

insight

A Magazine for The International School of Macao Community

FALL 2019

LITERACY

front & centre at TIS



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actions can
save the
Amazon

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EDITORS' NOTE



**“The more that you READ,
the more THINGS you will KNOW.
The MORE you LEARN,
the more PLACES you’ll GO!”**

~ Dr. Seuss



There is definitely a consistent theme to this issue of Insight - Literacy! Whether it be literacy in reading and writing, literacy in numbers or literacy in inquiry, our teachers are always looking for new and exciting ways to encourage our students in becoming passionate life-long learners in all aspects of life.

Learning at TIS takes place both in and outside of the classroom. Grade 2s cracked codes and challenges in an Amazing Race around Old Taipa Village to learn about the history of Macau. Grade 6s got to experience what it would be like to be forensic scientists, learning skills to collect clues to solve a crime!

As well as academic literacy, there is also physical literacy. Our school believes in developing the whole child - learn why extra curricular activities and athletics are just as important as the academic aspects of a child’s education.

Growth and leadership takes on many different forms, whether it is simply finding your feet as the new kid on the block or presenting to several hundred people at an education conference. Our kindergarten students are at the beginning of their journey as they learn about themselves and their community.

Our second Activist-in-Residence program introduced intrepid explorer and environmental activist, Ms. Songqiao Yao, to the school community. Students have been inspired to think about how their actions at a local level can impact and help fight climate change globally. Together, we can make a difference.

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

Rin Yang & Kathy Seto
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“I am still learning.”

— Michelangelo

As you peruse the fall edition of *Insight*, I hope you will be very impressed with the amazing learning that is happening every day at The International School of Macao. When I reference the amazing learning happening in our school, I mean that all members of the school community are engaged in meaningful teaching and learning.

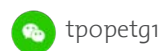
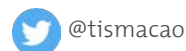
As you read this publication, you will see students with huge smiles happily engaged in many diverse activities and exercises. Their love of learning is clear as they focus on the task at hand using the skills and knowledge demonstrated and taught by their teachers.

Our staff lead by example as lifelong learners and are excited to learn about new teaching approaches and learning activities. They bring enthusiasm and creativity to every classroom or learning space and this results in an excellent environment to build a culture of continuous learning. They involve members of our community which encourages stronger relationships and enhances the learning experiences for all involved. From a staffing perspective, developing a culture that values continuous learning helps increase employee engagement, which in turn helps schools retain their most talented employees. We are very grateful to have such a talented team.

Parents are also vital partners in education; they influence their children’s attitudes about learning, and support their studies at home. They are a vital link between home and school. When parents become involved in the life of the school, they make our schools better places to learn, grow and thrive. We are so fortunate to have such a supportive parent community that values teaching and learning as essential to their child’s development.

Mark Lockwood

www.tis.edu.mo/news





“How can local actions reduce deforestation in the Amazon, preserve biodiversity and impact climate change?” This is the inquiry question TIS students and teachers were pondering in advance of this year’s visit from Activist-in-Residence (AIR) Songqiao Yao. Songqiao is an explorer, social entrepreneur, educator and founder of environmental education group, Wild Bound.

Preparations for Songqiao’s visit began in October with a visit from Aaron Moniz and Kavita Tanna of Inspire Citizens. Their professional development sessions with teachers helped design, customise and implement learning activities in line with TIS’ mission “to develop socially responsible, lifelong learners able to problem solve, think critically, and make positive changes in our global community”.



During this year’s visit, all of TIS’ students from Pre-K to Grade 12 had the chance to meet with Songqiao as she toured classrooms and connected with students. She helped launch a variety of project based learning activities, shared stories of her travels and inspired students to connect with and care for the natural world. Many TIS students are working on action projects to reduce their ecological footprint and raise awareness about ecological issues in different ecosystems.

On November 27th, TIS hosted a cocktail evening with Songqiao so that community members, parents and teachers could hear about her work and what inspired her to devote her life to environmental education. AIR finished with a Climate Change Youth Summit with student leaders from Middle School Leadership and High School Student Council in attendance. The summit included a workshop where students planted microgreens and learned about ecological “foodprints” from local businesses Blissful Carrot and Mighty Greens. Students also had the chance to see the different environmental sustainability initiatives implemented by Wynn Resorts during a back-of-house tour of Wynn Palace.

AIR is a school-wide program that includes a fundraising goal of \$20,000 USD (approximately 160,000 MOP). 70% of that total will be donated to support the Earth Innovation Institute and their work to stop the deforestation happening in the Amazon rainforest. 30% will also go to Wildbound’s student ambassador program which will showcase TIS student actions at the United Nations conference on Biodiversity in Kunming, China in October 2020.

