

# FIS WORLD

School Year 2014/2015

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## Young Leaders



In This Issue:  
Eyes for Ethiopia  
FISW Cultural Differences  
Visiting Author Program



Our mission is to be the leading, culturally diverse and family-oriented international school with English as the principal language of instruction.

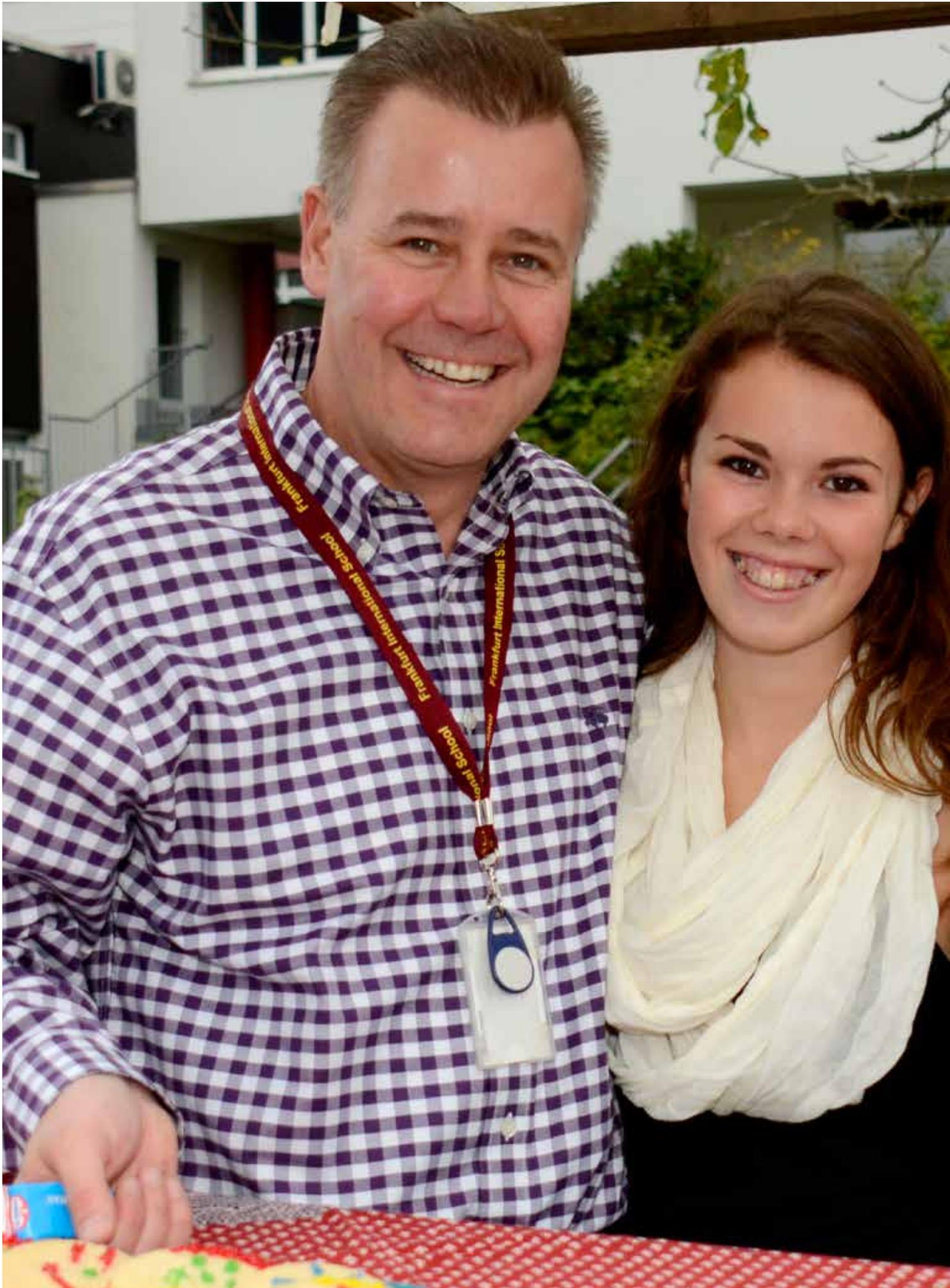
We inspire individuals to develop their intellect, creativity and character to become independent, adaptable, socially responsible and internationally minded citizens, by ensuring a dynamic, inquiry-driven education of the highest standard.



# CONTENT

Two Hats, One Head	2
A Lasting Memory	4
PTG Language Cafés	5
Eyes for Ethiopia	6
Cultural Differences	8
We Act!	10
Children’s Rights	12
Little People, Big Ideas	14
Goal! FISW Soccer Program	16
College Applications	18
Yes, She Can!	19
Supporting Creativity	20
Preparing for a Medical Emergency in Germany	22
Behind the Mask	24
On Dentists and Educators	26
Getting Your GDL	28

**F**IS World is made possible through the efforts of our volunteer team of writers, photographers and editors. If you are an FIS parent and would like to join our team and contribute to this magazine, contact Alec Aspinwall at [alec\\_aspinwall@fis.edu](mailto:alec_aspinwall@fis.edu). The only experience required is a passion for our students and their education.





# Two Hats, One Head

As you should expect, I take my job as your Head of School very seriously. I've spent years studying education research, continue to pursue in professional development on best practices, and routinely engage my peers at other leading schools to ensure our students receive an education that is second to none. However, there is one attribute that is equally important in helping me lead this school: I am also an FIS parent.

