

ROAR

WINTER 2012



ST. JOHN'S
INTERNATIONAL SCHOOL



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Alumnus' passion for wildlife photography
High School Spanish exchange



2012 is upon us, and I would like to take this opportunity to wish all the extended St. John's community a Blessed and Happy New Year! I certainly hope that this year brings optimism for improved financial situations worldwide, and I pray for greater peace than we saw in 2011, the year of the "Arab Spring".

Thank you for continuing to stay connected to St. John's...we appreciate being able to reach out to current, as well as former, families and staff members to share our stories. The Roar provides a great venue to congratulate current student success in sports and academics, recognize great staff contributions in the classroom and in the region, and highlight alumni who are making an impact around the world! I hope that when you are done reading this latest edition of the Roar, you will have a little better understanding of the impact this school has on students and families alike, and that you will continue to stay connected.

Sincere best wishes for 2012,

Tom Hawkins, Director



ROAR

Winter 2012

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ALUMNI

Please make sure we have your correct mailing and e-mail addresses.

Go to the alumni webpage at www.stjohns.be/alumni and fill in the contact update form or send your contact information to Marcia De Wolf at mdewolf@stjohns.be

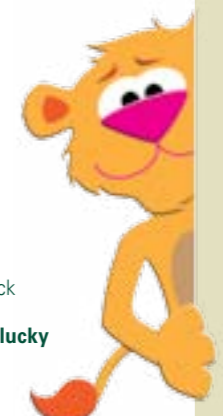
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kids!
Don't forget to check out my Web site:
www.stjohns.be/lucky

A YEAR IN KENYA

by Marcus Westberg - Class of 2001

The last year has been quite an adventure. After completing a degree in environmental management at the University of Tasmania – and much wandering across the globe before that – I felt that a change of scenery would do me good. So I decided on an Honours year, packed up my camera gear and headed to Kenya. Well – after a good 12 months of acquiring permits, arranging scholarships, conducting background research and saving as much money as possible.

I spent most of 2011 researching unsustainable tourism practises and photographing wildlife in the Maasai Mara – one of the world's premium protected areas. It was an incredibly rewarding



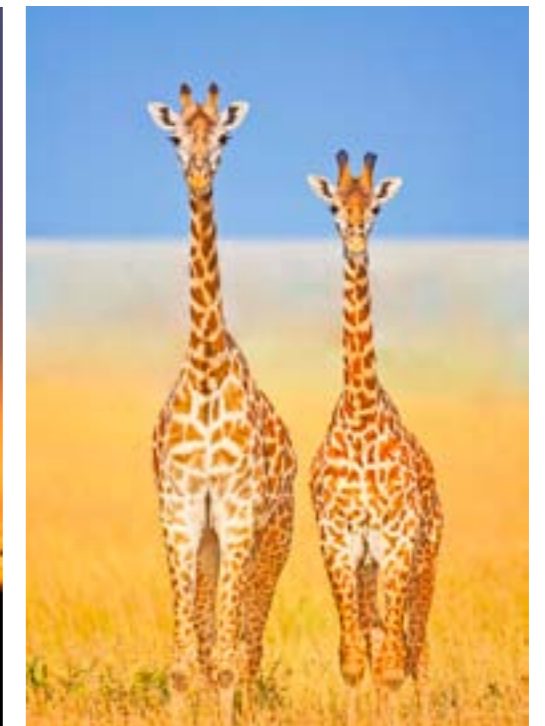
opportunities, and brought me into contact with a lot of fascinating people. I spent several weeks in the field with the local anti-poaching team, took part in the work of a number of humanitarian and conservation projects and enjoyed countless encounters with some of the world's most spectacular animals. It has also allowed me to combine my photography with my academic interests, which has long been a goal of mine. This is something I intend to continue pursuing in 2012, when my wife and I will drive around the southern half of the African continent; photographing for projects and organisations, but mostly experiencing and learning in one of the world's most exciting regions.



Feel free to follow our journey on www.lifethroughalens.org!

experience, but also a challenging one: conducting research without in-country support; constantly up to my knees in mud; roads and bridges that washed away every couple of months and constantly keeping an eye out for buffaloes, lions and elephants certainly kept my life interesting.

The research was only half of the experience, of course. Living with the Maasai – is there a more iconic tribe? – in the African bush, surrounded by wildlife, provided some very interesting



IT'S A LIFE

by Maartje Wiersema, St John's parent



From October 21 until November 8 of this year, I had the pleasure of exhibiting my paintings at the Art Gallery of St. John's International. The gallery is a beautiful space for exhibitions because of large windows, open spaces, good lighting and white walls. It was great to see my work in this surrounding.

