



FOOTPRINTS

LEARNING

Computer Science at CIS

CIS students organising an Hour of Code. [PAGE 6-7](#)

BUILDING

Parents Kick It at CIS Boot Camp

CIS parents meet at the new fitness room twice a week. [PAGE 22-23](#)

COMMUNITY

10 Years at CIS

A tribute to our leaving teachers who served more than ten years at CIS. [PAGE 32-33](#)

JUNE #12

Middle School Sustainability Projects

Grade 8 students have just completed a unit on Sustainable Cities. [PAGE 20-21](#)



FOOTPRINTS

LETTER FROM THE FOOTPRINTS TEAM

Welcome to the June edition of CIS Footprints magazine where you will read about our new home, and how the school façade has changed dramatically; in spite of our physical transformation, this edition highlights what hasn't changed.

Our theme for this edition is all about nurturing the contacts that allow us, or have allowed us, to expand our horizons. For example, the networking skills of our Gala Ball Committee enabled us to raise over 250,000 Danish kroner to enhance our arts program. For more details check out our [Annual School Report 2017](#).

In the following pages you will read about our students who have joined Danish clubs, with little knowledge of the host language or culture, and yet still found their niche in Copenhagen. They discuss how they were welcomed by the Danes, and how these new clubs allowed them to continue pursuing their passion for a sport while in their "home away from home".

Lastly, you will read stories from our past, where our alumni not only showcase their success after leaving CIS, but also remind us of the necessity of keeping friendships alive long after they leave the school. We hope you enjoy this edition and we welcome any comments or ideas on how to better showcase the CIS of the future.

"We didn't realise we were making memories, we just knew we were having fun..."

JUNE 2017

Editor in Chief: Suzanne O'Reilly
Managing Editor: Shannon O'Connor
Designer: Virginia de Colombani
Junior Reporter: Clodagh Cunningham
Junior Reporter: Maibritt Henkel
Junior Reporter: Tess Kauffmann

TABLE OF CONTENTS

JUNE #12

LEARNING

COMMENCEMENT SPEECH AT COPENHAGEN INTERNATIONAL SCHOOL



LEARNING

Letter from the FOOTPRINTS Team	PAGE 2
Welcome from the Director	PAGE 4
2017 Graduates	PAGE 5
Commencement Speech CIS	PAGE 6-7
The Arts Program	PAGE 8-9
Interview with Chiara Dammann	PAGE 10-11
Montessori Model United Nations	PAGE 12
Maths Competition	PAGE 13
CIS Students Winning Medals	PAGE 14-17
The Hour of Code	PAGE 18-19
Middle School Sustainability Projects	PAGE 20-21

BUILDING

PARENTS KICK IT AT CIS BOOT CAMP



BUILDING

Parents Kick It at CIS Boot Camp	PAGE 22-23
----------------------------------	------------

COMMUNITY

2012 GRADUATES WRITE ABOUT LIFE AFTER CIS



COMMUNITY

International Festival	PAGE 24-25
Alumni Interview with Christopher G.	PAGE 26-27
Alumni Interview with Annette S.	PAGE 28-29
2012 Graduates - Life After CIS	PAGE 30-31
A Tribute to Our Leaving Teachers	PAGE 32-33
Class of '72 - Chris Scharn	PAGE 34
Class of '72 - Kathlyn Sandberg Lovell	PAGE 35-36
Class of '72 - Helen Gallegher	PAGE 37-38

Message from the director

Dear CIS Community,

What a remarkable year we have had. How wonderful it was to see all of the learning at City and Hellerup and then all together at Nordhavn.

All best wishes for a well-deserved, relaxing, fun summer. We look forward to seeing you all again in August. For those leaving CIS and Denmark, safe journey and please stay in touch! You will always have a home at CIS.

Jennifer Weyburn
Director



2017 Graduates

2017 Graduates represent the following countries:

Argentina, Austria; Australia, Belgium, Belize, Brazil, Canada, Czech Republic, El Salvador, France, Germany, Iceland, India, Ireland, Israel, Jordan, Korea, Lithuania, Mexico, Netherlands, New Zealand, Norway, Poland, Spain, Switzerland, Sweden, Thailand, United Kingdom, United States of America.

Our students have offers of places at the following universities:

King's College, London; University of Oxford; University of Newcastle; London School of Economics; Delft University of Technology; University of California at Berkeley; University of Manchester; University of Sussex; University College, London; University of Birmingham; Georgia Institute of Technology; Goldsmiths, University of London; University of Exeter; McGill; Bucknell University; Aalborg University; De Montfort University, Leicester; University of Toronto; University of Lincoln; University in Groningen, The Netherlands; Fort Lewis College; Renmin University, China.

They have chosen the following fields of study:

Medicine, Business Management, Biological Sciences, History and Politics, Marketing, Social Policy, Mechanical Engineering, Automotive Design and Manufacturing Engineering, Aerospace Engineering, Social Sciences, Civil Engineering, Maths and Economics, Law, Politics and International Relations, Music Production, Education, Media and Communications, Business and Management, Journalism, Economics, English Literature, Asian Studies, Political science, Philosophy and economics, Management, Electrical engineering, Accounting and Legal Studies, Graphic design (illustration), Finance, Psychology, Game Design & Development, Politics, Australian Air Force and International Studies and Political Economy.

Some students have chosen to take a gap year to travel and get work experience through internships.

Commencement Speech Copenhagen International School

Parents, family, friends and faculty join me in offering your warmest congratulations to the graduating class of 2017!

Change is the only constant in the universe. This is as true on sub-atomic level as it is for us as individuals and societies. The only certainty in life is its uncertainty. However, there are values that can act as moral and spiritual compasses throughout life. In many ways, you are already imbued with these values by virtue of your unique experiences as international nomads. I too grew up as a nomad, but in the literal sense of the word. But the values imparted to me by this lifestyle are much the same as you all carry.

I grew up in the bush of Africa. East Africa in a country called Somalia to be specific. As a child living with my nomadic grandmother my job was to herd animals.

As a little girl herding sheep, I had quickly learned how to listen to my intuition. Very often I was alone all day tending to the animals and taking them from place to place and making sure that they were fed well, while at the same time I also stood alert ready to protect them if any fox or hyenas attacked them or they were under any kind of threat.

As a nomad my family and I moved a lot and were always in search of finding green grass and water for our animals. This resulted in me not really ever being able to keep friends for a long period of time.

This has made me to be appreciative of the time I had with everyone, to enjoy the moment and to be present. Because I simply didn't know when my friends and I would move away and separate or if I would ever see my friends again.

Being a nomad has taught me to easily adapt to different settings, different living arrangements and different climates. It has given me the ability to get along with people who have different views and living standards from me and to have an open heart to new cultures and values.

I know a lot of you are "nomads " just like me. You have travelled the world and many of you have had to change schools, your friends and your country many a times. And now, you have reached yet a new and exciting chapter in your lives. Not only have you worked hard studying and are now graduating from one of the best schools in Denmark but you are also entering the adult world and getting ready for university. Most importantly, many of you if perhaps not all of you will be moving on again, like the true nomads you are.

Remember to carry these values and experiences into your lives.

I want to share something a little more personal with you. When we fled the civil war in Somalia, we ended up in refugee camp in Ethiopia where we lived in a tent for a couple of years. At the refugee camp my job changed from herding animals to my only pass time being attending funerals. Every single day 100s of people in all ages died of hunger, dehydration and diseases.

When I arrived in Denmark at the age of 12 illiterate nomadic refugee, I had to go through an usual adaptation to my new life too.

I remember one day seeing a beautiful garden outside where we lived. It was full of beautiful red and delicious strawberries. I knew they were delicious coz I ate them..a lot of them. You see where I came from, everything that is in the nature and of the nature is for everybody. Anyone can eat it. I only found out that the this garden belonged to someone when I suddenly heard a lady screaming and shouting from afar " Stop, Stop". I had no idea that trees and berries could be owned by people.

Or when I started in my new class for the first time and our 6th grade teacher told us that we had to on a 3 days camping trip where we would have to live in tents and make fire. He also told us that we had canoe. The problem was that I couldn't swim. I had just lived in a tent for years in a refugee camp and I have made wild fire in the open all my life to

"I want you to know and appreciate the courage, strength and tenacity you have acquired at your young age because of your world experience"

survive and not for recreation. What is fun about that? Why do have to do it when we have now warm beds, food and warm houses?

At this time I want to share with you, what I wished I had known when I was your age.

I want you to remember that you have enjoyed more advantages than most young people your age. You have travelled and lived in more countries and places than most people will during a lifetime, and because of that, you have an immense understanding of different cultures and peoples. I want you to know and appreciate the courage, strength and tenacity you have acquired at your young age because of your world experience. These experiences are part of you and a wellspring of inspiration for you to carry within yourselves no matter where you go.

To round up, I want to share a little story with you about an ancient African philosophy called UBUNTU: Ubuntu originates from the Bantu dialects of Africa and means "I am what I am because of who we all are" " A person with Ubuntu is welcoming, hospitable, warm and generous, willing to share. Such people are open and available to others, willing to be vulnerable, affirming of others, do not feel threatened that others are able and good, for they have a proper self-assurance that comes from knowing that they belong in a greater whole."

"An anthropologist studying the habits and customs of an African tribe found himself surrounded by children most days. So he decided to play a little game with them. He managed to get candy from the nearest town and put it all in a decorated basket. at the foot of a tree. Then he called the children and suggested they play the game. When the anthropologist said "now", the children had to run to the tree and the first one to get there could have all the candy to him/herself. So the children all lined up waiting for the signal. When the anthropologist said "now", all of the children took each other by the hand ran together towards the tree. They all arrived at the same time divided up the candy, sat down and began to happily munch away. The anthropologist went over to them and asked why they had all run together when any one of them could have had the candy all to themselves. The children responded: "Ubuntu. How could any one of us be happy if all the others were sad?"

With that I will like to end and say may we remember those who are less fortunate than us. We as human beings have to help each other in order for all of us to exist and to fully thrive as people. Because we all have dreams. And if we help each other, all dreams can come true for everyone and not just for some of us.

Thank you.



The Arts Program

The Arts play a central role at CIS. There's always something going on: a benefit concert, an art exhibition, sounds of rehearsal wafting from the music rooms. [CIS Arts Program](#). While we have always had a rich arts program, our new facilities have enabled us to develop even further. Here some of our teachers comment on the importance of their craft - the value of the arts - and expand on how the move has enhanced their teaching.

