



TAIPEI EUROPEAN SCHOOL

台北歐洲學校

EUROPEAN SECONDARY CAMPUS NEWSLETTER

Edition 11.0 Friday 24th February 2012

From the Head of British Secondary and High School Section

High School Parent Teacher interviews.

It was wonderful to see so many parents at the very successful High School parent-teacher interviews on Wednesday. This is a particularly busy time of the year for High School students and I am confident that parents were provided with a great deal of advice on how to assist their children reach their targets and improve their learning.

Options Evening

Parents should have received a letter from me inviting them to the Options evening next Thursday, March 1. All parents are welcome. Parents of Year 9 and H2 students are particularly encouraged to attend as their children move into the next phase of their education.

- 6:30 p.m. Welcome and brief introduction (Mr. Glascott)
- 6:30–8:15 p.m. Heads of Department available to meet and discuss IGCSE and IB subjects
- 7:00–7:30 p.m. Information on IGCSE (Ms. Pearson, Assistant Head of Secondary (Studies))
- 7:45–8:15 p.m. Information on IB Diploma (Mr. Redden, Assistant Head (High School))

Stephanie O Yang.

Congratulations to Stephanie O Yang who has just been notified that she is a finalist in the National Merit Scholarship Program in the United States. This places her in the top 1% of applicants. This is a wonderful achievement by Stephanie. On behalf of the entire TES community I wish Stephanie all the best for the remainder of the competition.

INSET Day.

Parents will be aware that students are not required to attend school on Monday, February 27. Staff will be involved in Professional Development activities throughout the day. The activities organised will involve staff from all 4 Sections of TES. Most of the day will be spent discussing issues raised in the CIS/WASC accreditation report. February 28 is a national holiday and therefore students will be required to be back at school on Wednesday February 29. I wish all students and families a happy and safe long weekend.

**Warm regards,
Stuart Glascott**

SCHOOL WEBSITE: www.taipei Europeanschool.com



Deutsche Sektion



British Section



Section Française



TES High School

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From the Assistant Head – Studies

Dear Parents and Students,

It was great to see so many High School parents at the parent-teacher interviews this week. Next week we are holding our High School options evening. This will be held on March 1 and Mr Glascott has sent information regarding this evening to parents earlier this week. This evening is an excellent opportunity for parents and students to find out more about the IGCSE and IB programmes. We hope to see you there.

Teachers in the British Secondary and High School sections are continuing work on our major development target of “enriching the 14-16 (IGCSE) curriculum”. As I relayed in an earlier newsletter, the aim of this focus area is to further improve the way in which we prepare our students for the challenges of IB and to enable them to become lifelong learners. Our focus is to develop the 3 IB Learner Profile attributes of Thinkers, Risk-Takers and Inquirers in our students by developing resources and teaching approaches that encourage students to think more deeply and creatively about what they are learning. These attributes can be encouraged at home too and I have included some web references about this below.

The Three Focus Attributes of the IB Learner Profile

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Helping Your Children to Become Thinkers, Risk-Takers and Inquirers

It is important that your child is encouraged to develop these attributes in all aspects of their daily lives. I will be including further information about how you can help your child develop these qualities in subsequent newsletters. To begin with, these three websites offer specific advice to parents regarding supporting teenagers in their learning. I hope you find them useful.

www.peelschools.org/parents/documents/Howtoencourageyourchildtobecomeacriticalthinker-s.doc

<http://www.consistent-parenting-advice.com/how-to-build-self-confidence.html>

http://www.pal.ua.edu/development/ad_thinking.php

Sincerely,
Sarah Pearson

News from the Music Department

It has been another busy couple of weeks in the Music Department with the Annual TES ESC Music Concert and a trip to Beijing for the ISCMS Music Festival.

Annual TES ESC Music Concert

On the 10th of February, the 12th Annual ESC TES Music Concert was held in the Phase II Atrium (photos to come in the next newsletter), and featured a wide range of performances by students from Y7-H4. Congratulations to all who performed!

