



From the Principals

Dear Parents,

Our school this week has been buzzing with grades all involved in bringing together the learning for the end of unit 5! Big events will take place for all of our upper primary classes this time around for Unit Five: Grade Three students are finalizing work for the Body Systems Science Fair; Grade Four students are learning what it means to be an entrepreneur and are gearing up for the Young Entrepreneur's Day and Grade Fives are still charging ahead in their PYP Exhibition. Be sure to check out the next newsletter to find out details of the above-mentioned events!

We hope you enjoy this issue of the Parent Newsletter. We have put together an overview of Philosophy for Children. With our application for P4C Model School Award being in the finalizing stage we are excited to share with you more information on how your children are experiencing this programme that develops their reasoning and deepens how they develop critical, caring, creative and collaborative thinking skills.

Additionally, there is a powerful article on why parents should read to their children-important and relevant in today's fast-paced world!

Clara Li and Karen Mathieson
Vice principals, Co-Heads of Primary

DATES TO NOTE

22nd May

G4 a/e/f Field Trip to Flower Market

23rd May

G4 b/c/d/g Field Trip to Flower Market

Whole G1 Field Trip to Ciro's Plaza

28th -30th May

3-Way Conference (G2/G3/G4)

Student Led Conference (PR/G1/G5)

G3 Field Trip

29th May

G4 b/c/f/g Field Trip to Busy Bee Farm

G3 Chinese Field Trip

30th May

G2 Music Concert

30th - 31st May

G5 Student Trip

Philosophy for Children

For the past several years, the Philosophy for Children (P4C) program has been a valuable component of our curriculum, complementing our core inquiry approach and developing students to be sharper thinkers. In these weekly lessons, children engage in a philosophical dialogue where they inquire into a student-generated, class-selected question. It is through this process that their questioning and reasoning skills are maturing and expanding.

In mid-April, we welcomed Nick Chandley, a P4C leader and trainer, for a school visit to evaluate the progress of our program. The visit was in support of our P4C Model School Award application, which we will submit in June. The Model School Award is the top distinction conferred upon schools that have thoroughly embedded P4C and deliver the program with consistent excellence. Nick observed lessons, interviewed students, parents and teachers and toured many classrooms. The visit was a success, and Nick offered meaningful feedback that we will address to sustain what we are doing well and to keep improving.

During the visit, parents were interviewed to share their experience of P4C at home. Engaging in P4C with students at home was recently introduced this school year, and many parents are eagerly holding P4C discussions with their children but need guidance on how to question them thoughtfully. This issue is dedicated to addressing those concerns as well as showcasing how P4C at home is unfolding in each grade level.

You will find some of Nick's suggestions for questioning below. It is followed by the descriptions and photos of recent family responses for P4C at home. Look out for Nick's letter to parents in the next newsletter issue.

"We ask the children what they think of the story (or whatever the stimulus may be), if they have any questions and then we develop their thoughts through carefully timed questions. Socrates asked questions of meaning, truth and value, generally in that order, and that's just what we do. For example, here is a range of 'probing' questions, of meaning and truth, suggested by Robert Fisher in his book 'Teaching Thinking' (Continuum, 2008):

Questions that seek clarification

Can you explain that...?
What do you mean by that...?
Can you give me an example...?
How does that help...?
Does anyone have a question...?

Questions that probe reasons and evidence

Why do you think that.....?
How do we know that.....?
What are your reasons.....?
Do you have evidence.....?
Can you give me an example / counter example..?

Questions that explore alternative views

Can you put it another way....?
Is there another point of view....?
What if someone were to suggest that...?
What would someone who disagreed with you say...?
What is the difference between those views / ideas..?

Questions that test implications and consequences

What follows from what you say...?
Does that agree with what was said earlier...?
What would be the consequences of that...?
Is there a general rule for that...?
How could you test to see if that is true...?

Questions about the question / discussion

Do you have a question about that..?
What kind of question is it...?
How does what was said help us in our thinking...?
Where have we got to *or* who can summarise so far..?
Are we any closer to answering the question / problem..?

