



FOOTPRINTS

LEARNING

Ecolint visits CIS

CIS 10th graders joined by students from Ecolint for a fun day of Hamlet-based activities. [PAGE 13](#)

BUILDING

Parent and staff welcome reception

The PTA Newcomers Committee hosted Annual Parent & Staff Welcome Reception. [PAGE 21](#)

COMMUNITY

Decades gone by

A timeline of CIS's history. [PAGE 40](#)

JUNE #13

Global Issues Network

A student-led club at CIS that focuses on worldwide issues and contemplates on which initiatives are needed to solve those issues.

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LETTER FROM THE FOOTPRINTS TEAM

Dear CIS Community,

Welcome to the 13th edition of CIS Footprints, and the 5th year of publishing stories of the past, present and future.

In this edition we will not only showcase stories told by members of our community, but we will also recognize those from the past who have helped make CIS one of the most prestigious schools in Denmark to date.

CIS is proud of its timeline, and it is our hope that we can illustrate here how the school contributes not only to our host country, but also to the lives of CIS Community members. Our Parent Teacher Association have been really active since the beginning of the school year!

We hope you enjoy reading this issue, and if you would like to contribute an article, please do not hesitate to contact the editing team.

You can find past editions of CIS Footprints here: <http://www.cis.dk/community/alumni/footprints>

“It is our belief that the school over the years has left a strong and positive footprint through its philosophy of interaction with one another as a CIS family and within the Danish Society. It is our goal to continue this positive development, which so many people working together have attained in the past 50 years , thus ensuring that CIS’s footprints remain the powerful symbol it is today.” Former Director Walter Plotkin

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DECADES GONE BY CIS TIMELINE



COMMUNITY

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The year gone by



Peace Day

In 8th Grade Individuals and Societies class, students have been working on their first unit called 'Peace One Day'. As said by Mr Treadgold, "The objective of 'Peace One Day' is to equip students with the academic and interpersonal skills necessary to comprehend the global and regional conflicts facing their generation, and to inspire them to overcome these obstacles through a commitment to teamwork, honest scholarship, and the value of human rights."

As a student of Grade 8, I can safely say that this unit was one of the most interesting and heartbreaking units of all of Middle School. By the end of the unit, students were put in groups of 4 or 5 and were given a country that has a certain conflict happening. They each had to write a paragraph regarding their country's conflict, and they also worked together on an Action Plan to help people affected by the conflict. These Action Plans were to be put in 'action' somewhere around the 21st of September (International Day of Peace).

I went around to Grade 8 students and asked them: How do you think your Peace Day Action Plan helps you understand the world in a better way?

"I think making an Action Plan and following it through helped me gain a better understanding of what's happening in the world because I had to research what was happening in the country I was assigned to and how to best make a difference. By doing this I learned more about what is going on around me." - Doma Blau

"I think my Peace Day Action Plan helps me understand conflict in the world because of not only the extensive research we have had to do but also because we have to understand the conflict deeply in order to be able to explain it. When you understand something deeply, you can apply that knowledge to other situations, as well as analyze that and learn from the mistakes people in the past have made. After doing this you can apply that knowledge to other conflicts and situations in the world and that helps us understand other conflicts better. Not only can we also understand other conflicts better but we can learn from mistakes made in the past to help bring a more peaceful future to this world." - Cecilia Heimann Larsen

"I think it helps us understand how the different actions we take can positively affect the world in a better way." - Jihan Muhith



In my opinion, I think my Action Plan helped me understand the world in a better way because I had the opportunity to have a very good look into certain conflicts of the world. To see how they unfold, what they started from, their complexity, and how hard it is to find a solution. In this world, everyone wants something, and as everyone has learned at one point or another, not everyone can be happy; I think that's one of the main issues in many conflicts. Many people don't make compromises or think about other people's lives, there's no respect, there's selfishness, there's lack of recognising each other as human beings with equal rights. The more you research and learn about certain conflicts, the more you can understand them, therefore understanding the world in a better way. For the students who are interested in making a difference at one point, the amount of knowledge that you have on a conflict can be a jumping off point for new ideas on how to change things. I am looking forward to learning and understanding more, as I get older.

"I think it helps us understand how the different actions we take can positively affect the world in a better way."

Jihan Muhith



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Madagascar, the Best Place to Explore and Understand Biodiversity

WHAT IS BIODIVERSITY?

Biodiversity is fundamental to sustaining life. It supplies critical ecosystem services such as food provisioning, water purification, flood and drought control, nutrient cycling, and climate regulation (OECD, p.4)¹. These services are essential to support human well-being and economic development. Yet despite the significant economic, social and cultural values of biodiversity and ecosystem services, biodiversity worldwide is being lost, and in some areas at an accelerating rate.

Today's threats to species and ecosystems are the greatest recorded in recent history and virtually all of them are caused by human mismanagement of biological resources (WWF, 2015)². These are often stimulated by misguided economic policies, pollution and faulty institutions in addition to climate change.

Biodiversity is not just essential for our existence but it is intrinsically valuable in its own right. Therefore, it is crucial to promote biodiversity conservation and sustainable use.

BIODIVERSITY IN MADAGASCAR

According to the World Wildlife Fund (WWF)³, Madagascar has one of the highest percentages of endemic species on the planet, with over 90% of its animal species and 89% of its plant species found nowhere else in the world. Such distinctiveness has led to claims that Madagascar should be considered the eighth continent, and it is recognized as a global hotspot for biodiversity.

This astonishing breadth of wildlife is a result of the fact that the island of Madagascar broke away from India around 88 million years ago. The island's geography, geology, and climate have provided opportunities for species to evolve and diversify in isolation.

Unfortunately, Madagascar's varied fauna and flora are endangered by human activity. According to the World Wildlife Fund (WWF) Madagascar has possibly lost 90% of its original forest cover. This means that virtually all the unique habitats and endemic animals of Madagascar face significant threats. This forest loss is largely fueled by 'tavy', a traditional slash-and-burn agricultural practice imported to Madagascar by the earliest settlers. Malagasy farmers embrace the practise not only for its practical benefits but also for its cultural associations of prosperity and health.

EXPLORING MADAGASCAR

This summer, 14 incredibly lucky students embarked on a life-changing expedition to Madagascar where they learned about the importance of conservation in marine and terrestrial environments. Thanks to Operation Wallacea (Opwall), we were given the unique opportunity to participate in active field research and work on a wide range of projects alongside field specialists.

Opwall is a conservation research organisation that runs a series of expeditions. These expeditions are designed with specific wildlife conservation aims in mind - from identifying areas needing protection, to implementing and assessing conservation management programmes.

THE TRAVEL

Infrastructure within Madagascar is underdeveloped and poorly maintained. The miserable condition of most road networks within the country made travelling a slow and troublesome process. Fortunately, the school was granted a combination of buses and 4x4 vehicles to facilitate the movement around Madagascar. Nevertheless, the students would spend several days travelling from one location to another.



THE EXPEDITION

The unforgettable expedition was 2 weeks long. Week 1 took place in the Mariarano and Matsedroy - dry deciduous forest. Here, we were given the opportunity to learn about different survey techniques. These surveys enable large temporal and spatial biodiversity and socioeconomic datasets to be produced. Ultimately, the surveys provide crucial information to help with organising effective conservation management programmes. Surveys included:

Forest structure plots: In order to track changes in the biophysical properties of the forest, we would take measurements in a stratified sample of 20m x 20m plots in the forests.

Herpetofauna Route: We were asked to scan the vegetation and ground carefully for reptiles and amphibians. When a reptile or amphibian was detected, we would record the location, species and the distance from the route centre line.

Lemur Routes: We were asked to scan the canopy closely for groups of lemurs. When a troop was detected, the location, species, troop size and the distance from the route centreline were recorded.

Bird point counts and mist netting: We were lucky to encounter some of the world's most fascinating and endangered birds, many of which are endemic to Madagascar. We joined an ornithologist completing point counts in the early morning. Here, they had to record all the birds seen or heard over a 10 minute period. Mist nets are also used for cryptic species and when birds are caught, the ornithologist will demonstrate how they are removed from the net, handled and morphometric measurements recorded. Blood samples are also taken from the first 20 individuals caught from each species for genetic analysis.

Butterfly surveys: Last but not least, we conducted Pollard surveys of butterflies along a series of fixed transects.

“Week 1 was incredible. We were so fortunate to experience firsthand the breathtaking, staggering beauty and scenery of the island of Madagascar.”

At each of the sites a lecture series was run to provide us with background information about the habitats and species of Madagascar. We also completed a Madagascar wildlife and culture course with lectures on: Introduction to Madagascar, biogeography and evolution of Madagascar, species concept, biodiversity conservation in Madagascar, people in Madagascar and conservation synthesis.

Week 2 took place in the gorgeous island of Nosy Be. This week involved a combination of theory lessons, confined water dives and open water dives to gain an official scuba diving qualification. Those who were already qualified divers had the opportunity to survey benthic communities on the island reefs by laying 50m tapes for belt transects.

During this week, we learned about the identification of common species of coral and other macroinvertebrates, and about the identification of the major reef-associated fish families and common species. We were also introduced to a variety of methods and practices used for scientific research in the marine environment.



The after effects of slash-and-burn. Photo by Nirina Rakotoharisoa



Ocyale ghost Jocque M. & Jocqué R. sp. nov. photographed at type locality.⁴

Most importantly, we were educated on coral bleaching, whereby corals undergo a visible loss of pigmentation in response to environmental stress. With increasing global temperatures, the corals within Madagascar could succumb to massive bleaching events and become infested with algae. The latter would smother the coral and therefore reduce feeding opportunities for fish. A destruction of the reef would also leave tens of thousands of people in jeopardy, with severe impact on their main source of income or adequate food supplies.

