



BCIS | Xue Xi 学习

Issue 25


不亦乐乎？



有朋自远方来，

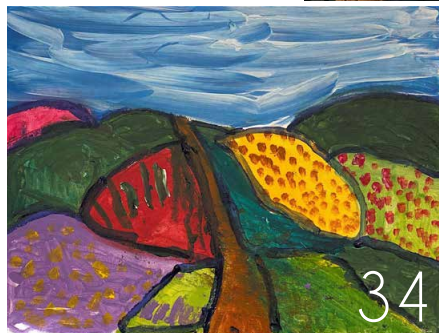
不亦说乎？

学而时习之，



The title 学习 Xue Xi originally comes from the first two sentences of the "Analects", a collection of what Confucius, the great Chinese educator, had said and done. He said in the beginning of the book.

" To learn and practice what is learnt time and again is pleasure, is it not? To have friends come from afar is happiness, is it not? "



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Head of School's Note



Rooted in our BCIS Mission is our commitment to 'the sustainable development of the world', and this year in particular, I am proud of our BCIS community for stepping up to this challenge.

At BCIS, we understand our role and responsibilities in Beijing, in China and as a part of the whole world community. We know that we cannot simply leave it to others to go forth and do good work that will benefit our planet's long-term sustainability – we have to be part of the solution now and moving forwards. All of the students and adults in our community have a responsibility to consider ways to ensure we are contributing to the longevity and health of our world and then take the necessary action.

You will see when you visit BCIS that there is a sense of action

here. We have our student and adult leaders in the area of sustainability, but, significantly, we have many people who understand that change is needed and needed now. You will see fewer single-use plastic items, you will see reusable mugs and cups around the campus, you will see a commitment to not ordering take away food to be delivered on campus and you will see us consciously collaborating with more sustainable partners.

As our students grow up at BCIS they will know what it means to be a socially-responsible member of society. They will understand why we all have to contribute to the health of our planet. They will know that they, as one individual, can make a difference and can influence others. In fact, I am proud that they know this already.

I hope all of our BCIS families understand the urgency of action for sustainable practices, take these practices into their homes and into the homes of their friends and beyond so that we can all work together to ensure our world is safe for us, and for the future.

Julie Lawton, BCIS Head of School





A Green Movement

Anna Fu (Grade 5)



I picked up a plastic bottle from the ground
and turned it into a boat that sails on the sea in my house.

I picked up a piece of paper from the trashcan
and turned it into a beautiful drawing

I picked up the tear of earth from the sink
and gave it to the dying flowers

I picked up the wasted food from the plates
and give the new born seed a new home.

I grew up a forest from one plant,

I built cities out of cardboard.

I wish my imagination is true

But is it?

The Wild

Zhang Mingyue (Merida) (Grade 4)

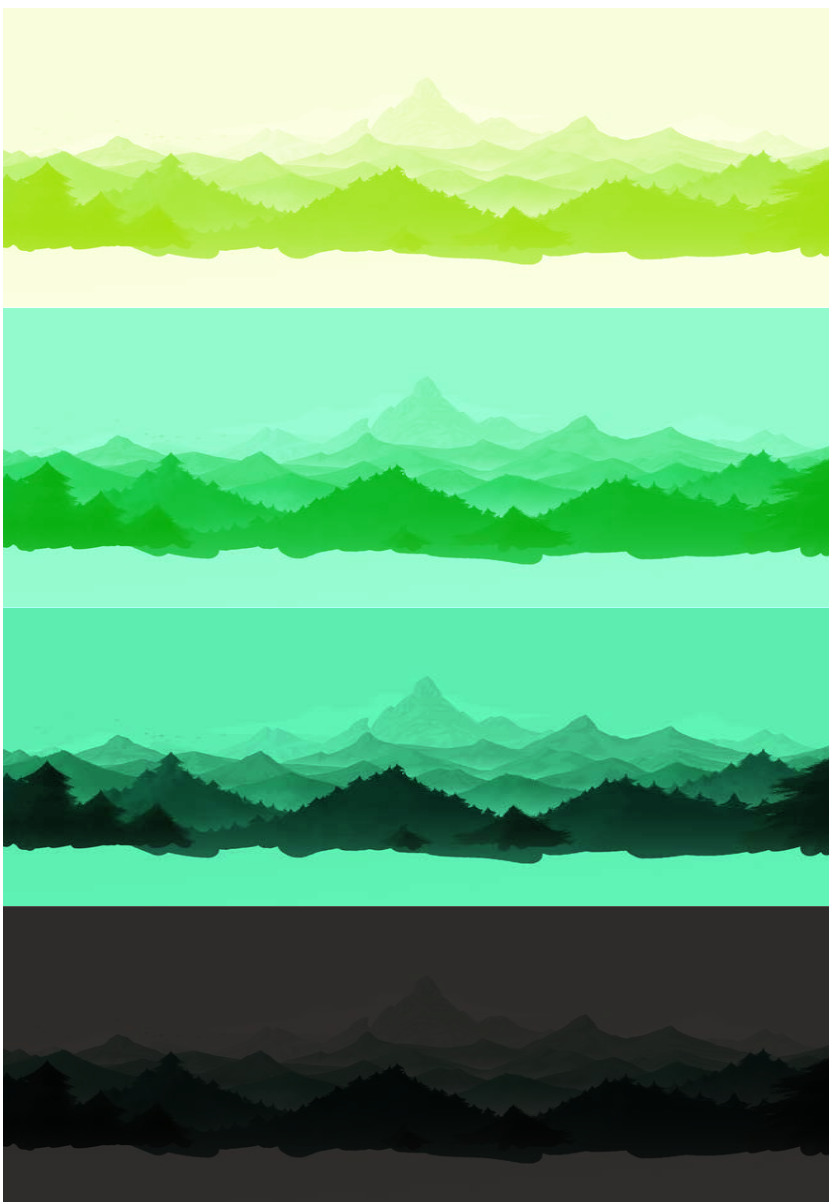
Wings flapping,
Birds squawking,
Flying away from the smoke

Trees roaring in pain,
Grass moaning in death,
Waiting to rot,
With no green left behind

Blue fishes,
Black eels,
Swimming freely in the sea

Small deer,
Big bear,
Running freely,
In the wild

Wide trees,
Tiny leaves,
Cut down with agony





GREEN LAND IN YOUR DREAMS

CongCong Zhao (Grade 4)

Have you ever dreamed of a place so green?