The gallery of St. John's is used throughout the year for all kinds of exhibitions, which are related to the school. It varies from work from Elementary School students, Middle School students, IB students, Community Art Vernissage (work from staff and parents of the school) and work from artists from outside the school.

Artists who exhibit their work also have sessions during their exhibition with students from the

whole school. They talk about their work, about their inspiration, their education, which materials they work with etc. But also about more abstract subjects such as the meaning of art in a wider context.

I found that the best part of the exhibition was integrating and communicating with St. John's kids. The ES school children were so excited to get drawing lessons and did their best drawing sheep, cows and chickens. The MS children showed some great talent in drawing and insight in art. With the HS kids I had great discussions about art and how art can be used as a tool to express your feelings and ideas about the world around us.

Some of the paintings are inspired by my volunteer trip to Ghana with my daughter Louise last year. I used the opportunity to explain about the experience of working within another culture, help building a school and teaching art and English to children of the village.

Many children showed an interest and some ES children even copied the paintings.

In the spring break of this year, I hopefully will be going to Ghana



again and will be taking a couple of HS students to join me in the experience of living and working with people from Ghana.

For more information you can contact me by e-mail:

Maartje.wiersema@gmail.com



HIGH SCHOOL SPANISH EXCHANGE

by Emilie Bannon and Sofia Klevbo

Day 1

Getting off the plane and being hit by a blast of hot air is one of the best welcomes. Spain was a hot and muggy 28 degrees, which made it a beautiful start to the Pamplona Exchange.

The tourist side of the trip started with a visit to the bread factory Panasa. It was pretty interesting to see how they made the bread, there was so much butter in everything! Everyone got to play with the dough after and that was fun. At the end of the tour they gave us a loaf of bread and a Panini. Both were really tasty - a nice finish.

Then off to the cathedral. It has the biggest working bells in all of Spain, and they weigh a tonne each or something crazy. We were the first tour group allowed up in 20 years which was awe-inspiring, and the views from the top were amazing.

The Spanish kids get 2 hours off for lunch, so it's always an event, and a welcome break to a busy day.

The public supermarket was cool; everyone had to race to finish a questionnaire, but to answer the questions we had to talk to the vendors; they were really nice but they spoke so fast! The atmosphere was so friendly, and it was really nice to see the culture first hand. The olives were also seriously tasty.

We went to the bull museum after the supermarket. It was so interesting and we learnt so many

new things! Not many of us knew that one of the most dangerous parts of the bull is the bottom of the horns because they get so hot.



A nice finish to day one was going to a traditional café and having chocolate milk in a cup thing with churros! So delicious.

Day 2

We got to go to a high wire course, which was so much fun! There were 4 levels, each harder than the one before, and a flying fox.

Then to the last class of our exchange hosts before heading home for the day. The school was really strict but they were very accommodating.

Day 3

San Sebastian! Sun, sea, shopping! It was such a beautiful town. The science museum was the first place we went. There was a presentation about electricity and we got to see contained lightning, which was pretty. Then free time to wander around and try out all the interactive science displays.

Then we went to the beach for a while to enjoy the sun, the sand. The water was so pretty and clear, a bit cold but the air was hot so the contrast was nice. There were even little fish.

After we'd soaked up enough sun, we went to the aquarium which was cool. There was a tunnel under the tank, which you could walk through and be really close to the sharks and fish. It was amazing seeing sharks separated from you by only a few centimetres of glass. Then home for dinner.

Day 4

Our exchange hosts gave us a farewell breakfast which was really nice and the food was good too. They were so accommodating and generous, it was a nice way to say goodbye.

A few hours away from Pamplona, there is a massive desert, so we went hiking. It was gorgeous scenery, rolling hills and lots of dust. We must have covered at least 20 kilometres on foot, but the weather was beautiful so it was no problem. We had lunch at the bottom of a hill, and on the top of the hill was a 13th century castle which was amazing to see.

Then we went to another castle. It was like a Spanish Hogwarts, all the turrets and corridors and stairs, magical. The views were fantastic, such a quaint little town.



ST JOHN'S TEACHERS WRITE PYP TEACHING MATERIALS

by Helen Saunders, Áine Gahan, Sandrine Limbourg, Julia Gardener and Anne-Françoise Verbert

A group of teachers from St. John's Elementary School have recently become internationally published authors. Áine Gahan, Sandrine Limbourg, Julia Gardner, Anne-Françoise Verbert and Helen Saunders wrote nine of the eighteen titles published in the PYP Springboard series by Hodder UK, a series of teaching materials to support the delivery of the PYP (Primary Years Programme).

