

Student Photography



"Boriexit" by Andy Lee

"It's time to get to work," Boris Johnson says. The newspaper with its full title filled all the tube stations, bus stops and public areas in London. Will it be another lengthy and prolix era, or a fresh new beginning for Britain? Supporters have been waiting for so long, saying "Leave means leave." Nevertheless, does sexism and racism not contradict work efficiency?



"Ke Li" by Samson Tu

"Ke Li" means scattered round particles in Mandarin. It is also used to describe tiny elements that form a bigger picture when seen together. The water splashing in the air, the bubble clusters and the cobbles on the shore are all forms of "Ke Li". Together these three elements form a bigger picture of waves crashing into the shore. Like every image, when we zoom in enough to see the details, we see the pixels and the "Ke Li" that make up the image. And this image taken at sunset on a beach represents nature's pixels and the minute details that make up our world.



"Frame Inside the Frame" by Andy Lee

The photographer is scrutinising the guitar player through multiple frames. Sometimes the goals that we are intending to accomplish are being examined by multiple audiences, with various social values. Consequently, the comments that we receive are as different as night and day. Allowing examination represents the willingness to be complimented or criticised; we must be open-minded and unprejudiced.



"Pray" by Samson Tu

This image was taken on a day when the temperature hit record-high. On a busy Friday noon, I walked into a local temple where I saw a man kneeling under the scouring sun, praying to the gods. On the left, the smoke of burning incense increased the already-blazing temperature. The man was the only person there who would endure the heat and discomfort to express his devout faith. Later, from the diving lots he drew, I knew he was praying for one of his family members, presumably one that was in the hospital. I touched the floor he was kneeling on after he left; it nearly scalded my skin.

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KANG CHIAO INTERNATIONAL SCHOOL	
EXPECTED STUDENT LEARNING RESULTS (ESLRs) KCIS STUDENTS ARE GREAT!	
Global Participants Global Participants, who... • understand, respect and appreciate their own culture, as well as those of other individuals and communities • explore concepts, ideas and issues that have local and global significance • propose thoughtful solutions to local, national, and world problems.	Responsible Citizens Responsible Citizens, who... • act to make a positive difference to the lives of others and to the environment • take responsibility for their actions and the consequences that accompany them • model proactive behaviors, and lead by example
Effective Communicators Effective Communicators, who... • understand the importance of listening and information confidently in English and Chinese • collaborate effectively and respectfully in diverse environments while valuing individual contributions • use technology and networking tools to access, evaluate, synthesize, and share information	Active Achievers Active Achievers, who... • understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others • assist and understand their strengths and limitations to support their learning and personal development • aspire to do their best they can for • are college and career ready and committed to high academic and personal standards • are lifelong learners by understanding the importance of new experiences and continual education
Thoughtful Leaders Thoughtful Leaders, who... • analyze, organize and apply information • develop and express creative ideas and solutions • apply problem-solving skills in a variety of situations • be willing to take risks and to learn from mistakes and failures • demonstrate continued growth in higher-level thinking skills	



Blood, Sweat, and Triumph

Andy Yang 11F and Maxwell Perng 11C

On the second of November, the sound of the airsoft gun marked a major milestone for our chairman, Mr. Wan-Ji Lee—his hundredth race.

With forty-seven students from the Xiugang campus alone, seventeen of which were first-time triathletes, the Taitung triathlon—Taitung Super 3—was indeed held in high regard, not to mention the amount of faculty members attending the event.

A day before, members of the different school teams—basketball, canoe polo, and triathlon—assembled at the Taipei Train Station. The aura was one of ambivalent emotions. Some were excited, others felt intimidated. Regardless, they had one thing in common—they were all prepared to give all they have.

Once they arrived in Taitung, students were guided to the tournament site, Flowing Lake, for a brief inspection and understanding of the features surrounding the lake.

Aside from the remarkable feats of all the contestants, which included Mr. Hsu and Ms. Sutcliffe, the first pair of triathlete principal and vice principal in our school's history, the efforts put forth by the non-participating teachers and assistants should also be acknowledged. They unselfishly sacrificed their weekends to contribute to the overall success of our school.

While to many contestants, the triathlon was primarily a competitive platform through which they could see their hard work pay off, many others simply looked forward to finishing the race. Regardless of the attitude these contestants had coming to the event, they were all well aware of the challenge ahead of them. Afterall, the completion of a triathlon not only requires extreme physical stamina, but also mandates a spectacular magnitude of mental endurance.

Even individuals who had trained intensively were not immune to the emotional roller coaster before and during the race.

As 10D Mimi Ho stated, "When the race was about to start, I could literally feel the chills "running" down my spine. Once the countdown started, it was like the very moment the cart reaches the top of a roller coaster awaiting its fall."

It is blatantly obvious that neither a blazing sun nor a strong wind would work in favor of the results. For a better perspective of how the excruciating heat affected the athletes' performance, this was what Ashley Lin, from 11G, had to say, "This was the worst race I've ever done."

Kuan-Yi Chen, from 11E, another experienced triathlete, also claimed that "[it] was one of the worst performances [he'd] ever had as a triathlete."

Although Kuan-Yi did eventually finish fourth among all men in the M15 group, it took him thirty minutes longer than he had expected to finish the race.

A similar challenge was also experienced by 11F Lucy Wu, who recollected, "I realized I was destined to go over three hours."

However, among many other athletes who also had to fight through extreme pains such as serious cramps and blisters, all three of them finished the race with exceptional results.