Fresh clouds in view, so pure and clean

That's where I dream all the time, of this land

All we have to do, is make it seen

Flowers blossom, everyday~

Green grasses are where the children lay~

Now I dream of a place so green

Fresh clouds in view, so pure and clean

That's where I dream all the time, of this land

All we have to do, is make it seen

Make it seen~

Make it seen~

All we have to do, is make it seen



A Green, Green World

Cloud Zhang (Grade 5)

Grass, rivers, trees...

Mother nature has given us a green green world.

But, us humans are cruel, they destroy mother nature's kindness

And love. They destroy it.

Now, factories, trash are everywhere. The grasses put their head down

The trees stop smiling. The rivers don't sing anymore.

But we can help. Just pick up the trash, reuse electricity,

and find out how beautiful nature is.

Our green green world will be back again...





We are the World

Kana Xu (Grade 4)

Why do we see this sky of pollution?

Is that always going to be the future?

Birds are building nest's,

Yet we crush them to death.

Why do we do that...

Being great?

Why DID we do that?

We've got to save the world,

To make the day brighter.

Bright!

So, after using a plastic bottle,

Put it in the recycling bin!

Print two pages,

Use the back and front.

Everyone do a bit everyday,

The world will be healthier than it is now!

NOW!

Puffy clouds in the sky.

That is the greatest future.

Birds are building nests,

Yet we hear them chirping.

Can we continue?

Can we?

We have been sustainable,

We are the ones!

The day is always!

We reuse plastic bottles,

Or put it in the recycling bin!

We use the front and back

When we print out pages.

We did a bit everyday,

The world is healthy.



Sustainability

Cherry Gao (Grade 5)

The primroses never had to fight
For sunlight
Just growing in comfort,
And tasting the bits of rain

Children learning
as the wind swooshed into
their ears
They don't need to hope
for their education
Because it's already there.

Women doing household chores,
when men go to work
That's not gonna happen
in a world of inequalities
because it is already reduced.

Polar bears
living steadily in the
Arctic
no worries there will
be global warming
Because the problem is already solved

Peacekeepers
Don't need to stop the war,
Because the world is
already at peace
And violence doesn't exist anymore.

All of those things would happen
if there was sustainability
and not just in our hopes-
But achieving it
will only start with actions
and actions will only start with you





“ FIRELIT ”

sparks of ideas on the sustainable development goals

Caitlin Kuang (Grade 9)

01 — No Poverty

I see the diamonds in your eyes,
Glittering with emerald and silver.
Verdant cash and argent coins.
Don't we want that for everyone?

02 — Zero Hunger

Starving stomachs savoring sweets,
Free from famished fervency.

03 — Good Health and Well Being

Red pumping through a scarlet organ.
Eerie vermilion flowing through limbs.
Death is no more.

04 — Quality Education

We read. We write. We live.

05 — Gender Equality

In a time when women were inferior,
Many of the greatest were born.

In a time when women are equal,
More of the great will rise.

06 — Clean Water and Sanitation

Drink to live — live to drink.

07 — Affordable and Clean Energy

Fire gave us life, a life spent burning,
Burning for warmth, burning the coal.
The coal — stygian, sable.
The color of pollution.
Pollution producing power, power to
sustain life.
A life spent burning, burning the coal.

08 — Decent Work and Economic Growth

Disappear.
Disappear into the garments of grey.
Disappear into the pyramid of people.
Disappear into the counts of cash.



Disappear into the doctrine of dollars.
 09 — Industry, Innovation, and
 Infrastructure
 Innovating the innovation.

10 — Reduced Inequalities
 There are always opposites in the
 world.
 Women and men; white and black;
 poor and rich.
 Good and evil; wrong and right; dream
 and reality.
 The trick is trying to balance them.

11 — Sustainable Cities and
 Communities
 With our dreams achieved and wings
 unfurled,
 We towered over clouds, over the
 world.
 Stared up at and revered from below.
 We've never felt more in control.

12 — Responsible Consumption and
 Production
 Inhale, exhale.

13 — Climate Action
 Have you ever looked closely at the
 clouds?

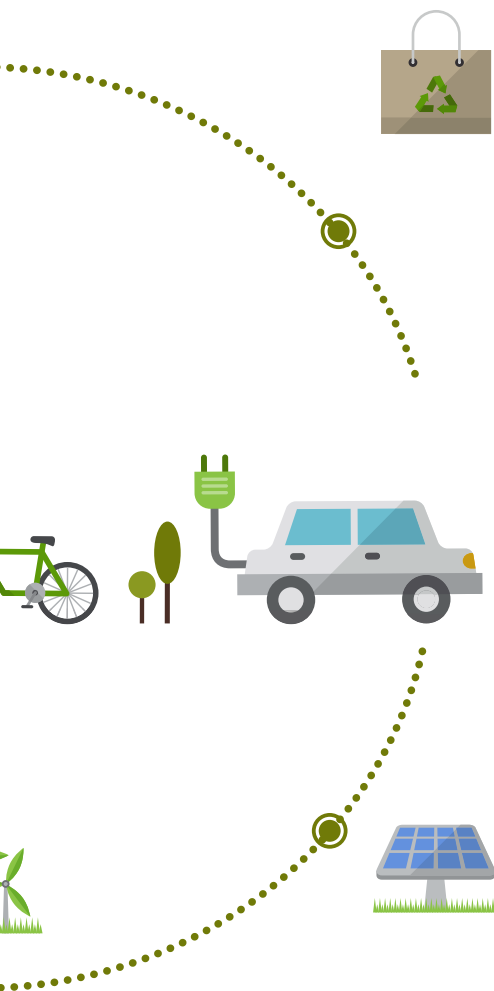
They laugh, they dance, they live in
 the skies.
 They turn grey with gloom and gold
 with glee.
 They live the lives that we never lived.
 Their rage, though, is acidic and bitter.
 Choose, do you want their wrath or
 their bliss?