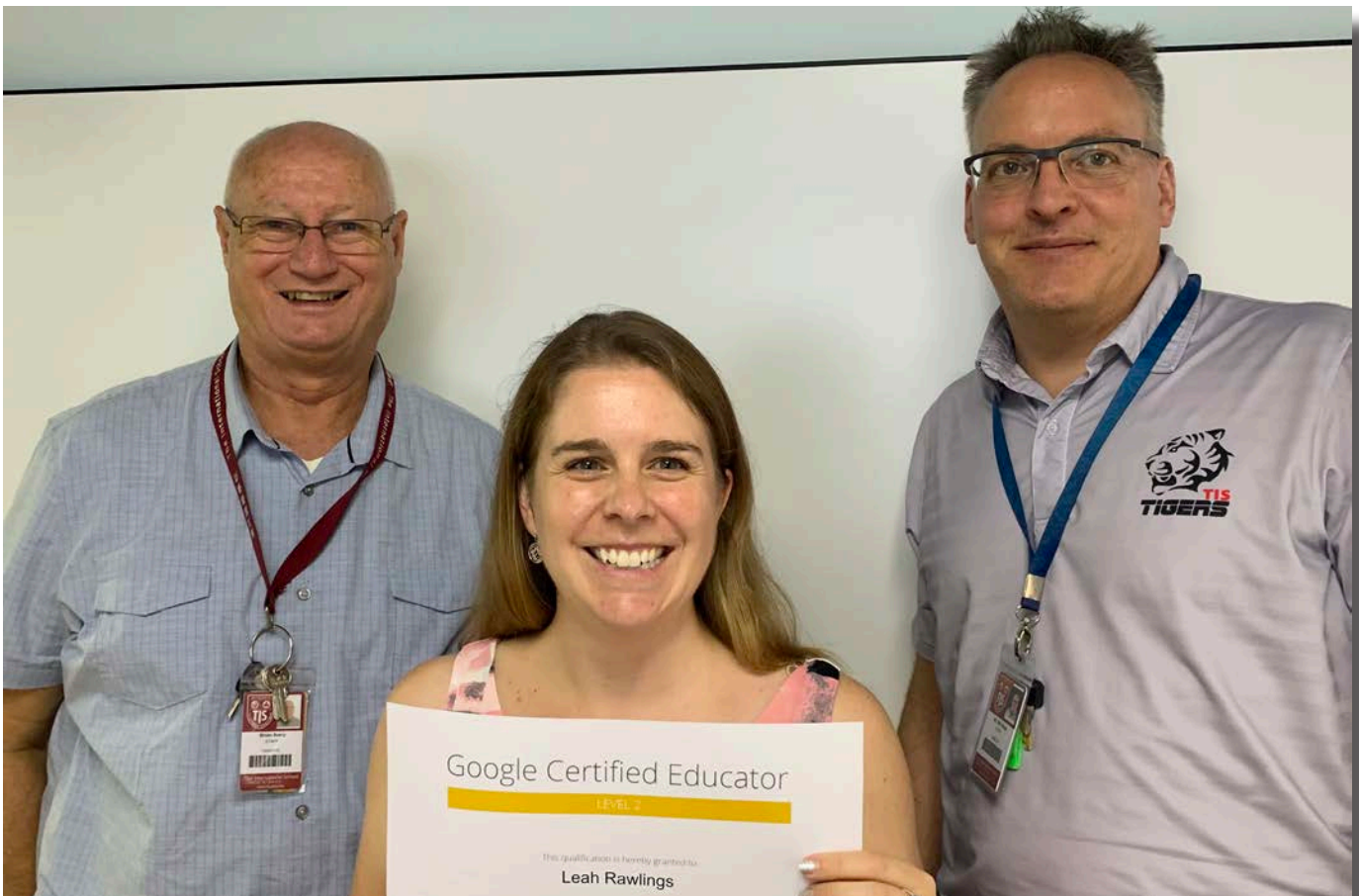
Teachers and Technology

TIS employs a wide array of educational technologies that are designed to enhance teaching and learning. Common tools include laptops, iPads, interactive projectors and education software and applications. Each of these technologies is amazing in its own way, but it is a constant challenge for teachers to keep up to date with new technologies and changes to existing technologies.

Our primary technology platform at TIS is G-Suite, a group of productivity and creation applications provided by Google for Education. This suite of apps includes Google Docs (word processing), Google Slides (presentations), Google Forms (data collections and assessment), Gmail (communication), Google Calendar (organization), Google Sheets (spreadsheets), Google Classroom (classroom management & communication) and Google Sites (website creation) to name the more commonly used ones.

Since G-Suite is so critical to the daily lives of TIS staff (and students), it is important that teachers have a strong knowledge and understanding of these apps. Because of this, we work with our teachers so that they can become “Google Certified Educators”. Teachers attain this certification by demonstrating their knowledge on a comprehensive exam recognized by Google for Education. To support this initiative, Technology Integration staff conduct training “bootcamps” to help teachers prepare for the exam. Six bootcamps have been completed to date with over one hundred educators taking part.

At TIS, we know that ongoing professional development is vital to any educator’s continued success. The goal of this program is to help educators master the technological skills needed to integrate Google tools into the classroom, helping improve teacher efficiency, communication and student outcomes.



Year of Exploration



Pre-Kindergarten students have had a busy and exciting start to the year. Children have been learning their daily routines, building friendships and working on various projects to expand their knowledge about themselves and the world they live in. Every day, children in pre-kindergarten engage in meaningful play that provides multiple learning opportunities and builds connections with peers. Our classes have been exploring and learning about topics such as who we are, our families, our five senses, parts of our bodies, plants and environmental sustainability.

The children have guided us through their inquiries with questions, explorations and discoveries and they have also included parents in their learning.

Since the beginning of the school year, pre-kindergarten children have enjoyed participating in special school events, such as creating lanterns for the Mid-Autumn Festival, joint House Team activities with high school students, dressing up in costumes for their Halloween parties and school gardening projects.

As we move forward in our school year, we will continue to develop our interests through different projects and fun-filled experiences, such as field trips and special events.



We are SUPERHEROES



Junior Kindergarten students were off to a flying start this year, as they developed a sense of themselves, a sense of belonging as citizens, and a sense of place. They began to answer the essential questions: who am I, how do I belong, and how are we citizens? We have explored inquiries into ourselves, our families, the human body, and how our five senses help us to understand what is happening around us. We know that we are all special and unique, and we have our own superpowers!

Students have been growing in their capacity to express feelings, concerns, and needs as we learn about Zones and the 3 b's: being kind, being respectful, and being responsible. These are important TIS superpowers.

In preparation for this year's Activist-in-Residence, environmental educator Songqiao Yao, we have delved into the idea of keeping people, plants and animals healthy, happy and safe. JK students have started an upcycled tire project to build a sustainable garden at school, planted seeds in upcycled containers, conducted experiments to determine what a seed needs to grow, inquired into the conservation of trees and water, and discussed how we can use the five senses to protect and keep our environment clean, and to protect our bodies and stay healthy.

Jane Goodall once said, "what you do makes a difference and you have to decide what kind of difference you want to make."

Come talk to us, see our hallways, our spaces, our indoor and outdoor classrooms, and see the difference we've made at TIS Macao!

What is your superpower?



Numeracy at Play



Playful numeracy provides SK students the opportunity to develop their knowledge and skills of representing numbers, counting, comparing, problem solving, recognising patterns and sorting objects. Through play, students practice early numeracy skills in meaningful and authentic environments. With the support of teachers and peers, students in SK explore early numeracy ideas and concepts through various activities, experiences and projects.

In the Classroom:

SK students engage in a variety of ways to explore numeracy inside the classroom. As they engage in different activities, children begin to notice elements of numeracy in their natural environment, such as patterns and relation, shapes and space. Through group games, songs and projects, students can also build their number awareness, problem solving skills and the use of mathematical language.



In Outdoor Spaces:

Mathematical concepts come to life in outdoor play. While at play, students discover capacity when filling items with sand or water, share wonderings about shapes or patterns and recognise number sense as they take turns on the playground. SK students have learned about exploring nature through collecting, comparing, counting and sharing items found in outdoor environments. They use comparison skills and vocabulary to describe various materials and sizes. Through nature walks, playground visits and even a visit to the beach, interesting, meaningful experiences can happen that encourage and support inquiry with early numeracy and other mathematical connections.



Through Inquiry Projects:

The concepts of patterning, sorting, measuring and counting naturally arise while exploring different inquiry units. Through investigations, students have been able to utilize different problem solving skills and expand their understanding of patterns, numbers and shapes. Students have begun to compare and sort different recycled goods based on their knowledge of shapes and sizes to plan and construct their own objects. Numeracy concepts in nature have been explored through investigating patterns observed in the life cycles of living things. Students have counted, compared, and sorted seeds before planting them and learned how to take measurements to track growth. While exploring movement, students have compared shapes of 3D objects that move and sequenced movement paths of objects and living things.





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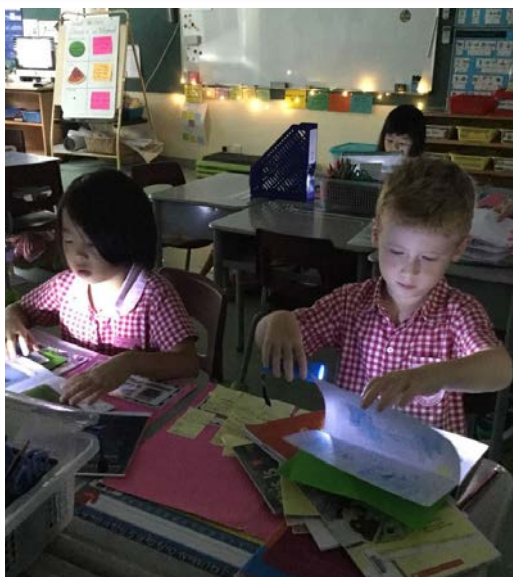
Building Good Reading Habits



The **Grade 1 students** launched their reading program this year with Reading Workshop. In Reading Workshop, students use reading mats and strategies learned in mini lessons to practise their reading habits every day.