Music

CELLIST - SUZANNE SZOLNOKI

- Music is more than important, it has been a part of our lives since the beginning of history. One can relax and get rid of daily stress by listening to, or playing music.
- We music teachers have more space and rooms in Nordhavn, and it feels more current with regard to tutoring students in the use of instruments. I like also that other children and parents can look into the music rooms and have real understanding about it.
- Learning about music inspires creativity for a lifetime. One will benefit from it even if they do not become a professional musician.
- Music increases mental and physical awareness; playing an instrument helps children learn how to synchronise different motions.
- Children learn the basics of music in schools - and also learn how to love it. I wish every child could access this profound experience.

GUITARIST - SANTIAGO GUTIÉRREZ BOLIO

- Music gives us a unique way to communicate and have an intellectual, emotional and physical experiences simultaneously. I don't think there is any other activity that gives us access to these three realms of experiences in a more intense, balanced, and interdependent way.
- Yes, the music facilities at the new campus have clearly improved - but more importantly, they have improved the musical experiences of both teachers and students; the better the space, the better the experience for everybody. We're all looking forward to exploring the new music hall as well!

- We all love music, or at least have enjoyed it at some point in our lives, regardless of taste or genre - but it is important to understand that even though music can be magical at times, it does not happen by magic. It actually starts at the schools, and should be - must be - grown with patience, discipline, and love. What else can develop these qualities in such an enjoyable way?

SAXOPHONIST AND CLARINETIST - ANDERS BAST

- Playing or listening to music always lifts my mood up. When I have had a bad day or feel depressed, I'll often realise that I haven't played music for some time.. When I then play again I almost instantly find myself in a better mood.
- Music is part of almost all important occasions in our lives: Baptisms, Weddings, Funerals, etc. I cannot imagine a life without music.
- The new music facilities in Nordhavn are very much an improvement compared to both Hellerup and Østerbro. The sound in the rooms is better due to the design of the walls. The soundproofing between rooms is much better. The ventilation and lighting as well. I'm very impressed and feel very privileged to be teaching in such good facilities.
- My focus is to give the students a hands on, interactive experience of music. I believe in developing the inner ear. That means singing and listening, as well as copying the teacher. Technique and facility are also points of focus. I try to let these develop with the natural flow of the music we play. Music is a fun activity, which strengthens children's motor skills and concentration, and improves their capabilities as academic learners.

Drama

PRIMARY DRAMA TEACHER - ELAINE NIELSEN

- There is a Chinese proverb that says "tell me and I will forget. Show me and I will remember. Involve me and I will understand". Drama is an important means of stimulating creative problem solving and challenging perceptions of the world. Dramatic exploration can provide an outlet for emotions, thoughts, and dreams that might not otherwise have a means of expression. In the drama one can, if only for a few moments, become someone else, explore a new role, and try out and experiment with various personal choices and solutions to very real problems in a safe atmosphere.
- At the centre of all Drama is Communication. Like all the arts, Drama allows students to communicate with and understand others in new ways. Perhaps more than any other art form. Drama also provides training in the very practical aspects of communication so necessary in today's increasingly information-centred world. Drama requires self control and discipline and these aptitudes are useful in all aspects of life. No art form is more truly collaborative as it provides important tools for preparing for life and work in a world that is increasingly team-oriented.
- The new facilities here in Nordhavn are amazing..
- The important aspect of drama with young children is that it can build confidence, develop speaking and listening skills, encourage positive group interactions and increase the child's self-awareness as part of their social circle. The aim is not to create actors or to nurture a love of the spotlight, but to enable children to develop skills for life.

Art

SUBSTITUTE ART TEACHER - YINON AVIOR

- We soak up interactions with objects, people, and events in our of life and the collected material never takes shape as a singular form, rather it is manifested in a continuous line of individual works.
- Moving to the new building in Nordhavn gives us the opportunity to explore a different environment than the regular urban visual climates that we are used to, ones which are based on paved roads and heavy buildings.
- Studying near the sea clearly gives us an unusual surroundings to be inspired by.



Interview with Chiara Dammann 2017 Graduate

HOW OLD WERE YOU WHEN YOU DISCOVERED YOU HAVE A GIFT FOR MUSIC? WHEN DID YOU START PERFORMING AND DID YOU TAKE EXTRA LESSONS OUTSIDE OF SCHOOL TO ENHANCE YOUR SKILL.

At the age of 6 is when I started playing around with the piano in my family's living room, which showed my parents that I had an interest in music, leading to the start to my piano lessons with a teacher. Because of this early start to my fascination with music, I can't really remember a time when it wasn't the large part of my life that it very much is. After every school day, all I would want to do is to come home to practise the piano, and I very quickly realised that I could come up with melodies of my own, write lyrics, interpret songs in my own style etc. Over the years, this developed into a burning interest in becoming a singer and pianist, while also composing. Due to my fear of performing in front of people, there was quite a delay until I properly started performing the way I wanted to, using both my voice, other instruments and songs that I myself had composed. At the age of around 15, however, I decided to go completely out of my comfort zone and sing a mash up of two songs that I had created myself. This sparked the intense excitement I have towards performing today, and after every performance there was less and less fear.

Without taking the extra lessons outside of school, for voice, piano and the guitar, I would not have been able to be where I am as a musician today. Of course everyone is completely

capable of self teaching themselves if they have the dedication, as I have done several times because of curiosity for so many topics in music, but having that extra opinion of someone so knowledgeable along with having someone to look up to, creates so many more opportunities to learn and grow.

"I have accomplished a lot for myself over the past years with performing as much as I can - composing for several different occasions and continuing to perform classical piano"

OVER THE PAST 6 YEARS, YOU HAVE PERFORMED AT MANY CONCERTS, INCLUDING THE GRAND OPENING OF CIS, WHAT MEMORY WILL YOU TREASURE THE MOST?

I don't think that I am able to give one memory that I will most treasure... every performance that I have given has been some sort of accomplishment to me, or held some sort of unique importance to me. The first performance that I did was small, during the CIS arts evening, but it was so important to me as it led me to where I am today. At the Grand Opening the performance was extremely important to me, as I felt I was representing the school in a sense and I was contributing to such a proud moment for CIS. Performing at a memorial for a CIS teacher, Mr. Todd, although making me feel hesitant, had a whole other importance to me. Performing for an audience so vulnerable, while we celebrated the life of an individual who meant so much to many students and teachers, made me feel a great deal of honour. As cheesy as it sounds, I do really feel like something happens when my hands hit the piano keys and I sing the first line of a melody, and every time I get reassured that I want to keep doing this for as long as I can.

WHAT ADVICE WOULD YOU GIVE TO FUTURE STUDENTS WISHING TO TAKE MUSIC AT CIS?

Please do it! If you are wishing to take Music at CIS it means that something about the subject sparks an interest, and with that comes dedication to developing yourself creatively, which I believe is something that can then be useful with whatever else it is you wish to do. Although all academic

subjects are important for growing into an educated and intelligent being, the arts in general offer you to expand on your creative thinking, which I would say is just as important; if not more. Although you can definitely still develop your talent and passion for music outside of school, being able to learn about it during school amongst others with the same passion, is extremely valuable.

NOW THAT YOU HAVE GRADUATED WHAT PROFESSION DO YOU PLAN ON PURSUING?

As a recently graduated of CIS I will now go on to continuing my journey as a musician. I have accomplished a lot for myself over the past years with performing as much as I can - composing for several different occasions and continuing to perform classical piano - I haven't really even started on pursuing my profession as a musician. Either this year or the next, I will be attending university in order to study and get a degree in composition, and in the meantime work on my own music, perform, generate an audience, and also teach younger musicians what I can about piano and singing. I want to follow my love for music and singing and composing for many, many years to come.

Hellerup Indramning

10% discount
for CIS Clientele

Tlf. 39 40 48 52

National Champion
in framing

Henrik Normind
Bil: 40562842

Hellerupvej 15A
2900 Hellerup

www.henrikogbent.dk glarmester@henrikogbent.dk

Montessori Model United Nations

The Model United Nations

Model United Nations at the High School level gives students the opportunity to experience UN politics and procedure on some of the most current topics facing our world today. As part of representing countries whose views and perspectives are different from their own, students are challenged in the act of being world-minded as they take on various, different, and sometimes controversial political positions.

At the school level, students run the club and are responsible for compiling the position papers and resolutions, which are presented and used as background for lobbying at conferences within Denmark as well as abroad. When attending these conferences, students tackle the exact same topics as the United Nations.

Here at CIS, veteran MUN participants train students who are new to the club and are responsible for introducing the structure of MUN to them. Students develop skills in public speaking, debating, appropriate conduct and, as such, are fully immersed into a dynamic role-playing experience. MUN is an ambitious program and attracts students who are simply curious about the world as well as those who see themselves moving into a variety of international careers.

At this point, MS Montessori MUN and MUN are separate programs. However, discussions are occurring which will hopefully allow for sharing of knowledge between the groups such as mentoring and preparing students to transition from MS Montessori MUN to HS MUN.

This year Caoimhe Giolla-Møller began the very first Montessori Model United Nations (MMUN) in the Middle School. The afterschool program was opened to seventh and eighth graders and saw 38 students preparing for our first MMUN conference in Rome.

The Montessori Model UN allows students to explore the UN using Maria Montessori’s (Italian physician and educator) approach to learning, which enables students to explore new concepts and challenges in a largely independent manner. Caoimhe led the group in understanding their assigned countries, and concepts, and provided students with the tools necessary to navigate the upcoming conference - where teacher and parent support are kept to a minimum as middle schoolers collaborate to solve some of the most pressing issues facing the world today.

Rome was a huge success, and students walked away having established new friendships with like minded peers; they also developed a true passion for international relations and public speaking.



Maths Competition

This year Caoimhe Giolla-Møller began the very first Montessori Model United Nations (MMUN) in the Middle School. The afterschool program was opened to seventh and eighth graders and saw 38 students preparing for our first MMUN conference in Rome.

The Montessori Model UN allows students to explore the UN using Maria Montessori’s (Italian physician and educator) approach to learning, which enables students to explore new concepts and challenges in a largely independent manner. Caoimhe led the group in understanding their assigned

countries, and concepts, and provided students with the tools necessary to navigate the upcoming conference - where teacher and parent support are kept to a minimum as middle schoolers collaborate to solve some of the most pressing issues facing the world today.

Rome was a huge success, and students walked away having established new friendships with like minded peers; they also developed a true passion for international relations and public speaking.