14 — Life Below Water
 Everything is blue.
 The deep blue of oceans,
 And of an untouched sky,
 Blue with sparks of silver.

15 — Life on Land
 Everything is green.
 Yet in that green of life,
 Is a kaleidoscope of colors.

16 — Peace, Justice, and Strong
 Institutions
 Doves and olive branches.
 Gavel and courts.
 May the stars,
 Watch over us all.

17 — Partnerships
 "Avengers ... Assemble."





Compost



Freya Douglas (Grade 2) & Iona Douglas (Grade 5)

Compost,

Old food scraps layered with leaves and shredded paper,

Mush and muck turn into rich mud,

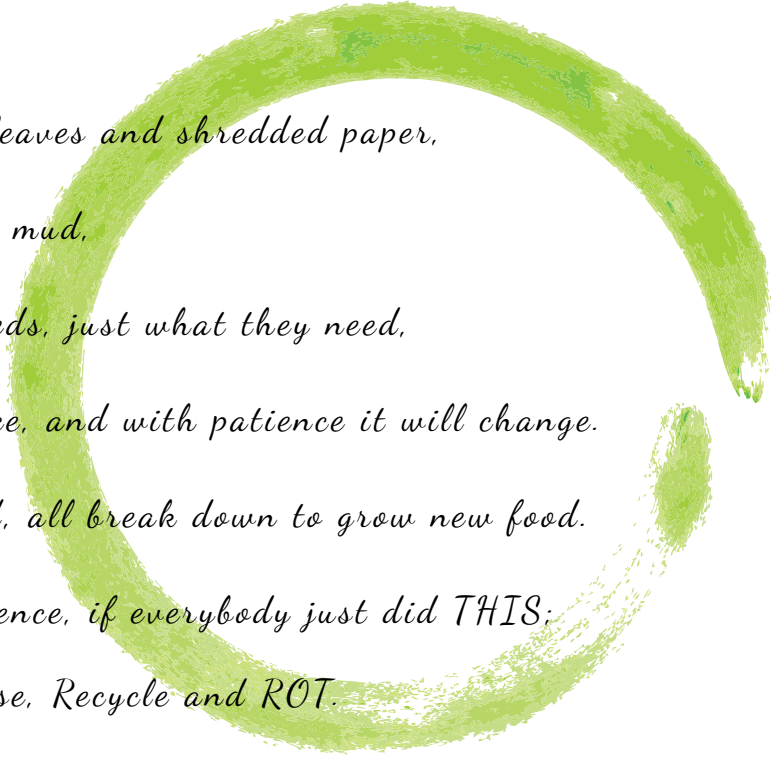
Perfect for your plants and seeds, just what they need,

Over time at a slow steady pace, and with patience it will change.

Stinky, squishy, scraps of food, all break down to grow new food.

Together we can make a difference, if everybody just did THIS:

Rethink, Refuse, Reduce, Reuse, Recycle and ROT.





Compost in a Bottle

Did you know you can make compost in a bottle at home, even on your window sill?



All you need is a large 5 litre bottle with the top cut off and holes in the sides, some “green waste” like vegetable peelings or fruit scraps and “brown waste” like dry leaves or shredded paper plus some soil, air, a little water ... and a lot of patience!”

COMPOST RECIPE:

1. Layer up the soil, green waste + brown waste as you collect it at home
2. Spray with a little water to make moist
3. Jab with a chopstick every few days to keep it aerated.
4. Leave for a few weeks/months to break down and rot to delicious plant food!



Brown waste

Green waste

Soil

Dry leaves / shredded paper

Veggie / Fruit scraps

Soil





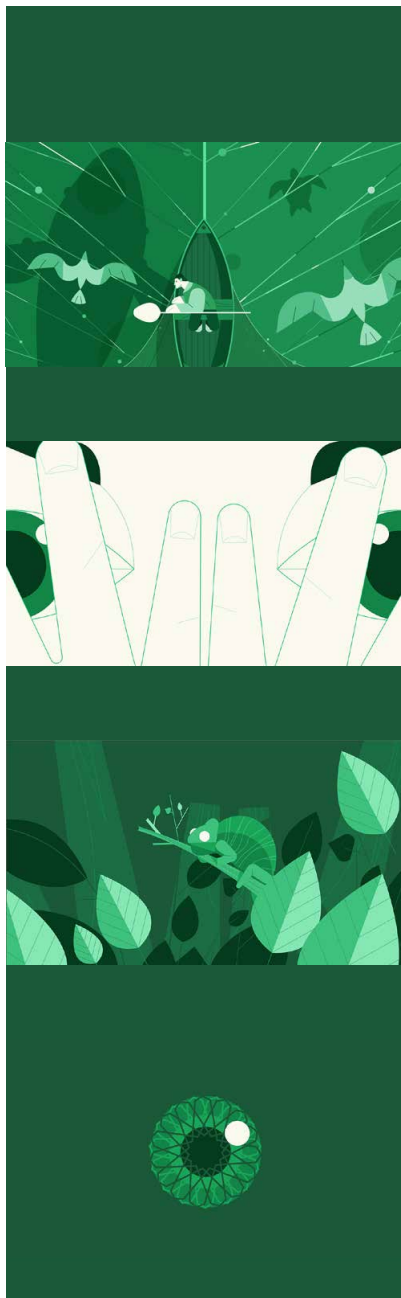
A "Green Point" System

Isabella Sun (Grade 4)



"Stay green", "protect our environment", "recycle" – these mottos have been around for ages. Still, for many people, these words seem to go into one ear and come right back out the other. Why? This is because most of us today, don't care about tomorrow. They might think: "just one plastic bottle won't affect our environment." True, one plastic bottle won't make much of a difference. But if we think about it, if everyone in this world throws one plastic bottle on the street once a day, then the total number of wastes added up all together would be enough to bring a disaster. Obviously, the choices that one person makes will affect the Earth in some way. The sustainability of our earth depends on every one of us. The question is, how can we make everyone become more aware in protecting our home planet?