Some of the reading strategies that we have learned are taking a sneak peek at the beginning of a book, scooping up words into phrases, using picture cues, cross-referencing pictures with the letters in words, and doing something at the end of books.

The students also learned how to do partner reading. We learned that reading partners are important because they help us to become stronger readers. We have lots of choice when we read with our partners; we can choose to read a book together, take turns reading, or echo each other as we read. We recently celebrated all the new reading habits we learned this term with a reading celebration. The students enjoy Reading Workshop and have shown growth already in the first term at school.

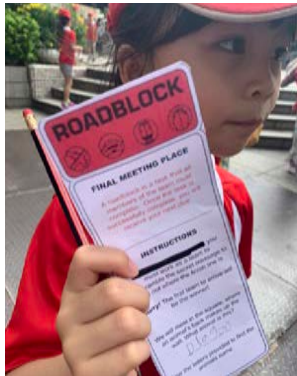


Amazing Race - Ready, Set, Go!

Ready, Set, Go! The Grade 2 students were off on a race around Old Taipa to experience the unique history of Macau up close and personal! Over the past five weeks the students learned about the communities of the past and present in Macau. What were the different communities that have shaped Macau today? How has Macau's culture and land changed over time? Why did the Portuguese come to Macau and how are these communities expressed in our buildings, language, food and culture of today?

Old Taipa's mixture of Portuguese and Chinese architecture, religious centres, restaurants, monuments and landmarks provided a perfect backdrop to connect this learning. On their 'Amazing Race - Old Taipa' field trip, students were split into groups of 3-4 with brave parent volunteers trying to keep up with their enthusiastic group. Clues were provided with challenges, such as buying a famous Portuguese egg tart, finding the 100 year old shrimp shop and racing to locate a number of iconic buildings.

They also encountered speed bumps along the way which encouraged the students to work as a team to overcome each challenge! What a fun, informative and challenging day out - mission accomplished!



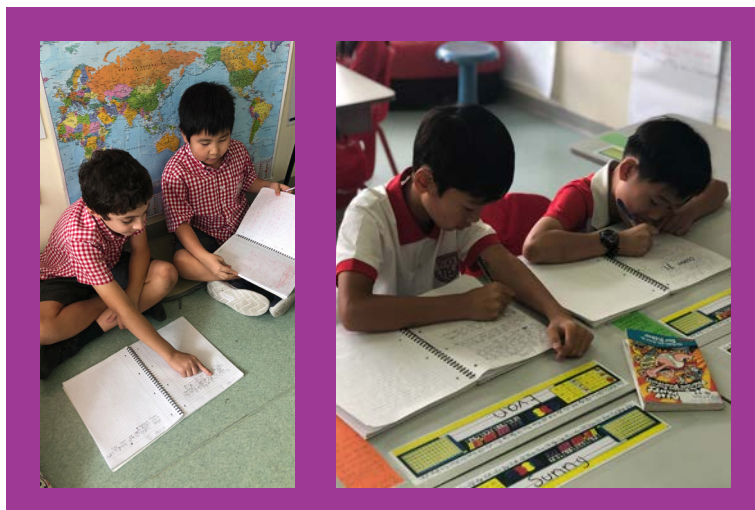
Celebrating our Reading Growth

Grade 3 students are building their best reading lives at school and at home! To support students with this, the teachers are using the Reader's Workshop model. Students have been continuing to find good reading spots to do their best reading, such as at their desk or in a special spot in their home or at school. They have also been talking about "buzz-worthy" books and sharing book recommendations with others. They have been learning how to choose books that they love that are their "just right books". Students also learned how to create systems to find these books more easily and have been working hard to study their reading patterns to achieve and set new goals.

At home, parents will see special green reading folders, reading logs, and students adding sticky notes to their reading books to set new goals and check for comprehension each time they read.

We have been celebrating our reading growth and building excitement about reading by completing fun reading challenges, such as the "Tower of Books," where we stack our finished read-aloud books into a tower to see how tall we can build it! There is also the "Caught You Reading House Challenge" which awards students house team points for sharing photos of themselves reading in exciting places.





Realistic Fiction

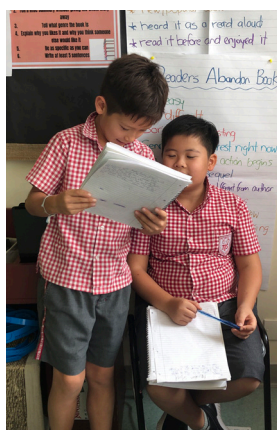
Grade Four began the year learning to live like writers by developing ideas for their stories through observing the world around them. They've been filling their Writer's notebooks with small moments and visualizing how to transform these into Realistic Fiction pieces. Together with their writing partners, and conferencing with their teachers, they have further developed their ideas. Students learned to build up character wants and needs, and added in descriptive settings, believable dialogue and vivid actions.

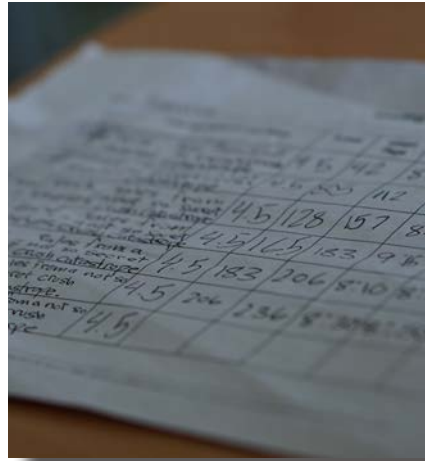
Each writing lesson follows the same structure, using specific phrases so the students can easily follow the format. The workshop begins with a short mini-lesson introducing a new writing concept. This is followed by the class sharing their ideas on the topic. Writers are then dismissed to their writing spaces to work independently. While this happens, small groups or individual students will conference with the teacher about the skills taught. Before the end of the lesson, the class will reconvene and share their written work with one another.

Students continually looked back at their story arc to help them stay focused on the small moments in their story, often editing, revising and rethinking how the character would ultimately change at the end of the story. The story arc provided students with a "road map" to the story as a whole, and provided students with a plan on how they would add strong leads, believable dialogue and strong endings.

Furthermore, each writer prepared their piece of writing for their intended audiences, ensuring their characters' struggles dealt directly with the main problem of their story, eventually resulting in a solution or a lesson learnt.

The unit culminated in writers sharing their work with their peers in a classroom celebration.





Build A Reading Life

This year was an exciting transition year for the literacy program in Grade 5. For the past two years, students and teachers have been fortunate enough to have worked with the Teachers College Reading & Writing Project (TCRWP) Units of Study in our writing workshops. We have seen unbelievable growth in the students and it was now time to expose them to the wonderful world of Reading Workshop. With the move away from Accelerated Reader (AR), we saw a real opportunity to instill a love of reading in the students and help them “Build a Reading Life”.

Throughout the first unit, students explored how to find the right books and to identify times that reading was exceptional for them and what made it so great. Let’s face it, ALL kids love to read. It’s just that some kids have not found that special book that is like a gold brick to them, a book that screams “choose me!”.

Another new routine this year is the tracking of their reading through their Reading Logs. In addition to finding “within reach” books, students learned and practiced valuable reading skills such as comprehension checks, envisioning, predicting and retelling.

How do teachers assess student progress without the use of a reading tracking tool like AR? Through the use of Fountas & Pinnell Reading Assessments, intensive one on one conferring, TCRWP specific pre and post assessments and a diligently kept Reading Log, teachers are able to work closely with students of all reading levels. Working with the students allows teachers to design and differentiate their teaching based on individual needs, resulting in student success!