(Nick's) questions of value:

*Why do you think this is **important**?*
*What **lessons** or **principles** can we draw from this? (or, **So what?**)*
*+Does anyone have any **alternative** (or **better**) **idea**?*
So what does this mean for you/us?

This school year Talk for Writing has been introduced in grade 1, 2 and 3 as a method for teaching writing. Talk for Writing is a dynamic, whole-brain teaching sequence that really engages students and gets them excited about writing. This program was pioneered by Pie Corbett and is a very popular way of teaching English literacy skills in England, as well as in bi-lingual and international schools world-wide.

The Talk for Writing process begins with a creative provocation to get students hooked on the topic of writing. One of our successful provocations this year has been the 'dragon' provocation, where a 'dragon' left its footprints in our school, laid its eggs in our playground and was photographed flying over our school. All of this got our students enthusiastic about writing instructions for 'How to Trap a Dragon'. Another successful provocation has been the creation of class monsters and story-telling around a 'campfire' in grade 3, in order to prepare for writing myths and legends: Beating a Monster Story.

The process then moves through cold write, familiarization and imitation, innovation and independent innovation stages.

Ms Anna, 1E home-room teacher, is just one of the many teachers who has embraced the talk for writing process with fantastic results. She has written this case-study of how Talk for Writing has worked in her classroom.

TALK FOR WRITING IN 1E – Written by Ms Anna Degawan

In unit 4, students in 1E learned a new text type... information text. Learning the 'Giant Pandas' text gave the children great opportunities to immerse themselves in the language of an author before becoming authors themselves. The students worked in their small groups, with their partners, and individually to become confident writers. At the end of the unit, the students wrote their individual information pages.



Name: Ethan Date: 15th March 2019

Sort the words into 3 columns according to each category.

Nouns name of person, place, animal or thing	Adjectives describes the color, size, shape, number, opinion	Verbs action words
mountains	excellent	climb
jawbone	gnaw	eat
claws	thick	grind
fur	sharp	swim
pandas	powerful	shake
swimmer	white	run
face	high	cry
cow	Good	help

To excite the class, a short information video was shown on the first day of the new unit. To assess their understanding of the new text type, the students were asked to write an information page about Black Bears. They were encouraged to write facts based on the video presented and their prior knowledge. As expected, the majority of the class had no knowledge of the form of an information text, however, most were able to write 2 – 3 sentences about the topic.

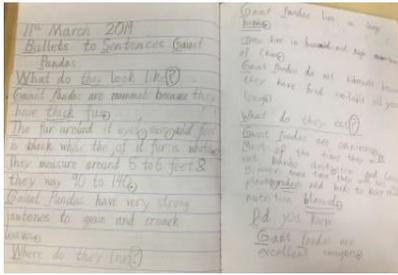
In the first key stage of Talk for Writing, the imitation stage, the students spent numerous days familiarizing themselves with the Giant Pandas text and understanding some technical vocabulary words. The text map was broken down into several parts and actions were added to each line, giving the students ample time and visual support to learn the text by heart. In addition to learning facts about Giant Pandas, the students also learned form, sentence structure, grammar and punctuation through the model text and broadened their vocabulary orally and in writing.