One way is to create a point system where everyone has the responsibility to help the Earth sustain. First, the government can make a digital profile that will keep a record of everyone's "green points". These "green points" will be part of your ID, and will follow you wherever you go, and it won't matter which country you go to because it will be an international profile. The government will assign a huge company to keep a record of everyone's "green points", and these points could be updated anytime, anywhere. We can earn more points, and can also lose them. If you do something that is positive to the environment, then points will be added to you. For example, if you ride a bike or walk to work or school for a week, or even volunteer to pick up trash in the park, 70 points will be added to



your profile. On the other hand, if you do something that is negative to the environment, such as using several plastic bags when grocery shopping, then many points will be deducted.

Under this “green” point system, everyone will receive what they deserve. If your green points go over the required standard, then we can enjoy many benefits. These include discounts on purchases, cheaper medical insurance, and more opportunities in schooling. Families with more green points have a higher possibility to get into famous universities. Besides these, green points will also affect elderly privileges, such as retirement payment, government supported housing, and social care. People with more points have better advantages than those

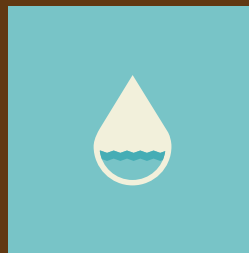
with lower green points. On the other hand, if your points fall under the minimum, then you’ll have to bear the responsibilities. In this case, you may have to pay a fine, participate in more volunteer work, put limits to your credit card, etc. Rewards and consequences will push us to always be aware of how we take care of our planet.

In summation, the idea of protecting the Earth has been around as long as we can remember. Even so, not everyone knows exactly how to reach this goal. However with this “green point” system, I believe we can make this huge goal more attainable. When we carry out this plan, everyone in this world can be participate in sustaining the Earth. Let us all take a part in sustaining our lovely Earth and make our home last forever.



Hydroponics Farming

Andy Yixian Wang (Grade 5)



Have you ever wondered how much water is wasted on planting vegetables in a farm every day? The answer isn't 35 gallons, not 360 gallons, but 3700 gallons.

You might think: "If so much water is wasted every day, why don't we come up with a solution?" We already have a solution! In 2001, scientists in America introduced hydroponics farming.

The word "hydroponic" means to grow plants with nutrient water instead of soil. Most hydroponic farms create rows and rows of tubes, which they put on shelves. Then they drill holes on the top of the tubes to stick the plants in. It looks like this:



The way that hydroponics farming works is that they use a water cycle. The farmers first put holes on both sides of the tube, then they put a water pump on one side, put a water pump tube on the other side, connect it together, then they

put nutrient water inside. The water flows from one side to the other, into the water pump, then the water pump pumps it through the tube and back to the other side. This way, it creates a cycle that is sustainable!

The benefits of hydroponics farming is that it only uses thirty percent of the water that is used on a normal farm. It also grows sixty percent faster than a normal farm's plants. It also uses less space than a normal veggie farm. If a normal veggie farm takes up ten square miles of ground, a hydroponics farm that is a hundred and fifty square meters big will be as efficient as it.

The system is like this:



This system achieves SDG goal number five and six, which are clean water and sanitation and affordable and reusable energy.

How Hydroponics Saved Earth

Andy Yixian Wang (Grade 5)



Once there was a greedy little boy, and he was the son of the most successful farmer on earth. They owned a gigantic piece of land, approximately 2,600 square miles of land. They also had 40 workers on each square mile of land, and they grew carrots, lettuce, beetroots and all kinds of different veggies. They also had tons of cows, chickens, geese, and lots of other animals.

They were very, very rich, and they were very greedy. They kept wanting more and more. So, they kept buying more and more land. But as you know, dear readers, the more land you have, the more plants you grow, and with that, more water is needed to drench your plants! So they used more and more water. But there was a problem: with so much land to fertilize, they were running out of water! So the little boy said to his father: "Father, we are running out of water to water our plants with! Since we live near a river, you should order your workers to link the fertilizers and trenches to the river, so we can use the free supply of water!" His father said: "Good idea, son, let's do it!"

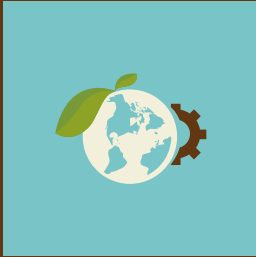
So, they started to dig trenches connecting to the sea, but

with so much land to nurture, the river was soon drying up! But as you know, dear readers, a river is connected to a lake, and a lake is connected to a sea, and a sea is connected to an ocean, and a one ocean is connected to another, so soon after that, the Atlantic Ocean dried up! And soon after that, two more oceans, Pacific and India dried up! Soon on a moonless night, the fourth ocean, the Antarctic Ocean, dried up! Only left was the Indian Ocean...

Of course, all the people of the world were really angry with the farmer and his child, so they went up to the farmer's farm, and they told him to stop right there. Among these people was a person called Bernard Leonpants.

Bernard Leonpants is an American scientist, and he told the farmer: "There is a way to stop using up all your water! It is also a way of sustainable farming!"

"That means that it can go on and on, lasting for a very long time, like the air we breath." So the farmer listened on. Bernard told him to use hydroponics, which is a way to farm without using so much water. Bernard told him to build



pipes, then drill holes into the top of the pipes, then drill two holes, one on each end, then put a water pump on one end and a pipe on the other, then connect the pipe to the water pump, then put the plants in the holes and put in water, so the water will cycle around.