In fact, Lucy ultimately racked up an impressive outcome—fourth place among women of any age! During the race, Lucy motivated herself, thinking, "If I were to save my energy, when would I actually use it? Why did I not just stay in school on Friday?"



As if the heat was not enough to tear things apart, many other factors such as a change in habit, as Mr. Yssel pointed out, could also prevent these triathletes from performing optimally: "Nutrition. I mean triathlon is three sports, but they sometimes call nutrition as the fourth part. And I messed up! I had a plan for that; I tried a new race drink—it just wasn't enough calories..."

But of course, Mr Yssel still finished second in the M45 group!

The man conquering all kinds of adversities was Gilbert Lin, from 12G, the true definition of "the best among the best." Not only did he participate in a race that was a ridiculous 113 kilometers long, he also dominated it, finishing with a jaw-dropping first place among the M20 group.

Looking back, he commented, "Although the training process is very hard and tiring, I think the result is worth it after all."

For anyone who pulled through sustaining all kinds of pain and injury, their talent and physical strength were definitely not the only factors contributing to such a feat: determination, passion and endurance were ultimately the engine that propelled them past the finish line.



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Work Hard; Play Hard

Eric Liu 1002

As I stepped off the plane onto the International Terminal of San Francisco Airport, a torrent of emotion flooded my mind. While excited and thankful for the opportunity, this was my first international trip as a solo traveler, and a combination of apprehension, uncertainty, and curiosity dogged my mind.

The weather that Saturday afternoon was particularly pleasant, with warm rays of sunshine permeating through the terminal windows. As I strolled through the terminal, I couldn't help but compare San Francisco's airport to the airport back in Taipei. The comforting smell of Asian food was replaced with an unfamiliar aroma of Western-style foods.

A smaller duty-free section highlighted the lack of the usual

hoards of tourists that I had grown accustomed to seeing traveling throughout Asia.

Stepping out into the brisk afternoon, I couldn't help but soak in all the California sunshine. The sun's warmth radiated through me, warming me on what would otherwise be a crisp, chilly afternoon by Taiwanese weather standards.

Arriving in Berkeley, I immediately noticed the towering skyscrapers of Taipei and San Francisco were gone. The shabby high rise apartments were replaced with colorful bungalows, and the distinct fragrance of eucalyptus from the nearby hills wafted through the air.

I knew before that the curriculum of this month-long engineering camp would be challenging. My mornings were

spent glued to my monitor, trying to soak up the computer codes the way a sponge soaks up water. My afternoons were spent engaging in a series of extracurricular activities, such as volunteer work, sports, or community outreach programs.

Without a doubt, the highlight of my experience in Berkeley was the activities arranged during the weekend.

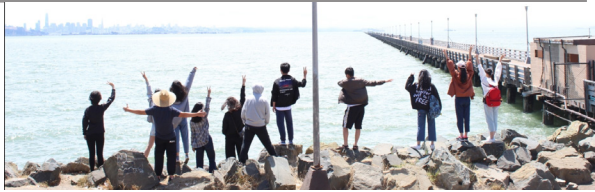
Coming from a hyper-competitive academic environment in Taiwan, my weekend experiences up to this point entailed supplementary tutoring and exam preparation.

This camp was a first real insight into a more balanced and fun work-life relationship. I learned the meaning of the English phrase "work hard, play hard" and

felt myself constantly juxtaposing Taiwanese student life with my weekend riding roller coasters or rafting through whitewater rivers.

As I approached the SFO Airport, I began to reflect on my experience from the camp, and a feeling of bittersweet melancholy began to seep into my mind. I was sad that my time interacting with all my new friends, from a variety of cultures and backgrounds, was at an end. I realized that the crisp, dry air I was breathing in would soon be replaced with the humid, muggy air that envelopes Taiwan in the summer.

The camp instilled a newfound sense of independence and responsibility few students in Taiwan are able to experience. It provided me not only a taste of day-to-day American culture, but also gave me an insight into life as a student in the United States.



Exploring Space

Evan Liu 9A

I went to the CASE Junior Space School this summer. We, the students of Kang Chiao, and a group of Australian students from Perth were arranged together as A64. On this journey, we learned a lot of new information about space technology, from past to present. We also learned more about different cultures from each other.

The most special experience is I made a Chinese Australian friend in the camp. He talked to me about many things in Australia. I did not keep in touch with him, but I have learned a lot more about another culture from him.



Dancing is an Art

Charlotte Chu 10D

Dancing has always been a part of me. I decided to participate in the DanceSoul showcase a year ago. The 2018 Dance Soul showcase was my first attempt. This year, it was also an unforgettable experience.

During the showcase, there are several different teams led by different teachers. For example, in the 2018 DS showcase, I joined the MV girl group. This year, I joined team Denis led by the choreographer Denis Lin. There are also other professional dance crews performing during the event.

The DS showcase is normally held during September or October every year. The auditions usually start during April. DanceSoul will announce the audition date on their official social media accounts. Anyone who is interested is allowed to enter.

Each team has their own audition, and dancers can audition in multiple teams, but can only perform in one team. If I audition for both MV team and Denis team this year, and I pass both, I'll have to decide which team I want to train and perform with.

The training process is the toughest. Each team will have to

prepare a 3~10 minutes dance routine. Since each team trained differently, I will share my experience when I was in team Denis this year.

During weekdays, we trained 2 to 4 hours three times a week. Sometimes we will train until 12:00 a.m. On Sunday, we train from 12:00~15:00. For me, it was a huge challenge.