As an FIS parent, the success of the FIS mission directly affects my own children. Similar to the difference between the commitment of a home renter versus that of a home owner, helping FIS achieve its greatest potential has a long-term impact on my own children's ability to reach their potential. The cause and effect of my professional actions are also acutely personal.

As a parent, I empathize with a number of the aspirations that other parents have raised in our annual FIS spring survey. I know there are areas where FIS can become even stronger and I am intent on seeing that we push forward toward reaching our strategic goals. It may surprise some of you that even as the Head of School I, too, become impatient that change cannot happen at a faster pace. Yet I know that substantive change, and not just window dressing, does take time to ensure that sound judgment is used and due process is followed. (While I wish the building project could be completed in a week, I'm pleased that I will be able to see my Grade 10 daughter compete in the new Sport and Learning Center before she graduates!)

When working with our Board of Trustees and the Leadership Team, I find that wearing the complementary hats of parent and educator allows me to have empathy for both

perspectives. When I sit in the stands of a sporting event cheering on my children, or in the audience applauding their performances, I appreciate the balance the school offers in supporting "head, heart and hand." I have accompanied my children to the FIS Kalahari Project and have seen how it has changed their view of the world. And as the Head of School, I want to ensure that all of our students have the chance to excel within AND outside the classroom in order to enjoy a balanced life.

Finally, as an FIS parent, I see my children not only as current students but eventually as FIS alumni. When I address our alumni gatherings, speaking to those who return to the campus each spring after 10 or 25 years away from the school, I envision my own children coming back to Oberursel as alumni. I don't know from which corner of the world they will be arriving on that future date, but I want my children to be greeted by a school that continues to be inspiring and continues to care about graduates long after their last tuition payment.

Some people have asked me if it's difficult to wear both the parent and Head of School hats, attending parent-teacher conferences with my colleagues or making difficult decisions in one role that has a direct impact on the other. In truth, I wouldn't have it any other way. I firmly believe that being an FIS parent makes me a better FIS leader, and I feel fortunate to share that leadership commitment with so many other caring parents at Frankfurt International School.

Paul Fochtman  
Head of School

Dr. Fochtman with his daughter Paige

# A Lasting Memory



*Mike McKay cheers FIS at ISST with fellow FIS fans Reid Webber and Meera Tanjore*

I have had many experiences in my years at FIS, but nothing was quite like travelling to London with other FIS parents to cheer on our Warriors (and my Grade 12 son) in this year's International School Sports Tournament (ISST) Volleyball tournament.

It was my first time travelling abroad for an ISST tournament. While the games were thrilling as our Warriors fought against the odds, overcoming team injuries to enter a medal round on the third day, it is likely that in years to come I will not remember what place we finished. But without a doubt, I will forever recall the experience of being 'on the road' with our Warriors.

Who could forget our parent cheerleaders? FIS had more parents present than any other team represented. In addition, we were the LOUDEST parents, unable to contain our enthusiasm and pride. Adding to our numbers and volume were four FIS alumni studying in the United Kingdom who came to cheer on a younger sibling or former teammate. In more ways than one, it was as much a family reunion as a sporting event, bringing together

those who share the Frankfurt International School DNA.

I will not soon forget the team's coach, Natalie Bucky, who is representative of the exceptional coaching found on other FIS teams as well. Regardless of what sport my children have been involved in at the school, their coaches have been models of both leadership and integrity. Playing on an FIS team does not guarantee a medal or trophy, although that is frequently the case, but it does guarantee that students will be developing their character and finding an inner strength that will serve them well in years to come.

Finally, the students who were at the center of this shared experience were nothing less than inspiring. Yes, I was impressed with their tireless motivation and physical prowess on the court. But what will always stick in my mind is the way they came together as a team: yells of encouragement from those on the bench, sharing a smile or laughter to help ease the tension, affirming a teammate after a critical play. Regardless of the final result, which was tremendous, in my mind

they were champions because of their unquestionable commitment to the sport, to one another, and to letting the other teams around Europe know that an FIS Warrior will always be a formidable force and a model of sportsmanship.

I am not writing this article as an ardent sportsman. As a youth, and still today, my interests have always gravitated toward the scientific. I am more comfortable looking through a microscope or telescope than toward a goal or finish line. However, returning home from London with my son, I was full of pride in him both as an athlete, a scholar and a fine young man. I found myself greatly indebted to FIS for all it has done to support his development, and that of his siblings, as well as so many other young people who will go forth from our school and represent us to the world.

Thanks FIS for the lasting memories.

*Michael H. McKay*

*Michael McKay,  
Chair Board of Trustees*



*Dee Herbert and Ranko Tripkovic of the FIS PTG Language Cafés*

# PTG Language Cafés

## Peer Language Support for Multi-Lingual Parents

It is amazing that a little berry from the mountains of Ethiopia, then cultivated in the southern Arabic Peninsula, has spread all over the world and helped to create here in Europe a unique venue known as the Café, Coffee House or Cafeneion. Since the 17th century, be it in a café that is chic or humble, people have enjoyed drinking this brew that appears to stimulate ideas, imagination and conversation!

This phenomenon is exactly what a group of parents is capitalizing upon, with the PTG's support, and bringing together adults with a passion for language. Frankfurt International School is a vast reservoir of spoken languages with more than 60 nationalities represented. Many of us have learned or practiced a second or third language either as expatriates or in our previous lives as students. Although English is the common language in our school, you may have noticed that it's not unusual to hear groups of parents

skipping from one language to another in the same conversation.