ISCMS Music Festival

Twenty students and three teachers spent five days in Beijing last week, attending the International Schools Choral Music Society Music Festival. This year's festival featured a commissioned work by the top selling living classical composer, Karl Jenkins. The students worked extremely hard over the week, rehearsing and refining a variety of pieces. Some rehearsals went for 7 hours! Students also got to visit the Great Wall of China, but the highlight of the festival had to be performing at the Forbidden City Concert Hall, with Jenkins himself conducting the 350 student choir and 140 piece orchestra. A big thank you to Ms Fritha Jameson for organizing and leading this trip.





Chris Papps, Head of Music

News from the Geography Department

As part of their studies on Settlement, the Year 7 students went on a field trip to the Taipei Discovery Center to investigate the growth and development of Taipei. The students explored how the functions of Taipei have changed over time and had a first-hand opportunity to explore the Hsin-Yi business area and consider the development of Central Business Districts. Afterwards the group moved on to Taipei 101 to do a shopping survey in order to evaluate the types of goods sold there. The field trip solidified a lot of the knowledge and concepts presented throughout the Settlements unit and I was proud to see how well our Year 7 students represented TES on the day.



Timothy Sing Key
Geography Teacher

News from the Science Department

4th International Young Physicist Tournament:

Over the last two months twelve High School students have been carefully preparing for the upcoming International Young Physicist Tournament which will be held over three days, at the start of March in the National Taiwan Normal University. The students have been investigating 12 physics phenomena and, in the competition will debate these with the 15 other teams from Taiwan High schools. The students are:

H3: Brandon Hsiao, Altman Tai, Christine Shih, Grace Tsai, Jordi Fang Wang, Kevin Liu, Nicholas Huang, Fergus Tollervey and Katherine Wang.

H2: Stanley Wong, Young Tung, Kelvin Hsu and Willie Hung.

Two of the twelve topics are below to give you an idea of the kind of work they have been doing:

Gaussian cannon: *A sequence of identical steel balls includes a strong magnet and lies in a nonmagnetic channel. Another steel ball is rolled towards them and collides with the end ball. The ball at the opposite end of the sequence is ejected at a surprisingly high velocity. Optimize the magnet's position for the greatest effect.*

Bright waves: *Illuminate a water tank. When there are waves on the water surface, you can see bright and dark patterns on the bottom of the tank. Study the relation between the waves and the pattern.*

For more information about the competition and the physics challenges please go to:
<http://phys171.phy.ntnu.edu.tw/TYPT/index.php/problems.html>

Neil Tollervey, Head of Science

News from the Chinese Department

Chinese Speech Contest

The Chinese Department is now conducting the Chinese Speech Contest for all students in KS3 and High School. Students will be expected either to deliver a short formal speech, to engage in a debate or to perform a drama in Chinese with Chinese-speaking parents as well as members of the school faculty as their judges.

The Chinese Speech Contest forms part of the formative assessment where students may demonstrate their oral skills in Chinese in a formal context. The results of the contest will be announced in the next coming assembly.



Chinese Orchestra

TES Chinese Orchestra is on the way, which is co-conducted by the Music Department and the Chinese Department. We sincerely invite students interested to join us and parents with experiences in Chinese instruments are highly welcome, if you may spare some time with our students for their weekly rehearsal after school. Please contact Mr. Papps (chris.papps@tes.tp.edu.tw) or Ms. Sung (flora.sung@tes.tp.edu.tw) if you are interested and we shall start the rehearsal in March.



Reading with the Visiting Author, 公孫策

It's a great honor and pleasure that Mr. Gong-Suen Zhe (公孫策), a very famous poet, writer, and newspaper columnist in Taiwan, will visit TES to read and talk to the Chinese Reading Club, organized by Ms. Fenny Chen. Mr. Gong-Suen will talk with our students about some Chinese anecdotes and legacies and their historical importance.

Mr. Gong-Suen Zhe will have his first visit on March 7, Wednesday at 15:15. Please contact Ms. Chen (fenny.chen@tes.tp.edu.tw) if you are interested to come along with your child to meet with the author.