LO: To identify if a statement is a fact or an opinion

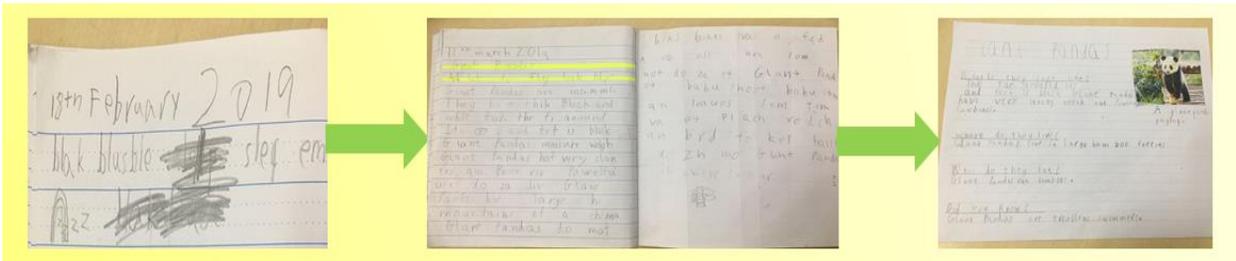
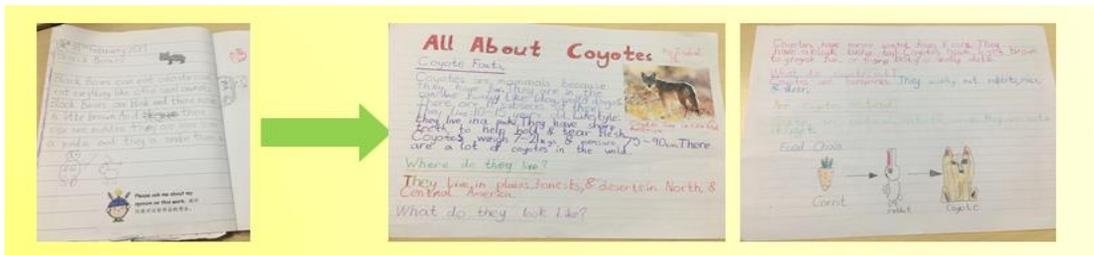
Fact A statement that can be proven true; it cannot be changed.	Opinion A statement that describes how someone or something feels.
Pandas are large mammals.	Panda cubs are ugly.
Pandas eat bamboo shoots, stems, and leaves each day.	The giant pandas are the cutest animal ever!
Giant Pandas have very strong teeth and powerful jaws.	Pandas are my favorite animal to learn about.
Pandas live in the forest and mountains of China.	I think everyone loves giant pandas.
Pandas have black fur on their eyes, ears, and feet.	The best animal in the world are pandas.

The second key stage of Talk for Writing is the innovation stage. At this stage, the students looked at the different aspects of an information page – the heading, sub-headings, facts, photos, captions, diagrams, and labels. The students learned how to do simple research and write notes in bullet-point form. The class created and used a toolkit to guide them in their writing. Afterwards, they innovated the Giant Pandas text by boxing-up their researched data. Students worked with their partners to orally recite their new findings. It was impressive to hear how they use the Giant Pandas sentence structure and grammar in their own sentences.



Name: <u> </u>		Boxing up
Heading	Giant Pandas	Section
What do they look like?	<ul style="list-style-type: none"> mammals thick fur eyes, ears, and feet are black the rest is white measure 5-6 feet weigh 90-140 kilograms powerful teeth very strong jawbones 	<ul style="list-style-type: none"> eat only yellow bamboo black and purple hair black orange hair
Where do they live?	<ul style="list-style-type: none"> large bamboo forests humid and high mountains China 	in North America #CN flag
What do they eat?	<ul style="list-style-type: none"> bamboos bamboo shoots, stems, and leaves other plants, rodents, and birds 	<ul style="list-style-type: none"> eat only yellow bamboo eat only
Did you know?	<ul style="list-style-type: none"> excellent swimmers 	<ul style="list-style-type: none"> fly and chirp
Food Chain		

In the final stage, the invention stage, the students worked independently to write their own information page about their chosen living thing. The parents also got involved by helping their child research facts at home which made this experience more fruitful. The gathered information was turned into bullet point keywords, which were then changed into written full sentences in their individual information page. These sentences were eventually used in the UOI sharing activity to confidently present their findings. Examples of students' writing pieces:



Talk for Writing has significantly impacted the students in 1E who are now showing tremendous progress in improving, maturing, and growing as writers as revealed by their final writing pieces.

Across the school, through our Talk for Writing units, we have seen dramatic improvements in our student's quality of writing and enthusiasm for reading and writing in general. They are better able to use high-level vocabulary, more complex sentence structures and follow the form of a text after having explored the model text in depth.

We hope to expand Talk for Writing more next year to continue to inspire and equip our students to become better writers.

A child who reads... will be an adult who thinks

The benefits of reading and children's literature By Beth Roulston, Managing Editor of Parents&Kids

I cannot over emphasise how much I love reading. As a child I spent hours reading and getting lost in stories. Our family would often buy a book and then we would all read it one by one and then discuss it over cups of tea on a Saturday morning before breakfast; yes I was one of those kids!