Usually after school, I head home to finish my homework and go to bed before 11:00 p.m. With all the training, I have to find a coffee shop near our dance studio and study for school work before the testing begins. It's also nearly impossible for me to sleep before 11:00 p.m. anymore. Yes, it was tough, but I never complained.

I gained so much experience during the DanceSoul showcase. I can improve my dancing skills during all the training and also got to know so many people who share the same passion as me. I also got to watch many professional choreographers perform and share their experience.

We all love dancing; we fight for dance. Dancing is more than just dance. It's a bond between people, it's a culture, and I'm so grateful to be a part of it. I love dancing, and I will never stop.



A Christmas Community

Dylan Wu 11F

The Drama Club, founded out of a love for acting, teaches students much more than the art of performing. Students not only learn basic acting skills such as blocking on stage and public speaking but also important skills such as teamwork and communication.

"We learn skills such as voice projection and movement; however, the most important skill I learned is teamwork," Anderson Lo from 11A said.

Anderson's ideas are shared by the director, Mr. Mitchell: "They learn teamwork, collaboration, thinking about others, and putting their nametag down." This means that instead of being Mr. Mitchell, they will become Julius Caesar, or Romeo and Juliet. In the process they have to think of their physical skills, vocal skills, thinking skills, and then how all these different attributes interact with another character.

These elements, however, help beyond portraying a character and creating a performance; they also help the students academically.

"Movement skills help me to better express myself, and teamwork helps me to work better in group projects," said Albert Lai from 10A.

The Drama Club is expanding. It now includes the art department to help create the stage

and props, a marketing manager who helps with the economic side of the play, and technicians to control light and sound. The club teaches and utilizes a wide variety of skills, ranging from singing to drawing to selling.

Mr. Mitchell explains how all students are involved, for example, Albert is going to put all the seats up onto a booking site, and he is in charge of marketing. Some students from the IBDP and the local program are painting the sets, and Grade 8 Diego Chang is running the lights and sound.

"Drama is a community, and through the club, we get to meet different people with great skills," Jeffrey Lee from 8A stated.

The club is not simply for actors, but also for those who want to learn more about themselves.

The Drama Club now has two productions per year, one in Spring and one at Christmas. They opened their Christmas production on December 24th in the fourth-floor auditorium. The main production was *A Christmas Carol*, told through the voice of Dr. Suess.

"It is a bit fun and a bit whimsical," said Mr. Mitchell.

Drama is not just about acting. It is about bringing many jobs together to create a performance for the audience.



Revolutionizing the Secondary Education System

Harrison Lin 11B

Imagine you're attending the first period of your day. It's 8:40 a.m. and you slept four hours the previous night doing your assignment. The teacher's voice seems to get dimmer and dimmer as you daze off. You are fighting against drowsiness. It feels like an hour has passed, and you think the class is about to end. You take a quick glimpse at your watch; the screen of the watch shows 8:45! Finally, you can't hold back anymore and slowly you close your eyes.

Actually, this is what many high school students are facing in Taiwan. Despite the fact that AI has been dramatically changing our lives and career choices, our education system has remained fundamentally the same. So, the secondary education system should start making changes and revolutionize itself right now with integration, innovation, and resilience.

In fact, the word "education" comes from the Latin word, *educe*, meaning to bring out and develop something latent or potential. In other words, to prepare students for the future. However, is school preparing us for the future? Have you ever questioned why we are memorizing unnecessary facts? Now, we have Google, Siri, and the Internet to help us search up facts fast. In response to the changing needs for education, I propose we should overhaul the curricula.

Integration as the first skill can help students better apply their knowledge in different fields. According to Drake and Burns, leading education reformers, interdisciplinary integration is to "chunk together the common learnings embedded in the disciplines to emphasize interdisciplinary skills and concepts" based on a chosen theme. In your career as a professional, you have to be able to utilize different skills and knowledge in solving a problem, and most problems are not limited to one specific subject. For instance, if you want to be a great game designer, you have to know about coding, graphic designing, mathematics, programming, and even history sometimes. Once you acquire interdisciplinary knowledge, you could easily embed innovative and creative ideas in your career.

Innovation as the second skill enables students to stand out in this fast-changing era. According to OECD, innovation is "the implementation of a new or significantly improved product (good or service) or process." We can clearly see how being innovative is so crucial to our future. This is why from now on, schools should train students to think outside the box, instead of forcing them to read heavy textbook and follow instructions.

In the future world, people won't be hired because of how much they know; instead, people will be hired because of how much they can do with their knowledge. To take Steve Jobs as an example, he did not know anything about engineering and coding, yet relying on his extraordinary creativity and innovation he created the idea of making an iphone, the very first smartphone. His talents made him become one of the most successful business leaders in the world. However, most schools classify creativity and innovation as talents rather than skills, so schools should start focusing on it.

Resilience, as the third skill, is one of the most important key qualities for one to succeed, meaning to be persistent and adaptable in a new surrounding. Being resilient can help students maintain balance in their life when they face obstacles and get stressed out. In the future, our everything, including environment, technology, and governmental system will be changing rapidly, and being resilient also means to adapt and overcome these changes quickly. According to a report released by IBM, adaptability is one of the most important qualities for leaders. Thus, people with great resilience will be more likely to succeed.

Although our school offers the MYP system that includes creative thinking, there are still many limits. For example, students should be guided to be creative in viewing the world and expressing themselves. Right now in school creativity of students are often still graded using traditional criteria, which in fact restricts their creativity. To encourage integration, innovation, and resilience, I will introduce my ideal education. Firstly, school should start at 9 a.m. for students to get enough rest and exercise. Next, school should decrease the amount of repetitive drills and focus on letting students apply their knowledge more, such as sharing and discussing what you create or discover every day. Last but not least, course offerings should be classified by skills rather than subjects.

