

insight

A Magazine for The International School of Macao Community

WINTER 2021

**Gr 6s Take On Million
Page Challenge**

**TIS Hosts First Model
UN Conference**



**Sustainable Microgreens:
Tiny Plants, Big Flavour!**

**TIS Entrepreneur Makes
Goey Profit From
Soda Slime**



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EDITORS' NOTE

After a long delay in publishing Insight due to the school closure this spring, it is good to finally be back! It's business as usual at TIS this year and it has been wonderful to see the school filled with students, staff and parents once again.



As you flip through the winter 2021 issue of Insight, be sure to read about our amazing Activist in Residence program that featured three local environmental educators who showed our students the benefits of urban agriculture, how to grow their own microgreens and the importance of making sustainable food choices.

Grade six students took on a monumental task this year - to read a total of one million pages between all three classes! The goal is to make reading more of a habit for our students. We'll check in on how they're managing this enormous challenge.

In Secondary school, students learned about diplomacy, international relations, and the United Nations after hosting TIS' first in-house Model UN Conference. Find out more about how this event motivates students to take real action to support UN values.

Plus in Student Spotlight, we profile a TIS high school student whose entrepreneurial skills and passion for soda slime led her to develop a successful international business.

And speaking of success, did you know that the TIS laptop program is 6 years old! It's become a significant part of teaching and learning in grades 7 to 12; we'll tell you why.

We hope you enjoy reading these and many other stories in this issue of Insight magazine. 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

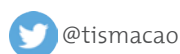
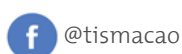


It is really my honour to be back as the interim Head this year and to be able to work alongside such wonderful teachers and staff and continue to see the TIS community growing. The CoVid pandemic may be changing the world as we know it, but one thing hasn't changed - the TIS commitment to learning! I am very pleased to be able to share with you just some of the exciting developments and learning that has occurred in TIS this past year. Within these pages, I hope you are also inspired by our rooftop garden, our activist in residence program, and of course, all of the interesting learning activities happening inside of our classrooms.

While the pandemic has required us to do things differently, we are still continuing to offer and expand our learning opportunities for our students. I was so excited to see our TIS Tigers getting back into DSEJ action this summer and setting unprecedented levels of success for the teams. While we may not be able to travel internationally at this time, the teams have continued to compete competitively and to grow as individuals and teams. The whole school has a renewed focus on our House Teams program and it's great to see them vying for the coveted Stribbell Cup!

Lastly, this pandemic year has put many pressures on our TIS families and staff. I want to thank everyone for their persistent commitment to student learning this past term. Everyday I see examples of people going above and beyond and I could not be more proud of what has been accomplished despite the challenging situation.

Howard Stribbell



#tismacao

Forming Friendships and Foundations for the Future



Entering school for the first time can be a scary and daunting event. There are new faces, new spaces and places to experience and explore. What can make this process easier for children is the power of friendship.

In Pre Kindergarten, building caring communities that support the development of friendships is a priority to ensure children feel welcomed as part of the school community. Through Friendship Month at TIS in the fall, the children had many opportunities to read books such as "My Friend is Sad" and "Stick and Stone" and engage in activities that fostered the connections between children and what makes a good friend.

The concept of friendship ties perfectly into our 3 B's of "be kind", "be respectful" and "be responsible" as well as our disposition of "caring for others". We have learned about listening to each other, taking turns and sharing and helping each other when we are upset. A friendship can last a lifetime and there is no better place to start these friendships than in PK!



We Are Mighty Learners!

“Today you are you, that is truer than true.
There is **NO ONE ALIVE** who is youer than you.”

-Dr. Seuss



Learning to navigate the social and emotional complexities of ourselves and others is a part of any JK students' learning! We started the school year with an 'All About Me' inquiry, in which the children learned about what makes each of us special. We discussed our similarities and differences, likes and dislikes. We also talked about understanding and managing our feelings. Here at TIS, we learn about the 3 B's: being kind, respectful, and responsible. We talked about what this means and ways we can implement them with friends and family, in school and at home.

We welcomed our Activists-in-Residence and explored food production and consumption, and how that impacts sustainability. We planted microgreens in our outdoor garden and made food with what we grew! We also talked about fruits and vegetables, what it means to be healthy, and the importance of plants.

Walk down our hallways and see who we are - mighty learners!

Learning Through the Arts



Creative expression in Senior Kindergarten

provides children with the opportunity to explore, experiment with and expand ways to communicate. Through various art-inspired activities, senior kindergarten students develop their creativity and self-expression skills. They learn about different types of artistic expression, how artists communicate ideas, and gain an appreciation of art through viewing, discussing and creating. To inspire confidence, curiosity and creativity is the goal of art experiences in senior kindergarten.

Visual Art

Children in senior kindergarten learn about the elements of art through the use of different tools and techniques. They explore concepts and ideas about colour, line, shape, texture and form. Students have the opportunity to participate, learn and express themselves through various mediums of visual art. Through drawing, colouring, painting, sculpting and crafts, students learn the foundational skills of visual art. The process and development of understanding is more important than the final completed product in senior kindergarten.

Dramatic Play

Through pretend play, students learn about themselves and the world around them. Acting out real life scenarios allows students to explore thoughts and feelings, work through conflict, and practice being in authentic, real world situations. They recognise different roles, create descriptive narratives and develop flexible thinking. Dramatic play is important in senior kindergarten because it helps students to develop social, emotional and communication skills as they use their imagination. Students often connect dramatic play to inquiry themes to further their understanding of a topic or idea.

Music

Singing, playing instruments and participating in dance activities are crucial to a child's development. In senior kindergarten, students develop vocabulary skills by learning the words to songs, gain self-confidence through movement activities and understand the skills of playing various instruments. Students begin to express themselves through music by exploring and experimenting with musical patterns, rhythm and sound. Hands-on experience with musical instruments is exciting, interactive and fun for senior kindergarten students.

Creating Colour in Grade 1



The grade one colour scientists have been busy doing experiments to discover how different colours are made, how colours get lighter and darker, and how colours become transparent and opaque.



They learned that primary colours can be mixed together to create secondary colours, and that colours can become lighter if white is added or darker if black is added. They discovered that adding water to paint can make colours transparent.

At the end of our unit, the colour scientists were recruited to help their friend, Mabel, fix her painting. Unfortunately, the rain washed all of the colours off of Mabel's painting, and she needed the grade one colour scientists help to fix her painting. With a lot of hard work, the grade ones were able to carefully create colours to match the ones Mabel lost.



Water, Water Everywhere!



The grade 2 team started off their inquiry into liquids by taking part in a variety of water-based experiments and provocations. The students investigated the properties, characteristics and behaviours of liquids to deepen their understanding. They explored water absorption, comparisons of volume, surface tension, change of state and dry ice activities.

The students then completed a “See, Think, Wonder” activity to record what they saw, what they thought about it and what further wonders they had.



Some wonderings were:

- I wonder if the liquid is like milk? - *Caden Leong 2-1*
- I wonder why the dry ice makes bubbles when we put in hot water? - *Daniel Choi 2-2*
- I wonder what dry ice is used for? - *Albee Cheong 2-3*
- I wonder if the dry ice melts inside a container filled with water? - *Ambrose Liu 2-4*
- I wonder why the paperclip didn't float when we put it in with our fingers? - *Hailey Cheung 2-5*

Our unit concluded with each student in grade 2 recognizing a water problem around them and developing their own action plan. They designed and carried out a plan to help solve this problem in order to make a positive impact on their world.

Experiential Learning in Science

Students in grade 3 have been studying Rocks & Minerals in Science 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 experience.

To further their knowledge and understanding of weathering and erosion, students took part in a number of experiments and demonstrations that modelled real-life situations. Students were also able to explore various parts of the campus to search for different types of rocks and create their own crayon rocks.

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 the making!



Plant Growth and Changes



Children have a natural curiosity about their surroundings—a desire to explore and investigate, see inside things, find out how things work and find answers to their questions.