However, my partner hates reading. He once asked me what my favourite book was and bless him he even offered to read it. However, when I showed him the book and he realized it was about 400 pages long he politely (not politely at all) declined to read it. This, I realized, is the tragic result of not being read to as a child! So, when we discussed the future and the idea of having children, I made it clear that our children would be read to and that I would instil a love of reading into them from a young age so that they would not become adults who shied away from novels. It was uncertain whether my partner agreed to this, or whether he simply couldn't be bothered to argue with a crazy lady.

But in reality every culture around the world has its own tales, so perhaps I'm not so crazy after all. Despite our countries being separated by borders, seas, oceans and miles of land, we all have books whose express purpose is to encourage children to read. Whether it is 'Winnie the Pooh', 'Aesop's fables', 'Not now Bernard', 'The Chronicles of Narnia', 'Babar' or any of the Roald Dahl books, the characters face similar moral dilemmas and life lessons that help children to understand and make sense of the world around them.

This begs the questions why do we have children's literature and what are the benefits of reading?

To understand this better, I had to go back to the root of my love of reading and that would be my family. For my father it was one of the only times of the day when we could bond. My father worked a lot when I was young, often away from home for long periods of time, so when he was home I would love when he would read to me. When I look back, one of my all time favourites was when he read 'James and the Giant Peach' by Roald Dahl. He gave all the characters different accents and he would turn the book into a delightful show. No matter how many times he read the book, the same passage of the centipede throwing his shoe at the glow-worm, so that she would turn her "bum" off, would always make me laugh.

For my mother it was slightly different; she bought me a book every year for Christmas and that tradition has continued even to today. One of our particular favourites was reading 'Jane Eyre' by Charlotte Brontë together. When I was five, I didn't understand all the concepts or dilemmas going on in the book, but I did understand the importance of the book for my mum; and that made me enjoy listening to her read it. We didn't do this very often, but when we did I felt very close to her. Emotionally I suppose it was a bonding experience, intellectually it meant I took on a lot of complicated vocabulary at a very early age.

Through the lens of adulthood, I could see why reading was so important; it provided quality time together with my parents and introduced me to new concepts and new vocabulary. With a bit of added research thrown into the mix, I discovered that the benefits of reading boiled down to three main points: reading boosts intellectual intelligence, improves emotional intelligence, and helps support a bedtime routine that in turn promotes overall health and familial bonding.

How does it boost intellectual intelligence?

"Reading has cognitive consequences that extend beyond its immediate task of lifting means from a particular passage. Furthermore, these consequences are reciprocal and exponential in nature... they carry profound implications for the development of a wide range of cognitive abilities." Anne E. Cunningham and Keith E. Stanovich 1998.

In America, research shows that one in six children, who are not reading proficiently in the third grade, show a pattern of delayed graduation. What this suggests is that if a child is not proficient at reading not only does this have a profound effect on their literacy and language, but also on education as a whole. Statistics currently show that 68% of America's children in grade four actually read below a proficient level and this could be due to the fact that fewer than half (48%) of young children in the U.S. are read to daily.

According to the National Education Association, USA, 26% of young children who are read to three to four times a week recognize all the letters of the alphabet before going to school, as opposed to those who are not read to. In English, recognizing letters is fundamental not only to reading comprehension but also to having a greater understanding of word structure and fluency. Research actually shows that amongst those who have strong literacy skills living in America today, only 4% of them live in poverty; suggesting a strong link between literacy fluency and success in adulthood. In fact, as Sullivan and Brown state in their journal 'Social inequalities in cognitive scores at age 16: The role of reading', children who read books often at age 10 and more than once a week at age 16, gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

Through reading, children are exposed to vocabulary that wouldn't necessarily be accessible through daily conversation. As Anne E. Cunningham and Keith E. Stanovich stated in their journal entitled 'What Reading Does for the Mind', the amount of "rare" words used in children's books is in fact much greater than that of even adult conversation or prime time television, by as much as 50 percent. For example "dominance", "provoke", "relinquish" and "equate" are words that are not common in spoken English but come up more in written works and referred to as "rare". Studies suggest that an average adult native English speaker has an active vocabulary of about 20,000 words, but in everyday language it is said that we use a vocabulary of just 3,000 words. Therefore, to expand a child's language or anyone's for that matter, it is imperative that we read! Now of course having a large vocabulary alone does not prove you are "smart"; it has been proven that there are in fact many varying types of intelligence. Nevertheless, we do know that having a larger range of vocabulary enables our children to properly express their thoughts and feelings, develop a deeper level of critical thinking and arguably stretch the imagination.