To conclude, education has remained almost the same since the 18th century. The kind of education we're practicing now is molding students and encouraging them to compete for grades. Education should be about bringing out students' potential. Education should start focusing on the three essential skills to succeed: integration, innovation, and resilience. Teachers, parents, school administrators, and education officials, the change is imminent. Please respect our students' voices, and start making changes. We all say education should prepare us for the future, but the future is now.

Essay edited by Harrison and MLA citations removed for publication.



Shan Lin 8A

On October 9, thirty students from the Florimont Institute in Geneva visited KCIS. I was one of the students who volunteered to be a "school buddy".

A buddy's job is to introduce the school to the visitors and take them to their classes. Sometimes they attend special courses, so your job is to make sure they arrive in the classroom and know where to meet you after class.

The visitors usually come from all over the world, so as a school buddy, you can gain an understanding about others' style of learning and customs.

They also learn from us. On this day, the visitors made pineapple cakes and bubble milk tea.

I encourage students to be a buddy to experience communicating with friends from different countries and become "Global Participants". Not only can they improve themselves, they can strengthen their international perspective.

Students, you should not waste opportunities like this!



Build connections, be a school buddy

Feedback from one of our visitors:



OUR VISIT AT THE KCIS

We did not know what to expect when we were heading to the Kang Chiao International School until we were welcomed warmly by our school correspondents and by the "Welcome Institut Florimont" sign at the entrance.

I loved the school's location, located among the mountains surrounded by tropical nature. The setting was beautiful. I later discovered that some biology classes took place outside. I dearly thank my correspondent for doing a personal tour of the school just for me. Meeting Taiwanese people of my age helped me develop my Chinese and attending a Chinese lesson showed me how hard this language could be! The activities proposed by the school were great: we made our own taiwanese pineapple cakes with the help of the Kang Chiao pedagogical team, we attended our correspondents classes, we ate taiwanese food and got to spend time with other students. What I liked most about this school was how big it was and the amount of club and associations that were proposed to the students. One could choose to be in the basketball team, in the tech lab, in the football team, and so on. I find that great that students flourish in extra-curriculum activities!

Thank you to all the students that I met and that were all very nice to me and to the staff that took charge of organizing this day!

A Golden Summer

Yingli Lu 11E

The sun spread its gleaming tendrils to every corner of a violet sky. I woke up to the most beautiful moment of a day, sunrise, along with the continuous grating sounds of the alarm. July 23rd, a day I had been waiting for finally came. I was going to London. Not just for a normal camp, but for a rather exceptional enrichment programme for science, London International Youth Science Forum (LIYSF).

Not knowing what was to come, I couldn't suppress the feelings that fluctuated between nervousness and excitement. I remember stepping into the conference hall for the opening ceremony and seeing five hundred new faces of leading young scientists from 75 different countries. When the Taiwanese flag was raised high in the air, I was so proud. We were so proud. We were a team of twenty people from Kang Chiao, representing Taiwan.

Stepping out of my comfort zone, I initiated a conversation with a Hungarian girl, Anna. Little did I know the seeds of long-lasting friendships would sprout the moment I introduced

myself to her. I began socializing with more groups of participants, from Portugal, Turkey, Mexico, France, Sweden, and many other countries.

Meeting people of different ages, backgrounds, and talents, I saw distinctive yet extraordinary characteristics in every one of them. There was one common thing I noticed from all the participants: passion. Computer programming, sports science, medicine, physics, astronomy, psychology, or even music in science—I understood the meaning of "science is a collaborative enterprise" through the diverse interactions I had with those passionate and brilliant minds.

I once thought I would not be into studies correlated with astronomy. I was wrong. A girl I met from India enlightened me with an advanced technology called laser interferometer gravitational-wave observatory (LIGO), which has now found gravitational radiation from a number of inspiralling and colliding black holes. LIGO itself detects gravitational waves from merging neutron stars, exploding

stars, or even the birth of the Universe. How cool is that!

As a teenager who wishes to pursue the career of medicine, I had the opportunity to select relevant lectures I had an interest in. Neurodegenerative disease therapies, current genetic modification advancements, artificial neural networks, and other medicine-related lectures helped construct a clearer goal I am now aiming towards: development of stem cell therapy.

During my visit to Cardiff University, I entered the laboratory arranged for neurological disease research. I received the newest, updated investigation results. Astonished by the mind-blowing research outcomes which contributes to further enhancement of degenerative disease treatments, my passion and love for the field of medicine have grown even stronger.

Reaching towards the interface of science, I was amazed. The way all areas of science interlink and cooperate with each other to construct society is truly astounding to see. I have made insightful and passionate friends from

all over the world, and I was inspired by every single one of them. Summer 2019, I had the most remarkable experience.



Wonderful Connection with Columbia Business School

Henry Chen 12F



Venture For All is a program developed by Iteng Corporation with Columbia Business School. This program aims to give global students an educational opportunity to participate in one of the world's top schools. Hence, participants can feel how independent the courses in university are, and the way the professors interact with the students.

I finished this program in the summer of 2019. It mainly teaches students how a venture or entrepreneurship is formed, with a total of 10 modules on each different topic. At the end of the course, each group creates their own venture presentation based on what they learned in the one-and-a-half week lecture.

Columbia Business School is the business school inside Columbia University. It is located in uptown New York. Different from other universities in New York, Columbia University is the only school that has its own campus with wonderful views, magnificent buildings, and a clean environment.