So the farmer ordered his workers to do what Bernard said. But the greedy little boy said: "Dad, won't it waste our money?" His dad, who was beginning to realize the mistake he made, told his son: "If we don't do this, all the oceans will dry up!" So they continued to make the hydroponic tubes. When it was all finished, they had an enormous hydroponics farm!

Then they began to realize the benefits of a hydroponics farm. It grew plants super fast, and it used much less water than their old farm. They all were very, very happy to see this. Soon, they were not only super rich, as rich as they were before, they became more and more popular by introducing hydroponics farming to other farmers! Soon hydroponics were all over the world!

Epilogue: One night, the water from the Indian Ocean seeped into the other oceans, and the water vapor turned into rain, and it rained into the other oceans. Soon, all the oceans were full again!

Please Notify: Hydroponics farming is a sustainable way of farming, if you own a farm, please use hydroponics.

Story and information text by ANDY WANG

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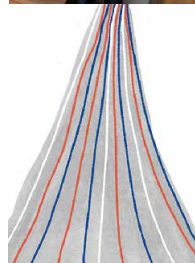
ECC SUSTAINABILITY SUCCESSES

Hannah Douglas (ECC)

Staff and students at the ECC have been working together to find out what sustainability means for our youngest learners and how each of us can play a part in making a difference to live the BCIS mission and build a more sustainable future!

Steps to a more Sustainable Campus:

Each day, teachers are guiding students (and each other) to notice and think about what we use in our daily learning life. It is about raising awareness of what things, what resources we use for different purposes, and encouraging students to question and think if they really need to use something, do they need to use as much of it as they plan to. Can they reduce what they use to do the same job? Can they re-use it in anyway after, to make something new or different? And at the end of the line, can they remember to recycle and sort it into the coloured recycle bins that every ECC classroom and common space has. It comes back to the simple motto of reduce, re-use and recycle – but with the extra step to remember to re-think whether they need it in the first place!



Re-think!
Reduce, Re-use, Recycle!



Every classroom from Toddler to Kindergarten has children showing their steps to sustainable thinking and action. From simply appreciating and enjoying the beauty of nature in our school to reminding each other of reduced paper use, water and electricity use, to minimizing food waste, and recycling material for classroom collage – ECC staff and students are taking steps to understand and raise awareness of Responsible Consumption (UN Sustainable Development Goal 12) and to be part of a sustainable community (UNSDG11).

Here are some of the Sustainable steps in action you will see at the ECC:

Community Recycle Centre

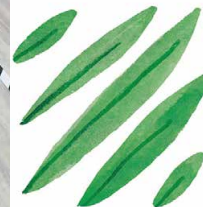
On the 2nd floor of the ECC, we have a newly opened community recycle centre where students are eagerly bringing in discarded boxes, packets, plastic bottles and more from home to stock the shelves. Students are encouraged to plan their collage projects or even help teachers plan new classroom areas with specific resources in mind and come to collect exactly what they need – not more! This process is helping to instill sustainable lifestyle habits at a young age by considering individual and group needs and availability of goods at hand.

“

You cannot take the whole box, you can take one or three or two! Just what you need.

– Leo Deng, KGD student and dedicated junk modeler

”



Recycling the Recycling

The most important step in rethinking what and how we use resources is what happens at the “end of the cycle”. Once the junk modelling / trash collaging is completed, ECC students are encouraged to “take a photo then take apart” – to dismantle the project and return each part to the correct recycle bins to be re-used again and again by others. The joy is in the planning and process of creation, not in keeping the end product itself.

“ People bring in their rubbish, it goes to the recycling centre, then children make purposeful things with it to take home – but it ends up back as rubbish, right? So we are not doing that, we are recycling the recycling, and it keeps on going! Eventually we won't be buying equipment, we will all be going to the recycle centre to set up our classrooms.

– Kelly Shanks, KG Integrated Specialist



Food Waste

Continuing student investigations into responsible consumption and rethinking our habits to live a more healthy, sustainable lifestyle, we are looking at food waste at the ECC and how we can re-use fruit scraps from our snack instead of simply throwing in the trash. KG kids are learning how to compost unused fruit and vegetable peel to make plant food. They've made a video and poster as guide to help others use old food to make new plant food for the ECC rooftop garden next spring! Sometimes fruit leftovers can even be reused to make a sustainable snack like banana cake, and only what is left ends up in the compost. ECC planting season 2020 will be full of rich and recycled nutrients – a true community effort bringing benefits back to the community! That's the ECC meaning of sustainable.

“ We need to rethink! Do we need it, can we reuse it? Eat what you need, then reuse to make a soup or cake, then whatever still there – finish in compost bin!”

– Tara, KGD Compost Commitment.





Ideas for a Greener Future

5 年级建筑模型展——自然能源利用与可持续发展

At Beijing City International School (BCIS) we have a school-wide commitment to be more sustainable. These efforts have seen incredible results; from student-led initiatives such as our Eco Warriors, to organizational practices of reducing paper and power usage. As a part of this campaign, a sustainability focus has also been integrated into our curriculum. Grade 5 students recently displayed their passion and involvement for sustainability by exhibiting their sustainable development and energy-saving projects to all Elementary School students, parents and staff. The projects

are the result of in-depth research by students on how they can develop and implement more sustainable practices or infrastructure in the environment around them.

The results are incredible! To bring their research and ideas into the physical world, students created models using recycled materials from our Maker Space. One student model proposed installing a sky garden to their local mall, whilst another student created a blueprint for how a school could be powered by solar, wind and sea power. On a



smaller scale but with equal impact, a group of students performed experiments measuring the use of low-energy LED lighting on the plant growth – concluding that by using only a purple low-energy LED light plant growth increased.

For fifth grade students this project embodies the PYP inquiry-based approach as well as incorporating our school mission of “acting for the good of all and the sustainable development of the world.” These students displayed incredible passion for an issue that impacts all levels of society, using their creativity and ingenuity to develop projects for a better future.