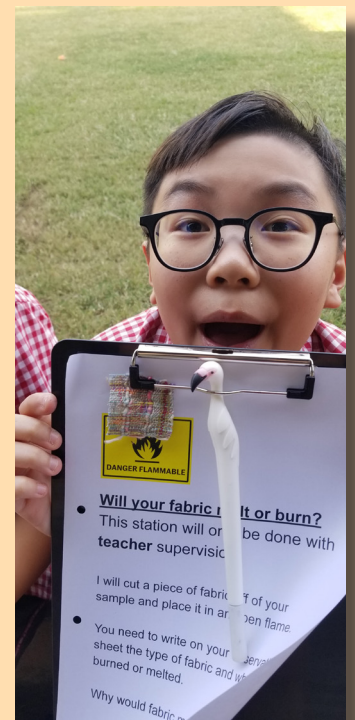
C.S.I. Macao

The scientists of Grade 6 have been building their skills as forensic investigators. The Evidence and Investigation unit started with a viewing of Nancy Drew in the Black Box Theatre. The students loved watching her use observation skills to collect clues and form hypotheses to solve crimes. Throughout the unit students would often say, "This is just like Nancy Drew."

Inspired by her skills, students embarked on a variety of hands-on inquiry labs and scenarios. Keen observation skills were needed as students explored the various ways footprints, fingerprints, fabric and ink provide evidence. Fibre textures were compared using a microscope and magnifying glasses. Students investigated how different fabrics wrinkle, stretch, burn, melt, absorb or repel water and if the dye runs. Further lab investigations involved analysing ink from different pens, using chromatography paper and observing footprints to determine the direction of travel and speed. Be careful if you visit the Grade 6s; students can identify you using fingerprint analysis tools!

Further exploration took students to the Police Judiciary Training Centre to learn how police in Macau are trained to look for evidence and solve crimes. This trip emphasized to students that all fingerprints are unique and can help to determine whether someone was at a crime scene or not. Students learned the importance of making quality inferences and predictions by examining a mock crime scene and drawing conclusions based on observations of the scene.

Students' forensic science skills were put to the test at the end of the unit when they were called upon to investigate a mock crime scene in our very own school. They were required to draw on the skills they had developed and use a range of forensic tools. Based on the evidence they collected, students drew conclusions about what could have happened and identified suspects to solve the crime.



Let's Get Physical...

A Snap-Shot of Physical Literacy at TIS

Engagement in Physical Activities for Life (Behavioural)

The TIS Elementary PE Team has intentionally promoted engagement in physical activities for life this year. We want our students to take personal responsibility for their physical literacy by freely choosing to be active on a regular basis, especially outside of their regular PE classes. One of the most successful ways of achieving this goal is by offering our students a wide variety of meaningful and personal challenges when we introduce and teach them sports and activities. Each member of the PE Department has their own physical fitness activities they are passionate about and we are always trying new things. We share these experiences with our students to promote lifelong fitness and to be positive role models. PE teachers and their students don't need to be star athletes, but having a positive attitude towards fitness and instruction is important in showing students how living healthy can be enjoyable.



Motivation and Confidence (Affective)

This year, TIS introduced archery to our upper elementary students. This fun and exciting sport allowed students the opportunity to try a brand new activity and develop new skills associated with it. Archery is a sport that anyone can do regardless of athletic ability and our students showed some excellent improvements during the two week unit. Motivated by trying a new activity, our students were eager to give it a try. As students improved in their archery skills, they became more motivated to participate and refine their skills in order to find greater success and as a result, gained confidence in their ability to shoot with a bow and arrow. Many students who were anxious about the sport soon gained confidence and by the end of the unit most, if not all, of our students demonstrated some outstanding archery skills.

Knowledge and Understanding (Cognitive)

Our athletics unit provided a variety of opportunities to engage in natural activities of running, jumping, and throwing. Running activities encouraged our students to accept challenges to improve their personal performances by running faster or by running over a longer distance. Jumping activities gave the students an opportunity to explore various types of jumps and develop techniques for height and distance. Students participated in throwing activities using objects of different shapes and weights to develop a variety of throwing techniques, improve accuracy and distance. Developing competence in the basic movements of running, throwing, and jumping deepens our students commitment to a life-long enjoyment of an active lifestyle.



Physical Competence (Physical)

This term the elementary students were introduced to touch rugby. This is a fast paced game where each player needs to follow the movement of the ball by either supporting their team mates in offence or defence. Many of the skills of touch rugby can be found in many other sports and activities. However, the concept of support is a fundamental skill in rugby and it is our hope as PE teachers, that supporting others translates on and off the field. As students gained competence in the skills of touch rugby, they also became more confident in their ability and thus were more eager to play the game.

As physical educators at TIS, it is our aim to provide ample opportunities for students to become physically literate. This is where a student's personal lifelong journey is the result of motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity.

Seesaw in the Music Room

Families with students in Grades 1 to 3 are able to see highlights of activities in the music room through the use of Seesaw. Seesaw is a program already used in the younger grades at TIS and recently the elementary music teachers tapped into this great resource.

Photos and videos of the students are posted on the secure site allowing teachers to communicate with parents. It allows us to showcase the great learning happening in music from singing, to moving, to creating, playing instruments and even preparing for concerts. When students are aware that their song or activity will be posted on Seesaw, they are often very excited, knowing that their families will be able to see what they have been up to.



讀書破萬卷，下筆如有神

Dúshū pò wàn juàn, xià bǐ rú yǒu shén

Read wide, and you will wisely write

“讀書破萬卷，下筆如有神 Dúshū pò wàn juàn, xià bǐ rú yǒu shén” is one of the many Chinese proverbs that suggests the importance of reading: “Read wide, and you will wisely write”. At TIS Macao, we believe that only through a wide range of reading, can students improve their Chinese proficiency effectively. Regardless of a student’s age group or language proficiency level, we promote reading in every Chinese class.



Students choose Chinese books they like to read, and teachers help advise the difficulty levels. After reading, students write about what they have learned from the book in their Chinese reading cards or “reading passbook” and share with their peers. Students often find themselves learning so much from books when they read daily!



We have intensive and extensive reading plans and resources. For intensive reading, teachers spend quality time teaching students useful reading strategies and practice with them through assigned books. Often after reading, students will be able to discuss their learning with peers or retell stories. For extensive reading, students are allowed to choose books of their own interest and read in their own time. Our students find enjoyment in reading individually or as part of a group.



The Chinese teachers put tremendous effort into creating Chinese reading corners for our young readers. Child-sized bookshelves, a variety of Chinese books of different reading levels, and posters of reading strategies are in place to support our students in becoming independent readers. Students are encouraged to choose a book from the reading corner as soon as they arrive in the classroom or when they finish set tasks early.



Grade 11 literary analysis: Promoting reading is a consistent effort from kindergarten through to high school. In our Grade 11 native speakers class, students read Chinese novels and present their literary analysis to the class. We hope to build a continuum of reading resources for our students and prepare them for a more challenging yet rewarding experience in high school.

The Chinese teaching team strives to support our students through all the grade levels by enriching their reading experiences so they may grow into life-long readers.

Life Lessons Behind ECAs and Athletics

The value of extracurricular activities

(ECAs) and athletics in schools is significant and cannot be overlooked. It has a profound impact on individuals, the school as a whole, as well as the community.