The most popular landmark inside Columbia University must be the lion sculpture next to the Mathematics Hall and Havemeyer Hall because the lion has been the mascot of Columbia University since the 18th century. The lion is also the representation of Columbia on the school badge.

During class, I could really feel how intense it will be in the college, based on the difficulty of the lectures, how students must be responsible and independent themselves, and the professor's pace. You must keep following up and asking questions, or else it is hard to be ready for the next lecture. The professors showed their incredible knowledge by combining the lecture with relevant world events. We always learned business concepts via tons of real-world case studies, statistics, and also through news.

Lastly, I think I have learned a lot from this program. Although it is a little bit expensive expensive to go there to study, I think

it is worth it to have an education with the world's top professors. I encourage people who want to start their entrepreneurship in the future to go to this program, not only to have an unforgettable education but also to learn skills that will be really important for their later enterprise.



The Magazine Club: A Different Experience

James Chiu 12B



Entering room 1313 during club time, you will be surprised by the vibes here—students work voluntarily.

“Work voluntarily” seems to be an oxymoron itself. And this “work voluntarily” happens to students, the group of people who are the most unlikely to work? Unbelievable.

But yes, there is no devil-like teacher threatening us to work. From brainstorming the themes and the units, writing, interviewing, drawing, designing layout, proofreading, printing, to selling, we worked together toward a shared goal—publishing magazines in school.

This is the magazine club, a club founded in September 2018 and dedicated to publishing an 80-page magazine annually.

The idea behind this club and the magazine is simple yet profound—we want to guide you to a better life. We will answer your concerns regarding academics, provide advice for your relationship, or simply just listen to your complaints about life and show that “we are on your side.”

The members see the magazine club as unique amid many clubs in Kang

Chiao because it allows much freedom of expression.

According to Tiffany Cheng, a former member of the MUN club and now a member of the magazine club: “In MUN club, we had to follow a specific debate format and could only focus on more serious, academic issues. However, here, we can explore and write about topics that we are really interested in.”

Daphne Chen, a member of this club, also pointed out that thanks to the high level of freedom: “This club combines your interest with your academic skills.”

Often, Kang Chiao students are assigned projects in class, and these projects are, of course, serious and academic; seldom do students have the opportunity to creatively voice their opinions concerning more student-relevant issues, such as relationships.

As Ms. Fanwei Shin, the instructor of the club, put it: “Our club members desire a place to express their thoughts and hope to make a magazine that belongs to them.”

Perhaps this is the magic of this club, the reason why we “work voluntarily.”



Oscar Su 10D

TRAIN HARD 101 TIMES

The Kang Chiao karate team has been surrounded with guesses and rumours. It's time to uncover the mist of this mysterious team.

The karate team, led by Mr. Leslie Barnett, currently consists of 25 karatekas, or practitioners of karate.

People often mistake karate for another popular martial art, taekwondo, but one developed in Japan, while the other one originated in Korea. Karate consists of two main aspects. The first one is kata. Kata, or forms, focuses on a set of detailed movements, containing steps and turns. Training kata helps a karateka to practice specific techniques as well as the combination of different movements, emphasizing the “art” part of karate.

The second aspect, kumite, or sparring, is the actual combat competition between two participants. Competitors will try to hit each other to score points according to where they hit

and what technique they use. For example, a punch to the stomach is worth one point, a kick on the back is worth two points, and a takedown is worth three points. The first to score six points wins.

Karatekas around the world are excited about the 2020 summer Olympics in Japan, because it will be the debut appearance of karate, and everyone is looking forward to it.

A typical training day of the karate team starts with a thorough warmup, making sure all muscles are stretched. Then, depending on what the schedule is, the karatekas will train various things including basic techniques, katas, and kumite.

They also learn self-defense skills, such as how to take down a large person, what to do when someone tries to choke you, and how to break free when someone gets hold of you.

Sometimes, the team participates in big karate events, like the recent 100 kata challenge.

Inspired by the classic karate phrase “Train Hard 100 Times” the one hundred kata challenge started in Okinawa, with the goal of celebrating World Karate Day. People around the world participate in this event to unite different factions of karate, and show the common value of this martial art.

To add some Taiwanese flavor, our team does 101 katas in this annual event. Doing 101 katas is no easy task. Since finishing a kata, with proper execution, requires about 45 seconds to a minute, and all movements are precise and hard, completing the challenge takes a lot of energy and a strong determination. Through perseverance, all team members have succeeded in completing 101 katas proving their will of becoming a better karateka.

Another major event for the karate team was the national Goju-Kai Karate competition on December 15 in Yunlin county. Teams around Taiwan participated in this national event, so our karatekas trained as hard as they could in order to dominate the competition.

Last year, the team won 10 first-places, 13 second-places, 6 third places, and brought 5 trophies back.

This year, with all karatekas sharpening their skills, the karate team were sure to bring even more prizes back, proving their great effort.



Pâte à Choux: the Essence of Chemistry

Alex Chen 11F and Sunny Ko 11A

On October 30, eleven students from Grade 11 IB Chemistry went on a field trip to 1789 Patisserie to explore the real-life application of chemistry: molecules reacting to heat.

The basics of chemistry, such as bonding, thermochemistry, and gas laws, were applied in a real-world context while creating cream puffs.

Mixing is all about stoichiometry. By mixing solid butter and liquid cream, with air, air pockets are created, making the pastry sweet and fluffy. Then go the eggs, which help form a protective layer around the air pocket, preventing the bubbles from collapsing. To finish off, solid flour is added to make the structure firmer.