Flora Sung,
Head of Chinese Language and Culture



News from the Mathematics Department

Intermediate Maths Challenge

After an anxious wait, the Intermediate Maths Challenge results have arrived at the school, our students were fantastic and 72 students from years 9 – H2 were awarded certificates. Here's a full list of award winners:

GOLD AWARDS!		SILVER AWARDS!		BRONZE AWARDS!	
Willie	Hung	Wayne	Chen	Jonathan	Haudenschild
Stanley	Chang	Joelle	Kwuo	Yun	Chen
Milton	Lin	Vanessa	Sun	Jonathan	Tseng
Jensen	Yang	Linus	Lu	Kathleen	Cheng
Matthew	Ng	Kevin	Ma	Celine	Meylemans
Young	Tung	Calvin	Yeo	Tim	Cheng
Hyein	Seo	Amanda	Liu	Ailsa	Lee
Brian	Shih	Sion	Ings	Melody	Cho
Stanley	Wong	Benjamin	Su	Konrad	Wang
Sun	Jeffrey	Calvin	Ku	Joseph	Liu
Kelly	Huang	Amit	Agnani	Vivien	Chim
Sangwon	Yoon	Janice	Liu	Jim	Chen
Daniel	Lee	Eming	Huang	Michelle	Lin
Angela	Chen	Kelvin	Lee	Allen	Chang
Charles	Barratt	David	Lin	Minnie	Cheng
Freya	Smith	Ming	Toh	Senta	Kretzschmar
Kevin	Wang	Alex	Chiang	Victoria	Yeh
Eric	Chen	Valerie	Koh		
Angel	Mai	Hugo	Trinelle		
Leo	Ku	William	Fangwang		
Calvin	Tsai	Jasmine	Wung		
Karishma	Mahtani	Evelyn	Hoy		
Apple	Liu	Evan	Lin		
Matthew	Shen	Stephani	Kao		
Jenny	Li	Kristy	Teng		
Vernon	Lin	Hyemee	Kim		
Nathan	Burriston	Kelvin	Hsu		
		Annie	Wong		

A special mention should go to Willie Hung (H2) who achieved full marks in the challenge, an outstanding achievement.

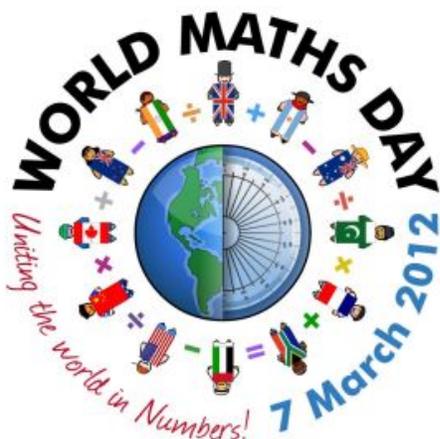
Willie Hung, Stanley Chang, Milton Lin, Jensen Yang, Matthew Ng, Young Tung, Hyein Seo, Brian Shih, Stanley Wong, Sun Jeffery, Kelly Huang, Daniel Lee, Angela Chen, Leo Ku, Matthew Shen, and Jenny Li will be taking part in various follow on rounds, these will take place on March 15th.

Recycling

There were lots of playing cards left over from the International Day of Tolerance (remember building those towers as high as you could?). Here's a novel way of recycling them from maths teacher Mr Elkins.



World Maths Day



The TES Mathematics department will be taking part again in the World Maths Day challenge. This is an exciting event for ALL schools and students around the world. It runs from 6-8 March, involving 5.5million students from over 200 countries. This is a global challenge to get ALL students (4-18 years of age) excited about learning, and to give the top students in each school an opportunity to see how they measure up against the best.

We hope you all enjoy taking part in this event!

Julie Dale
Head of Mathematics

Sarah Pearson
Assistant Head (Studies)

From the Assistant Head – High School

Choices

It is always a luxury to have choices, but sometimes the decision making process can be a taxing one. It is hoped this will not be the case for our Year 9 and H2 students as they select their courses for the next academic year. At TES we will be doing our best to make sure the choices that your child makes are well-informed ones.

The year 9 students are just about to commence their journey into High School and the H2 students are about start choosing their International Baccalaureate courses. To help make the right choices the school will hold its annual options evening where Heads of Department will be on hand to answer specific questions. Ms. Pearson and I will also be delivering presentations on the IGCSE and IB programmes respectively that we offer in High School. In addition, Ms. Hsu, Mr. Kenny and Mr. Bean will also be in attendance to discuss CAS, TOK and careers advice respectively.