Team 1 6 & 7 (1st)	Team 2 6 & 7 (3rd)	Team 1 7 & 8 (1st)	Team 2 7 & 8 (2nd)
John Egelston	Alex Storozhenko	Abi Pattison	Meghan Widjaja
Phoebe Bedford	Tarang Dalela	Nathan Jongejan	Pia Mehdwan
Min Su Park (Kyle)	Zhile (Lucy) Lu	Euan Davies	Mira Kundgen



CIS Students Breaking Records and Winning Medals

PARK RUN BY GUIDO - GRADE 4

I joined the Park Run in Summer 2016, this is a worldwide run that takes place in countries all over the world at 9 a.m. on Saturday mornings. I was inspired to join Park Run by James Budd, a former primary school student who held the 5 km record for my age group (22 minutes), I also wanted to run with my dad.

When I started running, I was always struggling to complete the full 5 km, especially during the winter where running and motivation got harder and harder. I was starting to give up and forget the whole idea of beating the record; however, with help from my dad and Stuart Cowan, another CIS dad and the CIS cross-country coach, my running improved. The two gave me tips on how to become better, and suddenly I was running a personal best every week, and so the thought of breaking the record became more and more of a reality for me. With two more runs to go I felt determined to break the record. On Saturday the first of April I decided that I was up for the challenge and again with help from Stuart, and under the watch of dad, I made it in 21:17! It felt great!

Apart from running, I am currently playing basketball, football and competing in track and field. I love doing all of these sports. I am consistently getting up early to do my homework in the morning, and before afternoon sports start I am doing homework with my friends at school. Five days a week I am doing some kind of sport. Sports makes me feel proud and I am learning a lot, for example I am making friends and playing as a team member.

The sports I am playing are all held by CIS. I was on the NECIS Basketball team and it felt great to compete against people who all play the same sports as me. It is great to meet people who have the same passion.

Words of wisdom to other students: Just do it, Never give up. Keep going until you make it. Believe in yourself. You only fail when you stop trying. Don't cry because you lost, smile because you played.

“Sports makes me feel proud and I am learning a lot, for example I am making friends and playing as a team member.”



25TH KO JIKA INTERNATIONAL SPRING TOURNAMENT FOR JUNIORS - MIN SUH PARK GRADE 6

On the 29th of April 2017, I entered the 25th Ko Jika International Spring tournament for Juniors in Belgium. The tournament was about Kendo, a Japanese martial art that uses swords.

I got involved in this competition because of a Kendo club that I go to in Copenhagen. The competition wasn't just for international schools, it was a tournament open to all countries in Europe, as well as Japan.

Competing against others was really challenging and fun. I really liked that people could compete against total strangers. I advanced through three rounds and made it to the quarterfinals, and my team was able to get third place. We think we did really well because we were the only team from Denmark.

I think being competitive in sports can be healthy because it makes you want to do your best - to always perform better, even though being competitive can stress you out a little bit at times.

As I was only there for the first day of the competition I didn't have a chance to make many new friends, but I was able to make one friend from Switzerland, and we still keep in touch.

“Competing against others was really challenging and fun. I really liked that people could compete against total strangers.”

CHEERLEADING BY MATHILDE WALTON - GRADE 8

Before coming to Denmark I lived in Belgium, and since the age of 2 I have been doing gymnastics. I grew up doing gymnastics in various clubs, as well as on my school team. I competed in many competitions all around Belgium, the Netherlands, and England. I was very serious about gymnastics and I had always pictured my future to be all about it; however, when I moved to Denmark two years ago, and couldn't find a good club due to the different style of gymnastics here, so I took the opportunity to try out other sports.

During my first year in Denmark I tried many sports including football, volleyball, basketball, figure skating, dance, and diving -but when they all came to an end I tried to look for a sport that was more similar to gymnastics. One of my friends, Merel, decided to try out at this cheerleading club and I went to watch her tryouts. She also had a background in gymnastics and had the same dilemma as I did. I didn't really think that much of it and it was only when that same cheer team came to perform one of their routines at CIS that I really got inspired and decided that I wanted to join in. After they finished the display, the audience were welcomed up to the floor to try some stunts with the cheerleaders and show their skills on the mat. My friends and I jumped at the chance. One of the coaches approached me after watching me do some gymnastics tricks and invited me to come and try out for the team. Although I didn't think I had the skills, having never done the sport before, I still went in to try out.

Merel's sister, Lotte, and my little sister, Hollie (both in 6th grade) tried out with me because they are also gymnasts and thought they would give it a go. The tryouts were very intimidating because there were about 40 girls who were trying out for a team of 20. Everyone knew each other and spoke Danish and Lotte, Hollie and I felt really alone. We had never done cheerleading before and the coaches were making us try these stunts that we had never tried before. I was very happy when I found out that gymnastics is a very big part of cheerleading and with Lotte being a good flyer, and with my gymnastics, we both ended up making the team.

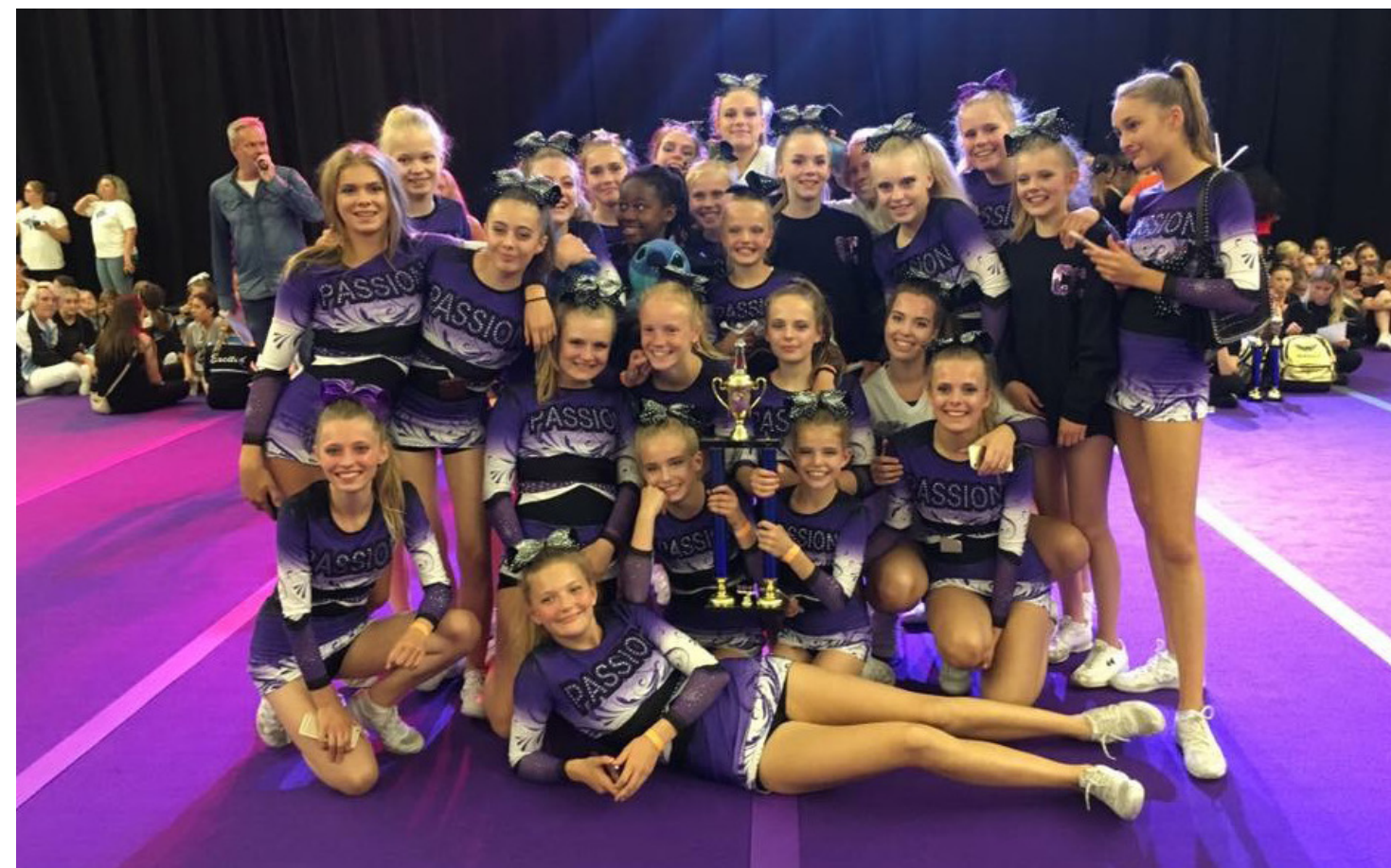
For the first week or so the only person I had on the team was Lotte because everyone spoke Danish and we felt quite left out, however, we soon figured out that all the girls on the team were very lovely and they made a great effort to speak English to make us to make us feel more a part of the team. Since then I have made friends for life and we have experienced such amazing things together, for example, we competed in Disneyland Paris and came 1st! This was so amazing for Lotte and I because it was our first ever cheerleading competition.

I have fallen in love with the sport for so many reasons: the girls are so lovely, there is such nice team spirit, there are

so many cool tricks and stunts that you can learn (and the variety of them never ends), the place where we train is only one minute away from my house, the training is fun because you are with all of your friends, and I finally get to do lots of gymnastics again.

If I were to give any tips for people arriving in Denmark who want to carry on with a sport that they did previously, I would say to just go for it and get out there, don't be afraid of not speaking the language or being brand new to a sport because people will help you, especially the Danes, because they are so kind and are always willing to speak English.

"I have made friends for life and we have experienced such amazing things together, for example, we competed in Disneyland Paris and came 1st!"



WHAT IS IT LIKE TO BALANCE ACADEMICS AND AN ACTIVE LIFESTYLE: AN INTERVIEW WITH LEO BADAHER - GRADE 11 BY TESS KAUFFMANN, GRADE 11

Sports are what drive us to achieve academic success, this is something that freshman Leo Badaker knows all about. Representing CIS Leo recently travelled to Luxembourg for the Northwest European Council of International Schools Swimming Tournament and returned with five gold medals. Congrats, Leo! When interviewing Leo and asking how he combines academics and sports into an action packed schedule, he replied by saying that "being active improves your academic skills because it teaches you determination and hard work". Leo is a competitive swimmer both inside and outside of school. He swims for a Danish club six times a week, where he gets to interact with the Danish community while making new danish friends. Leo says he is able to balance his academics with competitive swimming by sacrificing other aspects in his daily life, but swimming is his passion and he chose to commit to the sport.