The whole process began in March 2010 when the Elementary School was asked to host a visitor – a researcher for Hodder. She observed some lessons and

asked teachers to respond to a questionnaire about materials on the market at that time and what PYP schools still needed. The researcher later contacted the school to inform us that she had loved the lessons she saw and, following several of the suggestions made here and at other schools, a series had been commissioned. At this point she asked if we were interested in becoming authors for the series.

Anne-Françoise Verbert commented that "When Hodder advertised their quest for writers in June 2010, the idea was tempting

enough to trigger our interest. Details were rather vague but we decided to live what we preach and be risk-takers. However, Helen (Saunders) and I felt that the collaboration on such a project reflected the essence of the PYP and we jumped on the opportunity to work together again. The process started right then, over the summer, when we had to provide a sample of our ideas and creativity!"

After an anxious wait, all five teachers who applied were

What's in the box?

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Each Inquiry Box includes:

- A selection of 10-15 books linked to the relevant unit which help your students practise their research skills and encourage them to explore their own lines of inquiry. The books are designed to accommodate the reading abilities of all your students
- A Teacher's Manual which gives you guidance and practical suggestions on how to deliver the unit of inquiry. Each manual includes links to the appropriate transdisciplinary themes and skills, key concepts, PYP attitudes and learner profile to save you valuable preparation time

Contents of the Teacher's Manual

<p>What is our purpose? Links to the transdisciplinary themes Main ideas of the unit Central ideas</p> <p>What do we want to learn? Key concepts Tips on how to guide lines of inquiry KWL chart</p> <p>How might we know what we have learned? Assessment opportunities Ideas for formative assessment Ideas for summative assessment Assessment good practice</p>	<p>How best might we learn? Tuning-in activities Ideas for learning engagements Disciplinary concepts Transdisciplinary skills Research organiser PYP attitudes</p> <p>What resources need to be gathered? Resources and the classroom environment Aspects for English Language Learners Supporting and extending students with learning differences Planner ideas Assessment and research sheets</p>
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awarded contracts to write for the series and this sparked off a long period of research, writing, editing and proofreading three teacher manuals per writing team.

Sandrine Limbourg and Áine Gahan worked together to co-author three manuals for the three to six age range. "As Pre-Kindergarten teachers who work at the same place, our experience of writing was enhanced by being co-authors. This helped us to have a clearer vision of how we teach, how we share our thoughts and our teaching experiences. We enjoyed the process of writing. It was a true partnership. It took a lot of our time and energy to put together our teaching practices in order to create a coherent and interesting handbook with practical and theoretical ideas that convey the current thinking behind PYP."

Julia Gardner also wrote three books for the three to six age range. She reflected on the writing process, especially how the closeness of the deadlines

meant you might "be working on a second book without having had any feedback about the first and as the project developed it was challenging to juggle each of the books, being at different stages in their development."

The series was published in the summer and is now available for PYP schools all over the world to buy to support their Programme of Inquiry. The series is being promoted worldwide and was available to view at the recent IBO Regional Conference in The Hague, which was attended by two of the authors. Helen Saunders and Anne-Françoise Verbert who co-wrote three titles in the nine to twelve age range were thrilled to see the results of all their hard work at the conference.

Anne-Françoise felt that "Seeing our boxes presented at the Hodder booth at the Education Conference centers made it all worth it!" Helen added that "We can say that we now have our name in

the British National Library and our own ISBN numbers! What a feeling!"

Now that the process has come to an end, all five authors have had a chance to reflect on the experience of authoring. Anne-Françoise felt that "Going through the process of writing and revising with the editor was an enriching learning experience." Sandrine and Áine explained how "Writing these handbooks gave us a much better insight into the philosophy of the Primary Years Programme and it consolidated our practice in our daily teaching." Despite the hard work, Julia's final thoughts reflect the journey all authors took, "verall it was a positive experience, a challenge but one which extended me professionally".

Further information about the books can be found at:

www.hoddereducation.co.uk/Schools/International-Schools/PYP-Springboard.aspx

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Find out more inside

ISST FALL 2011 REPORTS

Girls Volleyball

by Ariel Lyon

This volleyball season was challenging, but ultimately very rewarding. We began with many new players and grew into strong competitors. The season started with a loss to ASH, but was followed with a winning streak, including our games against our closest rivals, ISB. We went into ISSTs in Paris with high hopes; knowing that we had beaten all but three of the other teams. Starting strong, we won three out of four games on the first day. Day two also went very well, winning two more games, including the highlight of the ISSTs, which was crushing ASH. After beating them in the first set, they came back strong and we ended up winning the set with a score of 34-32, breaking their undefeated streak

at ISSTs, where they eventually placed 2nd. This was a proud moment for us! We showed ourselves and our coaches that we weren't giving up and all of our hard work during the season was not in vain. After the intense victory over ASH, our exhaustion kicked in and we lost our final game of that day, so we would be playing for third place against FIS. In our final game, we lost to

FIS in the fifth set by two points. It was a devastating loss, but overall we are very proud of how we played to take that 4th place spot. As a team, we improved incredibly in our skills throughout the season, but equally importantly we played very well because we are a team that quickly developed and maintained a very close bond. These strengths led us to a solid finish.