ECAs and athletics engagement can be powerful and transcendent. It can bridge gaps, bringing people with relatively nothing in common together. It creates meaningful connections between teachers, students and parents, and gives many participants unbelievable, life-altering opportunities. Here, we will examine the impact these programs have on developing the essential life skills for students to be successful outside the classroom.



Essential Life Skills

Athletics and ECAs provide students with several benefits, including the development of valuable life skills that will benefit them throughout their life. The impact these skills have can be powerful and transcending. Some of these skills include:

Effort - This is defined as giving it everything you have and being engaged in the task at hand. Effort can overcome the lack of talent in many cases. A person who gives 100% effort is said to have heart.
Life lesson: Give your best no matter what and you cannot question yourself in the end.

Hard work - It is the preparation you put into becoming a better student or athlete. This includes physical training, skill training, mental training and putting in the time to grow and develop.
Life lesson: Preparation is the key to success. If you work hard to prepare, mistakes are less likely to occur.

Self-discipline - It is the ability to maintain and carry out your role on a team or a role given to you by a leader. This includes understanding your own individual strengths and weaknesses.
Life lesson: Stay on task to get the job done no matter what distractions there may be.

Teamwork - This is the ability to work with others to complete a goal successfully. A team or group will only be successful if each individual fulfills their role.
Life lesson: Working with others is an essential part of being successful. Doing your own thing can be detrimental and lead to many problems.

Time management - This is the ability to fulfill all obligations including practice, homework, family, friends, etc.
Life lesson: You must be well-balanced and adept at handling all aspects of your life so that you are not overwhelmed and stressed out.

Cinematic Success with Historical Documentaries



This term, Grade 8 students took on the challenge of producing their own historical documentary films connected to the topics explored in their Social Studies classes. To make their films, students had to take on the roles of scriptwriters, historians, actors, producers, and editors, to fulfill the criteria from both their Drama and Social Studies classes.

The alignment of both Social Studies and Drama curriculums allowed students to understand their topics -- which centred on the shifting worldviews of the Medieval and Renaissance periods -- in a new way. Using topics that students had a deep understanding of also allowed their theatrical skills to really shine in their time period reenactments. The resulting works on the Crusades, The Black Death, the Hundred Years War, and other topics were debuted in the Black Box Theatre to great acclaim!



Fingerprint Portraits

In Grade 8 the students have been learning about the Elements of Art and Principles of Design. Students have focused on learning about line, value, texture, and space and how they are important in works of Art. We looked at an American photorealist artist, Chuck Close, who uses photographs to create realistic black and white large scale portraits. Students are learning how to use the grid method in art to enlarge their photographs and draw using proper proportions. They are also using their knowledge of value and their skills in tonal range and texture to create their self portraits using fingerprints and ink pads. Grade 8 students collaborated on two large scale drawings to practice their grid drawing before starting their own self portraits. Not knowing the subject matter, each of them were responsible for drawing a portion of the large drawing. They ended up drawing two outstanding drawings of their teachers: Ms. Brown (8-1) and Ms. Little (8-3).



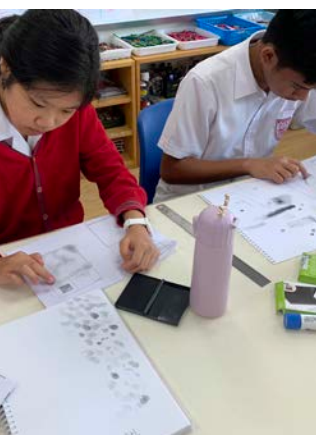
"We didn't know which picture we were doing, so we focused on our own section and made it accurate." - Ryan 8-3

"We should not be afraid to make errors because without errors we wouldn't have learned.." - Alexandre 8-1



"I think the grid method is really good for me because I can make sure I'm drawing it perfectly." - Annette 8-1

"I feel like when focusing on a small part, you can really study each line because that's all you care about at that moment. And I think it's effective." - Michael 8-3

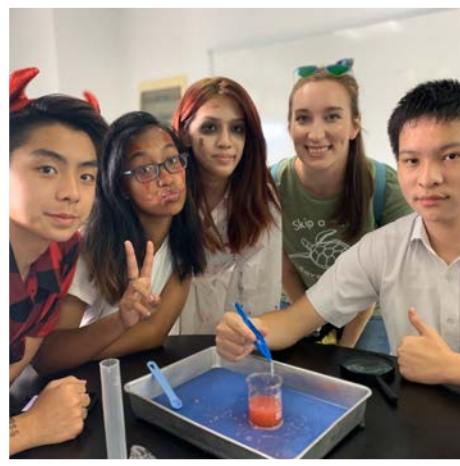


Science is Sweet



Grade 9s got their hands dirty in order to explore the slimy and exciting world of strawberry DNA. Having studied the foundational concepts of deoxyribonucleic acid in class, including the relationship between chromosomes, genes and alleles, the students' main focus was to understand how a strawberry's octoploid nature allows its DNA to be easily extracted.

After methodically following the procedure, the Grade 9s were successfully able to examine the *fruits* of their labor under the microscope in order to observe it at a microscopic level. The entire process piqued their curiosity, deepened their understanding of how nature works, but most importantly, it reminded them of one very important and recurring scientific theme; *science is sweet!*



For The Love of Music



Whether you speak one, two or more languages; there is one universal language that everyone can understand - music.

Ms. Iris Chu is an experienced Music teacher here at TIS and ensures students are ready to play together as a band. In September, the Grade 7s were introduced to the world of music. As soon as they acquired their instruments, they were eager to play at every lesson.

The Grade 9s are an experienced group of students constantly striving to raise the standards set by previous years. At the start of class, they are given weekly quizzes to test their ability to analyze notes and rhythms. Students also take part in ensemble rehearsals allowing them to improve their musical prowess and prepare them for the annual Secondary Christmas Concert. This year, we have six musical ensembles: the TIS Flute Choir; TIS Clarinet Ensemble; TIS Brass Quintet; TIS Jazz Band; TIS Woodwind Quintet, and the TIS Chamber Strings Ensemble.

This year's musical piece "Scheherazade" was inspired by Middle Eastern tales, a story of how love can help change individuals into better people. Consumed by vengeance and rage, a sultan takes his anger out on his brides resulting in their deaths. When it comes to the turn of Scheherazade to marry, she creates a devious plan to keep herself alive. She tells the angered sultan stories every night, but when daybreak arrives she interrupts herself, leaving the sultan unsatisfied. She repeats this method for 1001 nights. By then, the Sultan is no longer consumed by rage but by love and decides to remain married for eternity.

Ms Chu and the band would like to thank all the friends and families who came to support the annual Secondary Christmas Concert held on December 14th at the Conrad Hotel, Cotai.



Making a Difference in the World One Step at a Time

This year, Mrs. Tanya Brockbank and Mr. Stephen Boyko are the supervising teachers for the middle school leadership program. We have 35 dedicated leadership members from grades 7 through 10 who are determined to make a real difference in the world by focusing on the issues of climate change and environmental prevention and protection. On November 28th, 2019, the leadership team hosted the first Macao Youth Climate Change Summit and Ms. Songqiao Yao was our keynote speaker for this exciting event. We hope this occasion brought awareness to these important issues as students spent a day in discussion as well as working on action plans that can then be carried forward in the coming months to create sustainable change at TIS and eventually in the local community.