Learning about science provides a framework for students to understand and interpret the world around them. An elementary science program engages students in a process of inquiry and problem solving in which they develop both knowledge and skills. The purpose of the program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings and by building a foundation of experience and understanding upon which later learning can be based.

Here, students are engaged in a lily dissection experiment where they were asked to name, identify and label the parts of the flower as an authentic activity to provoke and to launch the unit across all grade 4 classes.



Grade 5 Green Thumbs



To prepare for this year's much anticipated Grade 5 Winter Market and to work collaboratively with our 2020 Activists In Residence, this year's grade 5s are developing their green thumbs!

In the past, the grade 5s focused on upcycling and repurposing materials into practical, creative and definitely unique arts and crafts. This year much of the same is true, but we are excited to add an edible and healthy element to our product line to promote sustainability and bring awareness to how our diets impact the environment.

In conjunction with Ms. Mak and Mr. Boyko, each grade 5 student was generously provided with a plastic pot that they were able to personalize with a one of a kind design, identifying it as their own and giving them a sense of individual ownership and responsibility.

Next, Ms. Mak guided the students on how to transplant some bok choy and choy sam seedlings into their own pot and gave them some advice on how to care for and nurture them. Each transplanted vegetable was then taken back to the homeroom to be taken care of by their owner, much like a parent and child! Other vegetables were also planted in the TIS garden where small groups of students are responsible for watering and weeding their sections of the garden.

The exciting part of all this is that the students are planning to harvest the vegetables and sell them as produce, as well as use the vegetables to make and sell small salads and vegetarian sandwiches and wraps.

It is wonderful to see the students arrive each morning and the first thing they do upon entering the classroom is check their plant and make sure it has the best care possible.



Can You Read A Million Pages? Grade 6 Can!

Students across the grade have been challenged to collectively read 1,000,000 pages this school year! Starting in September, each student has been tracking the number of pages they have read to contribute to this collective goal. Although one million pages initially seemed unattainable, students were convinced it was possible once it was broken down using math. With 85 kids in Grade 6, each student needs to read approximately 12,000 pages in the year. Divide that by 10, and students need to read 1,200 pages a month. On average, the books students choose to read are 200 pages. So 1,200 pages means 6 books a month, or only 1 or 2 a week!

How do the students feel about the task they have been given?

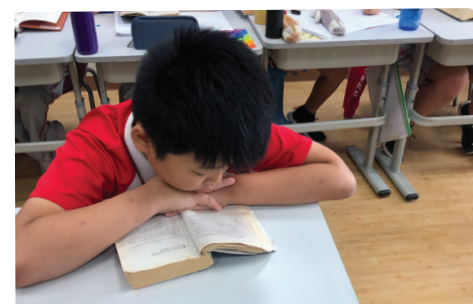
Renee, from 6-2: "Everyone just needs to fill in the [recording] form every week to get us all to a million pages."

Kester from 6-3: "I think it will take the whole year, but I think we can do it."

Sienna from 6-3: "I think it is achievable, I think it will take quite a long time. I do think we can do it this school year though."

Teamwork and encouragement are crucial in order for students to reach this goal. Students track their reading on google forms, share books with others through book recommendations or book talks and access a variety of new reading materials both digitally and through school libraries. With the hard work, determination and perseverance that has already been demonstrated by grade 6 students, teachers are confident that the goal will be beat.

Although the reward for meeting the challenge has yet to be determined, the reading skills and personal achievements from achieving this goal will last a lifetime!



Meet The Elementary PE Team!

Paul Ricketts is from Canada and has been teaching overseas since 1996. After almost two decades teaching in Japan, he joined TIS in August 2018. His wife also teaches at TIS and their two sons are in the elementary school. Mr. Ricketts tries to make the most of the outdoors and enjoys hiking and mountain biking around Macau.

Nicole Anderson is from Canada and has been teaching since 2006. She has taught kindergarten through to grade six in Canada, South Korea, and The United Arab Emirates. Mrs. Anderson and her family joined the TIS team in August 2019 because they had heard great things about TIS and were looking to explore a new part of the world. In Macau, she enjoys keeping active by playing ice hockey and slo-pitch, as well as running. Mrs. Anderson is enthusiastic about living an active life and sharing her love of sports and physical fitness with her students.

Tanis Lovestone grew up in western Canada and developed her passion for active living and sports early on in her life. Growing up she was an elite-level downhill ski racer and field hockey player. She coached both sports and it was then that she realized her passion for coaching and teaching. This is Mrs. Lovestone's sixth year at TIS and she is very excited to share her passion for sports and daily physical activity with others, and hopes to inspire the children to live a healthy active lifestyle. In Macau, she likes to stay active by going hiking, cycling, and doing yoga.

Ryan Williams is from the USA, where he began teaching PE many years ago. He came to TIS Macao in 2016 after working at an international school in South Korea. Mr. Williams enjoys staying active in Macau by participating in Brazilian Jiu Jitsu, CrossFit, and hiking/jogging the trails in Taipa and Coloane.



New in PE this year: Lunch-time Intramurals

Have you heard about Elementary Intramurals? In an effort to encourage more physical fitness and teamwork, Elementary students have the new opportunity to participate in House Team Intramurals. Every day at lunch recess, students in Grades 2 through 6 are invited to partake in a variety of games and activities to earn points for their house teams. While this is a great chance for students to get some extra exercise, it is also a good opportunity for them to interact with peers outside of their homerooms. A strong emphasis is put on having fun and working cooperatively as a team. Intramurals is a fun way to foster healthy competition and sportsmanship. We hope all students continue to join in the fun!



Making TIS The Best It Can Be!

The **Elementary Student Leadership Team** is an extracurricular activity made up of dedicated, organized, and caring students from Grades 5 and 6 with a passion for making TIS a better place.

So far this year, Elementary Leadership students created and implemented a Halloween door decorating contest including Grades 1 through 6. Leadership students developed criteria for judging the doors and awarded prizes to the winning classes.

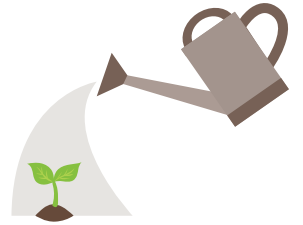
During the Holiday Season, Elementary Leadership took on The Giving Tree. The students set up and decorated the tree, and were responsible for organizing the donated gifts. To help raise money for The Giving Tree, as well as different initiatives this year, the Leadership Team sold Candy Cane Grams to students in upper elementary.

In the New Year, the Leadership team will continue to create and implement different initiatives around the school to build school spirit and help the community.





How Do Food Choices Affect Sustainability?



This is the inquiry question TIS students and teachers were pondering in advance of this year's visit from local Activist-in-Residence (AIR) team members Alyson Lundstrom, Guilherme (Gui) and Cintia Martins. Alyson is co-owner of vegetarian restaurant The Blissful Carrot in Taipa and a passionate environmentalist. Gui and Cintia are urban farmers, environmental educators and owners of a microgreen growing company called Mighty Greens.

This year's team is passionate about teaching students about food sustainability through hands-on experiential education activities. Over the course of two weeks in November and early December, students learned about urban farming, grew microgreens and used them for cooking their very own individual pizzas. As in past years, the AIR program is framed around the United Nations Sustainability Goals (UNSDG) which is a blueprint to achieve a fairer and healthier earth by the year 2030. AIR program 2020 focused on UNSDG #12, responsible production and consumption.

During the week of November 17th, students in kindergarten met with urban farmers Gui and Cintia in their outdoor classroom for three stations of play based learning. Activities included vegetable scavenger hunts, adding soil to upcycled tire planters made last year and learning about vermicomposting. Older elementary students toured the new TIS 5th floor rooftop garden to learn about plants. They created ten new vermicomposting bins and added their own food scraps. Our newly created composters will continue to be used to turn food waste into rich compost to nourish the soil as we expand our planting spaces.