北京乐成国际学校（BCIS）一直致力于在 #BCIS 持续发展 # 方面的努力：减少使用纸质通知书、倡导不让外卖进校园、推广双面打印等等，同时，我们还将可持续发展理念作为教学目标，融入到课堂学习中。

本学年，小学 5 年级同学陆续开展了与自然能源利用有关的可持续发展研究课题，并通过建筑模型展示了自己的研究成果。学生设计了集太阳能、风力发电、水力发电于一体的学校，利用远程风力发电和太阳能蓄电池支持的社区，与太阳热能和电能完美结合的绿色度假区，拥有“空中花园”的大型商场 在创客教室（Maker Space）老师帮助下完成的这些建筑模型也都是采用环保颜料、材料以及二次利用的纸、塑料、布料制作的。

从构思模型建筑，到查阅资料了解自然能源的种类，再到根据太阳能 15%~20% 的转化效能合理安排建筑物和能源储蓄设备的比例，最终制作出完整的模型，整个过程使知识点的记忆更加深刻。在这些充满创意和科技感的精致模型背后，正是我们希望通过这一项目课程引导学生掌握的 # 基于探究的学习 # 能力：图书资源的检索与筛选，文本内容与实物制作之间的转换，材料使用和模型制作，电脑 3D 模型绘制等。对于 5 年级的学生来说，这也是在为他们的 PYP 毕业作品和中学学习做准备。

Let's Talk About Sustainability

- First Time Leading a PAL Workshop

Sophia Wu (Grade 8)

On the morning of Oct. 6th, a Parents As Learners (PAL) workshop focusing on "sustainability" was held in the Elementary school cafeteria. I was fortunate to participate as a student leader, along with 4 other representatives from both ES and SS.

Previous to this workshop, we attended a leadership training session with Inspire Citizens (IC), an organization that collaborates with international schools to help students and educators “amplify knowledge, skill, and empathy” through the focus on global awareness, sustainable development, and more. In our case, we learned practical tools that could help us establish our EA and increase global competency of whatever project that we associate with. Some of us took part in Student Council, some came from Warrior’s Voice, Avenir, Roots & Shoots... etc.

Concerning time, we focused on 4 activities. The first “Cultural Iceberg” was all about exploring what’s “under the surface” of cultures and “looking into the overlooked”. We implemented this by getting into groups and recording videos that introduced parts of the deep culture of Beijing. We then discussed “The art of the follow up question” which could be applied during interviews; used the “Wellness Wheel” to evaluate the wellbeing of our community; and adapted the “Sustainability Compass” to access the BCIS campus. All in all, I felt that I’ve gained so much by becoming familiar with these tools, some which I’d never heard of beforehand.





Back to the PAL day, I chose to lead the “Sustainability Compass” with Steven (from G7) when it came to individual sessions. We prepared notes and made sure we know what we were talking about by rehearsing with Ms. Kavita. She’s a trainer from IC and she gave us great feedback & tips on the content we present. Despite our preparations and encouragements from our teachers, I was still feeling quite nervous in the fear of screwing up my first workshop and the impression I would left on the parents — they moved in groups of 10 while I anticipated for our first group of “audience”.

Self-introduction, explanation of tools, significant examples, and finally guiding the parents to engage in our activity. It turned out that after overcoming the initial awkwardness and breaking the wall of silence, we were getting better and more fluent with our speeches after each round. I was more calm and relaxed and really started to enjoy some of the interactions and conversations we had.

As the morning slowly came to an end, while Aaron and Steve were finishing up on the conclusion, I felt proud and very much relieved to see how positively the parents responded and how our efforts paid off. Many told us it exceeded their expectation, the learning was enjoyable and informative, but above all I think the session impacted everyone to consider their lives from the perspective of a “global citizen” — to be aware of choosing sustainability even in the simplest, little things. That, is really our most important message to deliver.





Evan Bondurant (Grade 8), Steven Wu, Angus Li, Tintin Xie (Grade 7), Lea Ursulet, Alice Guo (Grade 6)



On November 12 (Tuesday) at 9:30 am we boarded the bus that would take us to meet Dr. Jane Goodall, one of the leading scientists and activist on the environment, including animal cruelty, global warming, and deforestation.

At the doors we were given a basic tour of the school we traveled to, we hung our poster of the school's Roots and Shoots program progress on and sat down at the second row of the theater. Soon a video was playing on the screen in the theater, the video displayed Jane Goodall live on screen in the school walking towards the posters the other schools had left (including ours). For each poster 1 to 2 Root and Shoots representatives from different schools stood next to their school posters. Jane Goodall met with each representative and he/she gave a speech about what their school's Roots and Shoots had done to raise awareness or created something that helped the

environment. Each school had done something special at their school.

For us we were collecting used bottle caps grinding them to pieces then melting them to make plates, we also were going for a meatless Monday and other environment helpful activities. Our representative Tintin (Grade 7 student) even gave Jane Goodall a plate that she and some other Roots and Shoots members had made using used bottle caps. After the poster tour, Jane Goodall gave a 2-hour speech on her life, slow yet



Meatless Mondays



BCIS's Food caterer

We met with ADEN twice to talk about our idea about having Meatless Mondays in our school. We agreed on how we should start with once a month, if our community likes it, we will make it a weekly thing. We also talked about all the cons of eating meat and the pros of eating vegetarian. They have agreed to take on this challenge



Meeting with Ms. Lawton

We have also met with our head of school, Ms. Lawton for advice on how to spread information and how to get the whole community on board with our idea to prevent mad parents/students/staff. She is happy with our project and advised us to go slowly, one step at a time.

Next steps

- Contact parents
- School missions, sustainability, benefits

BCIS Roots & Shoots

High School and Elementary school joint project

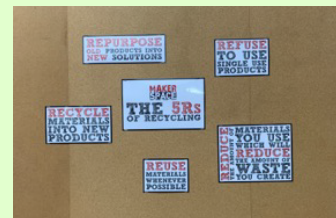
ECO WARRIORS

- Food Waste
- Recycling
- Eco-Friendly ideas

Plastic

Our team member Evan Bondurant came up with the name 'Plastic Patrol'.