Boys Volleyball

by Kick Leibbrandt

The volleyball team was lucky this year with the opportunity of having a Belgian beach volleyball champion as our coach,

Audrey Frankart. Besides his life threatening spikes during varsity versus coach Audrey scrimmages, he managed to bring us together with the use of non-stop drilling and Flemish war chants. The team was very diverse this year in terms of experience. We had

three starting seniors, Alex, and the captains Jonas and Anthony, each with more than five years of volleyball under their belt. Three starting juniors, two of whom were granted all-tournament this year (Cameron and Kick), a sophomore, and a freshman. With four starters over 6 foot one, and one starter who can basically jump half his own height, we managed to beat the majority of the teams we played this year including: Cobham, ASP, Hillingdon, ISB, TESIS, ASL and Dusseldorf. Even though our main coach couldn't be present at ISST's and one of the captains suffered from an allergic reaction to tiger balm, we still managed to place fourth, a very satisfying result.



Girls Soccer

by Emily Bannon

Girls soccer had a fantastic season this year. Our season record was 10-2-4, with all our losses being very close games. There were amazing highlights throughout the season, like when we beat TESIS, last year's champions, on their home field, signaling that maybe we could hope for a medal at ISSTs this year. We beat teams we had struggled against last season, like The Hague, Paris and ISB, and we also had a fun game against Genazzano, the Australian school that came to visit. All this

led to ISSTs in London, and we were all buzzing with excitement. The first day we played Munich and London, beating Munich 3-1, but losing to London 1-2. Second in our group, our cross-over game was with Cobham, and after what was one of the most stressful games ever, we won 3-2. It was onto the semi-finals, against Frankfurt, and we won 3-0. We'd made it to the championship game! We were against Zurich, and the game remained scoreless until Zurich scored in the last few minutes, and though we fought hard, we couldn't get the point back. We were disappointed, but



not terribly. This was the best girls soccer has done in St. John's history—RUNNERS UP FOR 2011 ISSTs! It was an incredible feeling being able to go home wearing our medals. In the end though, getting a medal was amazing, but so was knowing that we had found a second family in our bizarre, slightly insane soccer team (it's safer not to ask).

Boys Soccer

by Adam Hern

This Year we went to Munich International School for our division 1 ISST final. Our group consisted of TESIS and ASP. We tied 1-1 against TESIS and then went on to tie Paris as well, second out of the group stage.

We played Cobham on Friday morning and lost that game 1-0 in a well fought and tough game. In the afternoon unfortunately, against ASH, we lost and ended up playing BSB for 7th place. We played well but were unlucky. We had a chance at the final but the first place team Cobham took it from us.



Cross Country

by Jessie Renshaw

Throughout the 2011 season, the cross-country team gradually built up a solid team of athletes in each of the four categories that would participate in the ISSTs in Frankfurt: Junior Varsity girls, Junior Varsity boys, Varsity girls and Varsity boys. All 28 athletes were carefully chosen and travelled by bus to Frankfurt the day before the race.

Upon arriving there, the nerves began to set in as we could see the other competitors from the other eight schools in Division 1: Frankfurt International School, ACS Cobham International School, American School in London, American School of Paris, British

School of Brussels, International School of Brussels, Munich International School and Zurich International School. After the customary spaghetti supper with all the teams together in the cafeteria, all the athletes were sent off to their generous housers for a good night's rest before the competition.

The weather on the day of the race was perfect; although it was a bit cold for the spectators, it wasn't too warm for the athletes and because the ground was cold, there wasn't any risk of slippery mud like in Vienna the year before! On the other hand, the course was perfect for spectators with many chances to see the runners at different important stages throughout the race however the

athletes weren't so keen on having to run up the same steep hill twice...

After a hard day of racing our tired, but happy, cross-country team emerged from the showers to attend the Awards ceremony. Huge cheers erupted for Soraya Kezelmann collecting her 6th place ribbon in the junior varsity girls' race, Emma Martensson collecting her 9th place ribbon in the varsity girls' race and the varsity girls' team collecting their third place trophy!