All of the students also got the opportunity to plant their very own microgreens and care for them in the classroom over the course of two weeks. Once the microgreens were ready, students put them to use along with other vegetables from our garden to make vegetarian pizzas with Alyson. Students incorporated their microgreens into pizza sauce and added them as a garnish to their homemade pizzas. Alyson's message also included how healthy locally produced food can contribute to a healthy planet.

We're excited to welcome our AIR team back to TIS in March 2021 for programming with middle and high school students as part of the annual Experience Week. During this time students will be helping to expand the TIS garden to provide more gardening space to enrich the classroom curriculum of the different grades. Additionally, produce grown in the TIS garden will continue to be donated to people in need in Macau through international NGO Oxfam.

We're excited to expand the TIS garden in order to connect students with the natural world and also provide service to the community of Macau. All of our fundraising efforts surrounding this year's AIR program will go into further expanding the TIS garden.



House Teams Build Teamwork, Sportsmanship and Cooperation

Once a month on House Team Wednesdays, the hallways of our school are filled with green, blue, yellow and black shirts, and there is an excitement in the air as students participate in activities with their teammates. Some favourite activities among students both young and old are tug of war, teacher tag or hide & seek, trivia and cooperative games.

Various activities and student initiatives throughout the year provide students with the opportunity to earn points for their House Team, with the hopes of winning the Stribbell Cup at the end of the school year.

One of the grade 9 House Captains, Focus Shi, shared his thoughts about House Teams:

“Every time when we have a house challenge, everyone is very excited. Everyone is cooperating and helping each other. Everyone listens and also participates in the challenge. No one gives up, everyone is trying their best. If we win or lose it doesn’t really matter because it is just a game. The challenge is usually very simple to follow. Each of the house teams also have a cheer.”



Digital Creations



Grade 7 provides many changes for students at TIS. There are new teachers, longer classes, a new uniform and the laptop program, just to name a few. Career and Technology Foundations (CTF) is a new course that allows students to explore their interests and passions as they learn about various career possibilities and occupational areas. Technology is the focus for many of the learning activities in CTF 7 with students participating in digital creation activities that has them learning to utilize tools such as Adobe Illustrator and iMovie.

In the Adobe Illustrator unit of study, students are tasked with creating a digital self portrait. Students learn about common tools including the Pen tool, Rectangle tool, Curvature tool and the Shaper tool while also learning about layers and colors. After only six hours of practice, students start working on their self portraits. Over a period of two weeks (approximately 5 classes), students are able to produce some amazing portraits! This learning activity gives the students an insight into potential careers such as a digital designer and graphic artist.

Students also learn to create instructional videos using the iMovie creation app. In the "Skill Share" unit, students describe one of their passions and share their knowledge and understanding in a short video tutorial. Throughout the video creation process students utilize their editing skills to produce a 2-5 minute video that they will present to their classmates. Examples of this year's skill share projects include cooking (sushi, salmon & baked goods) and sports skills (football, snowboarding and golf) among others.

The skills learned in CTF 7 not only expose students to potential career paths, but also provide them with practical skills they can use throughout their academic career at TIS. These skills will be further enhanced in CTF 8 & 9 when students learn about additional digital creation tools.



Wellness Choices

As part of the TIS Health program, grade 8 students have been looking at what choices we make when it comes to our wellness.

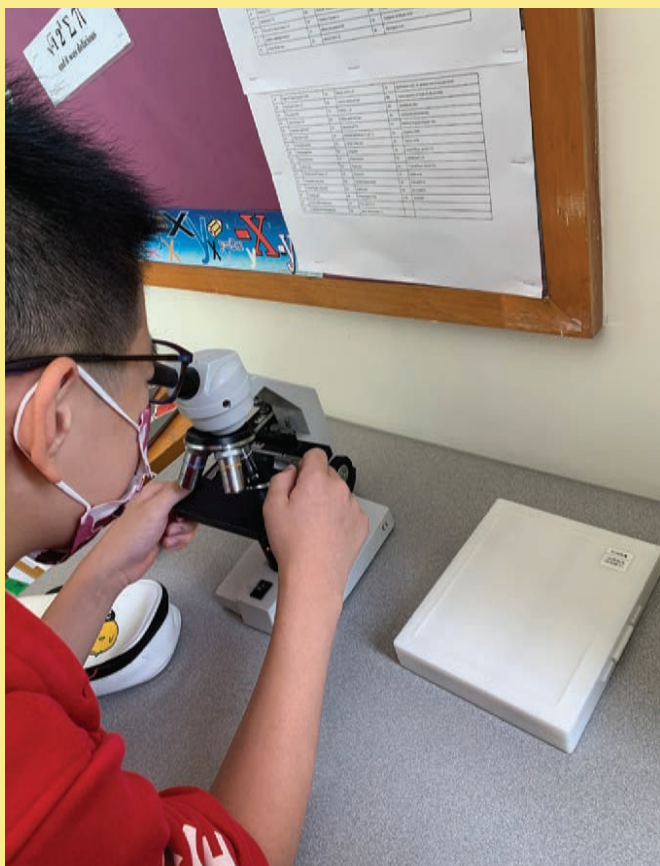
To kick off this unit, the students learned about the effects of vaping on our health from Dr. Jacky Cheong who has a PhD in Infectious Disease from Imperial College London and is a Professor at the School of Public Health in Shanghai Jiao Tong University. The students were fascinated by the presentation, especially by the sets of real lungs that were on display, demonstrating the effects of smoking.

Back in the classroom, the students created infographics on the negative effects of vaping along with other wellness choices such as healthy diet, sleep, body image, substance use and rates of development. Students then did a gallery walk and provided feedback on the other groups work, making note of new pieces of knowledge and stating what they still wanted to know about the topic.

The key message to our students was that we can talk and learn about these choices but only we can control our own actions. We look forward to seeing our students make healthy choices both in and out of school!



Grade 9s Explore the World of Animal Adaptations



Why do honeybees have hairy legs? Why are the mouths of mosquitos so long and narrow? What does strawberry DNA look like at the microscopic level? How do the shapes of ant legs allow them to withstand pressures of up to 5000 times their body weight? The Grade 9's got out their microscopes and analysed insect and plant species at the microscopic level and asked themselves, "Why did nature select these specific anatomical characteristics to help them survive?"

The Earth is a complex and sophisticated web of perfectly designed species that work together in unison, ensuring the sustainability and balance of our ecosystems. From parasitic mosquitoes to photosynthetic algae, every individual and each species is responsible for its own unique niche which enables our planet to inhabit all life forms. Students grow an appreciation for such biodiversity and learn to understand that animals and plants evolve over time, with variability being the essential element that allows a population to overcome unexpected changes in the environment. Students apply these fundamental concepts of the Grade 9 Science curriculum to the intricacies of housefly mouths, honeybee legs, plant root tips, and even frog blood!

Toadally awesome!



Building Dynamic Leaders

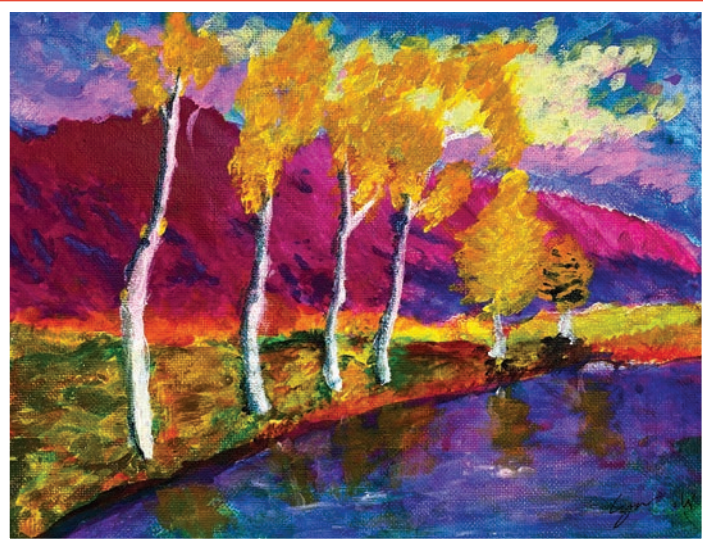
The purpose of our Middle School Leadership program is to build our student's capacity to become dynamic leaders, to make students aware and accountable for their environmental impact and to provide opportunities for all of the middle school students to celebrate their successes and the time that they spend in the middle school program.