I look forward to seeing you on Thursday 1 March 2012.

Parent-Teacher Meetings

The parent teacher evening went very well and it was good to see a number of students attending the meetings with their parents. If you attended the meetings I hope you found the dialogue with our teachers to be both informative and helpful. Please do remember that if you do have any concerns about your child's progress at any other time of the year you can always contact the relevant Head of Year. Ms. Papps (sonya.papps@tes.tp.edu.tw) looks after H1 and H2 and Mr. Labuschagne (henri.labuschagne@tes.tp.edu.tw) looks after H3 and H4.

An important process for our students to pursue now is working towards the targets that they have been set. TES teachers are currently in the process of discussing these targets individually with their classes. Please remember to sign your child's target sheet, which can be found stapled into their homework diary.

Stewart Redden
Assistant Head of High School

UCC Update

- H3 UCC interviews are well underway and will continue for the next few weeks. Their likely future pathways are being discussed. This is the initial step in the application process. Following on from these interviews H3 students should:
 - ✓ Research thoroughly particular colleges/universities that interest them
 - ✓ Use the updated *Futurewise* website in support of their research
 - ✓ Map out a summer programme involving an Internship and/or Summer camp
 - ✓ Plan and prepare for any pre-testing for admission to college/university e.g. SATs
- UBC is a popular university destination with TES students. This year they are holding a summer scholars' programme: <http://www.summerprogram.isi.ubc.ca>
- UC Davis has also just sent details of its summer camp at: <http://www.cosmos.ucdavis.edu>
- Research carried out by the University of Bristol shows that students who attend summer schools are more likely to gain places at top UK universities. For more information go to: <http://www.guardian.co.uk/education/2012/jan/18/summer-school-chance-university-place%20>

King's College, London has recently advertised their summer school which can be accessed at: <http://www.kcl.ac.uk/summerschool>

- Coming up on the horizon is the Swiss Hospitality School Fair 2012. This is the only one of its kind held in Taiwan and it features eleven schools offering degree programmes in the hotel industry. It is a must for those interested in this pathway and career. It is being held at the Westin, Taipei on 18th March, 13.00-18.00. Brochures are available in Room 2406.

Graham Bean
University and Careers Counsellor

From the Special Educational Needs (SEN) Department

Asperger's syndrome is a mild form of autism, a lifelong condition that affects how a person makes sense of the world, processes information and relates to other people. It is three times more common in boys than girls.

<http://www.autism.org.uk/en-GB/About-autism/Autism-and-Asperger-syndrome-an-introduction/What-is-autism.aspx>,

People with **Asperger's** have difficulties in three main areas, which are:

- social communication
- social interaction
- social imagination.

In other words, they often have problems with friendships, relating to other people and picking up others' emotions from clues like body language and tone of voice. However, with the right support and encouragement, people with **Asperger's syndrome** can lead full and independent lives.

For further information on Asperger's Syndrome, check out the following links on the internet:

BBC Guide to Asperger's:

http://www.bbc.co.uk/health/physical_health/conditions/autism2.shtml

Troubled minds – Asperger's Syndrome, an animated movie:

<http://teachfind.com/node/307>

Understanding Autism – a short movie made by a 20yr old autistic male:

<http://www.tes.co.uk/teaching-resource/Understanding-Autism-6049241>

Wrong planet.net – an online resource for the autistic community including episodes of Autism Talk TV:

http://www.wrongplanet.net/modules.php?name=News&new_topic=14

If you have any links you would like to share in our newsletter, please send them to me so we can share our resources.

Misha Lynn
SEN Coordinator

TES Counselling News
It's Better to Talk
It's Better to Talk

Permanent Link: A Father's Mere Presence Lowers Risky Behavior in Teen Boys

<http://psychcentral.com/news/2011/11/26/a-fathers-mere-presence-lowers-risky-behavior-in-teen-boys/31915.html>

By TRACI PEDERSEN Associate News Editor

Teen boys are more likely to engage in risk-taking and deviant behavior if they do not have a father figure in their lives, according to a University of Melbourne study. On the other hand, teen girls appear unaffected by the presence or absence of fathers in the household.