NEW SPECIES DISCOVERED FROM THE EXPEDITION

What was our role? We were the enthusiastic volunteers who assisted with sample collection in the field. At the end of the day, our help was of great value.

We helped one pilot study which evaluated the added value of including spiders in an ongoing biodiversity monitoring program. This study revealed the presence of a large white species of wolf spider, *Ocyale ghost* Jocque M. & Jocqué R. sp. Nov.

Another newly found species was a butterfly that is still in the process of being described.

THE PERSONAL BENEFITS I RECEIVED FROM THIS TRIP

From this trip, I have gained transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement. It is easy to say that Opwall provides practical, real-world approaches to learning.

In terms of knowledge, I became more aware and sensitized about the importance of conservation. Without it, Madagascar's astonishing breadth of wildlife would be at risk. I also gained knowledge on coral bleaching and how a destruction of the reef would leave tens of thousands of people in jeopardy. In addition, I learnt about the importance of biodiversity and why it is so fundamental to sustaining life.

On a separate note, this trip allowed us to explore new possibilities and above all, embrace new challenges. The surveys, for example, required a lot of effort, energy, and enthusiasm, despite the (at times) unbearable heat. We had to stay committed to our work and always be willing to collaborate with new people. Furthermore, this trip allowed us to assimilate into a new country's culture and way of life.

THE ULTIMATE ACHIEVEMENT

Our aims were to: protect, restore and promote sustainable use of marine and terrestrial ecosystems. We also hoped to sustainably manage forests and halt biodiversity loss.

To those who are unfamiliar with our school's mission statement, it is: "educating champions of a just and sustainable world"; I was proud to have been a part of the trip to Madagascar.

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LEARNING

JOSEFINE GUDMANN, GRADE 12

Extended Essay

For my extended essay, I am writing within the subject of geography about Copenhagen's climate plan to become CO2-neutral by 2025. This topic was introduced to me when the school moved to a new and sustainable campus in the developing Nordhavn district. When going to a school striving to build a sustainable community, writing about this seemed very appropriate. In addition, sustainability and being CO2-neutral are recurring themes in today's news, and were highlighted by the Paris Agreement of 2015. It is therefore a very relevant and interesting topic to discuss.

A large part of Copenhagen's climate plan is focused in Nordhavn, including several projects addressing the development of future smart energy technologies. As this is also the location of our newly built school, it seemed obvious to make this the focus of my essay. I have therefore chosen my essay question to be: In what different ways is the new Nordhavn district development implementing CO2-neutral solutions and to what extent are these solutions successful?

I am investigating two specific parts of Nordhavn, which are EnergyLab and Copenhagen International School.

EnergyLab Nordhavn is a project involving several different companies, which is designed to research and create new and innovative energy systems. The plans from EnergyLab are focused on optimizing the infrastructure and the combination of electricity and heating, while implementing sustainable solutions, e.g. buffer batteries, smart grid systems, and sustainable heating systems. One of their accomplishments so far is a large battery that has been installed in Nordhavn as a grid stabilizer, or buffer battery, and can store 400 kilowatt hours. The battery is designed with the purpose of reducing CO2 consumption by evenly distributing electricity consumption. A buffer battery is able to store green energy to be used at peak energy consumption times, when more energy than produced is needed.

Copenhagen International School is partners with EnergyLab and the two organizations work together to achieve sustainability through several different means, such as the solar panels on all sides of the school. There are in total 12,000 solar panels on the outside of the building providing sustainable energy for the school. They cover roughly 50% of the school's energy consumption. Inside the school, you will find a wide use of natural resources such as oak and bamboo wood. Furthermore, the lighting is all LED-based.

I think the vision of having a city being completely CO2-neutral is ambitious and a necessity for the world and the environment we live in today. However, with current technology and the time given to accomplish this, it has proven to be a somewhat greater and more difficult task than expected. The goal currently seems out of reach, as several challenges have presented themselves. Due to the plan bringing both environmental and economic benefits, it should still be a main target for cities worldwide, but with a more reasonable and realistic time frame. Making the world sustainable is a work in progress that requires investments, innovative technologies, and time.

Related Facts:

Cycling 10 km each way to work would save **1500 kg of greenhouse gas emissions** each year.

LED bulbs use up to **90% less energy** than a corresponding regular light bulb.

Out of 197 members, **168 countries** have ratified The Paris Agreement.



The Hamlet Experience

This September, a group of CIS 10th graders were joined by 28 students from the Geneva International School (Ecolint), here to participate in a day of Hamlet-based activities, workshops and a grand trip to Helsingør Castle.

The day began with fifteen 10th graders making their way out of class to their common area on the 4th floor, and waiting expectantly for their Swiss peers to arrive. 'Our first impression of CIS's modern, yet warm, building filled us with excitement and enthusiasm for what was to come,' writes Maisie Wynd, a year 11 Genevan student. Over orange juice and croissants, the students talked, exchange names, shared friends and interests. After an hour, the chattering group filed down the High School tower, descending to the campus' spacious and ambitious new theatre facilities where the day's Hamlet activities were to begin.

With the orchestra pit covered and the 250 seats pushed back, the 50 students were able to form a large circle on the theatre floor. Lead by DP English teacher Ms. Prisk, the students recited lines as a way to warm up, 'To be or not to be', they shouted together with bravado. An effective ice-breaker. Next came a task: they were told to get into mixed groups, and were each given a short scene from the play to direct, rehearse and perform. There were no scripts, so each group had to rely on their improvisation skills as well as their own knowledge of the play. After half an hour, the 10 groups were ready to perform: Act 1 scene 1 got up onto stage, the others formed a half circle around them: for now they were audience members. As a final touch Ms Prisk brought on a curious collection of hats and wigs, 'So we know who's how', she explained. For Hamlet there was a pair of headphones, Ophelia got a braided, yellow wig, Cornelius a golden crown, and so on and so forth.

It was impressive. In the following hour the students managed to pull off a practically un-rehearsed version of the 3 hour long classic. Each in their turn, the groups got up stage, put on their hats and wigs, and performed. 'Watching the whole play unfold through scenes of varying styles between groups

at the end was the most interesting part,' writes Cecilia Longoni, another Ecolint 11th grader. Each group had tackled the task in different ways, some scenes were hilarious, with the actors themselves bursting into laughter along with the audience, others were sober and serious, capturing the tragedy's drama and austerity. Some used physical theatre, one Ophelia was played by a boy, a Hamlet played by a girl, some stuck to Shakespearian language while others reverted to modern dialect. For the final grand scene, four teachers were pulled on stage to perform the last epic duel.

After a short lunch, the day of Hamlet action continued, 'before we knew it we were back in the chilly air, and on our way to the legendary Kronborg Castle,' writes Maisie, 'talking to the CIS students whilst travelling to Helsingør, learning about their life in Copenhagen and comparing it to ours, made the day's experience even better.'

The afternoon was spent touring the castle independently, exploring the building's various nooks and crannies and performing Hamlet sketches on the authentic grounds. It was an exceptional way to spend the Tuesday and to make use of the campus and local attractions. In Cecilia's words, 'I would like to thank all the people I met and who helped organize this memorable experience for our group. We will always cherish these treasured memories.'



Ecolint Visits CIS

MAISIE:

Upon walking in from the crisp air of Copenhagen, we were pleasantly greeted by the warm receptionist. Our first impression of CIS's modern, yet warm, building filled us with excitement and enthusiasm for what was to come. Touring the state-of-the-art facilities was so very fascinating, and learning about the mind-boggling eco-friendliness of the 'Nordhavn' campus made us appreciate a sustainable approach that incorporates gratitude towards the earth.

CECILIA:

I have to admit we were all in awe of and amazed by your campus. Not to undermine our own reputable school, but I avow we still have ways to go in achieving such a progressive school in terms of design and sustainability.

MAISIE:

Despite already loving the architectural design of the school, meeting the very CIS students deepened our feelings towards it. Although we were all awkward teenagers, our attempts at 'mingling' with one another were quite successful. Each and every one of the students was super friendly, as well as open and likeable.

CECILIA:

We joined up with this handful of CIS students from the same grade as us and participated in a fun, albeit short, theatre workshop around the play Hamlet. It allowed us to break the ice between our schools and present an amusing – borderline improvised – piece we devised in no more than twenty minutes. The most interesting part was watching the whole play unfold through scenes of varying styles between groups at the end, revealing Shakespeare's illustrious plot in its entirety.

MAISIE:

As we went off into our groups, we all got to know each other a little better, and the teenage awkwardness slowly started to shy away. From developing the scenes to seeing them performed, it really was interesting to see the creativity that we all share, as well as our different perspectives on Shakespeare's story. Before we knew it we were back in the chilly air, and on our way to the legendary Kronborg Castle. Talking to the CIS students whilst travelling to Helsingør, learning about their life in Copenhagen and comparing that to ours, made the day's experience even better.

CECILIA:

I had a blast all day long, from meeting the kind staff and students to having a relaxing coffee at the end of the day in a café near the castle, simply relishing new friendships. I would like to thank all the people I met and who helped organize this memorable experience for our group. We will always cherish these treasured memories.