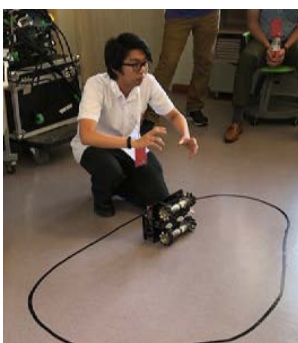
In addition to our focus above, one of our main goals is to build leadership capacity in our students by focusing on skills such as integrity, commitment, positivity, communication, collaboration and the ability to stay organized. We have also put our efforts into fundraising and community service as well as offering engaging middle school events to build community amongst the middle school students. We are enthusiastic about all of the growth we will witness in our future leaders this year and we are elated to share in the many experiences we have planned for these students.



Inspiring Educators with our E-NABLE project

By Howard Tong, Grade 12

Grade 12 student Domi Wang represented TIS Macao recently at two conferences; one in Hefei and the other in Guangzhou. The conference in Hefei was the SUGARGKO (Stanford University Global Alliance for Redesign), which focused on creativity and innovative designs for students. During the presentation, Domi talked about the TIS E-NABLE team, which is a student-led organization whose purpose and goal is to build prosthetic hands for individuals who are in need. The other conference, CIEO/CIS International Education Conference held in Guangzhou, emphasized innovation and improvement of education. His focus there was to talk about the importance of passion in education, which is the main reason why he got involved in both robotics and E-NABLE.



When asked about how E-NABLE started, Domi said: "TIS E-NABLE was founded by three students from the graduating class of 2018 - Daniel, Hou Un and Marco - under the guidance of Robotics teacher Mr. Voykin. During the first year, they built four prosthetic hands that were sent to Kosovo. These were not custom designed for any specific individuals. Going into the second year of the project, we sourced clients ourselves to make custom designed prosthetics and we found a child in Zhuhai (Yu Feng) who was born without a hand. We ended up customizing a prosthetic hand for him and delivered the hand to him at the end of the 2018-2019 school year. Currently, my team is still working with Yu Feng, and our goal is to add power functions to the hand which will make controlling the hand easier."

Photography, Field Trips, Talent

By Lillian Humphreys (Grade 12)

This year, we have many more students taking high school Multimedia (MTM) classes than previous years, and with that comes more talent. We started off the year with MTM Group A focusing on the basics of visual composition which includes the Elements and Principles of Design and how it applies to photography. This learning was successfully demonstrated through the amazing work that was produced by our MTM A students and their photographs taken around the campus and on the Morpheus field trip.

During our first MTM Hotel Walk field trip to Morpheus, the class admired the architecture and captured interesting angles and perspectives of the different forms and patterns of the building. MTM Group B also took this opportunity to take pictures for their Joiner Project. The assignment was to take multiple pictures of a certain subject or object and combine them in a multi-perspective collage for a new and challenging method of digital media making. This Joiner project and the Forced Perspective project helped to support their prior knowledge in multimedia, guide their creativity in becoming more independent in their work, and help find their own personal style.

MTM Group C took inspiration from Brandon Stanton's "Humans of New York" portfolio and created their own magazine featuring "Humans of TIS". They were tasked with choosing a subject from the TIS community to interview and photograph in order to explore how documentary photography can have an impact in story-telling. Through this assignment they were also able to discover and highlight the unique personalities within our school community and their positive impact on TIS. Following this, Group C created their final magazine columns focusing on five topics of photography including: what they were, how to use them, and their effect on photographs. This tied in nicely with Group A's focus on photography and helped bring the multi-level class together in learning and exploring multimedia.

So far, this year has been both exciting and impressive as new talent and ideas are being brought forth and celebrated in and out of the classroom. As Ms Fu enforces the importance of time management, self-directed learning, cooperation, creativity, and exploring individual style, this year's classes are producing admirable work and diligent students.



Nick Ng (Gr.12)



Norah Chan (Gr.11)



Kellie Cheong (Gr.11)



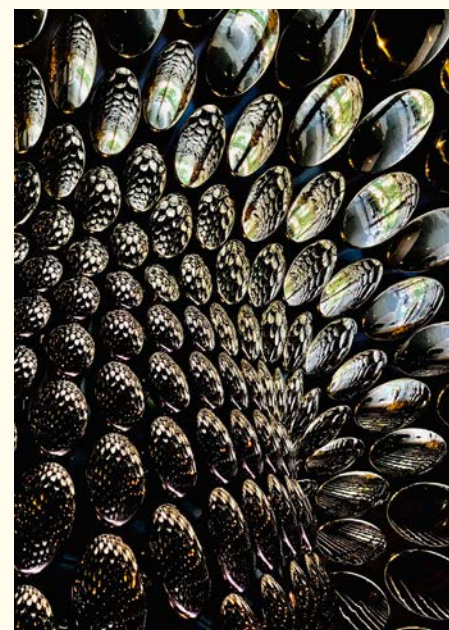
Sam Costello (Gr.12)



Wilson Tho (Gr.11)



Leandro Siqueira (Gr.11)



Jeya Verschuren (Gr.10)

New Kid On The Block

by Jennifer Leuthard (Grade 11)

As a teenager who has had to adapt to moving to new schools often, I became a student who is always open to new experiences and is used to adapting to new environments. I would say it was definitely easier when I was younger as I was more naive, but as I grew older, it became more and more nerve-racking. This will be my last time moving to a new school because I will be graduating here. From the first few days of being at TIS Macao, I knew I was going to enjoy my last two years in high school. Prior to moving to Macao, I was in a five-year IB MYP program which is the main reason why I have chosen to do IB for the next two years. I was very nervous going into IB, but as school started I felt better about being a part of the IB team because of the people I was surrounded with. Taking part in the IB retreat that took place during the first few weeks of school also helped. The IB Year 1 homeroom is full of students who are fun, lively and supportive of one another which makes it comforting as we are all going through the same journey together. Not only my peers, but my teachers are also very supportive and understanding.



Other than the academics side of school, joining a sport has helped with my settling in. I played volleyball in my previous schools so it was a no brainer to join the TIS girls volleyball team. During this sports season, I have traveled to Shenzhen and Nanjing to compete against other schools in ACAMIS. This was very exciting and new to me because in my previous schools, tournaments took place locally so we didn't travel much. The ACAMIS and PRC tournament trips have definitely been a highlight for me so far as I was able to develop great relationships with my teammates and coaches. The experience was very memorable and I'm looking forward to future sports seasons such as football.

Having been at TIS for only one semester, I feel very happy with how I've settled in. I have made some great friends and the hallways radiate a wonderful vibe because everyone is super positive and friendly. I look forward to completing my high school education at TIS Macao!



Aiming for Excellence

Archery is fast becoming one of the more popular sports in schools around the world. This year, with the help of our Head of School Mark Lockwood, TIS has introduced archery into the Physical Education Program. Through the National Archery in the Schools program (NASP), students from grades 4 to 12 will have the opportunity to learn the fundamentals of this ancient sport and refine their skills over the course of a three-week unit. Unlike traditional sports, which focus on elevating one's heart rate and bringing a certain level of intensity to the lesson, archery focuses on lowering one's heart rate and becoming calm. As a result, this enables the students to become more mindful and reflective. In addition to this, by following the simple whistle-based commands as instructed by NASP, archery is also one of the safest sports for students. Thus far, a number of students at TIS have participated in the activity and the feedback has been very positive. From a pedagogical standpoint, students are developing their physical literacy in a new way and many different scoring games can be applied to archery, which adds a cross-curricular element to it as well. Furthermore, research has shown that students are more engaged in the classroom and demonstrate increased student achievement as a result of participating in activities like archery.