Although active involvement and interaction between fathers and children was found to be beneficial, it was not responsible for the most positive effects. Instead, just the mere presence of a father figure during adolescence seems to have a preventive effect on whether male youths engage in risky behavior.

The sense of security generated by the presence of a male role model in a youth's life has protective effects for a child, regardless of the degree of interaction between the child and father.

Based on American data from the National Longitudinal Study of Adolescent Health, researchers studied three separate 'father roles' and whether they had an influence on teen delinquency: parental involvement and interaction, contribution to household income and engagement with a father figure by simply being present at home.

They find that adolescent boys engage in more delinquency without a father figure in their lives. Adolescent girls' behaviors are less closely linked to this, which may be attributed to the inherent levels of risk-taking that vary between males and females. Higher family incomes were also found to have little effect on solving the problems associated with youth delinquency.

Fathers provide children with male role models and can influence children's preferences, values and attitudes, while giving them a sense of security and boosting their self-esteem. They also increase the degree of adult supervision at home, which may lead to a direct reduction of delinquent behavior.

Jenny Hsu
Counsellor

From the Key Stage 3 Co-ordinator.

PDE WEEK

Key Stage 3 students will be coming home with letters next week regarding PDE week. Personal Development and Enrichment Week – Monday June 4th – Friday June 8th. In this week we run activities that challenge the students in different environments and give them opportunities to develop new skills that will further enhance their lives. Each Year Group has the opportunity to go on a residential trip where they will be challenged both mentally and physically and made to go outside of their comfort zones.

Year 7 travel over the mountain to Camp Taiwan. Here they camp for 3 days/2 nights and do outdoor activities, team building and personal challenges. This is not the same as any previous Primary trips and hopefully students will see it a little more challenge than Primary camps as it is designed to really push the Year 7 students. This trip is open to the whole of Year 7 and we really hope for a 100% uptake on this.

Year 8 will go to Longtan and students will be really challenged on a 3 day 2 night Outward Bound trip. On this trip they will do orienteering, river tracing, climbing and a high ropes course. They will sleep in tents and are required to cook their own meals in teams. This trip has run for the past 3 years and has been enjoyed by all students. There is a cap on numbers for this trip at 50 because of resources and staffing at Outward Bound. Interested students need to register quickly as it is a first come – first served situation.

Year 9 follow on from their Year 8 Outward Bound experience and travel to Hualien for a 4 day camp. This trip is specifically designed by Outward Bound to be an extension from the Year 8 trip. Having been on this trip before I can say that it is fantastic for the students, and staff, and is such a worthwhile 4 days in so many ways. Students river trace, build rafts, climb and do high ropes challenges. They cook for themselves and are challenged in team building activities. As with Year 8 this trip is capped at 50 so I urge interested students to register as soon as possible.

All information regarding dates and prices etc are in the letters that the students will bring home. These activities benefit the students in a large number of ways and we do hope that you will support them and encourage full participation. There are activities organised at school however the residential trips are the highlight of the week for each year group.

LOST PROPERTY FINAL CHANCE

We have made a big push to re-home the mountain of lost property here at the ESC. A large portion of the clothing was reclaimed however we still have a huge pile of Key Stage 3 uniform. Next week we will make one final effort to have students reclaim their belongings and then after that we will remove the clothing from the school and start again with an empty clothing rack. It is felt that if we remove this pile it will make it easier for future items to be found as there will be much fewer items in the lost property area.

Can I please urge you to encourage your child to look for any items if you are aware that they are missing. We will be allocating form time for students to look through the racks so every student will have the opportunity during school time. You are also welcome to come to school and look for any items yourselves if you feel that this would help. As of Friday March 2nd we will remove all current lost property.

James Woodall
Key Stage 3 Co-ordinator

From the Secondary and High School Library

Dear parents,

Since the library started our “i-Point campaign” around December, we have seen a significant increase in the circulation of the library books. Using fun activities, the library encourages students to borrow “teeny-tiny books”, “Books as old as your teacher”, “Alternative Love Stories” for Valentine’s Day, and so on... Younger Students can also write a letter to a book character they liked or disliked. We really want our students to challenge themselves into reading the books they wouldn’t naturally be drawn to, all the while promising them a great reading experience!