“Our first impression of CIS's modern, yet warm, building filled us with excitement and enthusiasm for what was to come”

Maisie Wynd, Ecolint year 11

Nothing tastes as good as skinny feels

Did you know that 81% of 10 year olds are afraid of becoming fat? Or that 41% of 1st to 3rd grade girls want to be thinner? How about the fact that, according to Anorexia Nervosa and Related Eating Disorders, one in every one hundred girls between the ages of ten and twenty, have Anorexia Nervosa and are starving themselves, sometimes even to death? We are bombarded with the pressure to be thin every day. Social media is a huge part of our lives and plays a huge part in contributing to this belief that we have to be thin. Whether you notice this every time you are on social media or if you are just subconsciously taking it in, we all have the idea that to be pretty or handsome, you have to be thin. However close these social media problems are to eating disorders, and while they often may be triggers for them, they aren't the causes of eating disorders. So what is the cause? The straight answer is nothing.

Eating disorders aren't something we wake up one day and have; they are mental illnesses that shouldn't be taken lightly. I took the time to speak to some people here at CIS, such as the councillor, Chelsea Dulla, and the school nurse, Charlotte Zeeburg. I wanted to know why most people didn't take EDs seriously, and after speaking with Chelsea Duella I realised that it was because people didn't fully understand the definition of an eating disorder. Here is the Oxford dictionary definition: "Any of a range of psychological disorders characterized by abnormal or disturbed eating habits (such as Anorexia Nervosa)". I believe that the key word in this definition is 'psychological'. It indicates that it is

a mental illness and if someone is brave enough to confide in you with this burden, don't tell them to "just eat", because it isn't as simple as that. For many people impacted by EDs, eating is about having a sense of control; they feel as though they can control nothing in their lives except what they eat, and how much of it.

81% of 10 year olds are afraid of becoming fat

41% of 1st to 3rd grade girls want to be thinner

There are many different eating disorders; Anorexia Nervosa is an illness in which the person constantly feels they need to be thinner than where they are now, even if they can see how thin they already are. Bulimia Nervosa, similar to Anorexia, is an illness characterised by a distorted body image and an obsession to lose weight, where periods of extreme eating are followed by self-induced vomiting, fasting or purging.

Fortunately, there are people who can help with mental illnesses such as eating disorders. I spoke with a professional psychologist, Heidi Thygesen, to see things from her point of view. She, among other psychologists, believes that support from friends and family is not enough. Although it is great to surround yourself with people who love you, there is a mindset that people with EDs have, and it is important to remember that. They don't see themselves as others do: for anorexics, all they see is needing to be thinner, and psychologists can sometimes help by changing this mindset and making them see the other parts of themselves; this does not mean that they are 'cured'. Much like depression, eating disorders are often battled throughout the a person's life, and for many there are moments of relapse perhaps triggered by something they can't control. For example, for a lot of women pregnancy can trigger an ED as a woman will get heavier during this time, which can often be difficult for the affected.

According to the National Health Service in the UK, some of the symptoms of Anorexia include:

1. missing meals
2. complaining of being fat - even though they have a normal weight or are underweight
3. repeatedly weighing themselves and looking at themselves in the mirror
4. making repeated claims that they've already eaten - or they'll shortly be going out to eat somewhere else and avoiding eating at home
5. cooking big or complicated meals for other people, but eating little or none of the food themselves
6. only eating certain low-calorie foods in your presence- such as lettuce or celery
7. feeling uncomfortable or refusing to eat in public places - such as at a restaurant
8. the use of "Pro-Anorexia" websites.

“Eating disorders aren't something we wake up one day and have; they are mental illnesses that shouldn't be taken lightly.”

How many of us can look at a few of these symptoms and relate to them? Does this mean that we all have Anorexia? This is part of the reason that if you feel you may have an eating disorder, it is important to see a specialist before diagnosing yourself.

There is a vast difference between having an eating disorder and having low self esteem. Some people may believe that they have a disorder, or an "EDNOS", an Eating Disorder Not Otherwise Specified. However, after consulting psychologist Thygesen, I learned that this term is not widely recognized; looking up your symptoms online to draw your own conclusions can be dangerous. A person with low self esteem may try to fit themselves to the symptoms of the illness they believe they are afflicted by. We should not feel the need to to diagnose ourselves with these mental illnesses to be noticed. Rather we should be trying to help the 20% of people who do have serious eating disorders get the treatment they need.

Luckily for us, here at CIS we have excellent counselors to help people with eating disorders through their tough times. The councillors have pledged a confidentiality oath, which means they cannot disclose to anyone what you came to see them about unless they have reason to believe that you are endangering yourself, or anyone else. They are also able to refer you to specialists if needed although some psychologists may believe that this alone is unhelpful, it is still important that a person struggling with an eating disorder is supported in every possible way.

I was able to consult with someone who previously identified as a sufferer of an EDNOS, and they gave the following statement about seeking help: "With talking to someone, comes solutions and ways to improve your situation." This person also said that they believe seeking help from a counselor was the most effective aid. "[Councillors] can definitely help you to open up, understand yourself a bit more, and they will try to find a good therapist for your situation. This is really the best type of help that I got from anyone during this time." They also said that "it can be really hard to want to get help", mentioning that "it will take time"

Referring to the ED symptom checklist above, if you feel that you, or someone you know, has an eating disorder, you should consult an adult, counselor, or your family doctor for help.

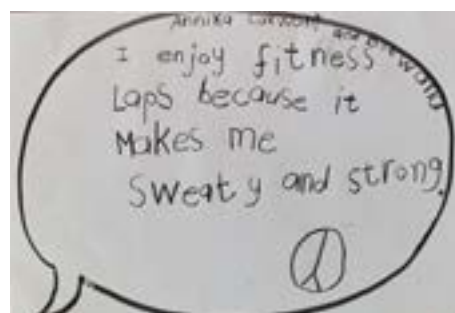
As a society, we need to grow to love ourselves, and to stop labeling ourselves. That is why I wrote this article for you. So that you can see for yourselves what is happening to our generation, how quickly we have normalised the idea of an eating disorder, because we don't understand its full meaning. I hope that now, with a little more knowledge on the issue, you will take eating disorders and other mental illnesses more seriously.



BUILDING BY MS. BELLMORE AND MS. COOGAN

Grade 2 Hit The Ground Running

During our “Being Healthy” unit the grade two students inquired into aspects of healthy living such as hygiene, food choices, safety, exercise and rest, well-being and how to have healthy relationships. The students did five minute fitness runs when they learned about how their bodies change during exercise. We learned about how to warm up, stretch, take our pulse, measure distance, and build stamina. After each run the students plotted their results on a line graph and reflected on their progress at the end.



“The fitness run is good for your heart. The fitness run is also good for you because it helps you get fit because if you don’t get fit then you get fat, but you also don’t want to get over fit because that means you could get very thin.” Florins McGuigan

“I like the fitness run because it makes your muscles strong and I just like running. If you breathe through your mouth your throat gets dry.” Lek Bermejo Belbase

BUILDING INTERVIEW WITH JONATHAN CLAUSEN LUNDIN

Copenhagen Business Students assist CIS in the future of sustainability

CAN YOU EXPLAIN HOW YOU CAME TO BE CONNECTED WITH CIS?

We are students at [Copenhagen Business](#) and the assignment was given to us by our teacher David Andreas Mana-Ay Christensen. David knows CIS Lab Technician Andrew Stern from their days at Aalborg University. Our school was given a similar assignment last year at the CIS campus in Hellerup. We were given this assignment because it could be interesting to compare the two campuses, and see what potential the new campus provides.

DURING YOUR VISIT TO THE SCHOOL DID YOU SEE MANY OPPORTUNITIES FOR THE SCHOOL TO PARTNER WITH YOUR ORGANIZATION/OTHERS?

CIS could always benefit from having students come from [Copenhagen Business](#) to help find new and exciting ways to utilize the buildings’ facilities. We are currently in contact with another school organization that could help CIS become even more sustainable, but that is yet to be finalized.

WHAT WAS YOUR MOST EXCITING FINDING IN OUR BUILDING?

The greenhouses on the roofs are definitely striking and the potential is great! We were sad to see that they are not functioning as yet due to timing, but understand that the project is one of high priority for the school in the near future.

We were happy to hear that CIS Parent volunteer Luke Scherschel is looking into taking on the project with the help of other volunteers so students can learn about sustainable growth and general gardening.

Our team will submit a report to the CIS Administration in the near future on our findings which will hopefully allow the school to utilize expert advice in their goal for a sustainable school.



Global Issues Network

Global Issues Network (GIN) is a student-led club at Copenhagen International School that focuses on worldwide issues and contemplates on which initiatives are needed to solve those issues. Our focus is on humanity including problems such as poverty, slavery, gender equality, global warming, endangered species, political instability, and endless other factors that are detriments to society. GIN conferences are organized throughout the year, where students from around the world meet together to discuss a specific humanity topic. This year there will be a conference in Bremen and Luxembourg. For the past semester the club has been focusing on environmental issues, specifically about the conservation of organisms. The club organized a movie night to watch the Netflix documentary Chasing Coral, which was about the initiative to protect the coral reefs from extinction. Also, there is currently a project led by GIN club vice-president Astrid Harsaae called "Save the Turtles", where the club will be selling cloth bags with a "Save the Turtles" logo to raise money to donate to an organization with the mission to conserve turtles.

First Sustainability Symposium held at Copenhagen International School

In addition to focusing on environmental topics, club president Sofia El-Rass along with myself and four other students attended and helped MC CIS's first ever Sustainability Symposium. The Symposium was held on October 5th and featured four speakers who presented the sustainability projects they are a part of in Copenhagen. The speakers were Charlotte Louise Nielsen, Christoffer Greisen, Luke Scherschel, and Palle Holdt.