The FIS Language Cafe started when a group of four parents ( Dee Herbert, Ines Neuss, Geni Saiz and Ranko Tripkovic) decided to propose to the community a monthly coffee gatherings where conversation would be held in English, German, Spanish and French. Offering the opportunity to practice a language in an informal environment while enjoying the company of other parents was well received. The simple format of the gatherings is to practice a language with the aim to become comfortable through exposure to specific, relevant vocabulary and topics.

Started last September, the Language Cafés have already had multiple sessions of each language, bringing together diverse groups that have different backgrounds and level of language expertise. The German Café, for instance, is hosting more than 15

participants from beginners to advanced levels, the English Café is popular with the Korean community, and the Spanish and the French Cafés are people that once have lived or studied in Spain or France.

These gatherings are not formal lessons as much as they are simply encouraging foreign language interaction in a friendly way (cakes and cookies are welcome!). Participants join with the belief that practicing a second language often opens doors to better cross culture understanding.

FIS may not have a Starbucks to offer parents, but feel free to join one of our monthly PTG Language Cafés held in the US cafeteria. Join us for a cup of Qahwah, Khave, Coffee, or Café and this special brew will also help warm up your language skills!

*Ranko Tripkovic,  
FIS Parent*

# Eyes for Ethiopia

FIS Student Experiences Africa





*Anouk with a local Ethiopian family*

**W**hat inspired FIS Grade 2 student, Anouk Rothenberger, to spend her fall break volunteering in Ethiopia?

For years, Anouk had seen photos and heard stories from her mother, Stella, about her trips to Africa. Stella and her husband, Steen, helped to found PfefferminzGreen, an organization that works together with NGOs (non-governmental organizations) in Sub-Saharan Africa. Through the platform of the arts, PfefferminzGreen raises funds here in Germany to support community development projects like those in Sierra Leone and Ethiopia.

Anouk had always desired to know more about the children in her mother's photos. At the age of five, she began asking if she could go on one of the trips to Ethiopia, and finally, at age seven, her mother said yes. She prepared Anouk to realize that this would not be a holiday, that this would not be the Africa seen in safari books, and that there would be careful precautions to take. Anouk's response? "It's ok... I'd like to see it."

So this past October, Anouk and Stella embarked together on their adventure to Ethiopia. Each day, they

**"I think children are stronger than we think. They see it with different eyes."**

visited a different Pfefferminz Green-sponsored project. Stella would meet with the project staff while Anouk met the children. Through using hand gestures and crafting with Rainbow Loom bands, they were able to connect through the international language of all children: play. Making loom bracelets, visiting a woman's three square meter home, and serving lunch to school children through a feeding project were a few of Anouk's highlights of the week.

Each night during the trip, Anouk and Stella digested the realities of what they had seen. Stella was amazed by how well Anouk handled her experiences. "I think children are stronger than we think. They see it with different eyes," she explains. Anouk's "eyes" really do reveal wisdom and compassion well beyond her years... where one person might have only seen poverty, sickness, and struggle, she saw joy, kindness and beauty.

After returning from the trip, Anouk now has her own stories and photos to share. She even spoke to her Dutch class about her experiences. Anouk says that some of the biggest lessons learned were "to not complain about food... to not leave the water running... and to not complain about the dresses you wear." She also says that she would like to go back, but will wait until she's older. For now, Anouk wants to raise more money for the children and to keep telling others her stories... so they, too, can have the chance to really "see" the people of Ethiopia.

*Amy Wilkins, FIS Parent*





# Cultural Differences

## Identifying, Sharing and Celebrating at FISW

One of the fundamental strivings of an international school is to nurture the sense that students are members of a world-wide community and to cultivate acceptance and understanding of different cultures. In fact, the International Baccalaureate Organization articulates its mission as follows: "The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."

But how does an international school do this in fact? What does the curriculum look like and what school activities do students engage in?

A quote from Lyndon B. Johnson sums up very well the path to be followed: "If we are to live together in peace, we must come to know each other better." A fine example of how a school can realize this is the recent Cultural Celebration at the FIS Wiesbaden Campus. The goal of the remarkable all-school project was to foster better understanding of other cultures through increased knowledge and familiarity. Over the course of three weeks, students would first explore their own cultural self-identity and then prepare a presentation to be shared with the whole school community.

Parents were engaged and together with faculty helped the students discover what makes them who they are, if it be language, heritage, values or nationality. All 180 students were then divided up into 26 groups representing different cultural backgrounds. Within these groups, the

students were asked to delve further into aspects of their own identity. What songs, celebrations, languages, beliefs, customs distinguish them from others. Then, often with help from their parents, they looked for artifacts and objects that were indicative of their culture at this point in time. It could be a kimono from Japan, beans and rice from Brazil, henna from India or the Jegich-agi game from Korea. These became part of a time capsule from each group which concluded the exercise on cultural self-identity.

The second aspect and the culmination of the Cultural Celebration was sharing their discoveries and knowledge about their own diverse cultures with one other at assembly. Not only were the contents of the various time capsules exhibited in the FISW Museum of Culture for examination by the whole school community, but each group also made a one minute video presentation which highlighted one important aspect of their culture. The Australians felt it was the Aborigine people, the Egyptians the Arabic alphabet and the British their unique sense of humor. The tea culture of China, the many languages in India or what water means to the Greeks were also identified as defining features in other cultures.