SOUTH AMERICAN BIKING ADVENTURE

by Dennis Pedersen, class of 2005

Vuelta Sudamericana 2011

Even several weeks after returning from my biking trip, it is a strange feeling to be back in Europe – strange to be back to what I called “my normal life” before my adventure in South America. But this is what trips like these do to you – they make you think and naturally challenge whatever you have known as “normal”.



The trip as a whole

“From Buenos Aires (Argentina) to Lima (Peru) is pretty far on a map”, my father told me. Now I can tell you it is even further on a bike! 80 days, 65 biking days, 15 resting days, 6500 km and hence averaging 100 km a day makes for a pretty long bike ride.

Preparation

“Train as you fight” I once read in an athlete’s blog. It makes perfect sense that you need to get used to biking before going on a 6500 km biking trip across South America, having to cross the Andes multiple times. However I still tried to cross-train as much as possible, e.g. going swimming and doing strength-exercises. All in all I was training up to 5 days a week. However I had only biked 100 km on one day once before

leaving after which I was happy not to bike another 100 km the day after... In hindsight I definitely was not prepared properly, as I am still wondering how I even survived the first 5 days (day 1: 80 km, day 2: 138 km, day 3: 150 km, day 4: 150 km, day 5: 108 km).



Day-to-day

Getting up at 4.30 am, packing all my weekly gear into a 100 L bag (including tent, sleeping bag and sleeping mattress does not leave much room for other things),

breakfast at 5.15 am and biking at 6 am was a normal morning for most of the trip. Then we “just” had to bike the distance of the day, arrive in camp, setup tents and prepare for the next day.

Anecdotes/Stories

The one thing that has impressed me the most on this trip was the older generation, the oldest being 68 years old and still biking fast. In the first week I had the humbling experience of having to ask a 64 year old woman to slow down for me while she was leading the peloton. They have truly inspired me and I hope that one day when turning 60 + I will be as cool and fit as them!

Biking Highlights

- Atacama desert
- Uyuni Salt Flats
- Death Road
- 90 km downhill to Nazca

Non-biking highlights

- Valle de la Luna
- Climbing Huayna Potosi – 6088m summit
- Machu Pichu
- Meeting my good friend and



former class mate Christopher Varin in Lima at the end of the trip (who would have thought after graduating in 2005 that we would meet there?)

Further info
Tour operator: Tour D’Afrique
www.tourdafrique.com
My email:
do.pedersen@gmail.com

After the trip

In summary this has been an adventure of a life time and my family and friends will have to put up with my stories for a long time... I believe the end was as surreal as the beginning and it amazes me how fast you forget the hard times and only remember the good ones.



LEARNING LIFE LESSONS THROUGH SPORTS

by Robert Fronk, grade 9 and 10 counselor



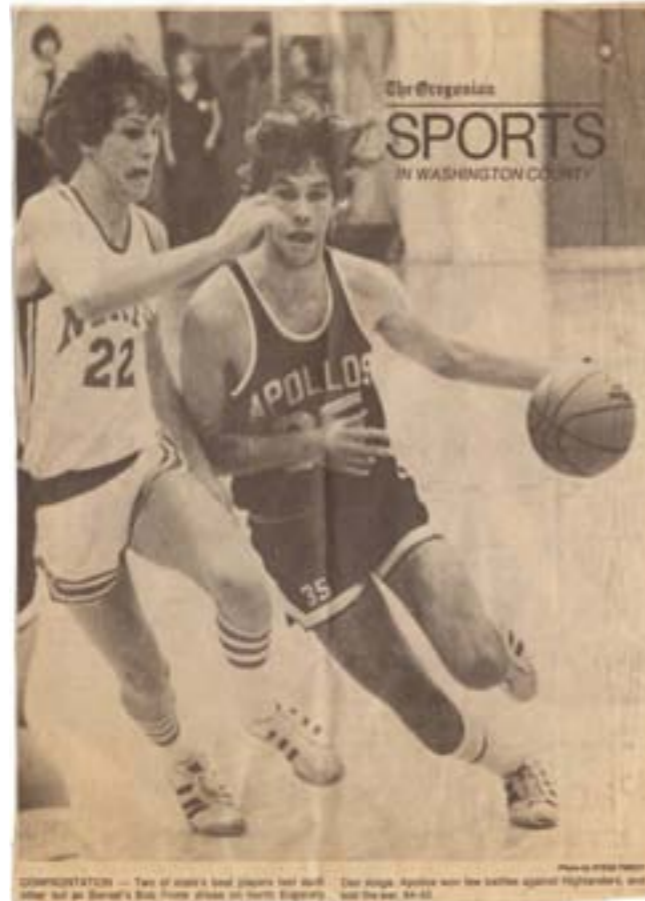
As I reflect back many years ago regarding my participation in sports, I can't help

but think about the support and encouragement I received. From my parents to my coaches and others as well. Additionally, I think about the thousands of hours I put into sports. This ranged from summer camps attended at a young age, to summer leagues and camps during the high school years. The days and nights of shooting baskets in the rain all by myself, all in the hopes of obtaining my dream. I appreciate the phrases, "the only place where success comes before work is in the dictionary," and "the harder you work, the luckier you get." I think this applies to all facets of life.