Charlotte Nielsen, who is training in technical engineering in the Technical University of Denmark, is in the process of researching the unique orientation of our CIS solar panels using data analysis. Ms. Nielsen presented her findings on the efficiency of CIS's solar panels, based on the seasons, how the solar panels were angled, where the solar panels were positioned on the school, and other aspects. Her findings were very intriguing and displayed comprehensively using different graphs.

Christoffer Greisen is the Project Manager of the "Energylab Nordhavn" project which serves as an energy laboratory to develop new solutions that are crucial for future energy

systems. Mr. Greisen enlightened us on the sustainable goals needed to be met for all of Denmark. The goals were focused on the need for the use of efficient energy that would not add to the effects of global warming; for example, one of the goals was to become CO2-neutral. The goals are very similar to the UN Sustainability Goals; however, Mr. Greisen is focusing on the use of energy.

"The goals were focused on the need for the use of efficient energy that would not add to the effects of global warming"

Luke Scherschel is a member of our CIS family as a parent, but is also a gardening aficionado who has written books on school gardening. He presented to us with immense passion for gardening and the necessity for parents and students to get involved. Mr. Scherschel also spoke on his experience with gardening in Ethiopia and the idea to create a CIS garden used primarily for learning and community involvement.

Lastly, Palle Holdt works for a Balslev, a company building 'smart' sustainable flats in order to reduce power usage. Working closely with Christoffer Greisen in Nordhavn for the "Energylab Nordhavn" project, he specifically focuses on creating eco-friendly powered houses to achieve the energy sustainability goals for Denmark.

Overall, the Sustainability Symposium was an enlightening experience, where everyone who attended left encouraged about the future, and eager to help an organization, or come up with their own sustainable projects. The conservation of Earth starts with sustainability, and symposiums are necessary for people to become involved and active in the movement. CIS was very honored to hold the first Sustainability Symposium and can't wait to host many more to come.



Creating posters for the "Chasing Corals" documentary screening



GIN Conference last year in Luxembourg
(photo taken by Kvitka Perehinets)

Breakfast Club at CIS

The breakfast club started after our family amassed 17 tardies during the fall of 2016!

We literally lived 5 minutes walking distance from the school, and it was embarrassing! So we had a family meeting right before we moved to the Nordhavn campus, and I told the kids we had a problem and as a family we needed to come up with a solution. Sofia, my then 4th grader came up with the solution to have breakfast at school, that way we didn't have to rush through breakfast and also could get on the road before the traffic got bad. Emily, my then 1st grader, wanted to get an app that had all of our morning routines on a checklist so that they could get done quickly, and get in the car. It totally worked! We got to school on time for the rest of the year, and got to have a nice family-style breakfast with no rushing to it, at school. Our friends the Doucleff's thought this was also a great idea and joined the team, and we jokingly started to call ourselves the breakfast club, and it just stuck.

This is totally a concept I would suggest to other families. It makes my morning so much easier! Jennifer brings breakfast one week, and then I do the next week, so we share the burden. We also get to talk to our kids and each other, and have a wonderful and relaxed start to our day. I personally love it!

"I do really like having breakfast at school every morning. It makes it easier, I have my friends there. I love hanging out with the Doucleff's each morning. I do really like it! I do think it will be a fun memory. It can be distracting some mornings with all my friends there and on their phones, and I only have a short time to eat, but I do really love eating breakfast at school."
Sofia, Grade 5



Parent and Staff Welcome Reception

On Friday, 8th September, the PTA Newcomers Committee once again hosted its Annual Parent & Staff Welcome Reception. This lovely tradition provides an informal yet inviting setting in which new and returning CIS families have an opportunity to enjoy an evening of making new friends and reconnecting with one another after the summer.

Members of the Newcomers Committee (Sarah Davies and Helen Brown, and led by Sehrish Haq) along with other volunteers donated their time and energy to ensure the perfect setting for a wonderful evening.

The evening's entertainment was provided by some of our talented students and teachers (students Petrina Danardatu, Kvitka Perehinets and SiMing Meng, and music teacher Darren Howard), while the members of [Team Peru](#), one of the school's charities, were responsible for serving the food.

As always, the PTA relies on the hardworking and dedicated staff of the Maintenance and IT departments for making every event a smooth one, and thanks them for their continual cooperation!

The spirit of the event was echoed by those parents who attended the event, calling it a wonderful introduction to CIS. A perfect community building event!

The Primary Caregiver

In recent years a new trend of “stay-at-home dads” has exploded with statistics showing the rise of stay-at-home dads has doubled over the past ten years. Our CIS Dads, Sergio Alves Pinto (Brazil), Frank Deehan (USA) and Mark Gordan (Scotland) give us an insight on “Life as a full-time dad”.

HOW IS IT BEING THE PRIMARY CAREGIVER?

SERGIO:

It is not easy but extremely rewarding. I feel a tremendous responsibility looking after my children (Leonardo - Grade 5 and Anne Louise - Grade 2). I must confess that I am not a relaxed/cool daddy. I have this internal judge that is always challenging me if I am doing a good “job” looking after and educating my children.

I feel the constant need to be an active part of their development and at the same time to keep on top of the house work.

FRANK:

Very rewarding, challenging at times but for the most part it's been a very positive experience.

MARK:

Being the primary caregiver is fantastic. It is often extremely tiring but normally fairly stress-free. When I started the kids were 3 and 9 months and it was undoubtedly the most tiring thing i have ever done.

WERE YOU WORRIED ABOUT HOW SOCIETY WOULD JUDGE YOUR ROLE AS PRIMARY CAREGIVER?

SERGIO:

Yes! Often, society believes that daddies do not have the skills to take care of a house and family because they are “educated” to be the main breadwinner. So you end up



worrying about what people will think about you and more importantly how you are raising your children. However, I learned from my mom that what is important when raising your child is to follow your heart. In addition my dad always said that the most important thing is what you think about yourself, what the others think about you is irrelevant. So yes, there is pressure and expectations but I tend to focus on my family, the choices we make and what works for us.

FRANK:

Absolutely not! Coming from twenty year military career, it's very common to see the reversal of roles. The transition for me from active duty member to primary caregiver went surprisingly smooth - other than my lack of decent cooking skills of course, which were non-existent!

MARK:

It never worried me at all. That said I have been surprised by how many men have told me that they couldn't swap roles with their wife because they would feel emasculated in some way or other.

WHAT CAN OUR CHILDREN LEARN FROM THIS NEW TREND OF MUM WORKING WHILE DAD TAKES CARE OF THE HOME?

SERGIO:

The learning process nowadays is so vast, the tools to learn are also very varied but the best learning process for the children still is the example from the parents. The children that have daddies at home while mums are out, have the opportunity to learn from a different role model where a man can do the home chores like laundry, shopping (I hate shopping), taking children to the doctor, cleaning the house, cooking, supervising the children doing homework... It is an endless list when you are at home.

Moreover, boys and girls can see a good example of man and woman working together and in tune. The girl can see the example of a hardworking and caring dad and can at the same time realize that Mom is an amazing woman who is part of a fascinating world like leading a company, an organization,

teaching in a university and still be admired and loved by Daddy. Boys can experience the same and break the stigma that domestic work can only be done by women.

FRANK:

My kids see a lot of primary care dads like myself here in CIS, so I assume it appears quite normal to them. I think at the end of the day as long as the kids feel that there's somebody at home providing stability, I think that what kids really want and need. As my eleven year old son, Harrison said “ Quality of our life as a family is much more important than the quality of our family's lifestyle”.

MARK:

I think children can clearly see that traditional views of gender roles are utterly obsolete. The modern economic environment is increasingly complicated and constantly changing, so adopting a flexible approach to funding and raising a family is really the most sensible response.



YOU ARE ALL FROM DIFFERENT CULTURAL BACKGROUNDS, IS THERE ANY DIFFERENCE IN HOW YOUR CULTURE LOOKS UPON DADS BEING THE PRIMARY CAREGIVER?

SERGIO:

That is a hard question and the answer is even harder. I am Brazilian, I was raised by a military father with very strict rules and I studied in a military school for 3 to 4 years and ended up with a degree in History to be a teacher. With that in mind you can imagine that in some ways I am not what my dad or the society around him would have expected. I also felt that for a while until my father-in-law came to spend time with my family in the UK he did not realize how much work and how demanding it is to be a stay-at-home dad/mom. It is easy to deal with that now but at the beginning it was very hard. Then it started to change. I guess for the Brazilian culture to change it will take at least one generation and lots of education. There are still a lot of prejudice about daddies been at home.

FRANK:

Coming from Northern Irish parents, absolutely! My father would have never done it. In all fairness to my dad it's a very different world today from the 1950s and 60s. My mother however felt it was very natural and progressive, and stated that facilitating my wife Heather's new career was very important.

MARK:

When we were stationed in Australia, I met Australian men who claimed to be uncomfortable with the man not being the primary income provider. Their concerns were almost always focused around providing income rather than the care aspect. I have met hardly any men who have expressed such concerns in Scotland or Denmark. I think Scottish men have always known that heading out the door to work every morning was without doubt the easy option.

DO YOU THINK YOU HAVE A BETTER UNDERSTANDING OF STAY-AT-HOME MUMS NOW THAT THE ROLE IS REVERSED?

SERGIO:

I totally respect the hard work of a mum. I see how hard it was for my mum to work, deal with the home tasks and educate me and my two siblings. Seeing that I learned a lot and in some ways, that prepared me for my life today.