The silence that reigned in the Commons during the video presentations followed by the excited chatter upon viewing the exhibition gave testimony to the students' interest and delight involved in learning more about one another's cultures.

**"If we are to live together in peace, we must come to know each other better."**

*Lyndon B. Johnson*

# We Act!

## Students Contribute at Home and Around the World

**T**hrough a large variety of student led service organizations at FIS, our students are acting everyday to help children in our school, in the surrounding communities of Oberursel, Bad Homburg and Frankfurt as well as Germany at large. Additionally, students are aiding children in countries further afield such as Africa, India, Nepal, and Poland. The FIS service organizations include:

### Amnesty International

Campaigns to end grave abuses of human rights in the form of a global movement of more than three million supporters, members and activists in over 150 countries and territories.

### Earth Rescue

Learns about the beauty of our world and plans actions to help

protect the living things on our planet. Elementary school students in Earth Rescue actively work to promote environmental awareness through forest walks, energy conservation days, and fundraisers.

### Global Issues Network

Helps students realize they can make a difference by empowering them to work internationally with their peers to develop solutions for global issues.

### Hero's 4 Huntington's

Strives to improve the lives of people with Huntington's disease and also their families.

### HIV/AIDS Awareness Group

Reaches out to as many students as possible to educate about HIV/Aids.

### Human Rights

Discusses ideas and plans on how to spread awareness, and promotes education, about human rights, the abuse of human rights and possible measures that may be taken to challenge violations against human rights.

### Kalahari Experience

Works together with educators and local communities to inspire, motivate and empower students to reach their potential, through teaching, advocacy and the provision of necessary resources and support.

### Kinderhaus

Partners with local children whilst playing board games, creating arts and crafts, exploring neighborhood playgrounds, cooking and more.

### Nepalese Children's Home

Gives a very high standard of care and education to impoverished children in Nepal and thus helps them to escape the 'poverty trap' of generational poverty and the caste system.



### **Oberursel Youth Council**

Consists of students from the various schools in Oberursel and is organized by the city of Oberursel. The students work together to break down community prejudices and promote further understanding between all areas of the wider community whilst actively working towards common goals.

### **Operation Smile**

Mobilizes a world of generous hearts to heal children's smiles and transform lives across the globe by dedicating its services to children born with cleft palates and cleft lips.

### **Poland Drive**

Focuses on helping people in need in Poland. Annually, FIS students travel to Poland to help in a children's home in Kolackovo.

### **Saalburg and Limes Project**

Works with archaeologists from the Vortaunus Museum in Oberursel and the Saalburg Museum in Bad Homburg to save the Celtic and Roman ruins.

### **Student Ambassadors**

Create a welcoming atmosphere for new students, assist Grade 5 students in their transition to the Upper School and recognize and celebrate student birthdays. Ambassadors also bid farewell to leaving students.

### **Student Athletics Council**

Represents the student body in the athletic program.

### **Student Council**

Discusses issues important to students and organizes and facilitates various activities like school spirit days, school dances and supports the Afghanistan Action Project charity organization.

### **Senior Students Forum**

Represents the students' interests and concerns, striving to bring about positive change in the school environment.

### **Supporters of Alfred Delp Haus**

Aids the Alfred Delp Haus, which is an initiative of the Living Fund for people with disabilities. Working at

the facility provides students with an opportunity to make a significant difference in another person's life – however big or small.

### **Vision For India**

Spreads awareness of the educational and daily challenges faced by visually impaired students.

### **Wilderness International Network**

Raises environmental awareness through conserving both international and local natural habitats and becoming active sponsors of Canada's West Coast Temperate Rainforest.

For more information on the student led service organizations at FIS, please contact Pete Sinclair, Assistant Principal, Upper School.

*Martha Boston-Majetic,  
FIS Parent*





Picture top and right: Students writing their comments on the "Peace Wall"

# Children's Rights

## Grade 3 Students Teach Their Peers

"Do you know you have rights?" two Grade 3 students asked the Elementary School peers sitting in the auditorium. It was the October grade level assembly led by Grade 3 students. Unsure murmurings of some 'yes' and some 'no' replies came from the audience. "Well, we're here to tell you all about them", said the young presenters. The students explained that this year celebrates the 25th anniversary of the United Nations Convention on the Rights of the Child (UNCRC), an agreement between countries, which sets out the basic rights all children should have.

The class worked their way through the alphabet sharing their understanding of children's rights.

"**A:** All children have rights," one Grade 3 class shouted out to the group. "**B:** Both boys and girls," they continued.

"**U:** Understand Your Rights," added another Grade 3 class, "There are lots of books and organizations that can help you learn more about your rights."

Appreciating that children have rights was one of the main learning objectives when this unit was designed by the teachers with the PYP co-ordinator. Factors that affect these rights, and our collective responsibility for upholding these rights, were further objectives. These were discussed throughout the unit, and, of course, in the assembly.

The storybook, *If The World Were A Village of 100 People* by David J Smith, was the subject of the next part of the assembly, introduced by the other Grade 3 classes. The classes shared their global perspective of how life in other nations is often very different from their own.