How does it improve emotional intelligence?

About a year ago, I walked into my older sister's main bedroom and her entire family were sat together listening to a story. My niece was just about to turn four, my nephew was six and the youngest nephew had just turned one, and there they were listening to my brother in law read 'My Neighbour Totoro'. Occasionally one of the children would stop to ask my sister questions and her answers were always unfiltered. She answered it as though they were adults and what continues to surprise me is how intellectual these conversations were. The kids were asking incredibly philosophical questions with no one guiding them. As a home educator the answer to the question "why is reading so important?" was so simple to my sister. It is the single most useful platform for expanding my niece and nephews' language and perceptions of the world, encouraging healthy growth of their imagination and bonding as a family.

As Martha Crippen states in her journal 'The Value of Children's Literature', "children's literature helps students develop emotional intelligence. Stories have the power to promote emotional and moral development." Liam Hartley, a preschool teacher at LUC, shed light on this side of reading. In Liam's grade, they use a book called 'Oliver's Vegetables'. According to Liam because Oliver is a relatable character it gave his students an opportunity to open themselves up and speak honestly about food they did and did not enjoy. Despite it being a dilemma about what to eat, this subject led the students to debate their feelings about food, such as what foods they should eat and which they should eat less. This kind of emotionally intelligent response is something that Liam, after teaching in the UK for four years and now in his second year in China, says transcends cultures. Children from both cultures respond to reading in pretty much the same way.

Back in the UK, Liam studied P4C – Philosophy for Children, which gave him a greater insight into how children make connections in their mind and altered the way he looked at children's books and reading. His experiences in the UK directed him to implement a programme at LUC called DEAR – "Drop Everything And Read". As a part of the students' routine, DEAR gives them structure, and provides an opportunity to be quiet and contemplative thus developing critical thinking, language expansion and philosophical discussion.

"Regardless of it being a book with words or even just pictures, when we sit as a group with the children, one book can create a massive discussion leading them to even thinking of morality. For example, if we were looking at a picture of a boy on a beach we might start with simple questions like: 'Where is the boy?' 'What is he doing?' 'Who's he there with?' 'Who else is in the photo?' 'A woman.' 'Who is this woman?' 'Should the boy talk to her?' 'Would you talk to her?' and so on."

Liam says that reading provides a platform for you to do so much with children. "In my experience it enables you to link art, geography and science together with language." Liam uses the book 'Oliver's Vegetables' to inspire different activities and create links to other subjects. Using actual vegetables in English class, students were able to use their 5 senses to connect to the words from the book; thus inspiring them to use new vocabulary to describe the vegetables. This sparked conversation between the children and led them to have a deeper understanding of how everyone may have differing opinions.

They were even able to discuss about where different vegetables come from, which linked in nicely to talking about different countries and cultures. Because many of the children in international schools in Shanghai come from cross-cultural backgrounds, this provided an excellent platform for the children to swap anecdotes about vegetables and foods native to their countries.

Through reading a book the children were able to gain deeper understanding of themselves, their peers and their surroundings. When children listen to each other, understand one another's feelings and show patience for others, this shows not only a willingness to care for others but also to understand why they should.

Bonding and bedtime routines

The first thing my sister and her husband did in regards to childrearing was to create a bedtime routine, and it is 95% the same since their first son was a week old. Almost eight years on, bedtime is never questioned. Just like when my sister and I were little and my parents read to us, my sister and her husband now read to their children before they go to bed.

The first book I bought for my nephew, no that's a lie, I mean one of the first books I bought my nephew was 'Snuggle Bunny' and it was all about 'going to bed'. Children's literature specifically written with bedtime in mind, are a great way to start or solidify a routine. One of the first things I discovered about children is not only do they NEED routine, they do in fact like it. There's a very good reason why children love to hear their favourite stories over and over again and that is because it's comforting! As Liam at LUC says, despite the fact I couldn't tell the time I absolutely knew that when the big hand was pointing up and the little hand was pointing down, it was time for me and my mum to read a story together. This let me know that it was time to go to bed soon and it helped me to wind down.