Since the beginning of September, the 27 members of the Middle School Leadership Team, led by Mrs. Tanya Brockbank and grade 11 student Linda Wu, were gearing up for two exciting events. The leadership students sold over 230 candy grams at Halloween to make the middle school student's Halloween holiday a little bit sweeter. In addition, they participated in the Halloween Community Day event and along with the English Language Learner students, provided 21 games for the children in the TIS community to play. These games included a lucky draw, Pie Face, and Pin the Bone on the Skeleton among others.

Our overarching goal this year for the Middle School Leadership team is to continue to develop our knowledge of how sustainable practices can protect the environment and we plan to host our second annual Leadership Summit in January, followed by hosting an Eco-Friendly Market for Earth Day in April. Students will also continue to explore the influential organizations that are trying to implement sustainable practices to ensure prosperity and the well being of the people of Macau now and in the future.

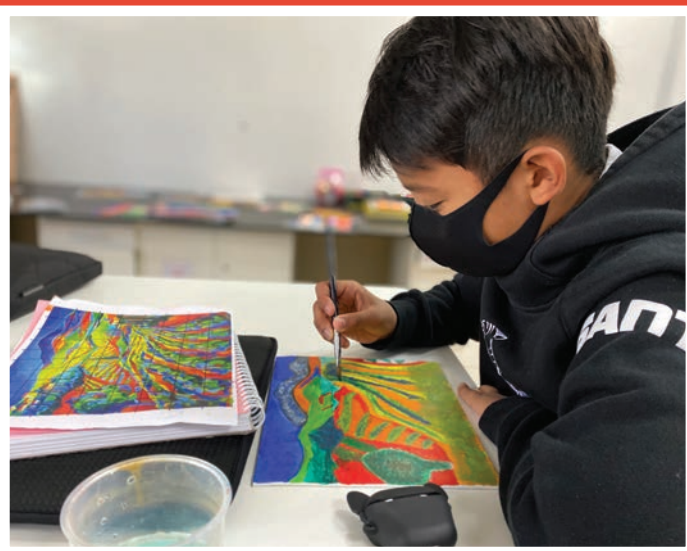


Grade 7s Set The Mood With Colour



This semester, Grade 7 Art students have explored how colour conveys and evokes emotions and mood as they have worked on creating Fauvist replica paintings. They drew inspiration from “the Fauves,” artists such as Henri Matisse and Andre Derain, who were representative of this art period through their use of bold and vivid colours and strong brush strokes.

Prior to starting their paintings, students learned about colour theory and experimented with mixing paints to create hues and tints, tones, and shades. Their knowledge of colour mixing helped them to carefully select and create colours that elicited the feelings the artist wished to convey. Matisse famously said, “colour was not given to us in order that we imitate nature. It was given to us so that we can express our emotions.” This statement served as inspiration as students chose bright palettes to create paintings that were not only visually stimulating but also rich in emotion.



Driven by Diplomacy



The late Kofi Annan once said, “The global work of the United Nations is not without reason compared to that of a family -- striving for a common goal in concert with all members for a better future.” And while Annan’s words might reflect the official United Nations itself, his message is just as appropriate for a TIS Model United Nations.

On Friday, November 13th and Saturday, November 14th, TIS was pleased to host its first in-house Model UN Conference. Chaired by Grade 12 students, Norah Chan and Jake Grima, and composed of 27 students from Grades 7 to 12 acting as delegates from all over the world, TISMUN-I proved to be a monumental success.

Over the course of Saturday’s committee sessions, delegates discussed and debated issues related to the topic of the accountability of United Nations peacekeepers and private security contractors in foreign countries. And while tensions may have intermittently risen, diplomacy ultimately prevailed with all students aspiring for a resolution that kept stakeholders content, simultaneously leading the world to a brighter future. More importantly, our students further reinforced Annan’s thesis; we’ve become that much more of a family as we seek to solve global issues.

A special thank you to Dr. Hannah Thinyane, Principal Research Fellow at United Nations University Institute in Macau, who acted as our keynote speaker. Her words of wisdom in speaking of her experiences undoubtedly inspired our delegates to persevere through challenges and strive for success.



Enlightened Interns: A Tale from the Other Side of the Classroom

By Kesha King and Howard Tong

If you would have asked us a month and a half ago about our expectations for our forthcoming intern experience, it's safe to say that both of us would have likely shrugged our shoulders and said, "Who knows!?" Little did we know what was to come, the challenges we would face, the lessons we would learn, and the exhaustion we would contend with.

In our role as interns, we have spent a great deal of time supporting teachers, sometimes even taking on a pseudo-teaching role ourselves. We walk around, giving advice to students who are now completing the work that we were only doing a few months back. We both quickly realized just how rewarding these experiences are. Talking one-on-one with students is especially enjoyable. There is so much gratification to be had when a student comes up to you after a lesson or during an activity and simply says, "Thanks, that really helped!" It feels even better when students successfully complete tasks and actually show they understand the material.

Interning has also had its challenges. Sometimes the content is hard to grasp (or even remember!). Similarly, we've both realized that patience is very hard to come by in working with young people. This is especially true when those young students aren't too interested in learning or would prefer to be chatting with their friends (not that we ever did that...!) Very quickly have we learnt to really appreciate how hard the teachers work and just how much stress they deal with during the year. We never realized how easy it is to take things personally and be frustrated by even the littlest things that students say when our hard preparation work isn't respected. For that, we definitely admire and respect how our teachers manage to cope when this happens... and hope they don't resent us for having likely done the same thing.

This intern opportunity has truly offered a radical shift in perspective, revealing a lot of insights about what goes into teaching and managing a busy classroom. The reality is that we were once students that may not have been paying attention all the time, not always having a good day at school, or enjoying classes everyday. It's funny to think that now we are the ones exasperated over students that would prefer to sleep over learning! From being in both positions, we can confidently say that there are lessons in compassion to be had. At the end of the day, it is important to understand that everyone is ultimately human, with their own struggles and motivations to better themselves or others.



Multimedia Program Has a New Studio!

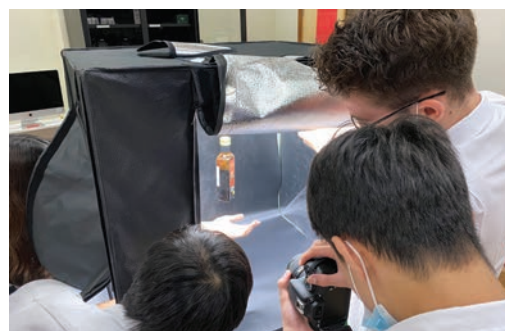
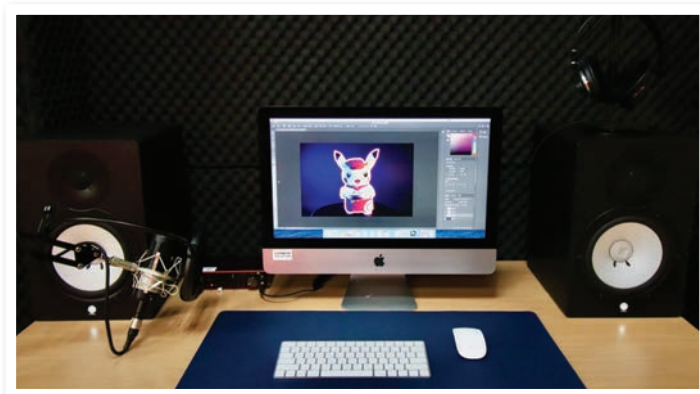
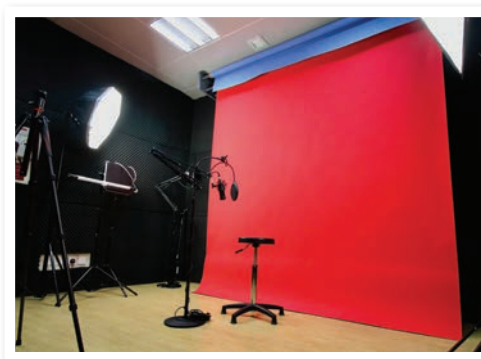
Throughout the summer we have added colorful backdrops, studio lighting, professional audio recording equipment and much more to the studio room in order to help students achieve a higher standard in the quality of their productions.