Guys, if you think that home tasks are easy or if you don't understand what your wife does all day, send her away for 48 hours and you will understand, respect and appreciate much more her time and your time with her.

FRANK:

Of course, in fact I think I'm still only scraping the surface in what my mother really went through. It's a very demanding occupation and it certainly keeps you on your toes.

MARK:

I think it has only served to confirm what I had always suspected: being the primary caregiver is certainly not the easy option. It can be immensely rewarding but it is also extremely hard work.

DO YOU HAVE ANY WORDS OF WISDOM FOR THE FUTURE MALE GENERATION WHO MAY FIND THEMSELVES CHOOSING BETWEEN A CAREER AND BEING A PRIMARY CAREGIVER? THE ADVANTAGES/DISADVANTAGES?

SERGIO:

Words of wisdom (I am miles away to be a wise man): it doesn't matter how much you read educational books, children are unpredictable; in this case, follow your heart and don't be embarrassed to ask for help. One advice that just came to my mind: "be there for your child".

If you decide to be a dad at home there are a lot of pros, like seeing your child's first step, first word, first serious dialogue and deep thoughts. You also will feel a huge amount of responsibility helping to educate and to teach good manners to your child.

Consider that it is also good to have time for yourself so you can take a step back, think and decide what to do. Home tasks can drag you in and they never finish. So relax!

Last but not least, invest in your relationship with your wife. You both also need time together. Remember you chose her and she chose you and that is the reason you are together. The family relationship always starts with you two.

FRANK:

In these times, economics are clearly a factor for most families. Job losses related to recessions hit men nearly twice as hard as women. Therefore, we need to be flexible.... go where the work is, and for the unemployed father, step up to the plate and assume the role. You'll find it incredibly rewarding and your children will be forever grateful (I hope!). I firmly believe that they will be successful and good citizens.

As for advantages/disadvantages? I see no disadvantages. I have been the primary caregiver for nine years now, and it truly has been a great learning experience that hasn't gotten old.

MARK:

I'm not sure it should be seen as a choice between work or staying at home, especially since more often than not these days economic reality frequently requires both parents to be in the workplace. That said I would without hesitation recommend that if at all possible every man should spend some time as the primary caregiver. I think there are enormous benefits to be derived from this approach and am glad to see that more and more parental leave arrangements are recognising the need for a more flexible approach.

The importance of Grandparents

We had the pleasure of interviewing Ritch and Joan Eich and Nancy Charamella during their visit to Copenhagen and CIS. Here are their views on what it takes to maintain family ties.

DO YOU AGREE THAT GRANDPARENTS WHO LIVE FAR AWAY FROM THEIR GRANDCHILDREN CAN MAINTAIN A CLOSE RELATIONSHIP THROUGH FREQUENT VISITS AND BY PHONE CALLS, SKYPING, AND EMAILING BETWEEN VISITS?

RITCH AND JOAN:

Joan and I believe family comes first and therefore a maximal effort must be made to use every form of communication and, of course, visit whenever possible. We think it is vital to use forms and modes of communication grandchildren use regularly; it goes without saying that this often requires new learning by grandparents. We have four grandchildren, two here and two on the east coast in the U.S. and we try to ensure all the cousins speak with one another, too. Joan often remarks that we cannot take anything for granted and these relationships must be worked at. Joan's mother adopted computer skills early and often emailed our two sons and her other grandchildren. Each grandchild had a jar labeled "hugs and kisses" and filled with Hershey's chocolates. The jars were refilled on request so the children knew they were loved.

NANCY:

Yes! The technology is key due to the visual aspect.

WHAT DO YOU THINK THE MOST IMPORTANT ROLE OF A GRANDPARENT IS?

RITCH AND JOAN:

We believe it is giving unconditional love, and reinforcing behavioral guidelines established by the children's parents. Ritch was given a coffee mug by Taylor Sun and Carter, which basically says "a grandpa is like a father but with fewer rules", that he uses frequently. Being involved in the lives of your grandchildren is so rewarding, inspiring as they grow and develop and great fun! Parents and grandparents—like teachers, principals, and all those who work in schools— influence children every day when they interact with

them. Joan's and Ritch's mothers were teachers, Joan's dad was an architect, and Ritch's dad was a teacher and later a principal. They were active volunteers and engaged in their communities, frequently working with children. Peter Drucker once said "be a teacher"—not necessarily in a classroom setting but he meant "develop" people, help them grow by providing challenging opportunities where they can succeed and fail and learn from both. This is a long winded way of saying be involved, make yourselves available, make sacrifices for your grandchildren as you did for your children, be selfless and enjoy the ride!

NANCY:

Supporting the parents and providing unconditional love.

WHAT ARE THE ADVANTAGES OF BEING A GRANDPARENT?

RITCH AND JOAN:

There are a myriad of advantages inherent in being a grandparent; they include: having your faith in the future restored every day; thinking "younger" than if you had little to no contact with your grandchildren and their friends;

seeing the world through their eyes and with their hope, idealism, honesty and optimism about the future; having the chance to be a mentor and being able to positively enhance their dreams and ambitions.

With Taylor Sun and Carter, we are truly blessed because their parents, Geoff and Nancy, invite us to events important to their family; they are incredibly generous and thoughtful, and they periodically ask for our opinions. We are extremely fortunate because they include us in their lives and our grandchildren's.

As one grows older, it is sometimes too easy to become pessimistic and have your views about much in the world become negative. Grandchildren have brightened our lives considerably; they make us laugh, and they elevate our spirits. Taylor Sun and Carter are always very respectful but they will sometimes politely question us or challenge our thinking which is wonderful!

NANCY:

All the joy and none of the responsibilities!

GRANDPARENTS ARE KNOWN AS THE FAMILY HISTORIANS, HOW DO YOU SHARE STORIES OF THE PAST TO YOUR GRANDCHILDREN?

RITCH AND JOAN:

Whether we are with our grandchildren or not, we share stories and draw parallels from our two sons' experiences for our grandchildren. A recent example was inspired by the CIS swim coach who greeted us (our son Geoff, Carter our grandson and Joan and me) while Taylor Sun was changing into her swimsuit. He came over and in his very good natured way was kidding Carter about being a supportive brother by

being up at 5am so Taylor Sun could swim that morning. Joan reminded Carter than Uncle Teddy (Geoff's younger brother) frequently had to get up at 5 am so we could be at Yost Arena at the University of Michigan in Ann Arbor so Geoff could play ice hockey. I think the moral to this brief story is that sharing stories comes naturally when you are with grandchildren. Joan is the best storyteller as her recall skills are much better than Ritch's. Our stories are also regularly shared through photos, emails and more. In our families, Joan's older sister and my older brother are the chief historians.

NANCY:

Sharing stories about the grandchild's parents is an interesting way for the child to learn about their history.

IF YOU WERE TO GIVE ADVICE TO THE FUTURE GENERATION OF GRANDPARENTS, WHAT WOULD THAT BE?

RITCH AND JOAN:

We are reminded of the Oscar Wilde quote: "the only thing to do with good advice is to pass it on. It is never of any use to oneself."

Being involved in the lives of our grandchildren continues to bring us great joy. This is due in large part to their parents who make it possible through their kindness, encouragement, thoughtfulness and generosity - and to the "kiddos" themselves for their love and interest in us.

NANCY:

Give as much support as you can and see your grandchildren as often as possible.



"Joan and I believe family comes first and therefore a maximal effort must be made to use every form of communication and, of course, visit whenever possible."

Continuing with one's love of sport in a new country:



Sebastian Chancellor - Basketball

HAVE YOU ALWAYS BEEN PASSIONATE ABOUT BASKETBALL?

Yes and no. I have always been interested in the game. I've loved watching the NBA for as long as I remember and the environment when you step on the court always gave me chills. I forget everything going on outside that gym when I touch the ball. In that way, I have always loved the game and will always love the game. However, I wasn't always so committed to it. From a young age I played a lot of soccer. That's the sport that most kids my age played in my area and it was also a way to play with and against good friends. I played in a league called AYSO and later as I got more into it played for a club called Stanford Soccer Club and played on this team until the 3rd grade. However, by this grade, I had also tried some basketball and baseball camps and really enjoyed both sports; since my soccer coach was pretty intense and only wanted me to focus on soccer, I decided to quit and move onto baseball and basketball instead. I found both sports really interesting and something that I thought I could become good at. Baseball and basketball gave me so much excitement. I tried to practice both every day whether with friends or just throwing the ball with my pops.

WHAT IS IT LIKE TO BALANCE ACADEMICS AND AN ACTIVE LIFESTYLE?

As basketball and baseball became more competitive and tough, so did school. I had no choice but to really pay attention and focus on school and that was not always easy because who wants to do homework instead of doing something you love? I have had to learn to manage both, and that took a little bit of work. But I have been able to cope by balancing homework and sports by using a calendar and writing homework and any practices I have in the future down. This helps me keep track of everything so that I can do well in school while still being able to do sports. Another thing that really helps me out is making sure not to procrastinate. This is key to not being stressed about having sports and a ton of homework the same day. You may need to finish homework much before it's due because you have a basketball tournament coming up. If you wait until the evening before the due date, you become stressed to finish it, you stay up too late, and then feel tired in the morning and can't perform as you would like at school or at practice the next day. I try my best to do these things to ensure that I am able to stay stress free and to play basketball in any free time I have. That said, there have been times when I have had to skip practice because of too much homework or poor planning on my part. My parents always instilled in me that school work takes priority over sports. Also, it helps to keep good communication with my coaches and teachers, and to advocate for myself when needed.