This hard work paid off. I was fortunate enough to obtain a full scholarship to play basketball at the University of Washington and it allowed me to:

- become a co-captain,
- hit a last second shot at the buzzer to beat UCLA 72-70 in Pauley Pavilion,
- score 35 points against the University of Oregon.

Once again, I was blessed. After college, I was drafted by the Indiana Pacers. Vying for a roster spot involved several brutal cuts over several months - from 30 rookies and free agents over one



Bob Fronk passes Danny Ainge

weekend in Indianapolis, to 12 participating a six week California summer league, to being one of 5 invited to fall camp. At the very end, right before the first pre-season game, I was cut. Naturally, I was heartbroken because my dream had ended. From the original 30 plus, the only one they kept was the number one draft choice that year, Herb Williams of Ohio State.

However, when one door closes, another opens. An opportunity to play professionally in Cologne, Germany arose. Over the course

of two years, I became very fond of the culture and the people, and of course the travel experiences through Europe. It has taken me a while to get back to Europe, but I am very happy to be back, and working at St. John's. Lastly, I would encourage young people to get involved and participate in extra-curricular activities. The lessons I learned through sports (i.e. hard work, sacrifice, commitment, teamwork) has stayed with me, and truly enriched my life. I feel truly blessed.

REMEMBERING MARY

We received the sad news that Mary McGowan, long-time purchasing officer here at St. John's, passed away on January 19, 2012.

Mary was born in 1945, in Dublin, Ireland. She came to St. John's in 1989 and stayed with us till her retirement in the summer of 2010.

We all knew Mary as a person who lived intensely, had a tremendous sense of humour, and a big heart. Not only was she dedicated to her work but she was a person many turned to for advice, for help, or for a laugh.

Mary volunteered at numerous school events, helped in the cafeteria with the Elementary School lunches for many years, and supported alumni.

Shortly after her retirement, Mary was diagnosed with cancer. She put up a valiant fight, entirely in line with her spirited personality.

She will be remembered as a respected colleague but more so as our friend... Our thoughts and prayers are with her family.

May she rest in peace.



BEFORE AND AFTER MOVEMBER RAISING FUNDS FOR CANCER

Congratulations to the male staff members and students who participated in "Movember", growing beards during the month of November to promote awareness of prostate cancer and to raise money for cancer research.

In the photo: Mr Young, Mr. Silcock, Mr. McDonald, Mr. Hall, Mr. Johnston, Mr. Diedrich and Dr. Hawkins

BEFORE



AFTER



BIG IDEAS WEEK

By Ben Kestner, Middle School principal

"Water is life's mater and matrix, mother and medium. There is no life without water." So said the Hungarian biochemist Albert Szent-Gyorgyi, who won the Nobel Prize for Medicine in 1937.

Big Ideas Week is our innovative program for group-based experiential learning that allows students the space and time to recognize and stretch their innate capabilities and reach their own conclusions about their own performance. It brings together the 7 competences which underpin our curriculum in middle school; Thinker, Creator, Explorer,

Communicator, Collaborator, Contributor and Self assessor.

Our students had opportunities to explore water from angles not examined before. Why do we sell water in bottles? Is access to water a human right? Why bother to save water when it rains all the time? Why do holiday destinations often include access to water? Why worry about pollution in water? Why worry about droughts and floods when it never happens where we are? How do we use water in agriculture? How has water shaped our world? Why do we baptize babies with drops of

water? How can a water molecule have been around when dinosaurs lived yet today the same water molecule could be in my cup of tea? Who said the sea is within us? Why?

By delving into these and more multi-disciplinary questions, students discover who they are, how they fit into this world and how their actions impact the world. Working as collaborators and creative thinkers, students demonstrate their respect for each other and the world around them. Grade 7 and 8 students worked in groups of 16 to generate

more questions on their specific water angle, work collaboratively towards an understanding of the problem or issue and then develop creative suggestions and plans for solving the problems or contributing towards a greater awareness. Students not only had in-house coaching by their teachers but a list of experts to draw inspiration from, as far away as Cambridge and Hawaii!

students had access to specially arranged workshops and outside experts which were all linked to the theme water.