Then comes bonding. In a cake mixture, the beaten egg white's function is to give the cake a

fluffy consistency. Then lecithin, a substance found in egg white which stops pastries from collapsing during baking, binds the cake together.

In the three-hour time period, the eleven IB Chemistry students turned a bunch of ingredients into delicious pâte à choux.

Not only was the experience fun and interesting, the chemistry students' lab skills were put to use, as the techniques used in baking are somewhat similar to the ones required to conduct a lab.

Fun times do not always last long, but the memory of this trip will last forever. These chemistry students, who applied their chemistry knowledge and skills outside of the laboratory, revealed the magic behind baking a simple yet sophisticated pâte à choux.



Learning to Think; Thinking to Learn

Yingli Lu 11E

MYP Chinese has a unique way of teaching, bringing new concepts, ideas, and formats of Chinese to students. Students are put in a place where they are trained to acquire a thorough understanding of certain texts and obtain professional skills of interpreting ancient and modern literature.

“Chinese MYP encourages students to think, which involves making assumptions, inferences, and in-depth reasoning when evaluating literary works,” said Sanders Liu, the director of MYP Chinese.

Rather than memorizing vocabulary terms and lines of the poems, which is how traditional Chinese is taught, MYP Chinese helps students build a solid foundation of analyzing literary works through promoting critical-thinking-required assessments.

“Rather than simply testing the students' memorization, essays and presentations are highly involved

in our course. MYP Chinese starts a question with ‘why’ more than ‘what,’ said Sanders Liu.

The grading system, rubric, and criteria contents differ from the traditional Chinese curriculum. MYP Chinese, instead of adopting a percentage grading system, employs a distinct mark scheme where the score ranges from 0 to 8. It takes time for students to get used to the norms and standards.

“Writing essays is the most difficult part about MYP Chinese. We're required to write pages of analysis to evaluate on one topic. The logical structure of the writing should be clear and not clumsy, but at the same time it should also be detailed. Yet, the criteria of the grading system are quite confusing as well,” said Luann Hsiung from 9B.

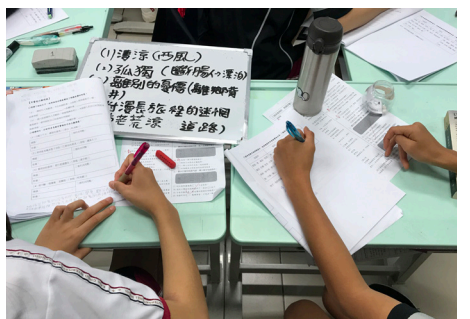
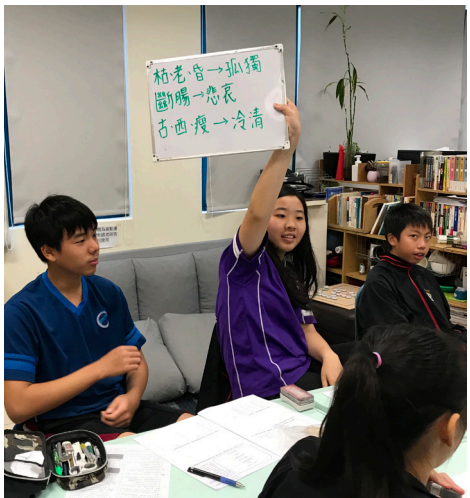
In the MYP Chinese course, certain in-class tasks and assignments are more complicated than traditional assessments. In-class participation and formative quizzes are also counted as part of the final or semester grade, which

can be rather stressful for students. Yet, many students also recognize the reasons behind the standards of MYP Chinese.

“The course allows us to reflect on ourselves through reviewing over the criteria given. However, the fact that all our assignments are based off of the MYP system and our final grade could be deducted if we score lower on in-class quizzes and projects makes the entire Chinese course a lot more complex,” said Hiedy Hsieh (9B).

“MYP Chinese provides us a greater opportunity to learn Chinese in new ways, such as making mind maps or posters. Yet, MYP Chinese requires time for us to think deeply and not just the surface of it. Thinking deep into the words, it may waste too much time on the same thing,” said 10B Amber Tseng.

Despite the difficulties students may face when coming upon an unfamiliar and challenging course, many students still appreciate MYP Chinese for bringing new aspects of language into their journey of learning and introducing unusual methods of analyzing literary works.



Exploring With An Informed Mind

The Purpose

The Outdoor Display Areas

by Chloe, Jennifer, Isabel, and Raquel

On October 17, twenty grade 12 students from our IB Environmental Systems & Societies class went on a field trip to the Taipei Zoo.

This trip was part of our "Practical Scheme of Work" (PSOW) that requires practical activities to prepare us for individual investigations. The purpose of the trip was to investigate and evaluate the effectiveness of the Taipei Zoo's conservation approach.

We researched Taiwan's endemic species and created posters of our chosen species. Each group also evaluated a different area and provided feedback on their area and the overall design of the zoo.



Reptile and Amphibian Area

by Matthew, Peter, Tommy, and Philip

At first glance, the reptile and amphibian area is quite cozy. There are small exhibition areas with props that mimic a mini version of the habitat. But, after thorough reflection, the Reptile and Amphibian House is definitely not a suitable area for holding that many animals. Each species is trapped inside tiny cages, they are without sufficient spaces to feel comfortable, and has lost their natural habits.