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

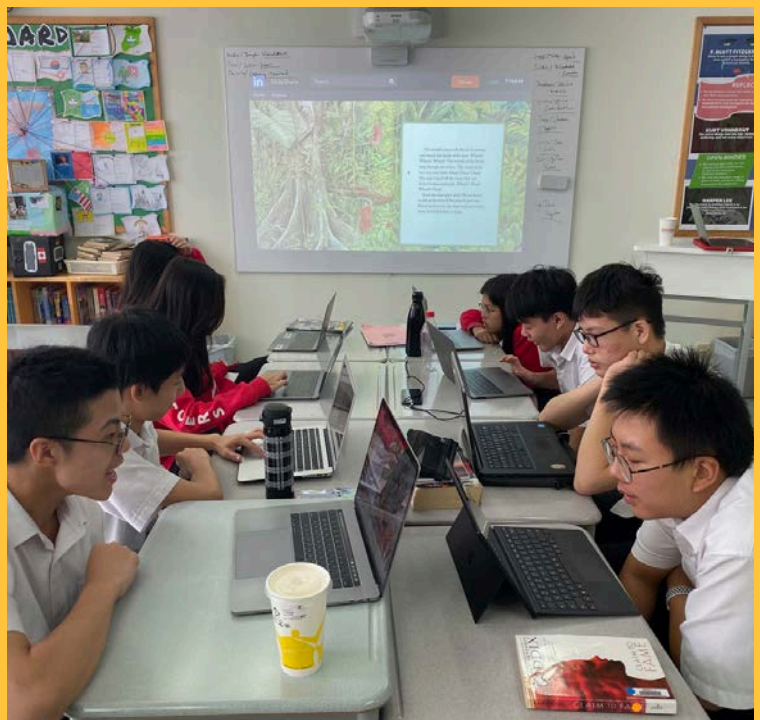
The University Hospital is located on the campus of Macau University of Science and Technology, in the heart of Macau's Cotai Area. The University Hospital aims to provide high quality healthcare for both Western Medicine & Traditional Chinese Medicine services, with the advanced medical facilities,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

ELL Development and Assessment at TIS

For many at TIS, English is their second or third language. The ELL program here is utilizing new technologies in order to ensure that students are developing their English skills in a timely and effective manner.

Programs and applications such as Accelerated Reader, NoRedInk, ReadTheory, and DreamScapes are just a few of the innovative tools the ELL department is strategically implementing in order to develop students' language abilities. These programs are often available to students at home, allowing parents to work with their children to continue their language acquisition outside the classroom.

The ELL team is also utilizing new tools to ensure that assessment practices are accurate and consistent. From modernizing trusted assessment tools such as Gates MacGinitie, to using the Alberta ELL benchmarks, we are striving to ensure that our programming and assessments accurately reflect the language development of our students. This consistent practice from kindergarten to Grade 12 informs teachers of the differentiation required for individual students and we look forward to seeing the results of these best practices as the year continues.



TIGERS ATHLETICS

2019/20 saw the number of Tigers sports teams grow to a total of 25, the most we've ever had at TIS. Led by 44 passionate and dedicated coaches, Tigers Athletics has matured into one of the most sophisticated and comprehensive sports programs in the region.

The fall season is usually the busiest period on the sports calendar; this year was no different. Between the start of school and mid-November, Tigers athletes competed in 16 overseas tournaments and dozens of DSEJ games locally in Macau. As always, our athletes competed with poise, passion, and vigor in each event, and were great ambassadors for our school by displaying sportsmanship and camaraderie on and off the sports field.

In early November, TIS hosted the SCISAC U15 Soccer Tournament for the first time in our history. 150 athletes and coaches from Nanjing, Chongqing, Xiamen, Taichung, and Hong Kong descended upon Macau to compete for middle school soccer glory. The 12 teams involved played a total of 40 games in the span of 2 and a half days. The event was a tremendous success and TIS might very well play host to more soccer tournaments in the future!

HIGH SCHOOL VOLLEYBALL

The senior boys and girls volleyball teams saw the departure of key players last year as they graduated from secondary school. The focus for both teams this year was to harness the raw energy of their young rosters and identify new leaders amongst the pool of remaining veterans. While struggling rebuild years are common in school athletics, somebody forgot to tell that to the Tigers. From day one, both teams set high standards for themselves and were prepared to do what's necessary to achieve their goals.

The mid-season PRC tournament saw a lot of growth for both teams as they gained valuable game experience. The boys fought their way to a top 5 finish while the girls took home the bronze in the PRC Red Division Tournament. At ACAMIS in Nanjing a week later, the premier high school tournament on our calendar, both teams were itching for a spot in the playoff race. But as fate would have it, both the girls and boys teams lost to their formidable opponents in the quarterfinals and finished 5th and 7th respectively. Not deterred by this minor setback, the players and coaches are already planning spring training sessions to better prepare for next season.



MIDDLE SCHOOL SOCCER

The middle school soccer season was a tale of two teams. On the girls side, it would be the 3rd season that the core group of players have gone into battle together. Confidence was high from the very first practice. On the boys side, it was a completely different story as the team was made up of almost entirely new players. The focus was on building team chemistry and learning how to play with each other.

At the PRC tournament in October, our girls team had to settle for 4th place as they lost a tough bronze medal game while the boys surprised their doubters and took away a well-deserved 3rd place at the event. When it came time for SCISAC, fueled by the desire to showcase their hard work in front of the home crowd, TIS girls notched the best finish ever for a TIS Jr Girls Soccer Team in this event by taking away 2nd place. Throughout the tournament, the sparkling girls team only allowed 2 goals! What an incredible accomplishment for our players and coaches!



MIDDLE SCHOOL BADMINTON

With a renewed focus on competitive spirit, the middle school badminton team upped the ante and doubled the number of weekly training sessions this season. A dedicated group of Grade 6-8 students practiced diligently for their upcoming tournament season. The team traveled to Shenzhen to test the waters against scores of other schools in the Greater Bay Area. Each player was able to raise their game to new heights at this event. Students continued to play consistently in the remaining DSEJ competitions of the season.



CROSS COUNTRY

For the first time in TIS athletics, the cross country team was split into elementary and secondary teams. As the number of runners at TIS increases year after year, the goal was to create more age-appropriate and targeted training sessions for each athlete.

At the annual PRC cross country race in Zhuai, our U14 girl runners swept the podium with a 1-2-3 finish. Simply amazing! One week later, at the local Macau DSEJ cross country race, Grade 4 student Hugo Morgan placed 7th overall in his age group, marking the best finish for any TIS runner this year. Later in the season, 14 runners between Grades 6 and 12 competed in Chengdu where Maria Collette Lei grabbed TIS' first ever gold at the ACAMIS cross country meet and our team finished in 3rd place overall.



TOUCH

After being introduced 6 years ago at TIS, touch rugby has grown into a significant program for Tigers Athletics. There are more than 20 athletes that compete in this wonderful sport in secondary school. The Tigers touch team competed in the City-3 Touch Series tournament in Foshan in October and came away with 3rd place in their category. TIS also hosted NCPA and SIS in the first ever Tri-City Touch Invitational which saw 4 touch teams exchanging and learning from each other. The Tigers went undefeated all day at that event. The middle school boys touch team completed their season playing in a tournament in Guangzhou. Although they did not place, the boys played with integrity and displayed great sportsmanship. Keep up the good work Tigers!