During their research, students discovered how war and conflict is a huge contributing factor towards the violation of children's rights. As UN World Peace Day fell in the middle of this unit of inquiry, students and teachers alike, felt it was another opportunity given, to take action. They used the temporary fencing around the construction site as a "pop-up" peace wall. If Berlin, New York and London have pop-up

**The students  
sang out  
enthusiastically  
“We are the  
future, we have  
the power, we  
are the agents,  
agents of  
change”**

shops and restaurants, then FIS can have a pop-up (temporary) peace wall. The simplicity and honesty of the student messages, and images of peace, struck a chord with everyone who saw them and inspired contributions by our wider school community.

As with all PYP units of inquiry, this “Children’s Rights” unit was planned collaboratively with specialist teachers, conducting activities in German, art, PE and music, to enhance the understanding of key concepts. One of the collaborations were songs taught in the children’s music classes, “Agents of Change” and “21st Century People”. The students sang out enthusiastically at the assembly: “We are the future, we have the power, we are the agents, agents of change”, thereby taking responsibility for upholding children’s rights and reinforcing one of the unit’s goals.

According to the UN, Article 12 of the UNCRC, “Every child has the right to be heard”, has been one of the most difficult articles to implement. Adults often think that children lack the competence, knowledge and judgement to be involved in important decisions. A view the 3rd Graders challenged as they got to the end of their assembly:

**“Y: You have rights.” I do? “Yes, haven’t you been listening!”**

**“Z: Zero kids left out.**

**WE ALL HAVE RIGHTS. YES WE DO!”**

*Gillian Königer,  
ES Gr 3 Teacher*



# LITTLE PEOPLE, BIG IDEAS

## Nurturing Leadership at the Primary School

Six year old Yazan, one of the 220 children currently enrolled in the Primary School, had been at recess enough times to come to a conclusion. One chilly morning last November, he approached the Principal during recess and said: "Mrs. Callahan, I think we need teams."

Primary School Principal Caroline Joslin-Callahan, also known as Ms. JC, believes it is important to take student suggestions seriously. "I can't just say, oh, that's a nice idea dear, and he goes back to the field while I resume monitoring the children at play," she says. "Yazan had been studying the field,"

seen a problem, identified an opportunity to make a positive change, and made a suggestion. That's leadership. I have to show him that he has power to effect change – that he has a voice."

### Giving them a Voice

The Primary School strategy to

*Primary School students gain confidence and leadership skills in many venues.*



support leadership traits in children aged three to seven relies on three key beliefs:

1. Leadership can be acquired. Primary school teachers understand that leadership is not something static that children are born with but instead they have the ability to be agents of their own development.

2. Child leadership is mainly a function of context, not age. Walking through the PS classrooms a visitor can witness students displaying leadership in any social context. Age affects how leadership is displayed, not whether it is displayed.

3. Collaborative leadership will be the dominant leadership model of the future. FIS students receive the

instruction and experiences that will allow for them to collaborate globally, culturally, and attitudinally with current and future peers.

The two main teaching strategies that nurture leadership in young children stand in accordance with these beliefs.

1. Students are taught the ability to lead or follow as required by the context. The school recognizes that children naturally alternate roles during purposeful play. Teachers watch the dynamics of students' relationships and help them see that leadership roles are something to practice, as is the skills required

when being a rank and file member of a team or group.

2. Children must be validated as capable agents in their own world. Young students must be given a voice through active listening from adults, giving them the chance to formulate opinions, and supporting their suggestions. This means validating them as current and future leaders, not the weakest link in society.

**“Leaders aren’t scared to do new things and they’d also have to be nice and not shout.”**

*Connor, Gr 1*

### Leadership in Practice

The Primary School curriculum nurtures four key collaborative leadership traits: problem solving, social networking, research, and identifying opportunities to effect change.

“Socializing is key”, says Ms. JC. “We help children to emerge out of the more egotistic stage in their earlier life and learn to cooperate and be collaborative.”

Children are also encouraged to solve problems and make decisions, first for themselves, and later, as their self-management matures, for the group. Teachers observe the children interacting and assess how different children negotiate their social world. Are they formulating themselves in a manner that attracts or alienates others? Teachers rotate students into different leadership roles within the classroom or in a specific activity and observe how they adapt and grow with these responsibilities.

Ms. JC offered, “When I talked to our teachers, they share that some children are more self-confident, and that gives them a chance to listen to the other kids in the class. The gifted

leaders are those who who make suggestions, initiate play, and encourage others to join. They’ll say things like “Let’s” and “Why don’t we” - like Yazan.”

### Their Voices: Who is a Leader?

During my visit, Ms. JC asked a group of first graders if they thought that a child could be a leader, they answered unanimously “Yes!” They were then asked to think of a child in their class who they considered a leader - but don’t tell any names. Rather: what were they like? What are their qualities?

Charles said, “This person is knowledgeable and good at thinking of the best thing to do. Leaders are very smart.” Connor remarks: “And he doesn’t say anything negative!” Zoe offered, “They are caring and they are fair.” While Finn considered that “leaders aren’t scared to do new things”, paused for a moment, and added: “They’d also have to be nice and not shout.”

The leader in the children’s mind is not the oldest, titled, or a domineering person that is sometimes the stereotype for this role. He or she is rather the quietly savvy, kind hearted people-magnet that brings to mind the wisdom of Albus Dumbledore, Headmaster of Hogwarts in the Harry Potter series by J.K. Rowling who reflected, “It is a curious thing, Harry, but perhaps those who are best suited to power are those who have never sought it.”

Returning to young Yazan and his playground plea, Ms. Callahan responded to his suggestion: “Ok, Yazan. So what would you do next?”