The Asian Tropical Rainforest Area

by Quener, Tiffany, Karen, and Paula

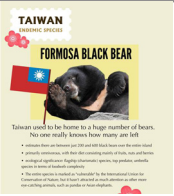
The tropical rainforest sanctuary is relatively sufficient in size considering the scarce population of each species it contains. In terms of proximity to humans, the area has implemented small but strictly regulated buffer zones: surrounding opened doors with curtains of chains and restricting the number of humans let inside. The area has also done well in remaking a habitat similar to that of the real rainforest: waterfalls, rainfall, sunlight, high humidity, and abundant biodiversity.

Although the zoo is a well-established facility that aims to protect animals, in the process of visiting the park, we found that the animal's activity space is not very large. This makes us worry that the animals of the group type may suffer from depression. In addition, the majority of the park visitors are mostly children, and more children are brought in groups in the name of outdoor teaching. Although this can really raise children's awareness of nature and animal protection, sometimes animals are harmed due to children's noise.

What We Learned

by Ms. Jay Billones

Through this fieldwork, students were able to relate and understand fully the significant ideas they've learned in class— there are various approaches to the conservation of biodiversity, each with associated strengths and limitations. Zoos are just one of the alternative approaches to the development of protected areas and designing such areas includes criteria that are crucial for the success of conservation efforts. They need to consider the size, shape, edges, effects, corridors, and proximity to the potential human influence. This trip gave students a higher level of understanding from what they previously had about zoos. This time, they explored the zoo with an informed mind.



It's More Than Learning; It's Sharing

Kuan-Yi Chen 11E

Whenever we look at a photograph of ourselves during childhood, we make a weird face, and say, "Wait, is that even me?"

To most of us, elementary school was quite a while ago, and there is only a little we remember from it. Yet, by joining the school's Rotary Club, students have the opportunity to teach fifth-graders in rural areas English.

The Rotary Club students spend forty minutes every week teaching their little classmates through face to face online interaction. The children develop the skill to speak English by learning basic vocabulary and through conversations.

"I hope to use this opportunity to help those in need," says Nicole Wang, the Rotary Club leader. "The children have a passion in this language, but they don't have enough resources."

A guiding peer is the best resource for the children, since by teaching and learning in pairs, the club members provide personal sessions for each of their peer students.

"We want to encourage the children to speak English," says one of the organizers of the club. "They may know the words, but don't know how to pronounce them."

As the peers chat with each other, either in English or Chinese, they gradually build up their confidence to speak out loud.

Besides teaching English, club members build up precious friendships with the classmates.

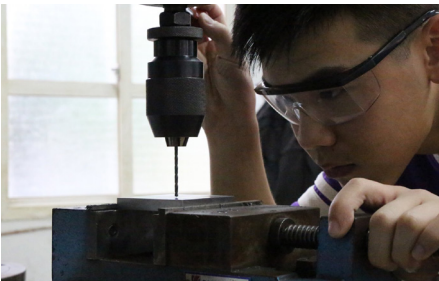
On November 7th, the Rotary Club students visited the children in Hsin Chu. They were welcomed with energetic performances and cheerful smiles

and had fun playing soccer and exchanging gifts. The young children showed their passion for soccer by putting all their effort into every soccer match, beating the Kang Chiao students.

They show the same spirit during their online classes, as "they are willing to learn and try their best although they might not be sure if they are right sometimes," said Nicole.

Stepping into an entirely different environment, the Kang Chiao students once again learned the life of being an elementary kid. It was as if seeing themselves when they were little, as many remarked after the experience. It was a hard goodbye at the end.

The most important thing is that the students and their Rotary Club teachers created a strong bond with each other.



The Spirit of Scouting

Peggy Lee 8F and Frankie Yeh 9A

During the Second Boer War, Lieutenant General Robert Baden-Powell led his troops in defence of the town of Mafeking against the Boer forces. Outnumbered 5 to 1, Powell held his ground, becoming overnight a national hero, a morale booster to British forces across the front.

Yet, as he returned home he saw the English kids lost in life without a purpose.

That is where it all began with the first ever Scout Camp at Brownsea Island off the coast of Dorset, in 1907.

Now, with over a century of history across the globe, the Scout movement has grown in relevance despite the wider range of options for entertainment our numerous technological advancements present.

Scouting has through the ages evolved, adapting alongside our civilization over the century. It is so much more than just a survival camp; it is now a way of life. Attending events play a huge role in Scouting. We earn exclusive collectibles during certain camps and tests, with the value not within the physical item we receive but rather in the story behind it.

We earn specialty badges from learning and testing skills in camps held throughout the year. To climb up the ranks and excel among others we must earn badges tied to specific skills to show we deserve the advancement.

But tests aren't all we do. As mentioned above, events

contribute to the majority of our Scouting experience. For example, we had an event on the weekend of March fifth, the day when the Committee of Scouts of China was founded. We tested and played to get specialty badges. These collectables can also celebrate eventing throughout the year and represent a certain country. They can be traded to get new badges through international camps like Charnwood where countries from across the globe attend. Every pin we earn is a new memory of what we've learned and how far we've gone.

Despite our seemingly militaristic origin, Scouts aren't soldiers. Our purpose isn't pure survival or obedience. We train

our mental and physical selves in preparation for the future.

Many have the false image of Scouts being invariable, traditional, and bound to serve. Yes, we are disciplined, but we detest inflexibility. While we respect those among us, we don't see each other as sirs or ma'ams, rather as brothers and sisters.

It doesn't matter if you don't know all 38 million Scouts around the globe—you know who they are and what they believe in. It doesn't matter who you are or where you come from—under our skin we are the same entity, millions of bodies sharing the same heart, sharing the same soul.