But just because it's bed time, doesn't mean that conversation and bonding time are over. In fact, it might be the best time for it. According to Marie Hartwell-Walker, psychologist and family counsellor, there's something about a darkened room with a good book that invites conversation. When your child understands that every day at this time, after a soothing bath or shower, they are going to get a dedicated amount of time, just for them, it will not only help them to wind down and smoothly transition to sleep, but often they will save up their most worrying or sensitive questions.

Because children's literature contains relatable characters, that go through moral dilemmas, this usually sparks thoughts your child has and prompts them to talk to you about it. As they know bedtime is quality time with mummy and daddy, they will also feel that this is a safe and quiet time whereby they can open up and talk to you. Having this chance to talk through any worries or stresses that they may have from the day, will help prevent potential nightmares or inability to sleep.

Reading is an excellent, if not critical, tool to help create a smooth bedtime routine... and let's face it where children are concerned the ride is never smooth it is always in fact an adventure!

Why Do We Need To Reduce Electronic Use?

A big problem in these modern days where people use devices 2-3 hours daily.

Nowadays, people are using electronics such as smartphones, laptops, iPads more often than necessary. Most would agree that we should reduce the time we spend using electronic devices, because it is very harmful to us in many different ways. It could create mental stress, or changes in the body like poor eyesight. Read on for some more reasons why we should start taking action.

The fact is that electronic overuse can harm us in many different ways. For example, as everybody knows, it can affect your eye sight. For example, it can cause visual fatigue. If it continues for a long time, it may also lead to a decline in vision. Do we really need to play electronics? Is it a need? People also need to think about their body before using devices.

Electronic overuse may also cause depression, or mental stress. Some moods, thoughts and behaviors, that come from sedentary activities (such as when you stay in one position for a long time) are connected to depression. According to an article in the 'International Journal of Children's Health and Human Development' 30% of 1500 children (or in other words, 450 children) which spent 3 or more hours (daily) on electronics, suffered from depression.

Did you also know that using electronics right before sleeping can stop your brain from getting into a position where you can easily relax into a deep sleep? (Or affect your sleep patterns) This means that you won't get deep sleep and won't feel good after sleep. To get a good night's sleep, you just need to read a good book or listen to some calm music which can help you relax.

How can you overcome using devices too much? First, you must control yourself. A certain amount of use is acceptable, especially in a world of IT technology, but don't lose control and overuse it!! You must be strict and can limit time used in apps by using a screen time function and student mode. Making rules and listing them can also help. Another rule can be 'Put electronic devices away when doing other work'. Without distraction, work could be done more efficiently and in good quality, and ban electronics at the dinner table because eating while being busy with your electronics, could lead you to consume more calories. According to 'Common Sense Media' to help kids with electronic addiction, parents can teach their kids about how to pick useful and age- appropriate media (content).

Now that you know why we need to take action and how to do it, take it now before it's too late! Do it now and start taking more action! Ask for help from your parents and relatives! Start making plans to reduce electronic use in your daily lives and spend time on other things that are more important than screens.

Reference:

Author: Unknown
Title of article: 你怕了吗? 电子产品对眼睛的伤害居然那么大!
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Name of news paper: 华西都市报
Page Number: 1

Author: Maddy French
Title of article: Technology may have negative social effect on kids
Date: April-12-2017
URL: <https://universe.byu.edu/2017/04/12/technology-may-have-negative-social-effect-on-kids/>

Author: Elizabeth Waking
Title of article: Using electronics before bed may cause sleep disorders
Date: Friday-April-1-2011
URL: <https://www.naturalnews.com/031915-electronics-sleep-disorders.html>

Author: Unknown
Title of article: Health effects of using portable electronic devices studied
Date: September-5-2013
URL: <https://www.sciencedaily.com/releases/2013/09/130905160452.htm>

PR & G1 SPORTS DAY

The PR and Grade One students at SUIS Hongqiao celebrated their annual Sports Day on 24 April. The students participated in numerous team and individual events throughout the morning. To begin the day's events, the students had a chance to show their team cooperation that involved demonstrating teamwork. PR students worked together on team events such as scoop relay, obstacle relay, water relay and big water bottle rolling relay. The Grade 1 students had their own version of water relay and obstacle relay, as well as cross the stream and memory.