Some highlights of the week:

- Levi Strauss presenting on their Water-Less jeans and Green light for Girls running water-related experiments in school
- Students skyping with Bengali



- Amazing experiments in the Science labs
- Students making hydro electricity

Some insights from the student evaluation give a taste of the benefits:

"Big Ideas helped me to understand how things work in real life"

"Working as a group motivated me"

"They start listening to me by me listening to them"

"I really didn't know I was that good in making a website"

"I can really focus when I need to"

"I learnt that if I want I can have fun by working"

"I let things go too easily"

Middle School students and staff are all proud to be part of such an exciting and innovative project.

- Conversations and collaborations with Pacific Institute in Hawaii
- Students accessing advice and support from a network of external experts from across the world including the EU and Cambridge University

- Students learning about and setting up basic financial accounting systems for fundraising for clean water projects
- Students negotiating with school administration for access to sponsorship, permissions to adapt school property

- Farm visit
- Visit to local restaurants to investigate water



Having a positive impact on the world and reaching out to our global community is part of our water mission.

The week kicked off with a collaboration between the St. John's and the organizations Green Light for Girls and Levis Strauss as well as visits to the local fire station, sewerage plant and swimming pool.

Students then worked in groups for the week with teachers helping and guiding their inquiry and discovery. Throughout the week



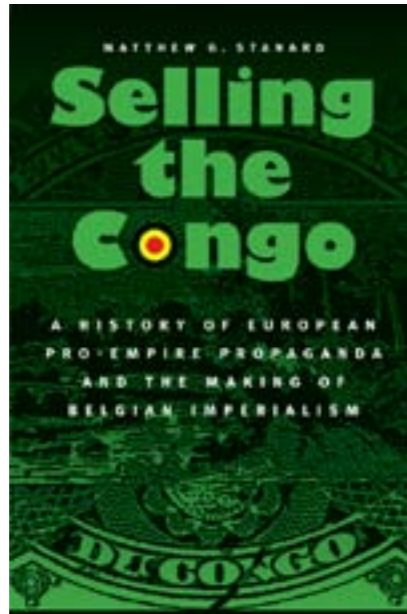
ALUMNUS PUBLISHES BOOK ON CONGO

by Matthew Stanard, class of 1991



University of Nebraska Press recently published my book *Selling the Congo: A History of European Pro-Empire Propaganda and the Making of Belgian Imperialism*. Leopold II ruled the Congo as his personal colony beginning in the 1880s, but his brand of colonialism was so brutal it caused international outrage, forcing him to turn the colony over to Belgium in 1908. Belgium then ruled the colony, which it called the Belgian Congo, until 1960. The book examines how Belgians created propaganda to generate pro-empire enthusiasm in Belgium, and how that propaganda had mixed results.

As I note in the book's preface, when I left my government affairs job in Washington, D.C., in 1999 to go to history graduate school at Indiana University-Bloomington, I never intended to study Belgian imperialism specifically. But the four years my family spent in Belgium and at St. John's from 1984-1988 definitely ignited my interest in modern European history. My social studies classes really got me interested in European and world history, as did innumerable class and ISST trips that took me to London, Andalusia, The Hague, the Soviet Union, and elsewhere. My curiosity about Africa and European imperialism was sparked by a visit to Tervuren's Royal Museum for Central Africa with Mrs. Brooke's science class, when I must have



been in the seventh grade. I distinctly remember wondering why little Belgium had such a huge museum about central Africa.

After I received my Ph.D. in 2006, my wife and I moved to Rome, Georgia, after I fortunately found a position teaching history at Berry College in what is a tough job market for history Ph.D.s. We have settled here for the time being, joined in 2008 by our beautiful son. Indeed, I am extraordinarily fortunate. One reason I went to graduate school, besides my interest in history, was to become a teacher and "give back" in some way considering the incredible privilege I'd had to be a student of superb, caring teachers over the years. The wonderful teachers and coaches I had at St. John's, whom I keep in my heart by emulating them in my own teaching—even if I may come up short—are too many to list, and I'm always thankful for them and my time at St. John's.



A MOVIE STAR LIFE

by Alexander Devrient (Wiegand), class of 2005

Alumnus Alexander Devrient secured a role in the blockbuster movie *Sherlock Holmes*. He tells us about his movie star life



When actors are asked the question about when they knew they wanted to become actors they come up with the most amazing answers. For most of them it seems like it was a calling they simply had to follow from an early age. It was not quite the same for me. Although I had been partaking in theatre classes since the age of 11 and chose Drama as part of my IB, the decision to make a job out of my passion only came years later.