Being an individual who also balances academics and sports, I have found that dealing with the large amount of activities is challenging, and sometimes means eliminating other important parts of a balanced life, such as socializing. This is not always the ideal situation; therefore, athletes create routines and organized schedules to give themselves time to focus on both homework and socialization, as well as their sports. I have found that this balance has helped me manage my time and this shows the ambition that every student should have - the IB also encourages us to think independently and to drive our own learning, further supporting this.

Managing time, applying effort, and developing communication in diverse ways are all values that are vital to fit the IB learner profile, and they play immense roles in socialization. These are skills that aren't only supporting the IB learner profile but skills that deliver lasting benefits throughout your entire lifetime. The balance of academics and sports is difficult, but with the right balance it can be a winning combination that leads to an independent and powerful student.

"Being an individual who also balances academics and sports, I have found that dealing with the large amount of activities is challenging"



The Hour of Code - Computer Science at CIS

The Hour of Code is a global movement reaching tens of millions of students in countries all over the world. Anyone anywhere can organise an [Hour of Code](#) event and so our CIS students did just that. This grassroots campaign is supported by over 400 partners and 200,000 educators worldwide.



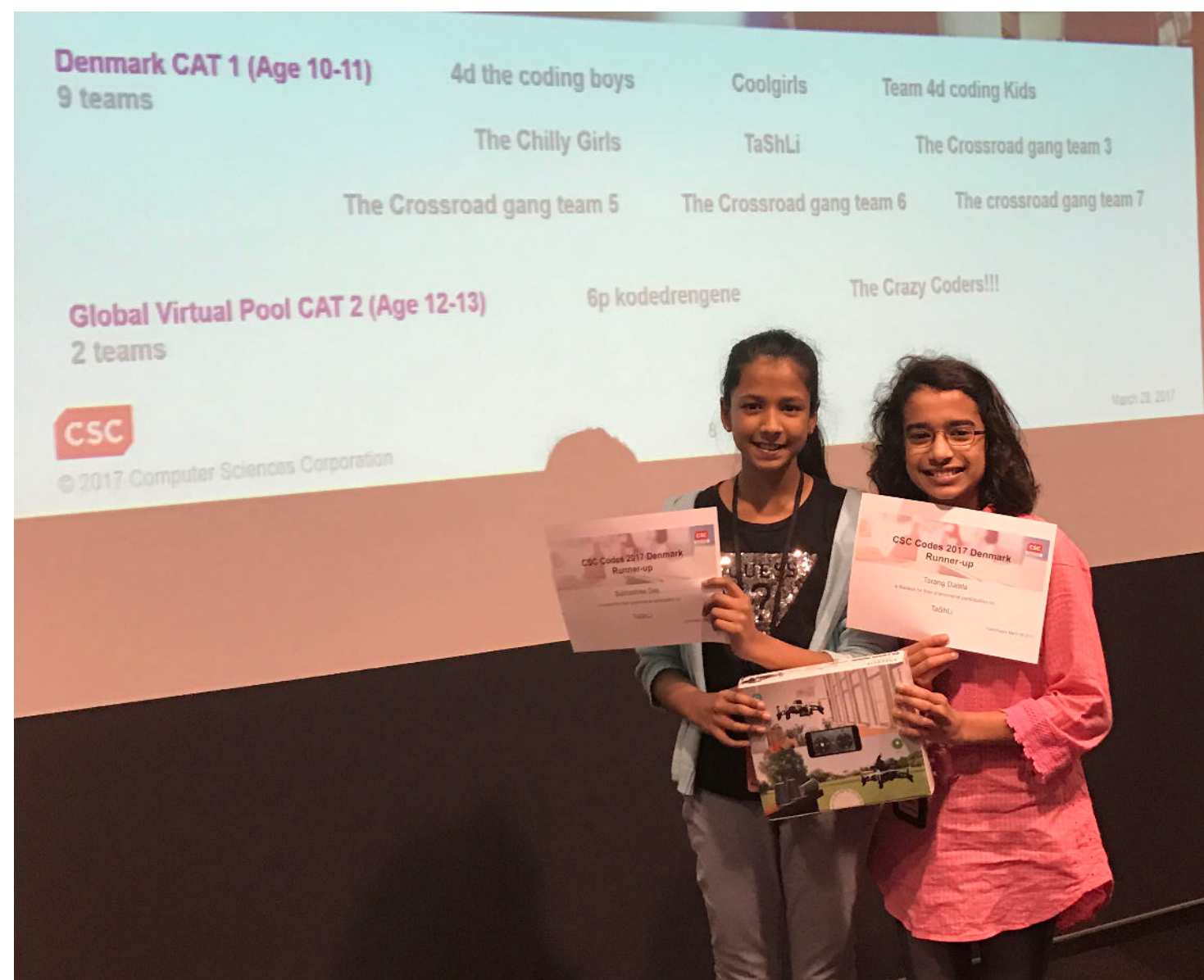
CONGRATULATIONS TO THE MIGHTY CHILLY PRIMARY SCHOOL GIRLS JIVINA HARWANI, MAJA BAIRD AND NICOLE ZI YI who won the CSC Charitable Foundation's global coding championship. The team competed against 575 teams from 13 countries and won the 10 & 11 year old category for best Scratch game in the competition. They each received a 500 USD prize for the technology purchase of their choice.

Students in grades 4 & 5 learn coding in PYP ICT class. This year, all of the grade 4 and 5 students participated in the globally held Hour of Code which promotes coding in education. The ICT teacher, Kathy Sublett, interviewed the girls about their experience and they had some wise words of wisdom about the importance of coding for future generations.

President Obama was the first president to write a line of code, hosting a historic Hour of Code for students at the Whitehouse.

CONGRATULATIONS TO TARANG DALELA, GRADE 6 WHOSE TEAM TOOK 2ND PLACE. TARANG TELLS THE STORY HERE:

My knees were knocking, my hands were trembling, my palms sweating, the corners of my mouth turning up in excitement. The auditorium had fallen silent, whispers flying around, waiting for the announcer to announce who's the runner-up. In the hot, stuffy room I waited with my team, suddenly I heard the announcer: "...and the runner-up team across Denmark is... team TaShLi!" I could hear the cheers and clapping of the crowd and I could feel myself moving up to the front of the room. I felt like a bird flying on cloud nine.



I clearly remembered that evening, five weeks ago, when there was only an hour left to register for the competition, I quickly called up some of my close friends, and told them about this. Two of them showed their interest in the competition and we named our team - TaShLi, for Tarang, Shawn and Liri, the first two characters of our names. The deadline of the project was in five weeks so after some brainstorming with my teammates, we quickly started a storyboard and decided to make a game about an adventure to Mars.

Now it was time to take the action. Every weekend, from morning to evening, there was rigorous work done on every single detail of the game. On the first weekend, the first most vital part of the game, the start button, was coded and also made functional. The second weekend, the first level of the game was made, in which the spaceship had to collide with the flying asteroids in order to get points. The following weekend, the second level was finished, in which the spaceship had to dodge the vibrating red alien ships in order to save its lives; then the third level was designed, in which the spaceship had to escape the falling meteors.

For the next two weekends we went on fixing the glitches and including the interesting sound effects at all the levels. Boy, were there were a lot of glitches! Sometimes time had to be found on the weekdays after school to test the game. After several days of hard work, it was finally done. The final version of the game was tweaked a bit, and it was ready to go!

After two long weeks of waiting, I received an email, an invitation to an award ceremony. I was so thrilled to receive it but a little nervous too as it didn't say anything about the winners. Finally, when I reached the ceremony with my team we were bursting with excitement. When we reached the auditorium, it was packed with participants, parents, siblings, teachers, and the people who reviewed the games. After an impatient wait of around 40 minutes, the winners were being announced. That moment was nerve racking, but all of our hard work paid off when I came to know that my team had attained the second place out of the nine teams shortlisted across Denmark. There was a big smile on our faces as we walked up to the podium to receive our hi-tech drones and certificates of appreciation.

I was very happy to see our game being projected in front of the crowd. The reviewers said that they liked the challenges at each level of the game. I was feeling as proud as proud could be. That night, my family and I celebrated with a small party (butter chicken with pink lemonade!) at home and we had a blast.

I will never forget this time ever in my life.