After the team work games, individual students from each class were able to show off their skills on a variety of track and field events including the 50-meter dash, 200-meter race, 30*8 relay, standing broad jump and skipping rope. The students also had a chance to show their class strength in a tug-of-war tournament.

It was great to see the classes showing tremendous teamwork and sportsmanship throughout the day. PR1 and 1B took the grade sportsmanship trophies home at the end of day after exhibiting tremendous support for the other classes.

Golden Tigers won the championship of the Sports Day. Congratulations to the Golden Tigers!

A huge thank you to our talented PE team and teachers who made it a tremendous success!



Individual Race TOP 3!
200 meters

	PR Boys	PR Girls	G1 Boys	G1 Girls
1	PR3 Shank	PR1 Emily	1A Alark & 1C Aaron	1C Bai
2	PR3 Steven	PR3 Jessica	1H Dylan	1H Grace
	PR1 Harry	PR3 Tiffany	1E Jun	1F



Rocket Science Sports Shanghai LCM 2019

4th May marked the 9th annual Rocket Science Sports Shanghai Long Course Swim Championships - an epic gathering of over 1350 competing kids, over 30 coaches from swim clubs all over Asia and 2000+ cheering supporters, in the world-famous Shanghai Oriental Sports Centre.

Our SUIS swimmers took part in this competition. In the 7-8 years category Mundi Lu, Tavia Yip, Aiden Wu, Annika Kobus and Stanley Fang participated in the 50-meter for the first time and all of them showed their best performances. Victoria Chen in the 9-10 years category received a round of applause after she completed her 200m butterfly with perseverance. Sophia DaSilva finished her 100m freestyle in a time of 32.67 seconds, and she also won a medal in this competition. In the 11-12 years category girls' swimmers, Savannah Barrack, Helena Shen, Sandra Zhao, Kitty Jiang (from Gubei) worked together in the 200 meters freestyle relay race, finishing a good time of 2 minutes 22 seconds.



Some students from SUIS registered with their clubs and achieved excellent results as well. Channing Bao joined his first time in the 11-12 years category group, and his relay team won the first place.

**Congratulations to all our swimmers !
GO! SUIS SWIMMERS!**



TRACK & FIELD

The SUIS Track and Field team took part in the SSSA Track and Field Meeting at YK Pao School on Saturday 19 April. The track and field team were well motivated and enthusiastic about taking action and competing against other schools in the various events. Our team was able to choose to compete in a combination of track and field events and the hard work and training they have put in over the year is reflected in these exceptional results

Track event

300m Girls - Amelia 2nd Place, Nini 4th Place
300m Boys - Taka 4th Place
1 km Girls - Amelia 1st Place,
1km Boys- Jason Qi 4th Place
Boys' Relay - 3rd Place
Girls' Relay - 2nd Place

Field events

High Jump – Leana 1st Place, Amelia 2nd Place
High Jump - Jiwoo 2nd Place, Jason Qi 3rd Place
Shot Put - Jason Qian 1st Place, Savannah 1st Place
Long Jump Leana 1st Place, Lumy 2nd Place

Congratulations to all the track and field members for your hard work and effort on the field and on Friday afternoons!





NEWS FROM SUIS GUBEI CAMPUS

SUIS Gubei Science Fair 2019



Scan the QR code to follow the official SUIS GB Wechat account.



With everything creative that happens on campus, it is easy to sometimes overlook the immense amount of innovation and inspiration that comes from our outstanding Science Department. Ms Jones and Mr Ford-York have worked tirelessly to ensure that our young scientists got the most out of their fair. Cooperation between G11 student judges and staff judges meant that every science fair project received its fair share of exposure.



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An event that the SUIS GB campus looks forward to every year, this year's science fair was a sure hit. We can't wait to see what innovations next year's fair will bring!