We started a project to help children and kids understand recycling by creating interactive posters, and sorting labels teaching them about sorting them and what can or cannot be recycled at our MakerSpace.



Eco Bricks

Eco-Bricks is a project started by Caroline Zeng. She made a arm chair made out of plastic bottles that are stuffed with unused plastic bags



Next steps

- Fix and reorganize the drop off area in MakerSpace.
- Create video on recycling for parent/students/staff.
- Collaborate with ES Eco-warriors



steady steps to be an environmentalist and the problems she had faced and the problems she still faces. She also talked about the chimpanzees that she knows and loves and about how the Roots and Shoots formed. She showed us her stuffed animals and their meaning to her, she showed us a video on Roots and Shoots and even shared personal stories on her life. After her speech she also met with other representatives of each school who each asked her a question on the environment, or some of the challenges she had faced. After she finished, we gave her standing ovation.

After listening to the fascinating speech Dr. Jane Goodall gave

us. We got a lot of impact.

First, we are now always locking students in the classroom and telling them to protect the nature. And they will just nod their heads, but inside their minds they are all bored and won't hear a thing. So, what we should do is unlock the door and let them out of the classroom and let them interact with the nature. And let them love it in heart and want to protect it.

The other thing we learn from Dr. Jane Goodall is that, we need to tell the students that the world is in big trouble, but we can't let them lose their hope completely.

MS. BALMER, GREEN, LUCY, JAYANT, SOPHIA H

THE ART FOREST



! OVER **90** SCHOOLS !

"I'm planting a tree to teach me to gather strength from my deepest roots."

**Our intention: One artwork = 1 tree planted.
Millions of artwork = A forest.
It is our responsibility to say: "I've got your back, Earth!"**

**FOLLOW our Instagram account: The Art Forest 2024
JOIN us by sending an email to 2015216040@mybcis.cn
(Sophia H) or 2015298040@mybcis.cn (Green Guo)**

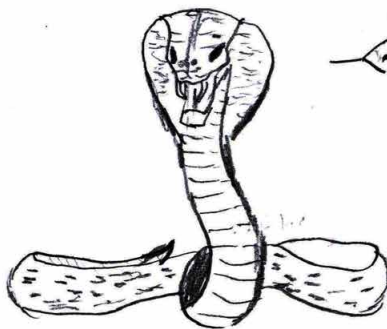
The Art Forest project is a BCIS student-led initiative to gather artwork for the world! For each artwork they receive they will plant a tree – with the aim that by 2024 they will have an Art Forest.

Green Guo, Sophia Hou, Jayant Schmid, and Lucy Nie, supported by Ms. Balmer (Grade 8)



Henry's big sale

cobra



- ① It lives in tropical forests.
- ② It eat mice and rabbits.
- ③ They are venomous and dangerous.

komodo dragon



- ① komodo dragon lives on komodo island.
- ② They eat Animals bigger than themselves
- ③ They are fierce and reckless.

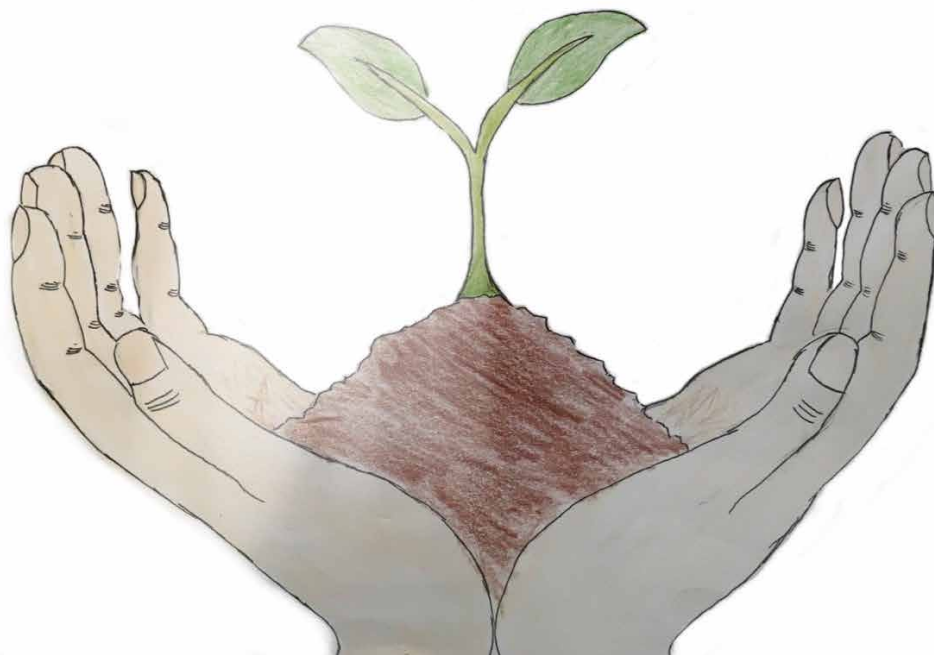




Michael Yin (PK)