MTM – A

Students in Multimedia A are working with the various software and hardware technologies that TIS has available for them to use to capture beautiful photos, create stunning videos and design amazing graphics. In this introductory course students are exposed to a wide variety of Adobe Creative Suite programs and have been learning about the elements and principles of design.

MTM – B

Students in Multimedia B are learning about the importance of “Pre Production” in the film process. After completing a variety of exercises requiring them to work backwards by design, they began developing ideas for their own short film. Students have developed proposals, scripts, storyboards, and shot lists. All of which are required components prior to entering the production phase of any film.



MTM – C

Students in Multimedia C are discovering the vital role that color plays in photography through a variety of tasks requiring them to learn about color psychology, white balance, and Camera RAW formats. These new skills allow students to better understand how color can affect the overall tone and mood of an image. Multimedia C students will begin working through a National Geographic course in the next module in relation to the Activist in Residence Program.

The TIS Laptop Program - 6 Years On

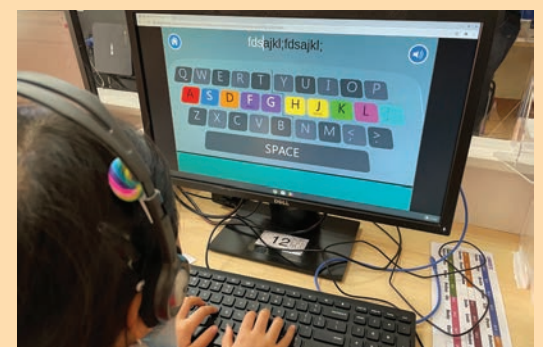
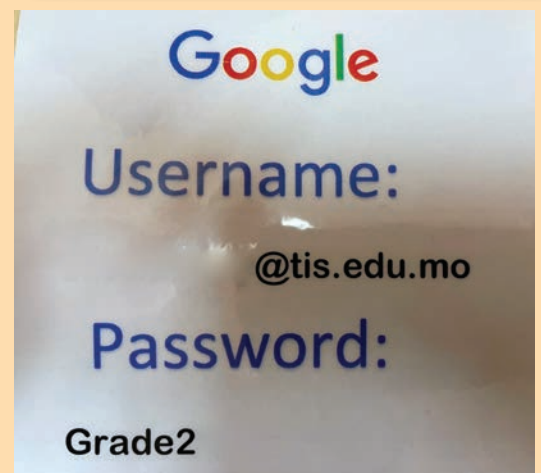
TIS started the “Think Digital” Laptop Program in 2015 and today the program has become a significant part of teaching and learning in grades 7 to 12. Parents who completed the Alberta Education Parent Survey (2015) expressed a desire to see technology used more often at TIS. Secondary teachers were surveyed about technology use and 72 of them felt that a laptop program would greatly or significantly improve learning at TIS. This learning includes the development of the technology and collaboration skills that students will require to be successful later in life.

When the program started six years ago, teachers and administrators believed that increased access to technology would directly benefit students’ learning by allowing for more engaging and diverse teaching and learning to occur. This belief has been proven true as students who have access to laptops are able to access multiple sources of information while sharing and collaborating with their peers and their teachers.

The success of the “Think Digital” program is due to two main factors. The first is the knowledge, skills and attributes of the classroom teacher. TIS provides ongoing training and professional development for teachers in the use of G-Suite, which is the primary suite of productivity apps used by students and teachers at TIS. The vast majority of TIS teachers are Google Certified Educators and this demonstrates their commitment to professional learning and also their strong knowledge of these productivity apps.

The second factor is the work that is done from grades two to six. These students receive training from Mr. Avery (TIS Technology Coach) and from their homeroom teachers, who provide learning opportunities with technology. For example, students in grade two are introduced to desktop computers and they learn skills such as signing in, typing on a keyboard and using a mouse (left and right click). The skills learned in middle and upper primary are crucial in preparing students to enter secondary school and for them to successfully participate in the laptop program.

Looking back over the past six years, we are proud of what we have accomplished and yet we continue to look for ways to improve teachers’ skills and knowledge while also teaching our students how to use technology effectively and respectfully. As for the next six years, you can be assured that the laptop program will continue to enhance teaching and learning at TIS for both students and teachers.



Visual Arts Bootcamp

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.

Our first unit in year 1 (grade 11) is essentially art bootcamp called '5 in 5', where students create 5 artworks in 5 weeks. Each week, students learn a different artmaking technique or material to help them create their final artwork. The objective of this unit is to help students develop their time management skills by learning how to create effectively and efficiently within a specific time frame. Each week, students document their research, idea development and artmaking processes in their sketchbooks.

In this unit, students investigated monoprinting, fibre art, typography, unconventional materials and ceramics. Each project ended with a group critique where students offered feedback to their peers. These projects culminated into a mini art exhibition and were on display outside the Academic Counsellor's Office (North Wing 5th floor), from November 19 to December 18.

Since each student worked with a different theme, each exhibit featured supporting text outlining their exhibition intentions and artmaking experiences. The quality of work was incredibly impressive.



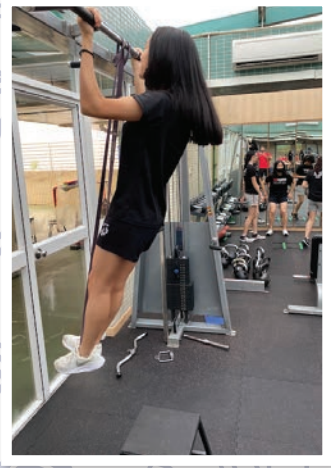
The Right Way to Assess Physical Fitness



Gone are the days of standards based fitness testing in Physical Education. The evaluative nature of standards based fitness testing can lead to anxiety and withdrawal from physical activity for many children.

At TIS, the Secondary Physical Education team uses student created fitness tests to combat this problem. In creating their own fitness tests, students are able to develop their own definition of success instead of being compared to others. Rather than being graded on their performance relative to a standard, students are assessed on their ability to develop personally relevant fitness tests that relate to their specific goals and demonstrate understanding of how to apply the components of fitness.

Using this method hasn't stopped students from challenging themselves and their level of fitness, and has led to a noticeable increase in student motivation as well as enjoyment. One of our missions as PE teachers is to help our students develop confidence and competence in sport and activity while giving them the tools they need to be active for life. Using student created fitness tests is one of the ways we accomplish this goal.



Developing My Musicality

By William, Gr. 9

This year I took music as it is a mandatory course in the Alberta school curriculum. I find that music is one of the subjects that mainly focuses on technical skill, as I had to demonstrate my skillfulness by playing the right notes and harmonizing with the other instruments. In class, I was expected to play my own parts for the several pieces that I have practiced in the prior year and this year. Aside from classes, I partake in morning rehearsals once a week where students are highly encouraged to improve their music aptitude.

As we prepared for the Secondary Concert, our classes concentrated on the symphonic band. Our symphonic band is made up of woodwinds, brass, percussion, and strings, all of which have a vital role in the creation of music. As a symphonic band, we play pieces such as “Capriccio Italien” and “Nessun Dorma”, as they require the involvement of a multitude of instruments. The entire symphonic band is led by Ms. Chu, who directs us as a conductor and corrects our mistakes when necessary. We also have our individual scheduled morning practices depending on the ensemble groups (Flute Choir, Clarinet Ensemble, Jazz Band, Euphonium Quartet, String Ensemble, Brass Quintet, Woodwind Quintet, and French Horn ensemble), since each ensemble group has an additional piece to play depending on their instrument.