Once Upon A Crime

On Friday, November 29th and Saturday, November 30th, the TIS Secondary Players performed their fall production of *Once Upon A Crime* by Flip Kobler and Cindy Marcus.

This hilarious courtroom play saw Goldilocks put on trial by the Three Bears for breaking into their home, eating their porridge and destroying their furniture. In order to prove her innocence, she hires defence attorney Henny Penny to prove her case to the jury, Judge Farmer, and the prosecutor Thumbelina. During the trial, audience members heard from a number of favourite fairy tale characters as they testified on the stand! Each performance saw a different ending as there were multiple verdicts to ultimately seal Goldilock's fate.

New Secondary Players actor Harper Mckee said that working on the play was "really fun and it was great to work with the cast." Caleb Huang, who has been involved with a number of productions, both on stage and on the technical crew, said he "really enjoyed working with all the new cast members involved with this play."



STUDENT COUNCIL

Halloween Festival - A Successful Collaboration of TIS Student Leadership Teams

To kick off our first event of the year at TIS Macao, the new Student Council team decided to celebrate one of the spookiest events of the year - Halloween .

The Student Council reached out to the leadership teams in elementary and middle school to encourage collaboration between the different age groups. The middle school leadership team put together the haunted house entrance, which brought many smiles (and many screams) to the children. Of course, we cannot call it a Halloween festival without spooky decorations, thankfully covered by our elementary leadership team. They had shown nothing but enthusiasm and eagerness to take part and organize all the decorations for the night! Together, our teams worked vigilantly to ensure that everything was set in place for the big night.

The festival included games that included fun spin-offs of our favorite monsters like Mummy Bowling, Spider Ring Toss, Wrap the Mummy, and everyone's favourite all-time stress reliever: Sponging Teachers. Games aside, we also sold food and drinks: tacos-in-a-bag and mix-it-yourself potions. Disclaimer: don't try to buy thirty-eight packs of ground beef at once.

What better way to show off everyone's costumes than through our costume contest? From magical unicorns and baby vampires, to plague doctors and Day of the Dead face paint, our contestants easily awed the audience and the judges' panel with their brilliant disguises.

Thanks to our generous TIS parents who donated prizes, we were able to give out so many prizes in our raffle draw. Ranging from plushies, to a one-night stay at Studio City, many waited eagerly to see if their ticket would be drawn, and many walked home with gifts.



VOLUNTEER TEAM

By Adonis Mok, *School Counselor*

Adolescents are important stakeholders

of our cities; their contributions are much more than we think. The TIS Volunteer Team was launched in 2013. When I took over the team 4 years ago, I could say that it was an arduous undertaking. Students were not keen on the activities that were organized. For the last two years, I have worked hard to build the team image and a network of students. There has been a discernible change this year. The volunteer quota for many volunteer activities are now filled up within an hour after we publish the event.

There are different activities happening throughout the year, such as flag sales, volunteering at various charity and fundraising events, Kai Chi services, etc. Apart from these, the volunteer training camp has impressed me the most this year. The aim of the training camp was to impart important values and skills to the volunteer students about teamwork, communication skills, code of conduct, rights and responsibility of volunteering etc. These were all reflected in the activities that were carried out. Team leaders who led the camp took time during their summer holidays to plan and organize the event.

Last but not least, the volunteer team is still a work in progress, but it has definitely achieved a lot in the last few years.



Run of Hope 2019

It was a beautiful sunny autumn day for the annual Run of Hope on Sunday, November 10. Over 300 people participated in this year's charity fundraiser organised by Four Seasons Hotel Macao, now in its 11th year and which TIS has been a partner for the past 7 years. Inspired by Canadian athlete, Terry Fox, the Run of Hope is an event that brings together the TIS community in many ways, whether through participation, sponsorship or volunteering.

Each year the event poster is designed by our very talented multi-media students. This year the winning design was a team effort by Grade 12 students Owen, Jack and Luis.

Our middle school leadership team took on the job as children entertainers by keeping the little ones busy with fun and games, whilst our TIS Volunteer team acted as human arrows directing runners and walkers around the course.



The event was well attended by TIS staff, students, and their families. Mr. Nick Chignall and Ms. Caitlin Bass held onto their reigns as fastest male and female runners.

Two weeks before the charity walk, on an equally balmy autumn's evening, Four Seasons Hotel held "Cocktails for a Cause" by their poolside, where Head of School Mr. Mark Lockwood served as one of the local "celebrity" mixologists. The cocktail event raised 200,000MOP contributing to the overall funds of 600,000 MOP raised for this year's Run of Hope.

We would like to thank our vendors who continue to support Run of Hope every year by donating generously to this great cause. Thank you to Future Bright Group, Ming Shun Construction and Property Investment Ltd, Kit Pou Cleaning Company, Chong Ou Travel Agency Ltd and Luen Fung Hang Insurance Company Ltd.

Proceeds will be donated to the Kiang Wu Cancer Department and the China Evangeline Fellowship Orphanage in Macao.



WHERE ARE THEY NOW?

My name is Sophie Wu and I am an alumna of TIS Macao, class of 2016. I am currently in my penultimate year at the University of Sydney studying Econometrics and Financial Economics. I studied at TIS from Grade 2 until graduation. When I graduated I was very honoured to receive the Spirit of Canada award. TIS has taught me many things and I would like to express my gratitude to the school for making me who I am today.

I recently completed an industry program with KPMG Law to create a framework for the ethical development of AI. We had to work in an interdisciplinary team for a month to produce a group plan, presentation, and report for the chancellor of KPMG law.



During the program, I realized that I was able to utilize many skills that I learned at TIS which I took for granted before, such as public speaking. Taking drama in high school really helped me with my public speaking. The National English Speech Contest also played a major role in shaping my confidence in public speaking. Another example would be CTS and marketing classes. I was the only person in the group who was able to produce a well designed and organized presentation, therefore, I was in charge of formatting everything. My supervisor, teammates, and even the chancellor complimented on my designing skills. I am grateful that TIS offered so many beneficial elective subjects and held the quality of those classes to such high standards. I hope TIS will continue to develop teamwork and communication skills within classes as these soft skills are highly valued in many industries.

I have been involved in many things lately including helping out with a startup which aims to improve financial literacy for young women. Being the student representative for the School of Economics, volunteering at the Data Science and AI association of Australia and many others, we are currently pitching to KPMG and some of the biggest banks in Australia. TIS had allowed me to become a proactive, involved, and confident person in the community. I would not be what or where I am without TIS.

Again, I just want to say a massive thank you to all the teachers, coaches, and mentors at TIS who gave me such great memories and skills. The amazing environment at TIS fostered my overall growth and development.



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Nail Haven

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Warrior Fitness

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www.warriormacau.com



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MUST Campus Taipa, Macau
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www.mustseasons.com





Gourmet Tour Sunday Brunch with Jak

The Manor takes you and your family on a gourmet tour around the world. Get to know Jak, the St. Regis-inspired reindeer while indulging in a lavish Brunch featuring the freshest seafood, succulent prime meats, live-teppanyaki, an array of pass-around signatures and finished with a selection of decadent French themed desserts.

Every Sunday, from 12:00 NOON-3:30 PM
MOP528+ per adult includes unlimited non-alcoholic Champagne, fruit punches and cold-infused tea

50% discount for children under 12 years and complimentary for 3 years and below; including an exquisite Jak cookie decorating kit for each child

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