WHAT ADVICE DO YOU HAVE FOR STUDENTS COMING FROM ABROAD AND WISHING TO JOIN DANISH CLUBS - IS THE LANGUAGE A PROBLEM?

Playing ball in the States was amazing; I had another family on the court. My team KOPA I played for since 6th grade. Same coach and same players for 3 years! To add on to that, many of the kids were my friends who I also went to school with. When I came to Denmark and made SISU's U16 team (the team that won the Danish and Scandinavian championships last year) I was really excited but it proved to be a really hard transition for me and still is to some degree. I don't speak Danish and being 50% Danish, I am sort of embarrassed that I don't speak the language. To add to that, the team I joined has been together longer than my team & I back home. Once you have been together for many years as a team, the chemistry and friendship between players can be impenetrable. They have a history together and a shared trust, and then I suddenly come along, an outsider who doesn't even speak the language and who is taking up playing time. The main thing that has been difficult is the social aspect. Playing ball is playing ball and you can do that together regardless of language. Danes are not always the most open and inviting at first, which forced me to be the one to initiate conversations, time and time again. This definitely has forced me out of my comfort zone but after 2 months on the team and a tournament trip to Lithuania together, it's gotten better and I feel more comfortable now although I still have a ways to go to truly feel an equal part of the team.

For others wanting to join a club in Denmark, I would encourage you to be confident, social, humble, and patient. Be yourself and always work hard; you might just end up having the time of your life.

"I forget everything going on outside that gym when I touch the ball. In that way, I have always loved the game and will always love the game."



James McIlroy - Football

HOW DID YOU FEEL WHEN YOUR MUM AND DAD TOLD YOU THE FAMILY WAS MOVING TO COPENHAGEN?

I was very excited because we had lived in Thailand for a long time and I thought it would be really fun to move to Denmark - and there would be better football.

YOUR LOVE OF PLAYING FOOTBALL HAS LED YOU TO JOIN A DANISH CLUB (B93). HOW DID YOU MANAGE TO SIGN UP AND MAKE FRIENDS WHEN ONLY SPEAKING ENGLISH?

My dad found out about B93 football club before we came to Denmark. After 3 days of being in Denmark we went to the club and they gave me a trial and I got into the team. The children and the coaches were really friendly to me and most of them spoke English, some more than others, so this made it easy for me to fit in quickly. Over the months I have also learned some Danish so now I can understand most of the things they say in practice, but I still struggle to speak much. I think I am getting more confident as practices pass by. Next weekend I am going to Falster with my team for a football tournament and I will be camping with everyone.

NOW THAT YOU HAVE INTEGRATED INTO THE DANISH COMMUNITY, DO YOU HAVE ANY TIPS/ADVICE ON HOW OTHER STUDENTS ARRIVING TO DENMARK CAN JOIN CLUBS EVEN WITH A LANGUAGE BARRIER?

New students should definitely join a Danish club, even though they don't speak the language. Most Danish people speak some English so it is easy to fit in. It's a great way to make to make new Danish friends and learn more about Denmark. Now I have lots of Danish friends who I hang out with and we have a lot of fun. Also B93 is very close to my house so it's easy to get there; I think it's important to find a club near to where you live so you can get to practices easily and your new friends will be close by.

Caroline Vang-Jensen - Swimming

"To have something extra that you know you're good at, to have something that you really really like - I think that's very important. It is something you can decide for yourself," said Caroline Vang-Jensen, a fourteen year old eighth grade student at CIS with a passion for swimming.

Caroline transferred to CIS from her old Swedish school in January of 2017, during her seventh grade. "I chose an international school because I used to live in Sweden, and at that time I went to an international school. When I heard that I was going to move back to Denmark, I was able to choose to go to a Danish school since I'm Danish; or I could choose an international school. I just thought that the international schools are much better, the learning level is much higher and I thought it would be much better for me. Though, it is sometimes hard to fit in my schedule with school, homework and sport. I have a pretty tough day, but I am handling it pretty well."

Caroline has been swimming since the ripe age of 3 months, and now practices her love for the sport 7 times a week. "I started in the competitive groups when I was I think about 10 years old," she says, a slight laugh breaking her voice's steady flow, and her eyes distant in reminiscence. "That was when I started realizing that I really liked swimming - the moment where I began to take it seriously."

When asked about how she balances sports with school, Caroline replied very straightforwardly, with certainty and honesty in her eyes. Her voice was assertive, yet calm. "Well, it is sometimes really hard. But usually, if I have a day when I have too much homework then I will not go to practice that day, or I will finish practice earlier so I can also do my homework, because always, school comes before sport." Caroline's classmates have described her to be 'outgoing', 'determined' and 'full of perseverance'. One of the main points Caroline shone a light on is that you need to have balance. "When I do take an extra day for school, I will pick up another day of training." The essence of leading a sporty and successful academic life is that you must treat both with respect, and as being of equal importance.

Caroline has shown greatness, ambition and tenacity since she has become a member of the CIS community. "You should always just keep trying. Even though you might not feel so good at your sport, or you feel that you're not sure if you should do it or not. Always keeping trying, keep pushing, that is what is best. It will be hard, but everyone goes through life with bumps." Caroline's eyes are focused, her voice a soothing melody of seriousness. The sheer mother-like nature of these words demonstrate the passion one brings through the use of



competitive sport. A large part, elaborated Caroline, is having confidence in yourself. The ability to give yourself a goal and invest yourself requires a daring will and the knowledge that failure is possible. For many though, this possibility of failure is thrilling and compelling. "I do have dreams of being on a national team, but I normally take it step-by-step. As of right now, I am very happy with what team I am on. Yes, of course, it would be amazing to be on a national team, but you need to be at a very high level and very focused."

"It is not only important to have something different, of variety, but playing a sport can make you feel happier, and looks good for your education. I also think it is important now, in these current years, that students have sports. It gives them a chance to focus on something they love."

Caroline is an example of how a student can channel their passion, dedication and assertiveness into a sport, with endless positive outcomes.

COMMUNITY LOVE OF SPORT, **BY EMILEE SAAVA, GRADE 8**



Addison Comiskey - Tennis

HOW LONG HAVE YOU PLAYED TENNIS?

I started tennis when I was 5 so I have played for about 5 years.

WHAT INTRIGUED YOU MOST ABOUT THE SPORT?

I started to play tennis because my brother, my mom, uncle and grandparents all played tennis so I was interested in playing.

WHEN YOU ARRIVED IN DENMARK TWO YEARS AGO, DID YOU SPEAK DANISH OR KNOW ANYTHING ABOUT YOUR CLUB?

No, I didn't speak Danish or know anything about the club before arriving. It was brand new to me and my family.

HOW DID YOU FIND YOUR CLUB AND HOW DO YOU COMMUNICATE WITH YOUR TRAINER?

Before we came to Denmark my mom asked a Danish colleague for advice and he recommended HIK (Hellerup Idræts Klub) and KB (Kjøbenhavns Boldklub). We chose HIK because it was closest to our house and school. I communicate in English and Danish with my coaches at HIK.

ANY ADVICE FOR UP AND COMING TENNIS PLAYERS?

Practice hard if you want to be the best and believe in what you can accomplish.

Addison Comiskey - Tennis

The Passola household is kept busy with the activity and passion which fills it. Berta, a seventh grade student at CIS, has a passion for tennis which was sparked from her father Jordi, a former tennis player.

When asked at what age her interest in the sport of tennis began, Berta answered;

"I started playing tennis when I was 5 years old, and since then I have always thought playing tennis was really fun and have been passionate about it. At the beginning my dad taught me, and when I was 7, I started taking lessons with a coach in France."

She explained that her interest began at a very young age, and from that point on her love for the activity only strengthened. Expressing interest in things from a young age is crucial for the gradual development of skills. Now, Berta exercises this love of tennis persistently.

"This year, I train two days in the morning, from 6:30 to 7:30, and then after school every day, usually an hour of tennis and an hour of fitness."

Over her years of training, Berta has had to find a way to balance her academic life with sport, making sure that both are treated equally.

"I think balancing my academics and tennis is quite easy as I go to school, then after school I have training and then after tennis I usually have an hour of fitness such as running,

COMMUNITY LOVE OF SPORT, **BY ELLA HEDBERG**

agility or strength. I do my homework after that and I always get to finish it on time."

This balance and strict schedule is a behavioural control technique Berta has had to master over the course of years.

"Training every day means that I cannot hang out with friends after school, but I am fine with that as I usually have weekends free to do that. I also train with friends every day which is social as well."

She further elaborated that committing to a sport from an early age opens up many opportunities, but also requires self-discipline and perseverance. Berta has had to learn to find time for everything, while staying fully committed to having a balanced lifestyle.

Jordi Passola, Berta's dad, is also a tennis player and has been Berta's fan since the day she began playing. He was the person who introduced Berta to tennis and was her first instructor, so Jordi has watched her grow and develop throughout her years of playing. Guiding Berta in balancing her academic life with her sports life is something he has had to learn about.

"The advice I give to Berta is that she needs to be very well organized in order to be able to do both and that in the long term, school is more important than tennis. The fact that CIS gives Berta some flexibility with the to get some additional training during the week and we appreciate it very much."

When asked about the advantages of knowing the pros and cons of the sport when you have a child who plays that same sport, Mr. Passola explains that, as well as being Berta's father, he has also had to learn to let Berta be her own guide.

"I think it gives you to have a more realistic approach about the objectives. On the other hand you have to be careful and remain in your role as father without stepping into the role of the coach."