Being one of the students performing in the concert, I was anxious about being in front of such a large audience. I am not very experienced in performing in general, so this experience was relatively new to me. As I am not musically talented or gifted, I had some struggles with playing various pieces when coming to TIS. However, with Ms. Chu’s guidance, I was able to muster enough courage and confidence to perform. All in all, I was able to display a grand performance at the concert to demonstrate my learning through the middle school band program.



Moving Forward

By Lina Tseng

2020 was a year filled with zoom calls, lunch in the classrooms, masks and other challenges. Nevertheless, it is a new school year, and the High School Student Council has been striving to bring students the best year possible.

This year, we have a new team of seven grade 11 and 12 student executives who are creative, innovative, welcoming and passionate about making change. Alongside the executives, we also have two encouraging teachers and the general council members. Without them, we wouldn't be able to make any of our ideas come to life.

So far, we have organized Movember and Christmas events. Upcoming activities to look forward to include awareness months for 2021, new improvements to the food cart, and more. Additionally, our objective is to make TIS an inclusive, fun and enjoyable community.

"I believe that the Student Council is a group that is created to serve and be the voice of the students. As the year passes, I wish as a whole that we are able to support the students, and make the school year more welcoming and less stressful," said Avinash Givane, our Student Council president.

We aspire to make this the best year yet and with everyone's support, we will be able to achieve that!



ELL Community Day

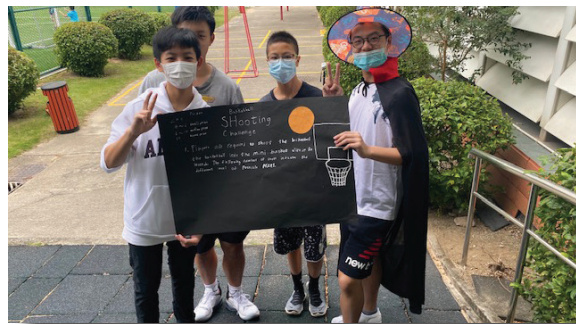


The International School of Macao's first Community Day of the year was held on Halloween. This spook-tacular event hosted a diverse array of community members and saw a fantastic turnout of students, families and external community stakeholders alike. The jovial, festive spirit of Halloween was prevalent throughout the entire afternoon and a fantastic time was had by all individuals who came out to participate and celebrate.

During Community Day, many secondary English Language Learner students volunteer their time to further engage with the local TIS community and practice their English speaking skills in an authentic environment. This year, students created thematic games and organized fun Halloween oriented events for students and their families to enjoy.

Our ELL students truly play a vital role in helping to build positive relationships in the local community; their engagement and participation is greatly appreciated by all those involved in helping to make Community Day such a tremendous success.

Featured in the images below are some of our talented ELL students who volunteered their time and energy to help ensure TIS' first Community Day event was a festive, fun-filled, successful, and celebratory day.





Same Room Different Story



Teens' lives are full of ups and downs. From first love to dealing with the death of a grandparent; from studying for a Chemistry test to parents fighting; from being late for school to contemplating running away. Claire Broome expertly weaves these issues and more in *Same Room Different Story*.



TIS Theatre Arts was proud to produce this show on November 27 and 28. Not only did the Middle School and High School actors do a wonderful job, several of the scenes were directed by students too. And a first for TIS, this production included live music provided by the TIS Theatre Arts House Band!



TIS Forges Ahead in 2020-21 with 20 Sports Teams!

As the 2020/21 school year began around the world, schools were faced with unprecedented challenges and obstacles amidst a pandemic. While all aspects of school life were affected, nowhere was the impact of Covid-19 felt more than in the youth sports world. As schools try to find a balance between delivering high quality education and providing a safe environment for staff and students, discretionary activities such as sports are usually the first casualties.

Fortunately, TIS has been able to offer 20 competitive sports teams for our students from grade 4 to 12 this school year. Our student-athletes have been participating in the local Macau inter-schools (DSEJ) sports competition throughout the year.

High School Volleyball

Being one of the first sports to start the 2020/21 sports season, our high school girls and boys volleyball teams had to focus quickly as the pre-season training window was short but intense. Without the usual PRC and ACAMIS tournaments, our high school volleyball players were eager to mix it up with local schools in the DSEJ event. The boys team was made up of many young and talented players, but few of them had ever played in DSEJ events. After round robin, our boys did not post enough wins to make the playoffs, but spirits remain high as the boys are eager to keep training hard and come back stronger next year.

The girls started the season with a 5 set thriller victory over rival MAC and eventually found themselves in 2nd place after round robin play. Though they did not advance past the first round of the playoffs, the season offered a great learning opportunity for the young team. At the end of November, TIS hosted the first ever MISSA Volleyball Tournament. Our senior girls took home the second place trophy!



Middle School Volleyball

The TIS middle school boys and girls volleyball teams entered the DSEJ season with mainly new players on each respective squad. For many, it was their first time playing in competitive volleyball games. Neither of our teams made the playoffs this year but both teams played their hearts out during each round robin match. The level of play improved with each game, as did each player's confidence and determination. Looking forward to what these teams can do next year!

High School Basketball

Coming off of a finals appearance last year, the high school girls basketball team found themselves in a precarious situation. Six players from last year's amazing team had graduated from TIS and what remained was a group of dedicated and tough young ladies who were eager to prove themselves. Being too young to compete in Group A (U20) competition, this year's girls team started competing in Group B (U16) in December.

On the boys side, more than 30 students tried out for this year's high school basketball teams. The coaches made a decision to enter a U20 and a U16 team so as to include as many student-athletes as possible. At the time of writing, the Group A team had pulled off a 3-1 record in round robin and is positioned as first seed in the upcoming playoffs! The Group B team had just started their campaign and we look forward to seeing what both teams can do down the stretch.



High School Soccer

A few months ago, our high school boys soccer team made history by winning the DSEJ championship for the first time in school history. Although this year's team is very different from last year's, the boys are none-the-less eager to defend their title. Our talented team concluded the round robin play undefeated to secure 1st seed for the upcoming playoffs. Hopefully we'll be playing for the championship again in the new year.



Cross Country

Long distance running is a popular sport at TIS, so popular that we had to split the team into two. Both our secondary and elementary cross country teams competed in the DSEJ cross country meet at Guia Hill at the end of November. Our runners trained hard for this event with regular runs at Taipa Grande and Coloane. In October, our secondary team competed in a virtual cross country race with other international schools in Guangzhou, Shenzhen, and Dongguan in the U19 and U14 categories. Grade 7 student Lucas finished in 3rd overall in the U14 boys category. Way to go!



TIS Student Finds Success in the Homemade Soda Slime Market!



In 2017, TIS student Jeya Verschuren was spending some of her free time making homemade soda slime and recording videos of her work just for fun.

Soda Slime, which exploded as a trend a few years ago, is a viscous DIY concoction made with household ingredients including glue, diluted borax and water. More ingredients are added depending on the type of slime being made, such as pigments, scents and glitters.

Because there weren't many suppliers of the gooey stuff in Macau at the time, Jeya decided to take advantage of the vacuum in the market to start selling her product. She created an Instagram account and Happy Soda Slime was born!

Jeya began by selling her soda slime to classmates, but as the popularity of her products grew, she started making sales to students in other Macau schools as well. Today, she even ships orders to customers in other countries.

How do you market your products to your customer base?

Since Macau is a pretty small city, many people found out about my account through their friends! Some other slime sellers would also post reviews which would then promote my products. I would also advertise specific videos on Instagram to get more international customers, and it worked very well because I have received over 200,000 views on one video! Another way people would find out about Happy Soda Slime is through events such as Community Day or different fundraising events. I would say the most successful method for me is social media as it gives me a platform to engage with my customers and personalise the experience.