Please encourage your child to visit the library often, and to participate in our activities regularly. Not only can they collect precious i-Point and help their house win (!!), they will also discover unknown jewels of literature while having fun!

Happy reading!!

Angela Chang
Chief Librarian angela.chang@tes.tp.edu.tw

Research Database of the Month

Oxford Art Online (<http://www.oxfordartonline.com/>) offers access to the most authoritative, inclusive, and easily searchable online art resources available today. Through a single gateway users can access—and simultaneously cross-search—an expanding range of Oxford’s acclaimed art reference works: ***Grove Art Online***, ***the Benezit Dictionary of Artists***, ***the Encyclopedia of Aesthetics***, ***The Oxford Companion to Western Art***, and ***The Concise Oxford Dictionary of Art Terms***, as well as many specially commissioned articles and bibliographies available exclusively online.



Can I access Oxford Art Online at home? Yes, please contact the librarian for password!

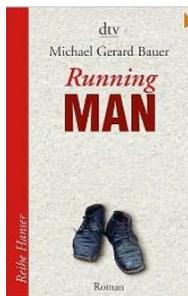
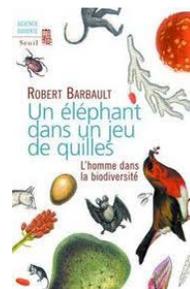
[A mango-shaped space / Wendy Mass \(REALISTIC EN MAS\)](#)



Thirteen-year-old Mia Winchell appears to be the most normal kid in her family. But Mia knows she is far from ordinary. She is keeping something from everyone who knows her: the fact that sounds, numbers, and letters have color for her. When trouble in school finally convinces Mia to reveal her secret, she feels like a freak. Her family and friends have trouble relating to her as she embarks on an intense journey of self-discovery. By the time she realizes she has isolated herself from all the people who care about her, it is almost too late. She has to lose something very special in order to find herself.

[Un éléphant dans un jeu de quilles : L'Homme dans la biodiversité / Robert Barbault \(FR 574.5 BAR\)](#)

Comme un éléphant dans un jeu de quilles, l'homme bouscule et menace la biodiversité. Par ses interventions multiples et désordonnées, il déplace de précieux équilibres écologiques. L'auteur se penche sur les causes de la crise d'extinction actuelle et dégage les grandes lignes d'une nouvelle stratégie de sauvegarde des milieux et des espèces – une stratégie qui pourrait s'énoncer ainsi : faisons équipe avec la vie, aujourd'hui et pour les générations à venir.



[Running Man: Roman / Michael Gerard Bauer \(REALISTIC GR BAU\)](#)

Bis in seine Träume hinein wird Joseph vom Running Man verfolgt, der durch die Stadt läuft wie ein Getriebener. Der unheimliche Mann ist Josephs persönliche Albtraum-Figur. Noch nie hat er mit jemandem über ihn gesprochen. Doch die Bekanntschaft mit seinem menschen scheuen Nachbarn Tom verändert alles: Tom ist noch verschlossener als Joseph. Seit Jahren hat er sich von der Außenwelt zurückgezogen. Josephs Interesse begegnet er zunächst mit Abwehr. Erst als Joseph von seinen Ängsten und dem Running Man erzählt, scheint sich auch für Tom wieder eine Tür ins Leben zu öffnen.

Zögerlich beginnt er, sein dunkles Geheimnis preiszugeben. Es ist nicht das Geheimnis, das Joseph erwartet hatte, aber das Gespräch darüber verändert sie beide. Auch Josephs Sicht auf den Running Man.

[倪亞達原著小說 / 袁哲生\(HUMOR CH YUA\)](#)

最教人爆笑的小學生黑色幽默日記.....

倪亞達就讀明日國小五年級，父親離家出走，留下他和拉保險的母親。倪亞達會打理自己的生活，只是有時候會弄得一團糟。他被同學強迫收養一隻流浪狗—康康，訓練康康上廁所時，康康掉到馬桶裡了，倪亞達乾脆倒了半瓶洗髮精到馬桶去給康康洗澡，哪知道馬桶堵塞，康康差點淹死了，從馬桶溢出來的水還流到客廳...