You aren't joining an army here; you're joining a family.

Behind the Scenes of Sports Day

Andy Lee 11C

We compete as athletes, we gather with friends, we participate in carnival games. It is Sports Day—an annual event for students to escape from the stressful academic reality.

In Kang Chiao, we all know Sports Day is hosted by the House Council, composed of the Northern House of Tortoises, the Southern House of Firebirds, the Western House of White Tigers, and the Eastern House of Dragons. As the captain of the Western House, I have so many stories to tell.

It was the morning of July, the first day of our delightful summer vacation. The vice president of the Student Council, Julia Chu, sent a long message to the LINE group, ending with "But, remember, today is the due day of the Sports Day Carnival Proposal!"

Ugh, here we go again. I was lying on the beach in Busan, Korea, drinking my alcohol-free Tequila Sunrise, waiting for my sister to come over.

I knew I needed to finish the proposal as soon as possible as DSA also needed time to revise the draft. "Well, I can't type while swimming," I thought. Thus, I went back to the hotel room, began to type the proposal, and promised Julia to submit it before midnight.

The scene described above is just one tiny job of a House Captain. To prepare for Sports Day, we had to finish the proposals for each section on the schedule, or even before the deadlines. We also needed to rent all the equipment required for special events, such as the speakers and the stage for the dance competition, the tables and materials for the carnival, and even the guitar for the live performance.



For a different perspective, I asked Julia several questions regarding the Sports Day preparation. **Please reflect on the processes of preparation, and the overall result. Are you satisfied with it?**

Julia: Preparation for Sports Day began in June. There was indeed a miscommunication between the teachers, PE departments, and student volunteers at first. While student leaders and admin tried to increase student engagement through assigning specific sports to individuals, motivation and initiative were low...Overall, related departments and the student body were trying to bring an innovative format and activities to the school. The result, indeed, had limitations; but I believe this was a good start

Is there anything that could be improved?

Julia: The coordination with overall time scheduling scattered the crowd and decreased the effectiveness of certain designed regions — like the fun games and school carnival. From a personal standpoint, I still want some food and snacks other than that provided by the cafeteria on Sports Day. I hope the future House Council can continue to battle this great idea and solve the so-called "food safety concern."

Is there anything that you want to say to the House captains?

Julia: Well done. Thanks for all the hard work. This Sports Day wouldn't happen without your support.

It is another sunny day at the beach. I am enjoying the atmosphere and my Tequila Sunrise. I have finished all the proposals, and I'm finally able to relax. My sister comes over. "How's House Captain going?"

"Done."



Congratulations to Northern House for becoming the champions and Southern House for winning the Spirit Award.

HeHuan Mountain Hiking : IB Learner Profiles

COMMUNICATOR

Jessie Chuang 8C

During my Hehuan mountain hiking trip, the IB learner profile I used the most is "communicators". I think being a communicator is very important, because you could tell others about how you feel and you could also care or cheer for others.

The skill of communicating was used in all sorts of ways, for example, you always have to communicate with your teachers and doctors about how you feel, so that the doctors could predict if it would be safe enough to let you keep hiking.

During the mountain hiking trip, communicating was often used when we were talking about physical strengths, and whenever we wanted to take a rest.

From all the examples above you can easily tell that communication is used often and it is an important skill during teamwork activities.

I never used to tell or share my feelings with others, however, I had to learn to communicate with my teammates and teachers about my physical strengths. I improved my skill of communicating a lot since it's related to my health.

CARING

Vicky Kao 8C

On the trip I used and improved the skill of caring. When we were climbing the mountain, my teammate walked in front of me and fell down. After she got up I asked her, "Are you okay?" Do you need some help?"

In addition, on another day of mountain climbing, one of my teammates said she had a headache. Then I asked her if she needed some rest and if she was okay. But before I went on the hiking trip, I didn't usually ask people those questions.

Therefore I think I learned to care about people on this trip.



RISK-TAKER

Stephen Chiang 802

I learned to be more of a risk-taker during my HeHuan mountain hiking trip. I have serious Acrophobia, so when I climbed down slopes, I climbed slowly because I am super scared.

There was a very dangerous slope from the North peak to the West peak, on both sides were cliffs where you could die if you fall down. The way down was difficult but in the process, I kept pushing myself to fight the fear.

Every step to me was making a decision and a risk that could kill me. Therefore, this trip really made me a braver person.



THINKER

William Kao 801

Climbing Hehuan Mountain is one of the challenges that Kang Chiao students will face during 8th grade.

The students were trained well and learned some basic knowledge about mountain climbing.

When students are in school, they often learn about IB learner profiles, and I suggest being a thinker is good for hiking.

When you are hiking on Hehuan Mountain, you need to always be thinking forward, predict and prepare for what might happen during the hiking process. You may need to think where you should put your foot for the next step and what you should bring to the mountain. You may also need to think for your teammates, carrying items and giving advice is always good for them, so your team can get to the top of the mountain.

That is why being a thinker is so important.



KNOWLEDGEABLE

Kate Wang 802

Climbing Hehuan Mountain is an important event of Kang Chiao.

If you go to climb Hehuan Mountain, you will be knowledgeable.

The first reason is the most important one, you can learn how to keep yourself safe on the mountain.

Doing the right thing at the right time is also important, if you did not sleep at the right time, you will definitely feel tired when climbing the mountain. Not resting enough might cause mountain sickness.

You also have to know how to use the hiking equipment, knowing how to use them makes it easier and helps you to get to the top quicker.

In conclusion, mountain climbing can develop your skills of being knowledgeable.