What have been some of the challenges you've faced with your business as well as some of the highlights?

Well, I've had this business for around 3 years now, so it can be hard to stay motivated or passionate at times especially when school or personal problems are also causing stress! Missing some Saturdays to sell slime can also be difficult, as well as coming to school early to deliver sometimes over 40 slimes! However, I can only remember more highlights. They include teaching a slime making class at TIS, coming up with new and fun ideas, editing videos, and meeting some very funny kids! For example, I've had a few people come up to me outside of school asking for a photo or an autograph!!

Have you had any help with your business along the way?

Of course with any successful business, you can't do it alone! My parents have not only been incredibly supportive, they've helped me with every aspect of growing Happy Soda Slime. From arranging booths at hotels to buying supplies and helping me package orders, they have been the most helpful parents ever. My friends have also been supporting me by buying my slime, helping me distribute orders everyday before school, selling with me at various events, and so much more. I'm so grateful to have such wonderful people in my life!

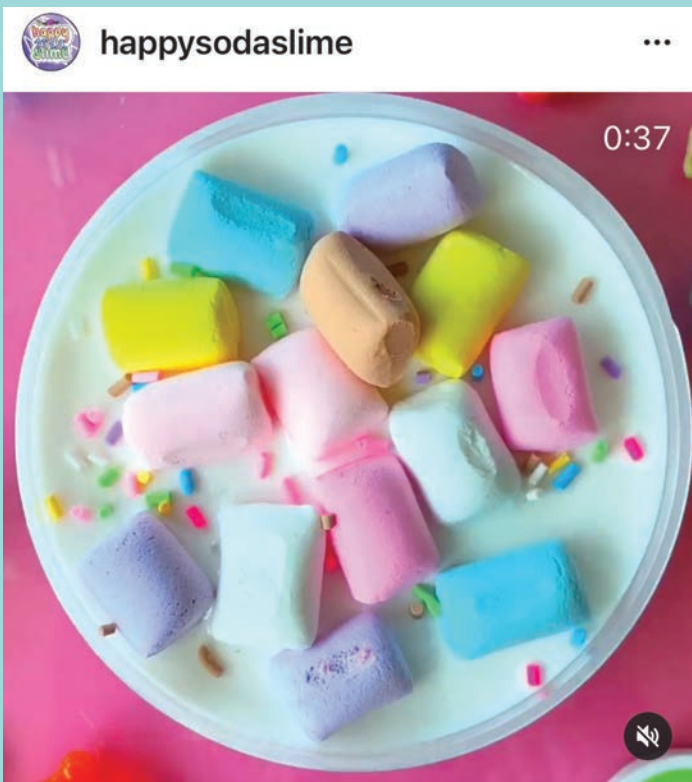
What have you learned from running your own business?

I've learned a number of financial tips, time management skills, and people skills! For example, if I arranged to meet someone at a specific time and they cancel on me, I would have to reschedule and stay patient even though it may be frustrating. Also, slime is a popular children's toy which means a majority of my customers are not even teenagers yet! They can be hard to manage at times, like forgetting their money or changing their orders, but this experience has only made me a more understanding and patient person.

What advice would you give to other students who would like to start their own business?

Stay committed and don't be afraid! It won't always be successful right from the beginning so don't get discouraged. As long as you are passionate about what you're doing, everything will fall into place. That being said, a thriving brand requires hard work and commitment. That could mean staying up late on a school night to finish packaging orders, or spending your weekends selling! Having a business will be tough at times, but it is so rewarding in the end, so don't give up!!

If you have an interesting student business or accomplishment that you would like to share, email us at communications@tis.edu.mo and you could be featured in the next Student Spotlight!



科大醫院兒科服務

University Hospital - Pediatrics



兒童疾病 Illnesses of Children

- A 新生兒常見疾病 Illnesses of newborn
- B 呼吸系統感染 Illnesses of respiratory system
- C 消化系統疾病 Illnesses of digestive system
- D 泌尿系統疾病 Illnesses of urogenital system
- E 各類型傳染病 Infectious diseases

兒童保健及健康教育 Children Health Care and Education

- A 生長發育評估諮詢
Assessment of growth development
- B 疫苗注射（除澳門接種計劃外的疫苗）
Vaccine injection (exclusive of Macau Health Bureau Vaccination Program)
- C 嬰幼兒輔食添加、餵養指導及營養諮詢
Nutrition direction
- D 健康作息
Healthy daily schedule
- E 兒童保護和環境安全
Child protection and environment safety

TIS Volunteer Team Creates Meaningful Connections

The TIS Volunteer Team has been busier than ever this year. The ninety member team organizes a variety of events within TIS and the wider Macau community. In-school activities include the Volunteer training camp as well as volunteering at the Welcome back BBQ and Community Days. Activities outside of school include running games booths at the annual Caritas Bazaar, flag sales for various charities, service at Kai Chi School, volunteering as human arrows at the Run of Hope and dog walking at MASDAW.

The TIS Volunteer Team was launched seven years ago in 2013. It consists of students from grades 7 to 12, and includes 10 executive members. The purpose of the group is to provide a way for students to get involved in community service. Being a part of the team also teaches students empathy, responsibility, kindness and self confidence. There are also many opportunities for them to develop leadership skills through community work.

The volunteer team leaders are well-trained to organize activities such as fundraising and providing long term service to Kai Chi School, a school for children with disabilities. The leaders also help organise the annual Volunteer training camp which aims to impart important values and skills to the volunteer students about teamwork, communication skills, code of conduct as well as rights and responsibilities of volunteering.

Follow the TIS Volunteer Team on Facebook and Instagram to find out more about how these kind-hearted students are contributing in the community: @tisvolunteer



Where are they now?

Alumnae Twins Go Their Separate Ways in Pursuit of their Passions

After spending their entire lives together, twin brother and sister John and Joy Kuai set off on different paths after graduating from TIS in 2017. For the past three years, they've been attending universities on opposite sides of the globe and pursuing their passions in law and aviation.

John is currently in his third year of an undergraduate law program at the Catholic University of Portugal (Universidade Católica Portuguesa) while Joy is studying at the University of Waterloo in Ontario, Canada. She was originally enrolled in Honor Science & Aviation but as soon as she received her private pilot license, she switched to an Honor Science degree minoring in Earth Science and Biology. The change means that she's not restricted to flying only, and can explore a variety of other sciences within aviation.

TIS had the opportunity to chat with John and Joy recently to find out what their journeys have been like so far and where they think life will take them in the future.



UNIVERSIDADE
CATÓLICA
PORTUGUESA

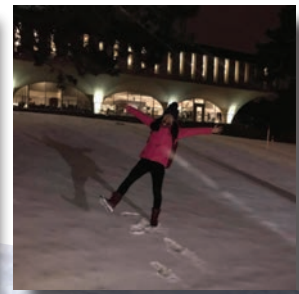


UNIVERSITY OF
WATERLOO

What are some of the challenges and highlights that you have experienced at university?

John: When I first landed in Lisbon, Portugal in October 2017, the first challenge that I had to face right away was the language. Being in a totally new environment and speaking minimal Portuguese really made things more complicated sometimes, let alone studying law in a new language. Luckily for the first year of my program, the university provided a language-based foundation course and I put in 101% effort just because of the language barrier I knew I was going to face. Now that I have already spent three years in the country, I still wouldn't say that my Portuguese is perfect, but it is at least good enough for daily communication and university classes.

Joy: The biggest challenge I experienced was getting used to the university style of teaching and the amount of material needed to be learned. Having classes with 400 other students in a lecture hall the size of 4 MPR's needed some time getting used to. Interaction with the professor was very minimal and the majority of the learning depended on myself. If I was behind, I had to either find ways to catch up or ask my friends for help. I have learned the hard way that there is no one to remind you of the due dates and no excuse for extending the deadline.