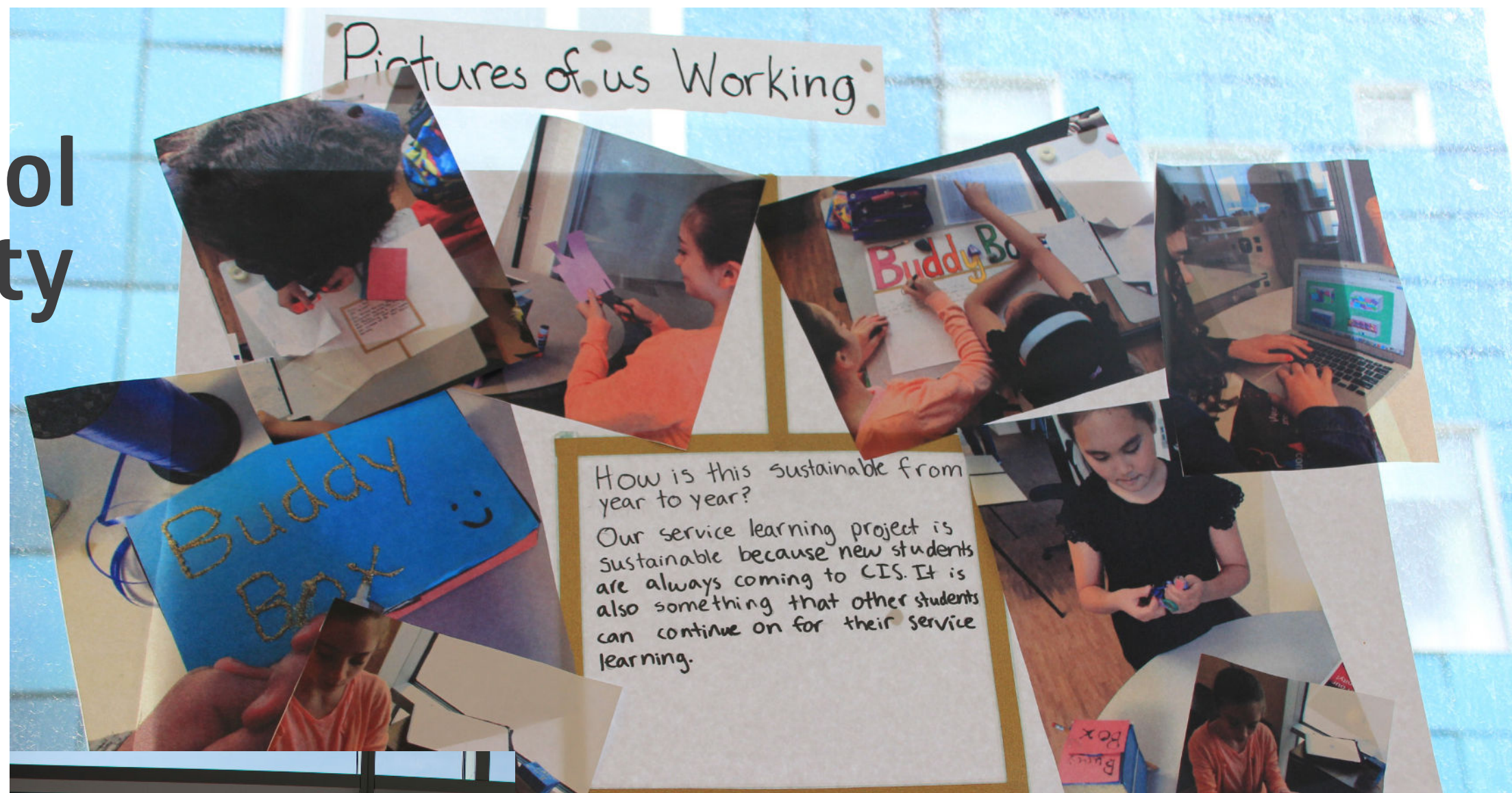
Middle School Sustainability Projects

Grade 8 students have just completed a unit on Sustainable Cities (a collaborative unit between Humanities and Science). After studying the concept of sustainability both here in Copenhagen and elsewhere in the world, students were presented with a fictional city, Anytown, and asked to propose solutions to the sustainability challenges Anytown is facing. Students addressed problems of water, waste, power, and transportation systems. Taking on the role of environmental consulting companies, students had to not only research the technical solutions for solving sustainability challenges, but also had to devise communications strategies for convincing the people of Anytown to go along with their solutions, emphasizing the fact that sustainability is both a social and technical challenge.

JON TREDGOLD, HUMANITIES TEACHER

“This project showed me that there isn’t only one way to reach a sustainable city. This project also made me realize that a lot of these solutions are fairly easy to implement (can greatly reduce greenhouse gases and waste for very little cost). My generation has a great awareness that sustainability is a problem that needs to be solved soon, most likely in our lifetime. Many of us want to make a difference but are lacking ways of doing that, this project showed us how we could do it.”

JOSEPHINE WATKINS, GRADE 8 STUDENT



Grade 7

In grade 7 students have been researching information related to Mathematics, Science and Humanities to come to a deeper understanding of the effects of climate change. Students worked in small groups to become experts in how one particular place or region was being affected in terms of the ecosystems, physical features and people. They presented their findings in a documentary style video.

Students also documented and presented an action they took to reduce human caused climate change in some way, and were encouraged to reach out to different parts of their community so as to ensure their action had the biggest impact possible.

BRYNNA VOGT, SCIENCE TEACHER

Grade 6

“On Thursday the 8th of June, we were all busy in the 6th grade, getting ready for our presentation of our service learning that evening. Service learning is when groups within our grade did service to the community by creating artworks or caring for the environment, to name just a few. Posters were created and decisions were debated as individual groups of students prepared for the evening. We all worked really hard, but our efforts paid off when we presented to proud parents. Some of the projects that we worked on include a group of boys hosting a party for leavers and the 6th grade community, so that we could get to know each other better, as well as numerous different environment-based projects, involving planting, watering and painting trees and plants. All in all, we had a great time and learnt lots from our service learning”.

PHOEBE BEDFORD, GRADE 6 STUDENT

Parents Kick It at CIS Boot Camp

Every Tuesday and Thursday at 8.30 am, a group of parents meet at the new fitness room located on the first floor of the building. They are welcomed by CIS Mum and Personal Trainer Sophi Thomsen.

Sophi, who is originally from Sweden, lived in London for 22 years where she met her husband Adam and had her son Elliot. It was a tough decision leaving London, friends, family and a 12 year long career at Warner Music. Adam's work brought them on their first expatriate move to Copenhagen in 2012. With this being such a huge change, as most of us know, she was struggling to find her place and was advised to try to find something to help her adjust to her new life without full-time employment.

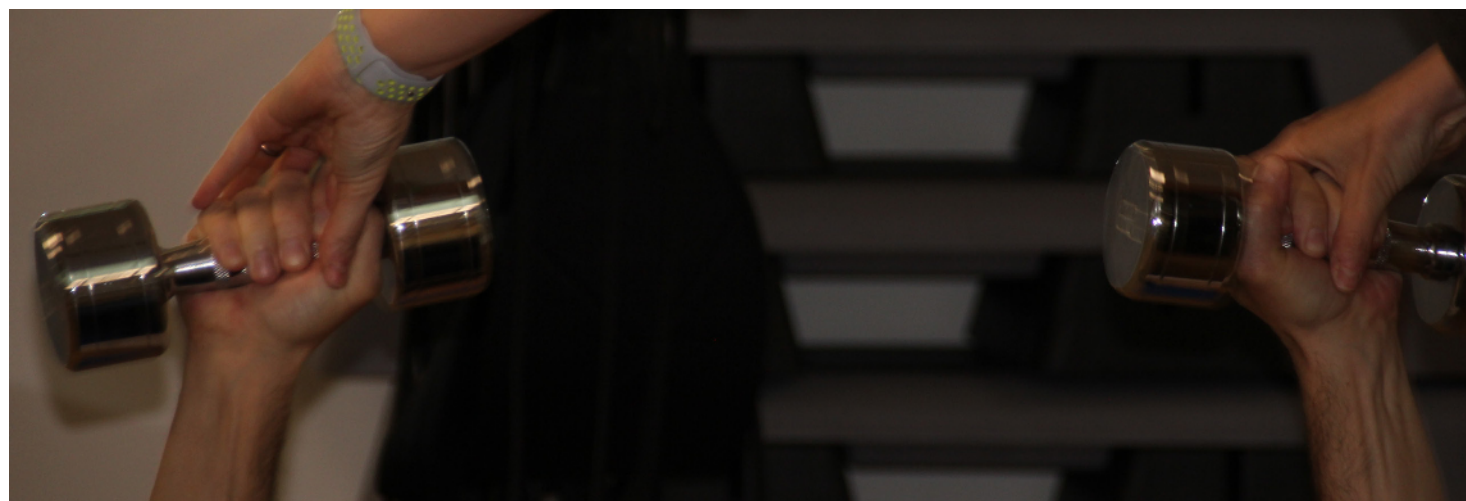
Already after 11 months, Adam, Sophi and Elliot were offered yet another move, this time to Hong Kong. They lived there for 3.5 years and this was the place that made the biggest difference to Sophi with regards to a new focus in life. There she retrained as a Personal Trainer and started to conduct outdoor personal training as well as boot camps for expats, neighbours, and friends. She knew only too well the challenges that an expat family would face with regards to settling into a new country - yet she also knew that she had an opportunity to reach out to other parents through her fitness program; Sophi ensured that they would get the most out of a workout, regardless of their fitness level, while also providing a venue that nurtured friendships and wellbeing.

Just last year the family was once again relocated back to Copenhagen. Although a familiar city, it felt different, and held new challenges. With her son starting at CIS, and the two campuses coming together as one, it was important to Sophi to help continue to build the community spirit in the school. With the support of Robert Reynolds it was possible for her to get her "Bootcamp" up and running.

One CIS Mum admits that they join Bootcamp because "it's fun, [and] flexible; Sophi's program adapts to one's needs, helps you stay young and healthy, [and] is perfect timing after child drop off! [It] feels good when it's over, and it's better to come than wish you did. It Nurtures one's mental state of mind, and there is always coffee afterwards!"

Sophi focuses on what her members want from their training: getting fit, strong, and toned in a fun, supportive environment. Her motto with regards to the expat life is "don't forget to make yourself happy while trying to settle the rest of the family into their new lives - you are just as important!" This is something that took her some time to figure out, but has now been an essential ingredient in her various international moves.

"She knew only too well the challenges that an expat family would face with regards to settling into a new country"



If you are interested in knowing more, please contact Sophi as follows:

email Sophi.thomsen@mac.com
Phone or text +45 51 44 44 99

*10 sessions @ 750kr - Can be used any of the days available and over any length of time



COMMUNITY PTA NEWS

International Festival

On Saturday, May 6th, we celebrated our First International Festival at the new Nordhavn campus. With over 80 nationalities represented at CIS, our school is truly international and we wanted to celebrate this! Our goal was to bring our community together to celebrate what makes CIS a unique and wonderful school - the diversity of our cultures, languages, and histories. The CIS spirit shone brightly that day. We started with a parade of nations that included more than 200 children and their families.

Many commented on how powerful it was to see the pride and joy on everyone's faces as they paraded through the school; there were even a few teary eyes. The day just kept on getting better from there! Everyone was so excited to taste the wonderful dishes generously prepared by parents for this special day. We were so lucky to have several cultural groups come and share their amazing artistic talents with us, including Kane Harnett, who taught us how to do the Haka from New Zealand, Teresa Conde and her wonderful Flamenco Dancers wowed us all, Nubuko Petersen and her group shared a traditional Japanese Cherry Blossom Dance, Mireia presented an amazing spanish Castells (a human tower), and CIS's own Catarina Correla and Michael Ferrari demonstrated Les Lanciers and other Danish Folk Dances.

The children had fun buying books at the used book stall, taking their chances at the tombola, and learning about

other cultures in the activities area, while adults were able to browse the wares from the vendors. A highlight of the event was the country basket silent auction. Families generously gathered together and organized baskets of items representing their chosen countries. Competition for the baskets was fierce, and the lucky winners all brought home wonderful products from different cultures and reminders of what a great day we had.

Finally, we want to thank everyone who helped make this day so special. The day was a great success, and we exceeded our fundraising goal, thanks to the generosity and talent of the many volunteers who helped out in big ways, and in small.

“With over 80 nationalities represented at CIS, our school is truly international and we wanted to celebrate this!”