After interviewing Berta about the things she has enjoyed and the differences she has noticed since she began taking tennis seriously, Jordi was interviewed about the differences he has noticed in Berta since she began playing tennis competitively.

"Yes, playing an individual sport at an elite level is a great experience. You learn that you have to work hard, be focussed and resilient to succeed. You learn to manage yourself under pressure. It helps to shape your personality and prepares you to deal with new challenges."

The Passola family has lived abroad, and moved around to many different countries since Berta was a little girl. This exposure to multiple different cultures and traditions has encouraged Berta's belief that facing a language challenge plays no role in how sport lovers with similar interests relate to each other.

"I don't think the language difference is a problem at all as all my coaches and friends from tennis speak English very well. Playing tennis in a Danish tennis club has really helped me improve my Danish. I also think that sport is a global language that allows people from different origins to understand each other."

Jordi's answer was similar as he explained that the global language of sport may help students of all nations and ages to bond.

"Denmark is a great country for sports and fair play is the general attitude. Every city has clubs where you can practice both individual and collective sports. I think that proximity to the club is important for logistical reasons and for the social component as you become friends with the kids with whom you play every day."

The special relationship Berta and Jordi Passola have formed over their love of tennis is a reflection of the multiple social, academic and mental benefits playing a competitive sport brings.



After School Activities at CIS

I have been the After School Activities Coordinator since 2012. I also work with the primary students for a couple of hours a day supporting them during recess, lunch, etc.

I started in the Hellerup Campus and have seen so many changes over the years; changes in the student numbers, staffing and of course the variety of activities that we offer. Now of course our most recent change has been the wild and exciting move to our new Nordhavn Campus.

For me, the explosion and growth in technology and how we think about making our program known to students and parents, both through advertising and registration, is the most exciting growth trend. I have seen this program move from a basic sign up process using a Microsoft Word Document, then to Google Drive, and most recently to a Shopify page which acts like an Amazon page. Parents can view activities like a product, and simply add the activity to their shopping cart. I think it's important to make our registration processes as simple and as user friendly for parents as possible. We are a large school with many departments and extracurricular activities. Getting your child acclimated to a new school environment can be overwhelming and I want to make their experience as easy and as friendly as possible. I think technology can be used as a tool to achieve that.

The move to the new campus meant a slight change in activities and opportunities. We now have a proper dance studio, with mirrors! Although the space is smaller than what our dancers are used to using in Hellerup, I think having a designated space just for Dance gives our students a sense of commitment and importance. Our Hip Hop program has doubled in size since we started it a couple of years ago and now their performances are a regular feature in our various assemblies.

The newest activity seen around Copenhagen, and which grows more and more in popularity is Parkour. Parkour is a training discipline using movement that developed from military obstacle course training. The aim is to get from one point to another in a complex environment, without assistive equipment and in the fastest and most efficient way possible. Parkour includes running, climbing, swinging, vaulting, jumping, rolling, quadrupedal movement and other movements as deemed most suitable for the situation. Parkour's development from military training gives it some aspects of a non-combative martial art. I think its popularity

amongst our students exploded through watching YouTube Videos, as do most things these days amongst young people! There is also growing interest in the Makerspace realm, and in the idea of design and problem solving through the use of raw materials with no set design or plan. Coding and Robotics is also hugely popular and not an activity we had when I first started (for the younger students). We have a regular after school activity where students learn to program an Arduino and in the advanced classes they have the opportunity to design their own robot!

As far as how measuring the success of our ASA program and networking, I think it's a matter of making yourself available and open to all new ideas and people. I have a good relationship with many of the parents and I try to listen to what they feel is working and what they would like to see more of at the school. I also have a friend network in International Schools all over the world and am always curious to hear how their activity programs work and what they offer.

The measurement for success may seem like an obvious case of seeing how many students sign up for any activity. I have come to learn, however, that it's important to check in with the students on a weekly basis and ask them how their activity is going. For example with our current activity, Tinkering Club (or Makerspace), each week the kids are super excited when I ask them about it and they start telling me all about what they did that day. It's obvious that just after two weeks this activity is a big hit and next season I expect that there will be more sign ups. I am privileged to also spend at least 2 hours each day with the primary students which helps me get to know all of them and be connected to what they are excited about.

What I love most about coordinating the ASA program at CIS is the fact that I get to know most of the students at our school and can help provide a caring and engaging learning community.

Charity Clubs

Ghana

Charity Club at CIS supports the Talented Women's Club in Ghana. Students organize various fundraising activities to raise money for the women, who, by microcredit, use that money to become self-sufficient to provide for their children and themselves. The money earned by Charity Club has previously helped the women buy a plot of land, and there is now a wall around the plot to stop land encroachment. The focus currently is to raise money for rabbit and egg production, which will allow the women and their children to get more protein and earn money to be used as microcredit.

Charity Club organizes different events throughout the school year as a means to raise money. During the beginning of last year, there was the Charity Concert at the Swedish Church, and also the Valentine's Day Roses, where students bought roses for the people they loved or cared about. There were also FIFA tournaments, and lastly there was the annual Trivia Night. The Trivia Night was a night of fun where parents, teachers, and others competed in teams against each other.

This year Charity Club once again held the Charity Concert, which took place inside the spacious Nordhavn campus on October 26th. This was a wonderful night of listening to talented students, teachers, and some parents from CIS play classical music. We will be holding another Trivia Night on February 3rd 2018 - this is a FUN evening and all are welcome! We also have Basketball and FIFA tournaments, and a Treasure Hunt around Easter. Additionally, Charity Club continues to raise money through face-painting, selling juices, and selling Ghanaian goods at the Holiday and Spring Fairs.

My name is Sunaina Chander and I joined Charity Club in 9th grade. I have been part of the club for two years now, and I have had a great time volunteering at the different events. It feels wonderful that the contributions we make enable women in Ghana to live a better life. Being part of Charity Club has also helped me develop individually, such as becoming better at face-painting, which was something I had never done before, as well as learning how to make necklaces from Ghanaian beads, babysitting, and selling during fairs and bake-sales. Overall, being part of Charity Club has been a great experience for me, which I will always cherish.



Team Peru

Team Peru was founded in 2005 and has since then supported abandoned, abused and neglected children in Peru.

In 2008 Mama Cocha's Children's Home in Los Organos, Northern Peru was built with Team Peru's funding and support. Mama Cocha is the desert. It is arid and dry. Things don't grow and there is little fresh water. Many die of dehydration related illness. It is a harsh environment to live in and unemployment is rife.

The children and young people at Mama Cocha suffer from physical or mental retardation and were unable to access any preschool stimulation. The children are often severely mistreated by their parents, and many come from dysfunctional homes, aggressive parents, large families and low income - effects of poverty and unemployment. By integrating children with different needs from a young age, the staff at Mama Cocha finds there are increased acceptance from their peers and more understanding from other parents.



Back here in Denmark, Team Peru has this year participated in and created several events such as the Fund Run, helping out a private birthday parties, sports mornings, craft days, selling water, etc. The incomes from these fundraising events are crucial for Mama Cocha's survival in Northern Peru, about 100.000 kr. is needed every year for Mama Cocha to function.

The students of Team Peru in Denmark have also gained a lot and it is a privilege of helping those in need while becoming more well-rounded students. As a part of the CAS program Team Peru teaches students the following:

- Gain global awareness by travelling
- Leadership roles in planning and executing an event.
- Collaborating with others and working in a team, making sure that everyone in the group is included
- Creating awareness by doing presentations which involves working out what needs to be 'told'
- Taking on new challenges such as coordinating an event and trying new activities

2018 is going to be a travelling year for Team Peru, where 12 dedicated members get to go to Mama Cocha in the North and the Rainbow Centre in the South to experience the impacts of their work.

In 2016, the two us, Leonie and Clara, were fortunate enough to take part in the trip. It gave us a lot of insight on another way of living, and to experience the differences between our lives and theirs. We learned to respect and acknowledge the people in poverty instead pitying their situation, while seeing what difference the approach to disabled people did to the wellbeing of the disabled. We are looking forward to another great school year of dedicated work and to hear about the new travelling groups incredible experiences

Leonie & Clara,
Team Peru

Team Peru desperately needs sponsorship for the running costs of Mama Cocha in 2018.

PLEASE, SPONSOR US AND HELP KEEP THIS VITAL PROJECT ALIVE!

MobilePay 27 24 48 08 - please write 'Team Peru' in the 'besked til modtager' field.

Or by credit card directly on CIS web-page following this link: www.cis.dk/student-life/team-peru (at the bottom of the page)

1971/'73 Graduates Greeted

Marilyn Stam Epps ('71)

When I graduated in 1971, CIS had slightly over 70 students in grades nine through twelve and had just introduced the IB program. We inhabited a freshly minted set of portables in Høje Gladsaxe, so proud to finally have a home of our own. Our numbers may have been small, but we had the CIS spirit and felt as close as family. Coming back a few weeks ago, I was actually moved to tears when I saw the beautiful learning space that CIS has become. The incredible new building, the pre-K through secondary focus on inquiry, enormous (to me) enrollment, and the freshly cooked meals! All of that is new and amazing, of course. But what had not changed was the energy and CIS spirit that I remember from those early days. It's evident in the happy, excited students I observed, and in every single faculty, support staff, and parent I was lucky enough to talk to. CIS still feels like the same family, just bigger, and I'm happy and proud to be a part of it.