How do you think TIS helped to prepare you for university and life in general after high school?

John: The style of teaching in high school at TIS is actually very similar to how professors do it in university. I still remember that back in high school, we had to choose the courses that we wanted to take for every semester. This process can really help students to understand and see better for themselves what they are interested in and what they are good at. Furthermore, TIS provides students with hands-on experience in their university applications; university applications are not an easy process and require a lot of research and organization. Thanks to the advice of academic counselors and various university sessions, students really get to know the step-by-step process of how to apply to the universities that they are interested in. This experience will always be helpful in the future, for instance, when we are writing a resume, doing an interview, applying for a job, internship, scholarship, etc.

Joy: Since I went to a university in Canada, I think that every little thing about TIS assisted me throughout my first year in Waterloo. TIS follows the Canadian curriculum and everything we learned about was related to Canada. Therefore, when I got to Canada, I felt less alienated and I was able to adapt to the culture quite quickly. The university application sessions for grade 12s and the university fair also gave me a pretty good idea of what to expect in university.



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

John: Definitely experience week trips! The memories created during those times are irreplaceable. I not only learned about life experiences that broadened my horizon, I also developed stronger friendships with my friends. Being able to explore different cultures and places with my best friends and teachers was the best time ever and even until today, I still laugh when I think back on those moments.

Joy: Wow, that is a hard question because almost all of my memories at TIS are so fond. If I were to choose one, I would say it's the memories I have of Experience Week. Being able to explore different countries/cities, go on airplane rides with friends, and be worry-free for rent and tuition due dates are certainly things that I'll never forget. I consider those times as the "golden times" in my life.

What advice do you have for grade 12 students at TIS who will be starting their university career?

John: First of all, do not panic! It is true that Grade 12 is a critical year and can be very stressful with university application deadlines as well as diplomas. Instead of getting really stressed out, students should take the process one step at a time and think through what they want for themselves. After all that hard work, receiving the offer that you have always wanted from a university can be such a rewarding process. One thing that I would recommend for Grade 12 students is to do as much research as possible and follow your passion instead of being misled by others' opinions. University is not only about studying, it is also a time when students really get to know themselves better. It has definitely been one of the best periods in my life. Stay organized with all the applications and do not be afraid to set sail for your own adventure.

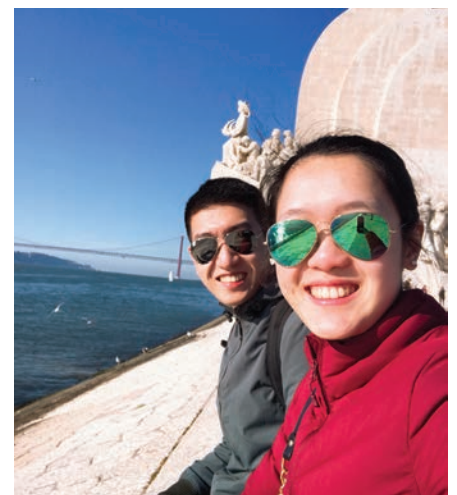
Joy: It is okay to have no idea what you want to study or get enrolled in a program in a university that you later find difficult.

Yes, going to university is all about getting into a major, studying hard and graduating with a degree. However, university is also about discovering your passion and it is never too late to pursue a different major. I have a friend who majored in three fields and is still doing well in life because her experiences during those times broadened her horizons. As long as you have found your passion, studying hard and sticking to your goals will pay off.

Where do you see yourself in 5 years?

John: After 5 years, I will finish my undergraduate degree and I hope to see myself doing a master's degree. Moreover, I would like to see myself becoming a certified lawyer in the future and defending the meaning of justice. Most importantly, we should live to the fullest in our present times, so there will not be any regret in the future.

Joy: This is definitely the million-dollar question that I ask myself every time before I make a decision. I spent the majority of my time in university learning as much as possible about aviation and throughout this period, I developed a great interest in the construction and maintenance of aircraft. If everything goes as planned, I think I would be an aircraft mechanic working on a Boeing 777 in a hangar located somewhere in this world. If I decide to carry on with my private pilot license, a flight instructor, or even better, a first officer is a possibility. However, sometimes life is all about unexpected events so everything has a fair chance of happening.



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Duffy's Pub: 2884 5212



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www.lifeprojectmacau.com



Physio One Centre

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



WARRIOR
Pole & Aerial Studio

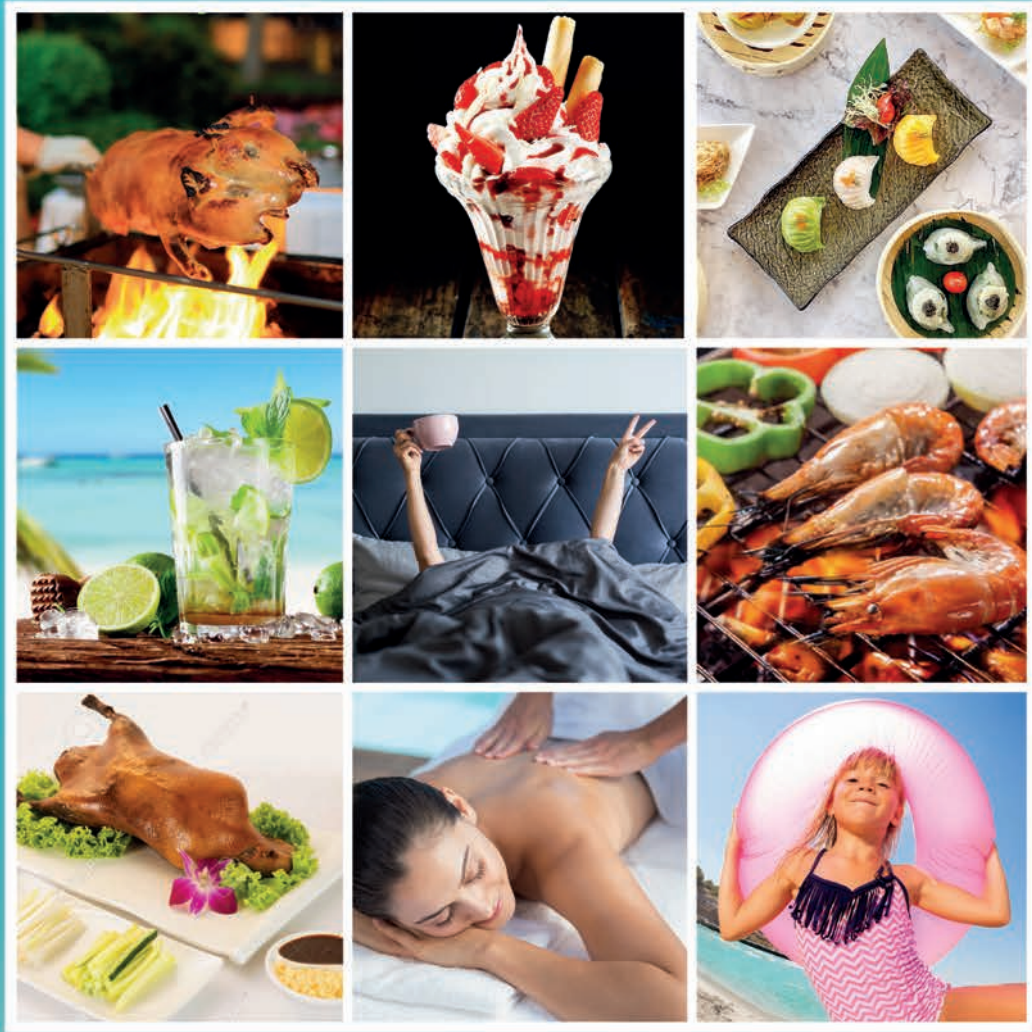


TAIPA FABRICA VA NAM 562-568 AVENIDA OLIMPICA

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



鷺環海天度假酒店
GRAND COLOANE
RESORT



ISLAND FUN

Kids Eat Free

The Only
True Beach Resort
in Macau

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