COACHES AND ATHLETES ON ANOTHER PHENOMENAL SEASON



WARRIOR
—fitness



TAIPA FABRICA VA NAM 562-568 AVENIDA OLIMPICA

BOXING MUAY THAI MMA
BJJ TAEKWONDO
SELF-DEFENSE
BODY FIT ZUMBA TRX
PILATES YOGA



WARRIOR
Pole & Aerial Studio



TAIPA FABRICA VA NAM 562-568 AVENIDA OLIMPICA

POLE DANCE EXOTIC POLE
SPINNING POLE LYRICAL POLE
AERIAL HOOP AERIAL SILKS
AERIAL SLING AERIAL YOGA
AIR FLOW CONDITIONING
CONTEMPORARY DANCE
STRETCH & FLEXIBILITY