They talked a little more; shortly thereafter, a board was up by the school’s entrance, bringing the voice of the boy to all arriving at another day at the Primary School. While the words may have been about recess, the meaning to any savvy visitor should be “FIS is a school of leaders.”

*Maria Monteiro,  
FIS Parent*



# GOAL!!!

Kicking Off the Grade 5 and 6 Soccer Program at FISW



*The super soccer squad*

The new Grade 5 and 6 soccer program at FISW has it all. Inspiring - Check. Thrilling - Yes. Drama - Oh yeah! And let's not forget about superior sportsmanship. I first saw the co-ed team compete when they played against a co-ed FIS team at the main campus in Oberursel and what a match it was. As a spectator who understands soccer, one thing certainly came to mind – these kids are well-coached. While the team is new, you

could see that many of the kids have been playing together for some time. So, when these two evenly matched teams faced each other, the much anticipated game did not disappoint. It was a game in which every player, parent and member of the FIS community could be proud – because not only could you see that the program was off to a successful start but you could observe how much fun the players were having too!

FISW's Jason Bentley has been involved in the introduction of Grade 5 and 6 soccer at this campus as he is with all things athletic, but the team is coached by the Grade 1 duo of Molly Ogden and Gareth Rose. Mr. Bentley says: "Ms. Ogden has been a wonderful role model and has done some great work for years in raising interest for football (soccer) among our girls". Seeing many of the girls that she's coached over the last four years (while



coaching girls Grades 2-5 after school) now “playing up” as bigger kids makes it truly fulfilling.

Ms. Ogden remembers one particular play in the big game versus FIS that was so incredible – “our defensive player made the stop, dragged the ball back, turning and reversing direction... a major league play!” It’s been a treat for her watching the students develop from that “safe place” to now

seeing their growing confidence and leadership. With five girls on a team of 17, a combination of improved skills, conditioning and confidence, means that the girls are anything but afraid to mix it up with the boys.

Mr. Rose concurs. The co-ed approach has been successful in his eyes with the younger girls now feeding into the team from their development in past years with Ms. Ogden. He notices that the girls are particularly open to instruction and believes they even get more value from the teaching than the boys.

So does the FIS International Baccalaureate (IB) approach come into play out on the pitch? Absolutely. Mr. Rose recognizes a difference here from other students he’s coached. While bringing many years of playing, coaching and even refereeing experience to the team, he’s been very impressed by

**“It’s hard because you have to always think about what’s best for the team”**

*Omar, Team Captain*

the children’s sense of cooperation and communication – something he thinks has a lot to do with their education at FIS. “They have more of an understanding of the team concept and communicating with one another than most other teams I’ve coached.”

It seems to all start with Grade 6 team captains, Omar and Zacharie, who were selected by Mr. Bentley, Mr. Rose and Ms. Ogden after the team tryout sessions based on their skills, whole game awareness and social behavior. In talking with them you can see they are not taking their captain status lightly and feel a great deal of responsibility... maybe even some degree of pressure that goes along with the role. “It’s hard because you

have to always think about what’s best for the team” says Omar. It has meant more patience and encouragement of others and Zacharie also admits “it isn’t simple” being captain. However, both are finding the role rewarding.

That cooperation and level of respect among teammates has been crucial because there are a wide range of skill levels, abilities and experience on the team. While some players are very enthusiastic without much formal training or coaching, others have been brought up in the ‘football’ (soccer) culture where it’s built into society. Mr. Rose sees soccer in some places like the USA as still more of a stepping stone sport before moving into more common sports that kids play in the USA. But that combination of experiences is what makes this a great team to be a part of and watch.

Mr. Rose finds that these kids are quite easy to coach; they’re competitive and care about the game of soccer but it is not everything to them. Since they have so much more in their life, “they are very well-balanced kids” he notes. And while their whole world doesn’t necessarily revolve around soccer, they sure play it with the same enthusiasm and passion.

So where does FIS Grade 5 and 6 soccer program go from here? Obviously the goal for the upcoming year is to keep the momentum building on what they’ve started. They’re looking for many more games against other international schools including getting involved in some tournaments. They hope this is the beginning of an overall competitive Middle School sports program that will be an additional attractive feature for prospective FISW students and parents. While they don’t have a lot of games on next term’s schedule, Ms. Ogden’s message is clear: “Come watch us”. For all those who saw the game against the main campus FIS team, I second that recommendation. It was exhilarating!

*David Plaue,  
FISW Parent*

# College Applications

## Following Changes to the College Application Process

"You can't be seventeen. Are you sure you're..." my father began faintly to count under his breath. "Good grief," he muttered, eyes wide and dilated behind his glasses. That was years ago but I can still remember the astonishment of my father as he realized I was almost an adult. Some of you may feel that your son or daughter has, quite suddenly, sprouted into an adult. Much like those nature programs that use time-lapse photography: a tiny shoot breaks through the earth, begins to sprout green leaves and is within seconds a tall and fully blooming tree.

This is an exciting time for seniors; many of them will embark on the next phase of their education - the college years - and will continue their studies at universities all around the world. It can also be a stressful and emotional time. They are under a lot of pressure to get the grades they hope for and prepare for the IB exams which will secure their college of choice.

So what exactly is your senior facing when they make a college application? After they have decided where in the world to apply, they must tackle the application process. US and UK applications have distinct writing requirements. Applications have changed somewhat since you or I were at college and like everything else, have become more competitive.