Thank you to our International Festival Sponsors



Harman Music Methods®
Piano school for children and adults



CIS After
School
Program

Embassies
Consulates
CIS Families

Alumni interview with Christopher Goldsworthy 2013 Graduate

CAN YOU TELL US ABOUT YOUR GLOBAL NOMAD BACKGROUND?

My Dad is English, and my Mother is American; I'm a citizen of both countries and I have lived in seven countries - Denmark for eight years (I arrived at CIS in 2008), Malaysia for five years, Canada for almost three years, and between a year and a year and a half in each of the following countries: Italy, Russia and America. I've just moved to Germany recently and I hope to be here for a year.

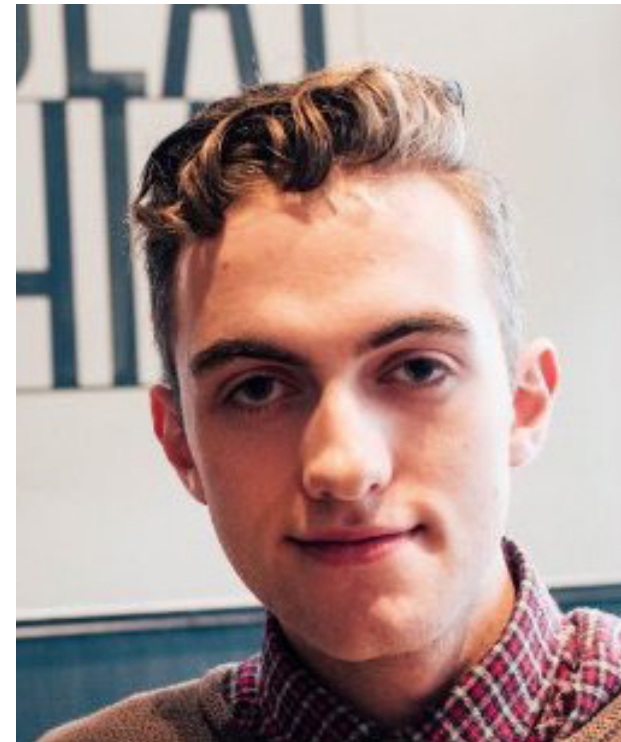
DID YOU FACE ANY CHALLENGES DURING YOUR TIME AT CIS, AND IF SO, WAS THERE ANYTHING IN PARTICULAR THAT HELPED YOU OVERCOME THESE CHALLENGES?

I arrived in Copenhagen in 2006 and entered sixth grade at CIS for the 06/07 school year. I struggled a great deal academically, especially in math, English, and languages courses, and I didn't have a great deal of interest in school. I was placed in the Resource Program, where I received assistance with homework in place of attending language classes. One thing that marked my first few years was that I had no depth to myself. The only serious commitment I had was to school, beyond that the main thing in life I looked forward to was finishing the school day, so that I could go home to play video games. In retrospect, after talking to adults who knew me from that time, I feel this had a direct, negative impact on my academic life. Without having anything of merit to be good at, without having something to give myself confidence, I had no reason or drive to try working hard in school and to succeed academically. Video games can't really give you that. Running was a turning point for me. After the 2009 Track Tournament, at the end of 8th grade, I had set myself the goal of setting a NECIS track

and field record for a U14 Boys middle distance event (i.e. anything from 800 to 3000 meters). At the beginning of 9th grade, my parents placed me into a local Danish athletics club called Sparta. Outside of school, this was the first major commitment I had ever had - training was four times a week for at least an hour at a time. Over the months of training I saw a lot of rapid improvement - thus, my goals of setting a NECIS record slowly became more tangible, which brings me onto my next subject: the Track and Field Tournament of May 2010.

WHAT IS YOUR FAVOURITE MEMORY OF CIS AND WHY IS IT YOUR FAVOURITE?

The time leading up to, during and after the 2010 Track Tournament, hosted in Copenhagen, comprises my favorite period of my time at CIS. Shortly before the tournament, I reached the point where all of my personal bests for 800, 1500, and 3000 meters surpassed each of the U14 records for boys. All I had to do was to run each of those events again, as I had already done, at the tournament. I started telling people that I would break records - I had confidence. I ended up telling so many people about my ambitions that even one of my previous teachers found out about them through word-of-mouth. The tournament turned out really well. Though I didn't meet all of my goals, I had two major successes: I broke the 1500 meter record and out-lapped everyone in the 3000 meter race (I also came quite close to beating its respective record). What mattered the most though was that, for the first time in my life, I had something that I was better than everyone else at, and it felt good to have that. I had made a goal a year earlier of setting a record and I had met it. I had established myself as the runner in my grade and could walk with a sense of pride that I had never



had before. If you want to find success in life, no matter how you define what success should be, I feel it's important that you can believe in yourself to do something and to believe that you can do it well.

DO YOU HAVE ANY ADVICE FOR OTHER STUDENTS WHO MAY EXPERIENCE SIMILAR CHALLENGES TO YOU?

If you feel as if you don't really have a lot to do in life outside of school and don't have anything that truly makes you feel proud, then I recommend trying the following: pick something that you want to be really good at, and put work

“What mattered the most though was that, for the first time in my life, I had something that I was better than everyone else at, and it felt good to have that. I had made a goal a year earlier of setting a record and I had met it.”

CHRISTOPHER GOLDSWORTHY,
STUDENT OF '13

into it. See where you end up after a year. Don't be afraid to ask your parents for help when looking. You should also keep in mind that the Danish community might have more to offer, since options at CIS can be limited or seasonal.

WHAT ARE YOU DOING TODAY, AND WHY DID YOU CHOOSE THIS CAREER PATH?

I'm currently finishing my third year of studying Computer Science (CS) at the University of Toronto (U of T) in Canada. I had taken CS at CIS during DP1 and DP2 and I enjoyed it a great deal, as I found it to be quite simple compared to everything else I was taking. I fared well in the course, so I decided to pursue it at university - simple as that. I'll be taking a year off from school in order to work, a common practice for CS students at U of T. I'll be spending six months with Amazon in Germany, where I'll be working with the team that makes the software underpinning Amazon Web Services, the largest cloud computing service in the world. I intend on spending another six months in Germany working, after which I'll head back to university to finish the final year of my undergraduate degree.

DID CIS PREPARE YOU FOR UNIVERSITY OR THE ADULT WORLD AND IN WHAT WAY? IF NOT, HOW DO YOU FEEL IT COULD HAVE PREPARED YOU BETTER?

The IB Diploma Program, which is what you'll be in enrolled in if you stay until 11th and 12th grade, will prepare an individual for a university career. It's taught at a high standard at CIS, so as long as you put in the necessary work, you will have the basic tools needed to fare well at university. So, yes CIS did prepare me for university. As for preparing me for the adult world, I think CIS only did that in regards to university. There's a lot more to life than just school, and things outside of school will prepare one for what's ahead as well. That's my outlook at least.

WHAT ARE YOUR GOALS FOR THE FUTURE?

My current interests in CS mainly lie within computer systems, which is concerned with the critical pieces of software that are commonly found within infrastructure making direct use of computers. An example of such software would include operating systems, the software which makes your computer run. After I finished my undergraduate degree, I will do a masters within the CS field in order to continue studying computer systems, though I might work for a year or two beforehand. Depending on my interests thereafter, I might also do a PhD within computer systems.

At such a young age, Chris has already got his mind set on an interesting career and I think we could all take a leaf out of his book, as he is such an inspiration to us all!

Alumni Interview with Annette Simson, 2001 Gradaute

Annette Simson is half Danish and half Russian. She was born in Moscow where she went to an international school until the age of 12 before moving to Denmark and beginning her years at CIS. After graduating from CIS in 2001, Annette moved to the UK where she undertook a Bachelor's degree in Advertising and Marketing. As her mother is Russian, and she has lived in different European countries, Annette is fluent in both Danish and English, she can speak German and Russian at a professional proficiency and is learning French and Dutch.



always known that I would be involved in a creative career, even since the time I was at CIS. I don't think I could do a job that was not creative in one way or another, which is why I chose to study Advertising for my Bachelors. It offered the combination of the storytelling, which I discovered through photography, coupled with business. I was very much involved in the Art & Design class at CIS with Mr. Carignan as my mentor. During lunches I was in the art room developing film in the school's darkroom or finishing off projects in Photoshop." Annette also enjoyed painting as a student, a hobby that still lives within her, and she has recently discovered screen printing, which is a mimic of a photographic process done with paint. She studies this process at an art academy in Brussels. "Photography was, and still is my passion."

In my interview with Annette, I asked her if she could elaborate on the details of her job as it seemed complicated. She stated that her role is "a little unusual" as she works as an "in-house creative within a Public Affairs firm in Brussels." She said, "In a nutshell, we help global clients navigate EU policy, we help them tell their stories at EU level." Her job is to help them to do this "creatively through video, websites, social media, infographics, photography, graphic design, and other mediums." I then asked Annette what inspired her to choose the career path that she did? She replied with "I've

I received an award for Most Outstanding Female Rider a few years ago during what was known as, Bike Week. I deemed this quite a strange certificate, yet one of the most unusual awards I have encountered would have to be the Best Use of Twitter award that was awarded to Annette in 2015. "We won Best Use of Twitter for an awareness Campaign that we ran for a client. Twitter has become a very important marketing tool for many companies - in fact nearly every company nowadays has a Twitter presence. This also goes for many other social media platforms." A large part of Annette's job is to create advertising content for clients to post on Twitter, Facebook, and Instagram. "For many people, working on these platforms is their whole job, and it's currently a very popular and important role in the market." I asked Annette, as someone who has achieved a lot in her life, if she has any advice for students graduating from CIS in the future? She answered with,

"I think it's important to really pay attention to what type of activities you enjoy doing, and not necessarily choose the ones that you think will make the best paid career in the end."

Annette hopes that with this mindset, our generation will be the one to bring about a more peaceful world. "Where people are united and working towards a common good, instead of segregated through fear and hatred of our differences."

As students, I think we can learn a lot from people like Annette Simson, who have chosen a career they love and are managing to make a difference with this passion. Whether it is teaching kids how to read or write, or helping people be heard through social media, or proving someone's innocence in a court case. There is something that we can all do to make a difference, all it takes is a little perseverance and determination. You can accomplish anything.