Elizabeth Stam Bletz ('73)

When I walked into the new CIS building for the first time, I found myself looking back to my first trip through the school's doors many, many years ago. When I went through the door that first time I was a nervous freshman, about to meet my new best friend, my high school posse, and a bunch of kind teachers who would change my life. I knew none of this, of course, I just hoped my hair looked good. This time I passed through CIS's doors, I'm looking back at a 30 year career in Early Childhood Education, a continuing friendship with my freshman bestie (via Facebook) and a bunch of my former posse, also by Facebook, and occasional reunions in Denmark and Stateside. The reasons for my looking back across all those years of happiness and success are many, but I can't help but think that the seeds were planted all those years ago as I passed through those doors. And this time, at CIS, as we wandered around that magnificent campus, I felt the same loving energy, the same kindness, and the same hygge that I felt so long ago. Still have issues with my hair, though...



Moving Souls

It always takes time to unpack our belongings when we move from one house to another. As members of a transient community, we have learned this from experience! This is similarly and may be more extensively true when moving a school from one place to another. After such a move, the first step is obviously to make sure that the school's daily life continues smoothly with the necessary material that students and teachers need. The second step takes usually much more time: we must unpack the small items and artifacts that we have collected over the years and find new places for them. What is the reason for keeping them? Do they have any special value? These objects are symbols, as they represent, illuminate, and celebrate what people have thought and done before us and consequently for us. They are just part of who we are! Over 55 years of existence, and a couple of moves, CIS has collected and kept many such objects. We are not sure yet where to place them in the brand new building, and how to make them meaningful for the new generation of students. However, one of them found its place in the main entrance: the globe.

Let's read a little bit about its story, recorded by Jim Keson¹, one of our long term CIS community members!

"Politically the globe is way out of date, but has been an important part of the senior school history program for many years. It was a gift to the school from the US Information Agency around 1975. The USIS ran a very popular American culture library at the embassy on Dag Hammarskjolds Alle. Apparently the USIS had been given it by the John Quirk family. It is unclear whether the Quirks had a direct connection to Copenhagen or had just wanted to support American culture in general and the globe ended up in Denmark. Anyway, when the USIS library went through one of its periodic budget/staff/space reductions, the fairly bulky globe no longer fit their reduced circumstances and they had the idea that it would find a good home with CIS. Which it did! The huge floor globe was brought along to Gammel Kongevej. Although we had to remove some doorframes to get it into the history room on the third floor, it was a useful hands-on device for showing actual continent sizes and great circle distances. The fact that it was decades out of date, showing Rhodesia and the Union of South Africa, could actually be exploited to point out that the identities if not the borders of countries in Africa were changing at a rapid rate.



Hopefully, in the near future, more objects will appear in our corridors and walls that will not only remind us of CIS' hectic life along the years but also will enlighten us about its history.

Written By Anne Collignon (high school Learning Support teacher) in collaboration with Karsten Engelberg (high school Deputy Principal and English teacher) and by Jim Keson (former high school teacher and headmaster at CIS). Anne is conducting a doctoral research in History of Education at University College of London based on CIS history.

¹ Jim worked at CIS for 36 years as English, Maths and TOK teacher and acted as Senior School Headmaster for 14 years.

Decades Gone By



THE 60'S

1962

CIS is started by Mrs. Frank B. Gallagher:
- high school correspondence courses from the University of Nebraska
- located at Bagsværd Kostskole og Gymnasium
- 1 classroom, 1 teacher, 12 students

1963

Copenhagen International High School is launched. School moves to the Ungdomshus (a youth center) on Nørrevoldgade 23

1964

The European Council of International Schools (ECIS) was founded. CIS was one of its first members.

1965

The first year as a formal, classroom instruction, college-preparatory institution. Move to John F. Kennedy School in Høje Gladsaxe. First principal: Godfrey D. Sullivan

1966

Move to Søborg Gymnasium. The first formal graduation is held with 3 graduates: Marilyn Dietz (USA), Marianne Quist (Denmark) and Karen Sorensen (USA).

1967

Name change from Copenhagen International High School to Copenhagen International School to avoid confusion with the Danish 'højskole' which denotes an institution of higher education.

1968

CIS students take IB examinations on an experimental basis. New principal: Charles A. Gellar

1969

A four-room barracks is added to Søborg Gymnasium to house CIS.



THE 70'S

1970

A building extension of the four-room barracks in Søborg Gymnasium is made.

1972

The first IB Diploma is earned by a CIS student: Pavai Pisa (Czechoslovakia)

1973

Accreditation is granted by the European Council of International Schools – the second school in Europe to receive this honor.

1974

The Copenhagen International Junior School is started by Charles A. Gellar:
- located at Stenosgade in rented accommodation
- first principal: Inez Sullivan
- 16 students on the first day, 38 students half a year later

1975

The Junior School is recognized for a subsidy from the Danish state as a Danish 'friskole'

1976

A 13th grade is started as the final year of the IB program. The 9th grade is transferred to CIJS Middle School because of over-crowding at Søborg Gymnasium.

1977

Primary School New Building – Hellerup. Waiting lists still occurred at CIS as schooling for international students was still high in demand in Denmark. The Primary building was built in record time, between December 1996 and August 199. Princess Benedikte inaugurated the building on 4th Sep. 1997.

1978

4 additional classrooms are opened at CIJS. The Friends of the Copenhagen International Schools Foundation is created. Purpose: to allocate funds and advise the fundraising committee. Inauguration of the new facilities of Copenhagen International Senior School by Princess Benedikte.

1979

The Schools' new auditorium is completed and inaugurated.



THE 80'S

1980

The Schools' new auditorium is completed and inaugurated.

1981

CIS is accredited by the New England Association of Schools and Colleges.

1982

CIS is put on the list of recognized schools in Denmark. This makes it possible for CIS students to get transportation fees reimbursed and to get Danish state grants.

1983

CIS receives buys its first computer

1984

20th anniversary of CIS and 10th anniversary of CIJS are celebrated.

1986

The Schools' gymnasium is finished. A new playground area is finished.

1987

A pre-kindergarten group (for 4-year-olds) is opened. CIJS joins the Danmarks Realskoleforening

1987

School was cancelled for the first time in thirteen years due to an "Ice Winter" (winter's lowest temperature, -25.6 degrees; Danish waters are frozen over that year). The icy weather combined with overloaded heaters resulted in a day off for students.

1988

CIS celebrates its 25th anniversary and CIJS its 15th anniversary with Princess Benedikte. The Friends of the Copenhagen International Schools Foundation is officially dissolved but the Friends continue as a fundraising committee. An after-school program is instituted.

1989

CIS and CIJS set up a joint fund-raising committee to supplement the work of the Friends of the Copenhagen International Schools.



THE 90'S

1990

The Senior School is included in the 1990/91 gymnasium law. This law allows the Minister of Education to make special dispensations for CIS.

1993

The merger of CIS and CIJS. Move to Hellerupvej, Hellerup. Inauguration of the new school by Princess Benedikte

1995

Charity Club initiated by Geoff Hern

1996

Introduction of the IB Middle Years Program

1998

Inauguration of the new primary building by Princess Benedikte. The first of 3 phases starts in order to change from a 13 year to a 12 year academic program

1997

The Nordic Network started at the Oslo International School. Any school located in the Nordic region that is prepared to use English as the common language is eligible for membership.

1997

Primary School New Building – Hellerup. Waiting lists still occurred at CIS as schooling for international students was still high in demand in Denmark. The Primary building was built in record time, between December 1996 and August 199. Princess Benedikte inaugurated the building on 4th Sep. 1997.

1999

The Nordic Network conference was held at the International School of Stockholm. Copenhagen International School was decided to be one of the five major schools making up the Board of the Nordic Network.

Decades Gone By



THE 2000'S

2000

Introduction of the IB Primary Years Program

2001

Inauguration of the new sports hall by Princess Benedikte

2005

Team Peru founded by Ben Ward

2006

A new reception area, business office and admissions office at the main entrance is created. ESL and Resource are introduced in the Senior School

2007

A new security system is installed. Wireless internet is installed. Opening of a new playground for the Primary School. A resource centre is established attending to children with additional learning needs

2007

More places for international students was still a demand in Denmark. CIS explores possibilities to expand the school as far as local regulations would allow within the Hellerup site. On 6th June 2007 A.P. Møller and Mc-Kinney Møller Foundation donated 25 million kroner to CIS to help expand the Hellerup campus. CF Møller, the architects, developed a masterplan for the Hellerup campus, the main focus of which was an large expansion on top of the Sports Hall, as it was going to be impossible to expand and renovate the Primary School without closing the building for a year at least. This was not practicable and the funding was returned to the foundation.

2008

Burmese refugee assistance program founded

2011

Due to the growth in enrollment grades 9-12 moved to City Campus, Østerbro

2012

Mærsk donates 200 million to help finance a new purpose built school in Nordhavn 2015

2013

CIS Celebrates 50 years of international education in Denmark. More than 500 alumni return to the anniversary weekend held 19/20 April. Princess Benedikte also visited the school to mark this great milestone.

2017

The first NECIS tournament was held at CIS Nordhavn



1963 NORRE VOLDGADE 23

CIS is launched, school moves to Ungdomshus (youth center)



1966 SOBORG GYMNASIUM

1969, 4 room barrack is added to Søborg Gymnasium to house CIS



1977 GAMMEL KONGEVEJ

CIS moves to Gammel Kongevej next to the Junior School



1993 HELLERUPVEJ

Merge of CIS and CIJS

2011 ØSTERBRO

Grades 9-12 move to City Campus



2016 NORDHAVN

CIS opens its doors to a brand new campus designed by C.F. Møller Architects

Alfa

– The Scandinavian Mobility Services Company



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

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