### UK applications

Students who are applying in the UK will apply to up to five colleges. These applications will be done online through UCAS. They must apply with specific course selections and include their predicted IB grades. Offers are made based on IB predictions and contingent upon actual IB results (students take IB exams in May and results come out in July). The deadline for applications is 15 January, except for Oxbridge, Medicine, Dentistry or Veterinary Science, which have early

deadlines of 15 October. In a nutshell, UCAS applications expect the student to a) explain why they have chosen the course b) provide information about their own academic achievements and c) detail the experiences and skills they have that make them suitable candidates.

### US applications

While there is no official limit, students are encouraged to apply to no more than eight different colleges. These applications are also made online directly to the specific colleges. The application deadlines will vary depending on the college but they are usually between 1 November and 15 February. Each college can have its own application and can vary in terms of requirements. They usually ask students to respond to writing prompts such as, "Describe a place where you feel perfectly content," or "Write about a time when you experienced failure." These applications encourage students to be original in showcasing themselves, so there is room for style and creativity in the writing. Colleges in the US will ask for academic records and grades achieved since Grade 9. Most of them will also ask for SAT or ACT test scores, details of extra-curricular activities and at least one teacher recommendation.

### The Writing Process

Students will need to write a number of different drafts before they get these applications right. The counselors and Writing Center provide guidelines and work with students at every stage of the drafting process, for any university application needs. Whether it be starting to generate ideas, structuring what they have written, redrafting or reviewing the final polished draft, students are always welcome to make an appointment to meet with me.

"I've brought you some tea pet." My



US Counselors Alison Hamley and Jessica Angelidis

father's muffled voice came through the bedroom door. I imagined him standing there, tea in hand, staring at the Keep Out sign I had hand drawn and sellotaped there in a moment of defiance. Should I let him in? I thought. Writing my UCAS application was a battle between intellect and imagination. I was kind of enjoying it but I had wildly digressed into the pleasure of fiction. The train had come off the rails. "You can help me with this horrendous college application," I groaned as I opened the door. I remember the smile that lit up his face as he handed me my tea. "Is that what you're up to?" he said, knowing full well what I was writing.

For more information contact Aodhnait Donnelly at the writing center [aodhnait\\_donnelly@fis.edu](mailto:aodhnait_donnelly@fis.edu).

[https://fis.haikulearning.com/upper/2014upperschoolwritingcenter/cms\\_page/view](https://fis.haikulearning.com/upper/2014upperschoolwritingcenter/cms_page/view)

Aodhnait Donnelly, FIS Teacher

# Yes, she can!

## An FIS Alumna Inspires



*FIS Alumna Nicola Taylor*

**H**er former teachers, Mesdames Clifton and Lebeth, should have known this determined young Francophile of Dutch-American background would end up in France one day.

Nicola Taylor attended FIS for the entirety of her school education, joining Kindergarten in 1982 and graduating in 1994. What she remembers about FIS is “the importance of communicating in different languages; enriching other peoples lives and being able to work in a both active and pro-active approach. You know this attitude of “Yes, you can”. Staying solution focused and developing the right values in life.”

Her said French teachers, not to mention former vice-principal and French teacher Mr. Fenner, enabled Nicola, already fluent in English, Dutch and German, to develop yet a fourth language. The English Department would further her love of Literature and Writing and the Arts Department would forever ground her in her biggest love, Art.

After her IB, Nicola went on to study Business and yes, you guessed it, French at Edinburgh University. Her Erasmus year in France made her following step easy. All it took was courage and a backpack. So off she went to live in Paris. She soon took jobs, amongst others at Ogilvy & Mather, studied Art History at the Sorbonne and came up with the fabulous idea of combining her passions in life, teaching English to people in Paris who are interested in Art.

Nicola’s “Taylor’s Art English” teaches English to people active in the Art Market, Art Critics and art lovers in general, who want to learn a different language. “If you are interested in a subject, language becomes a scooter for it”.

In the summer of 2013 tragedy struck. Whilst out jogging on holiday in the South of France, Nicola was hit by a motorbike. She was literally “shattered to pieces” and it was heaven sent that the first car on site was a fire fighter who would call for help.

After prepping Nicola for a helicopter ride to the hospital in Toulon, both her mother in the Netherlands and brother, Jarther, (Class of 1988) now in Australia, were informed that there was no or little chance Nicola would survive.

The initial orthopaedic surgery of eight hours went well, but nobody, not even the well trained medical staff at Toulon, who deal with military injuries on a daily basis, had hope she would ever recover.

Five weeks at Toulon, her brain and bones enduring further operations, her bones actually being held together with more metal than you can imagine- as a matter of fact, she is nicknamed the “Iron Girl” amongst some medics in France – she was to be moved to a hospital just outside of Paris to begin rehab.

Where did she get the will to carry on? “Someone told me weeks and months later, that the doctors said I

would not make it. Pah! Me? Of course I would make it! I am me. I can make it. I can!”

She doesn’t remember much of the first few weeks; her brother Jarther flying over from Australia, her mother being at her bedside, friends from near and far visiting.

“I think Jarther being there just after it happened, must have given me a lot of strength. We were always there for each other and he must have inspired me to carry on.”

Nine months Nicola spent in the hospital in Garches near Paris. But now she is back. Back in her beloved apartment in Paris. Back to a New Beginning. “2015 is my new beginning. All these values I have inside of me, working solution focused, being pro-active, this “Yes, you can” attitude, which indeed were all instilled at FIS, are making this possible. My friends, new and old, Gilles, both Nadines who I have stayed friends with since my time at FIS (Nadine Lorenz and Nadine Maletzki), my former counselor, Bill Starns, even my Kindergarten friend, Ilia Papandreou, now an internationally recognised opera singer, whom I reconnected with via Facebook during my recovery, have made this such an incredible journey. It is time for a new beginning. 2015 is my year!”