Thank you Friends of CIS

novo nordisk fonden



VILLUM FONDEN



A.P. MØLLER FONDEN

NORDEN



AUGUSTINUS FONDEN

STIFTET 25. MARTS 1942

2012 Graduates write about life after CIS

Jeanine Forlund

I graduated from CIS in June 2012, and cannot believe five years have already flown by! I look back on my CIS days fondly, and even now am still grateful to have completed the IB programme. Following graduation, I went on to attend the University of Stirling, in Scotland, that same autumn. I took various classes that built on the interests I had grown throughout my time at CIS, including economics and business, but I also ventured towards psychology. Both CIS and the IB programme taught me the value of hard work, delving into my studies, being inquisitive, and making the most of student life. As a result, when I entered university I engaged as a course representative and later also became the President of the Psychology Society. I was also able to

gain work experience through an internship at the Student's Union, which has led me into working as a quality reviewer across various UK universities and colleges.

I submitted my undergraduate dissertation in March, and graduated in June 2016 with a Bachelor of Arts (with Honours) in Human Resource Management and Psychology. However, I already knew before graduation that I wanted to learn more, and am currently half way through an MSc in Performance Psychology at the University of Edinburgh. The Masters is both demanding and challenging, but is also developing my academic and personal abilities beyond what I imagined. Looking back, I recognise that my time at CIS, and the support I received from staff throughout IB programme, played a tremendous role in preparing me for everything I have achieved to date. It has encouraged me to set high standards for myself, and provided me with many of the tools I needed to succeed. My best words of wisdom for current CIS students is to make the most of the opportunities you're presented with, work hard, and enjoy the classes and the time you have with your friends. The dedication I saw in my teachers certainly fuelled my own passion to pursue specialised knowledge in my area of choice, which has been tremendously rewarding. Specifically to the IB students out there, the programme is very hard work, but it certainly pays off in the end. My time at CIS and completing the IB have served me well, and are experiences I will carry with me for the rest of my life - stay at it and fight on!

Frederik Petersen

Northeastern University has a great system where you study for half a year and then work for half a year. It takes five years to graduate, but when you leave, you leave with a year and a half's work experience. I'm graduating now and starting to look for employment. So far it looks like I'll be working in New York. My older brother has come up with some interesting ideas that he needs a developer to help him with, so I'll also be pursuing some exciting projects with him. Although I'm enthused about being finished with my university degree and getting back to work, I know I will

also miss being a college student. Of course it will be nice to not have a negative income anymore and to feel like I'm contributing to more than myself. Other than that, I hope to soon visit Denmark, and my family there, and hopefully I'll also get a chance to see the new CIS campus, which I'm very jealous I never got to experience. I'll just have to go there as an alumni instead of as a student.

Julia Nielsen

After graduating in 2012, I took a gap year in Copenhagen where I worked several different jobs in order to save up for university. During this year, I applied to universities in the UK, and when Cambridge University accepted me for deferred entry in 2014, I had to take another gap year. This suited me quite well in the end, as I was able to save up for what was to become an expensive undergraduate degree! I graduated this past June, and in July I begin a one-year work contract in Cambridge, where I will head up and run a local charity organisation. My plan after that is to move to a new country and work with charity there, doing advertising/marketing, or something similar that will play to previous experience and interest.

Words of wisdom: I can only comment on my own experience, but let's hope I can help explain what went well, and how to avoid repeating my mistakes!

If you are unsure of what you want to study at university, or which work area you wish to enter into, take a gap year and try to experience as many different jobs as possible.

I found this highly useful, as it helped me work out what I didn't want to do, and therefore narrowed my field of interest. Conversely, if you do know what you want to do, take a gap year anyway! Do what you fancy - travel, work, up to you. Gap years provide essential work/life experience that you will find useful during your future degree/career.

When you find your path for university, start researching universities based on their course structures. I didn't do this - I prioritised more trivial things. I didn't pay close enough attention to this and would have benefited from choosing my top universities based more closely on what subject structures I found interesting. Once you have your list, make sure to visit them! I found that some towns/cities put me

off applying to the university, and had to re-think. The more research you put into your application process, the better. Before you start, try to plan your yearly finances in order to figure out how to fund your degree - rent is expensive in the UK, for example, and other unexpected costs do come up as well. Student Finance England can be a bit of a headache, so prepare for delays when dealing with them!

I experienced many more bumps along the way, but in the interest of not boring you any further, I'm happy to answer any questions you may have over email, just get in touch! - juliamnielsen@yahoo.co.uk

Dor Cohen

The last 5 years have been crazy! I spent a year in Denmark after graduation, then moved by myself to New Zealand to study 3D Animation, and I'm currently in training at an amazing studio in Israel. Throughout the past 5 years the thing that kept me going was the knowledge that mistakes happen whether you want them to or not, and as such are better to be learned from. We never stop learning and changing! I came into CIS wanting to learn medicine, and ended up realizing that my real dream is to make people feel through animation. Don't get stressed if you have similar dilemmas or confusions - life is not as short as some make it seem, and it's better to make some mistakes early on than much later in life! I couldn't have been happier at this turn of events and wish everyone the best.

Tobias Udholt

I am well - after graduating in 2012 I took a gap year and started a BSc in Political Economy at King's College London in September 2013. I am currently doing a Master's in Environmental Economics at LSE and will be moving to Paris in a couple of months to start a job with the OECD. Words of wisdom? Following exams in 2012, I really benefitted from a year working a relatively mundane job in Denmark to figure out what I wanted to do. I would say, don't just head off to university automatically or because that is what is expected. Take some time to figure out what you want to do, what you are interested in.



A tribute to our leaving teachers who served more than ten years at CIS

Robert Reynolds

We wish Robert a happy “after CIS” life. Not only is he a superb English teacher instilling a lifelong passion for the subject but he is also a fantastic mentor for those tricky adolescent years. We have many fond memories and thank him for his commitment and dedication. Good luck for the next chapter. The Fry Family

From my first day at CIS, I could see Rob’s passion and dedication for the sports program. With his positive energy in productive and inspirational environment, it was a pleasure to learn from your invaluable experience and knowledge. All students, parents and coaching staff are thankful for your effort to enhance and develop sports for all CIS students.
TODOR KUBURA

Joëlle Dines

CIS without Joëlle does not seem to fit. What will we do without her French-philosophical-stylish flair (with lipstick, of course!)? We are really grateful for all these years of inspiration and support she has shown her students, who loved her and were ignited by both her French and her ToK classes. One student summed it up beautifully with a German expression “atemberaubend” (breath-taking or literally translated as “breath-robbing”). She has always been so generous in sharing her time and resources with the rest of her colleagues. We will be lost without her famous three “Ps”: Prezies, PowerPoints and podcasts, but we know she has “other cats to spank”. From now on, Joëlle will mainly be ruminating about the connections between aesthetics and metaphysics, while also contemplating quantum physics. She has been a vital part of the Language B department, the ToK department, and of CIS for 19 years - thus even though physically she has left the building, metaphysically she will always be around and be part of us. Bon voyage et à bien-tôt!
UTE REICHERT, AMY FAIRCLOTH AND MARY DONNELLAN

Cindy Larsen

Cindie has been the heart and soul of the LAP (Learning Assistance Program) for the past 10 years at CIS. Her bubbly personality and strong networking skills have been the reason the school has been able to cultivate good LAP tutors to work with CIS students who are in need of remedial or challenge work on an individual or small group basis. Cindie is a very well organized and effective communicator and has always been great about answering requests from staff and tutors in a timely manner. The LAP program at CIS has thrived under Cindie’s leadership. Her personality and skills will be greatly missed at CIS! Heidi Helmich

When Katherine Krom is around you can be sure that things happen. She’s innovative and energetic and never takes no for an answer. Obstacles, objections and difficulties galvanize her resolve. Student learning and student welfare are always her primary concern. Katherine will be sorely missed, but she leaves a legacy, not least the new format to the last day of school for our grade 12 students.
KARSTEN ENGELBERG

Lauri van der Weerd

Lauri together we were lucky enough to establish the foundation for Bridges at CIS. And with your inclusive mindset and passion to make every lesson hands-on, meaningful and fun, we share lots of beautiful memories. Working with students with more needs is a shared passion for us and was also the binding factor for us as a team. Giving students a place where they can be themselves, shine, a place to learn, to be vulnerable and to have lots of fun is what you belief in. I’m truly saying with all my heart that you have made me a better teacher by reminding me to always look at the whole child. I know that I speak for everyone when I say that we will truly miss having you around here at CIS, but that we also wish you all the best with your new adventures.
DANIELLE GRAAF-HEIJ

Chris Scharn Class of '72

I came to CIS because my parents, who are Danish, worked in Libya at the time, which meant that I had to go away to go to school. CIS in the 1970s was very small and made of three portable buildings located in Gladsaxe. My fondest memories of my life at school were the friends I made, Mr. Keson, my math teacher, and the freedom of being in Denmark compared to Libya. My favorite sport was Tennis and I managed a number of wins in the Danish Championships during my stay in Copenhagen.

After graduation, I went to Dunwoody Industrial Institute in Minnesota where I received a degree in Technology. Technology was only emerging in the 1980's so my career and job titles changed over the years as my experience grew. My first job took me to work in Paris as a Telecom Technician. I worked in Paris for a year before relocating and spending three years offshore in the North Sea on gas rigs. I had a schedule of fifteen days on and fifteen days off, which allowed me to live in Mallorca on my offtime. When the North Sea contract finished, I had no place of employment so I went back to Mallorca and started coaching and playing tennis – heaven!

After a couple of years I realized that I needed to get a "real job", and luckily I had my education to fall back on. I got a position with ARAMCO, a national petroleum and natural gas company based in Dhahran, Saudi Arabia; I was based there for ten years, and both of my children were born there. We left Saudi Arabia to return to the US where my career took me to Denver as a Systems Technical Manager for Ram Paging; however, two years later they were sold and I was headhunted by Rams Consulting Group and offered a job as a Telecom Consultant in San Diego. I worked as a consultant there for thirteen years, traveling all over the US, and eventually settling in Austin Texas. Here I mostly worked with radio frequency, interference hunting and solving, or commissioning and installation of mobile data and cell sites – these were very exciting times!

The consulting company I was working for, however, came upon hard times and most of its workforce was laid off. There was no work to be found in Texas and so we moved to Florida

where my daughter was living. I managed to find a job there with Seamobile as a Deployment Manager. The company was based out of Seattle, and so I worked out of my home when not traveling and installing cell phone and wifi systems on cruise ships and mega yachts.

Eventually, Seamobile was sold to Wireless Maritime Services (WMS) and I was one of only two Seamobile employees offered a job by WMS, again as a Consultant. I did most of my work at their office in Miramar, Florida, but I was also on the road again, spending a lot of time all over the world - wherever the ships were.