I was doing a Bachelor in Economics and International Relations and I was writing my dissertation. I was worried about what the future had in store for me when, late at night, I had an epiphany. It suddenly all made sense. I thought about what I really enjoyed doing, what made me feel complete and emotionally connected and most importantly, what I was good at. Acting combined all of these factors.

Literally the next day, I applied to Drama Schools in the UK. Whilst

finishing my studies I auditioned for a variety of schools, travelling back and forth between Belgium and England. I got into Drama Studio London and was over the moon to be able to focus completely on my acting.

Training was invaluable and when I finally graduated as a professional actor I was ready to take on the world. It is a tough industry with a lot of highs but also many lows and you need to be a grounded, disciplined person to survive in it.

I bagged my role in *Sherlock Holmes* roughly 18 months after graduating. My agent had gotten me the audition and I instantly clicked with the Casting Director. When my agent called me to tell me I had gotten my first featured role in a Hollywood film I was ecstatic.

The scenes I was in were shot in London. The Arts Department had built an entire Gypsy camp with dozens of animals roaming

around. It was very impressive. The camp was later transferred and re-built in a Studio.

On the day I met Guy Ritchie first, who then introduced me and two other French actors to Robert Downey Jr. and Jude Law. These two major stars were very nice and down to earth. They even said they had looked at our pictures before coming. Nice! Although I envy Jude Law for his huge luxury chrome trailer, I want one too.

I had most of my acting moments with Robert Downey Jr., pushing and shoving him around, stealing his bag and being an unwelcoming gypsy. He let me do what I felt was right and simply reacted to it in character. It was brilliant.

Since then, 12 months have passed and I am currently performing in a site-specific, immersive theatre show called 'Secret Cinema' and I am looking forward to a wonderful year of 2012.

WHAT ELSE HAS BEEN HAPPENING?

Farewell to Sr. Mary

A reception was held to bid a fond farewell to Sr. Mary who is moving to her native Ireland. Sr. Mary was very involved in the ASBL and Advisory Boards for the past five years and we thank her for her energy, expertise and commitment she brought to St. John's.



Alumni news

When in Atlanta in October Judith Debetencourt Hoskins met with the Pinheiro-Antao family. Drs. Pinheiro and Antao had their daughter in St. John's Early Childhood Center three years ago. Germania and Vinicius are both back in Atlanta working for the U.S. government International Research and Programs Branch of the Center for Disease Control. Sophie is now in grade three at an international school. She is pictured in Paris where her parents recently travelled for a conference. They hope to visit St. John's soon.



Class Rep '75

Erik Jensen is the new class rep for the class of 1975. Please contact him at: ejensen@co.pierce.wa.us.



3rd grader European ambassador

Congratulations to Mia Taylor in 3rd grade who was selected as one of two student ambassadors for the continent of Europe in the 2012 World Education Games.

Willy retires!

Willy the bus driver retired just before Christmas after many years of service for the school. He was treated to a nice breakfast, gifts and songs by a third grade class.

Happy retirement to Willy!



BSA Award

BSA and St. John's: long-term partners

It was on a beautiful Saturday afternoon this fall when BSA presented Dr. Hawkins with a plaque to thank the school for the decades of support provided to BSA. Nathan Knight, BSA president, presented the plaque acknowledging BSA's ongoing appreciation for the school's support of BSA programs.



Annual Christmas Invitational basketball tournament

St. John's held its annual Christmas Invitational basketball tournament on December 2-3. We were excited about hosting the girls' basketball team from the International School of Kenya. Our fellow "Lions" put on a strong showing while winning their four games. Other participants included teams from the American School of Paris and the British School in the Netherlands.



MANE EVENTS

MARCH 2012

- 6 Transition evening for Grade 8 going into Grade 9
- 7-10 ISSTs basketball and swimming
- 12 Chamber concert
- 13 Academic Night for Grades 10-11
- 14,15 ES student led conferences
—NO SCHOOL for ES students
- 15 HS parent-teacher conferences
—NO SCHOOL for HS students
- 23 NO SCHOOL—staff in-service day
- 29 School wide Spring Concert
- 31-April 15 Easter break

APRIL 2012

- 16 Classes resume
- 26,27 HS Spring play
- 30 NO SCHOOL

MAY 2012

- 1 Labor Day— NO SCHOOL
- 2-21 IB exams
- 6 Family Day
- 17,18 Ascension break—NO SCHOOL
- 23-26 ISSTs baseball, softball, tennis and track & field
- 28 Whit Monday— NO SCHOOL

JUNE 2012

- 9 Graduation
- 27 Last day of school for students
- noon dismissal
- 28 Last day of school for teachers

Where children come first



ES floor hockey team, winners of the 2011 tournament at the Scandinavian School!



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