ECO-Schools



Eco-Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life. The Eco-Committee is the action team and the driving force behind the Eco-Schools work. Would you like to help? We are looking for people to join our Eco-Committee. This is run by students but can have parents, teachers, support staff, governors, local community members... everyone is welcome! The Eco-Committee will meet approximately every 8 weeks. We would especially like new students to participate (one of our school values!)

What is Eco-Schools about?

Basically the Eco-schools goal is to make our school more eco-fr



conduct a

review of the following areas:

Litter; waste reduction and recycling; energy; school grounds/ biodiversity; water use; pupil activities; healthy living; transport and global perspectives.

We will ask questions such as:

- Is the school litter free?
- Does the school recycle cans, paper, computer cartridges, etc?
- Does the school use recycled paper in disposable materials such as paper towels?
- Are lights left on unnecessarily? Are there draughts around windows and doors? Are windows left open whilst the heating is on?
- Does the school avoid the use of aerosols in art lessons or by caretaking staff?
- Does the school encourage walking or cycling to school?
- Do school grounds include areas of wildlife habitat other than those offered by grass on school fields?
- Do school toilets have water-saving devices fitted?
- Are environmental issues discussed in lessons or in assemblies, etc?

As we know Eco schools are trying to make schools more eco-friendly, this is shown by **flags**. There are 3 colours: bronze, silver and green. When the school has a green flag it means that the school is eco-friendly and it has got to its goal. (To be eco-friendly)

What we also do in this club, is that we try get ideas about how our school can be eco-friendly. Eg; Have you seen all those drink bottles and cartons around the school? Nasty thing to see right, well, this organization is trying to get ideas and improve them. We also try to help our school environment, eg: together we could make few bird boxes, bat boxes, or bird feeders! Maybe even we could have some "class pets" in few class rooms that students take care of. Hamsters, fish, etc. Something simple but fun! Maybe even in the future we can find some new butterflies in the playground, if we plant some new flowers around.



Maybe, in few years' time we will be the ones holding this flag!

By Milla, Donna & Sylvia

If you are interested in joining the Eco-Committee (remember, everyone is welcome!) see or send an email to:
julie.dale@tes.tp.edu.tw

Rustic Pathways

For TES students looking to do something amazing, inspiring, educational and fun over the summer, here's a great opportunity!

Rustic Pathways is the global leader in international student travel programs that focus on community service, adventure and language immersion in nineteen countries worldwide. Last year, thousands of students travelled with us on incredible journeys. From establishing a school in an indigenous village in Fiji, to climbing Kilimanjaro, or even caring for elephants in Thailand, amazing experiences await every student. We believe that cultural and international exposure is a crucial part of a global education and we pride ourselves in designing unforgettable programs that are safe, educational and affordable. Any student can join a Rustic Pathways program and travel with other like-minded and passionate students from all over the world. We provide week-long programs for even the busiest student, and our trips are designed to be combined so that students can follow their interests and get the most out of their summer.

All of these trips provide amazing CAS opportunities, as well as foundations for extended essays- and are amazing growth experiences for IB and non-IB students. Our programs have been the basis for hundreds of students' college essays, and can help them prepare for higher-level learning. We also have a variety of inspirational Gap Year programs for the student who wants to gain valuable skills and leadership before heading to university.

Our students come from dozens of countries worldwide, and many even come from Taiwan! Students from TAS, HIS, HAS, MCA and even IBSH have already travelled with Rustic Pathways, along with many of the top international schools around the world. Don't be left behind! Go to rusticpathways.com to find out more about how to follow your dreams this summer. If you have questions or want to talk to someone, just email Miranda Hitchcock at miranda@rusticpathways.com.

Note: TES is not affiliated with Rustic Pathways in any way, and is presenting their program solely as an opportunity for TES students to consider. TES does not officially recommend summer programs for students, but instead seeks to provide information on ways for students to further their own education. Rustic Pathways programs are run independently, not through the school, and any questions or concerns should go directly to them.