Finally in 2012, after 40 years of employment in many countries, working in a field that changed the working world, I retired and am now living in Delray Beach, Florida.

The CIS reunion in Copenhagen was wonderful. It was great to catch up on old times with friends I hadn't seen in 45 years. My advice to students today is just be yourself and brush off adversity.



Kathlyn Sandberg Lovell

1. WHAT BROUGHT YOU TO DENMARK IN THE 70'S? WAS CIS YOUR FIRST INTERNATIONAL SCHOOL?

I came to Denmark in 1966 with my parents. My father was the Fisheries Attache at the US Embassy. We were in Copenhagen for 5 years and left after school ended in 1971 (after 11th grade). CIS was my first and only international school, although I did attend The French School on Bernstorffsvej for 7th and 8th grades, moving to CIS in the fall of 1968 for 9th grade. At that time CIS only had grades 9-12 with a total of 60-65 students.

2. WHAT WAS THE SCHOOL LIKE BACK THEN IE. FACILITIES

In 9th grade, CIS was housed in the Danish Gymnasium in Hoje Gladsaxe. We were integrated into their facilities, but had separate classrooms. Just like most other high schools at the time, we changed classrooms when the bell rang. We moved to our own small, separate building in 1970 and called it "The Barracks", because it consisted of modular units put together in a way that it looked like army barracks. But it was

"ours" and I think it probably brought us closer together as a school family. Especially when we had to help mop the floors and drag out buckets of water after it rained.

3. WHAT IS YOUR MOST FAVORITE MEMORY/TEACHER?

I don't have a favorite memory -there are just too many good memories. The school was small enough that all of us were more like a family than a school. Yes, we had disagreements but we all respected each other and our differences. We were all "third culture kids" which was the bond we shared then and still share today. And all the teachers were excellent. Looking back, the teaching methods they used then are what are known still today as good teaching methods. The teachers took an interest in us and made an effort to do things with us outside of school and developed an even stronger bond with us. They also taught us to question and think, not just how to take tests.

4.WHAT CAREER PATH DID YOU TAKE? CAN YOU ELABORATE MORE ON YOUR JOB (TITLE, EDUCATION, WAS IT ALWAYS YOUR PASSION TO ENTER THIS FIELD) WHO INSPIRED YOU MOST?

At the moment, I am a Preschool Educational Diagnostician. I test preschoolers for developmental delays and am part of a team who places them in our school system's special education programs. I am also considered a behavioral specialist (ha!) and work with families and community preschools on behavior issues. This is actually my second career. After graduating from college, my first job was repossessing cars for a bank in North Carolina. Don't laugh -it was part of a management training program and was probably the most beneficial job for me. You take a job right out of school because it's a job and it pays. But, it showed me parts of life that I had never been exposed to, especially in Copenhagen, and taught me much about working with people. I continued in banking for 18 years moving up to being in charge of branch operations for a small bank. But in the early 1990's, banks began merging and people got laid off, which happened to me. So, I asked myself what I wanted to do and banking was not it. I had always wanted to be

a teacher, so I went back to school and got my Masters in Education and became certified to teach preschool special ed, early childhood education, and English as a Second Language. Changing careers mid-life was one of my best decisions and was definitely influenced by my years and teachers at CIS and my struggle in trying to learn a second language (actually three languages if you count French and German at CIS) as a teenager. Somehow, I managed to get my IB in French at CIS. Throughout my life and different jobs, I think CIS was most influential in giving me the insight, confidence, and respect needed to relate to people from all different types of backgrounds. It definitely helps me in relating to the immigrant families I work with. And certainly, the teachers I had at CIS were models of the type of teacher I wanted to be - interested, caring, and challenging all at the same time.

5. THIS YEAR YOU CELEBRATED 45 YEARS SINCE GRADUATING FROM CIS: WHAT IS IT LIKE TO RECONNECT WITH FRIENDS AFTER 45 YEARS?

It is wonderful to connect in person with friends who are more like family after 45 years. Deep down, we are all still basically the same kids we were at CIS and do not feel like we are 45 years older. And I think we are able to reconnect so easily because we were such a small group (about 20 in our one class) back then and we developed a close bond. We loved our time at CIS and all have many good memories. Facebook brought most of us back together several years ago and we are able to keep up with each others' lives. And here in the States, several of us have reconnected after all these years and get together regularly. It was also just as wonderful to be back in Copenhagen where we "grew up" as teenagers.

6. ANY WORDS OF WISDOM TO SHARE?

No wisdom - just try to keep in touch with your friends. It's easier to do today through electronic media than it was when we were at CIS. Time spent at CIS is an important time and the friends you make today can be lifelong friends. It can be hard for others who did not have a similar school experience to truly understand what your experiences at CIS brought into your life and how they can have a lifelong effect.

"We were all "third culture kids" which was the bond we shared then and still share today."



Interview with Helen Gallegher

HELEN WHAT BROUGHT YOU TO DENMARK IN THE 70'S? WAS CIS YOUR FIRST INTERNATIONAL SCHOOL?

We are an Irish family, and we came to Denmark from India in 1968. My father was a doctor working with World Health Organisation, and our family had previously lived in Ireland, England, Scotland, the U.S.A, Sri Lanka, and India. Moving to Northern Europe after five years in India and Sri Lanka was a big change, but it was made so much easier by the small, friendly haven that C.I.S. was in those days.

I started ninth grade in C.I.S. in 1968. It was my seventh school, and my third international school.

WHAT WAS THE SCHOOL LIKE BACK THEN IE. THE FACILITIES AND PLACEMENT OF THE SCHOOL?

It was such a privilege to be in C.I.S. in the late 1960's. The school had been started six years before we arrived by Ulf Østergaard, who was the rektor of Søborg Gymnasium. In September 1968, Charles Gellar had just been appointed as principal, and the school was ninth to twelfth grade only, with fifty-eight students. Most of our teachers were in their twenties, so only a few years older than we were. It was a happy school, and we were given great freedom to grow and develop.

We didn't have our own school building, but shared the buildings of Søborg Gymnasium, which was in Høje Gladsaxe then. This was such a good experience - we had our own identity as C.I.S., but we also were part of the everyday life of a Danish Gymnasium, sharing classrooms, assemblies, lunch and free periods in the aula with hundreds of Danish students. We were far noisier around the school than the Danish students - some were in their early twenties, and much more serious than we were. We were a source of mild irritation to many of them, for which we probably should apologise in retrospect.

We were included in the frequent Søborg Gymnasium school parties, and found common ground with our Danish hosts, as C.I.S. ninth graders didn't cope any better with their first Tuborgs than the younger Gymnasium students did.

During tenth grade, we started the slow move to a school of our own, with a four room prefab building standing in a sea of mud two hundred metres from Søborg Gymnasium. My brother Ernan said it looked like an Irish army barracks, and the name stuck - The Barracks. Several times a day we had to brave the howling winds of Gladsaxe Torv, and lethally icy concrete steps to a lower level, to get from one class in the Gymnasium to another in The Barracks.

When I graduated in 1972, we had reached the giddy heights of sixty-five students. Mr Gellar was one of the six international school principals who founded the International

Baccalaureate, and 1972 was the first official I.B. year, with about seven people in my class burning the midnight oil to get through the process. We used to look on our classmates who were not pale-faced and exhausted I.B. students as frivolous social butterflies.

HELEN , I UNDERSTAND THAT YOU WERE ONE OF THE MAIN ORGANISERS FOR CONTACTING ALUMNI WHEN THE SCHOOL TURNED 50 YEARS BACK IN 2013. HOW DID YOU CONTACT EVERYONE? HAVE YOU ALWAYS BEEN IN TOUCH WITH MANY OF THEM OVER THE YEARS DESPITE NOT HAVING FACEBOOK?

When we graduated in 1972, I don't think any of us expected that we would all (or almost all) meet again. Airfares were very, very expensive at the time, and mass tourism and travel was just beginning. Long-distance phone calls were only for emergencies. We thought we were saying goodbye to our closest friends forever.

Some of us kept in touch by letter, which often took six weeks between the U.S. and Europe for letter and reply... this sounds like the stone age, but you can imagine how wonderful the revolution of email, Skype, and Facebook were for us. In a domino effect, one person after another made contact. Suzanne O'Reilly comes into the picture here - she invited us to the C.I.S. 50th anniversary party in 2013, and since then we have had four reunions in Copenhagen.

THIS YEAR YOU CELEBRATED 45 YEARS SINCE GRADUATING FROM CIS: WHAT IS IT LIKE TO RECONNECT WITH FRIENDS AFTER 45 YEARS?

Reconnecting with friends after 45 years has been amazing - we were immediately as happy and comfortable together as back when we were wandering around Copenhagen as teenagers.

Denmark was very different in those days. Very few people spoke English, and the foreign community in Denmark was tiny, so we were a small island of diversity in a society which was very traditionally Danish. When we were in a group in Høvedbanegaard, waiting to meet school friends at weekends, or going around Bakken, people stared, because we were so different.

“Reconnecting with friends after 45 years has been amazing - we were immediately as happy and comfortable together as back when we were wandering around Copenhagen as teenagers.”

Here comes the science - there is something called the Dunbar Number, which says that groups of fewer than 150 people have high levels of cohesion and group bonding. These groups don't have many rules, and members are treated equally, rather than some people having more power. We had a tiny, very bonded school group, with a strong identity as C.I.S. students within Søborg Gymnasium. Those bonds have proved to be very deep and very strong.

AS EXPERIENCED AS YOU ARE, DO YOU HAVE ANY WORDS OF WISDOM TO SHARE FOR FUTURE GRADUATES OF CIS?

Everyone in C.I.S. has been given a special gift - you are all global nomads, or Third Culture Kids. Being a T.C.K. means that you don't quite share the culture of your parents' home country, or of your adopted country - in this case, Denmark, but you share the culture of all other T.C.Ks, whether in Copenhagen or Casablanca, Delhi or Durban.

You are all going to have the gifts of adaptability and outstanding communication skills, even with people from the most different cultures who don't share a single word in a common language. In a world with far too many stresses and divisions, you are going to be the bridge-builders. So, from the C.I.S. of the past, we are proud that you are our future.

Alfa

– The Scandinavian Mobility Services Company



Immigration Services

Speed – Information – Compliancy

Relocation + Moving Services

Personal – Timely – Capacity

Serving 12,000 families annually by quality, care and sustainability.

We call it peace of mind for people on the move.





Copenhagen International School