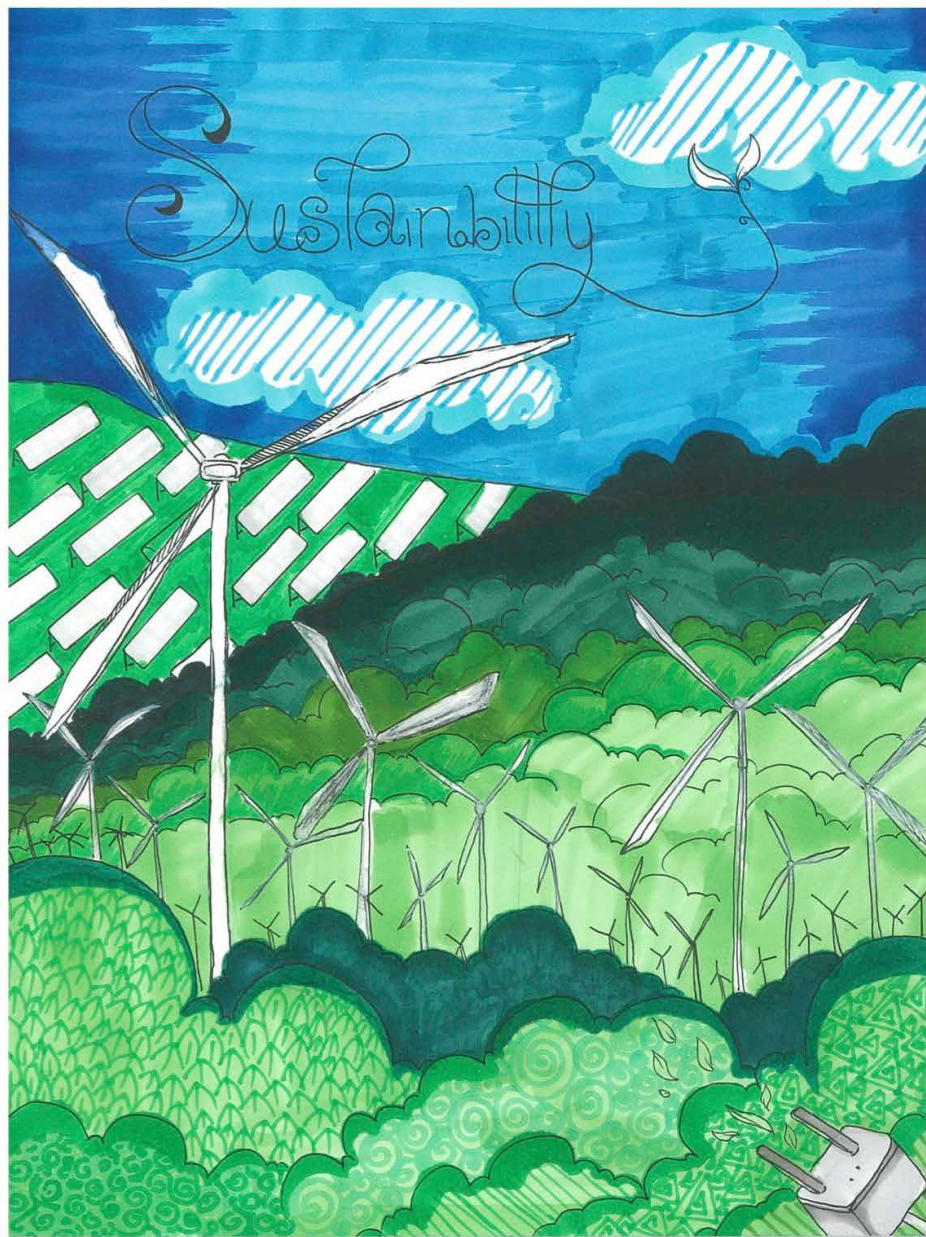


*Be
Sustainable*





Austin Qiang (Grade 1)



All We Need To One Blue Sky





By Sierra Wu

Future

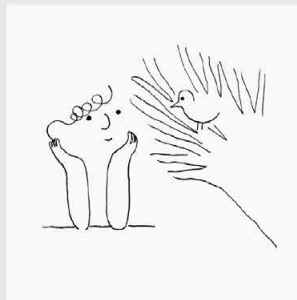
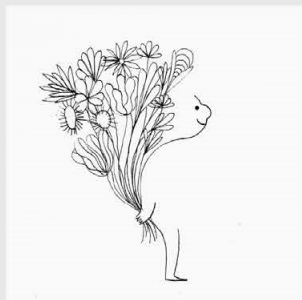
Fruit House - All growing by it self and no helping growing the fruit House.



straw berry Roof cabbage flower
banana Door carrot grass
cherry chimney wall welcome to
grape window Our fruit House!
cucumber floor



Abraham Zhong (Grade 7)





Sam Zhou (IT Department)



鸟

杨紫璇 Lindiya (Grade 4)

看似圆胖却身轻，

斜睐笨拙却很精。

视物时冷又时热，

倒钩酣睡好美景。



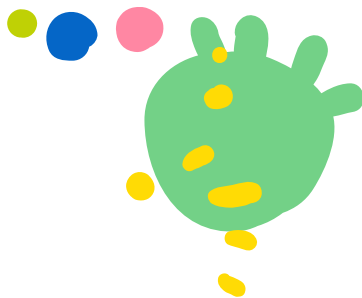
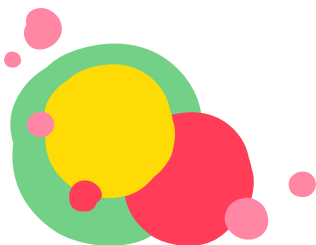


祖國萬歲

神州興

汪文珺





一道靓丽的风景

沈雨彤 (IT Departemnt)

二零一九年，
垃圾分类成为新的时尚，
在街道两旁，
在单元门口，
在校园里，
蓝，绿，红，黄，
四大金刚威风凛凛，
守护着，
大自然赐予我们的，
绿水青山。
对于我们来说，
垃圾分类，
只是举手之劳。

对于我们生活的家园，
这举手之劳，
却是清新的风，
却是循环利用，
变废为宝！
请大家牢记，
四大小金刚，
作用各不同。
蓝色小金刚，可回收垃圾的家。
绿色小金刚，厨余垃圾里面住。
黄色小金刚，其他垃圾最喜欢。
红色小金刚，有害垃圾处理站。





★ A Glimpse of BCIS ★









Fast Facts

2005



Year Founded



1,224

Number of Students



IBDP Average Score of

34 vs.

Worldwide Average of 29

374

Graduates Since
2009

Active Community Members

5000+



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