*Nicole Smith,  
Alumni Relations*



*FIS students use creativity in all subjects.*

# Supporting Creativity

## How Schools Foster a Student's Inner Artist

Three years ago, I set out to write a dissertation and I decided that if I was going to spend a year researching and writing, I wanted to tackle a subject that interested me. I had noticed that creativity was being talked about a lot in professional development seminars, in social media (Sir Ken Robinson's famous talk about schools killing creativity) and in books (such as Daniel Pink's book "A Whole New Mind", and Howard Gardner's "Five Minds for the Future") that I had been reading. I also thought that there is a fairly fundamental misunderstanding about the nature of creativity that makes it difficult to address this subject at a school leadership level.

Often people assume that because a person is engaging in an artistic endeavour (dance, music, drawing) that they are being creative. As a musician, I learned early on that there are musicians who can memorize, or read charts of very intricate music, but cannot improvise. Conversely, there are those who cannot read music but are adept at musical improvisation. Most musicians fall somewhere between the extremes. Just as every artist is not necessarily creative, areas we normally do not associate with creativity, such as Math and Science, have been shaped by continuous innovative, creative thought.

Another assumption that many people hold about a creative learning environment is that rote learning or memorization is somehow antithetical to creativity. Any creative genius has spent a tremendous amount of time learning the basics of their craft (scales, passing, drawing) and has reached a point where they can draw on these skills effortlessly in creative ways. So when Ken Robinson accuses schools of "killing creativity" I take exception to this premise.

At FIS, students have many traditional opportunities to be creative in subjects such as Design Technology, Visual Art, Drama, Dance, and Music. I



- Employing international teachers who bring different perspectives and ways of teaching

While schools must be proactive in their support of creativity, it is also important to be aware of factors that can inhibit a creative learning environment. Examples these factors are as follows.

- Adhering to a **prescriptive curriculum** featuring closed questions that reward **memorization**.
- Focusing purely on **external examinations**, standardized tests and grades, especially when the focus is upon punishing students' failure to meet expectations.
- Encouraging **teacher centered** or curriculum-centered learning rather than student-centered learning
- Adopting a **rigid approach** to learning, that is void of teacher and student choice.
- Designing dull or uninspiring school or classroom settings that do not foster collaboration.
- Failing to integrate subject matter or promoting the belief that some subjects are more important than others.

The main points I learned through this process are that creativity can be fostered by school leaders, teachers, students and parents. Creativity is a goal worth pursuing for both economic and intrinsic rewards, even though creativity can be difficult to measure. It is important to avoid false dichotomies such as "creativity can only be taught in arts classes", or that all art is inherently creative. Perhaps, most importantly, that we do not have to choose between creativity and academic success. Both are essential to a student's success.

*Daniel Cowan,  
US Asst. Principal*

have seen teachers in other subject areas encouraging students to be creative in Math, Humanities, English, and Languages. Teachers manage to do this by designing assessment tasks that demand collaboration, creative expression of students' understanding of curriculum material, often (but not always) using technology.

In my dissertation, through a fairly large-scale survey I conducted, I came up with a number of characteristics that fine schools demonstrate in support of creativity.

- Offering **courses** in fine arts (music, visual art, dance and drama) as well as extra-curricular activities in these areas
- Allowing **students choice** in how they demonstrate their understanding of curricular knowledge
- Providing **teachers choices** to encourage divergent, creative

## **Creativity is a goal worth pursuing for both economic and intrinsic rewards, even though creativity can be difficult to measure.**

thinking through the selection of course material and assessment tasks

- Creating a flexible, less structured **collaborative environment**
- Offering explicit instruction of appropriate **thinking skills** through experimental, inquiry-based learning that has appropriate use of technology

# Preparing for a Medical Emergency in Germany

## Helpful Tips to Keep a Healthy Family

With limited knowledge of the infrastructure and with no network of family and friends for support, expatriate families face a whole series of challenges when relocating to a new country. One that looms more ominously is the issue of medical care. How does one find good doctors and what is the procedure in case of a medical emergency. To gather some insight on the subject, FIS World spoke with the FIS nursing team and FIS parents, Dr. Ute and Dr. Stephan Falk, a dermatologist and pathologist respectively, with practices in Frankfurt.

The good news is that medical care in Germany is of a very high standard and offers world-class treatment. But for a newcomer, the system is a bit complicated with its public and private health insurance and particular procedures for access to specialists and hospital treatments.

According to Dr. Falk, the best way to “navigate the murky waters of the German health care system” is to find a General Practitioner (GP) or internist for your family and a pediatrician for your children up to age 16. Not only can he or she make recommendations for medical specialists if required, but all patient information from a referral comes back to that office for compilation and further discussion if needed.

There are several ways one can go about finding a family doctor. The FIS nurses’ office is glad to help, but they do not have a list to distribute. And because it is a question of personal experience and rapport, both the Falks and the nurses suggest asking for recommendations from friends or within the FIS community (via the Facebook closed group for example). Dr. Ute Falk also suggests a website, [www.jameda.de](http://www.jameda.de), which rates physicians.

Although in German, the website’s color coding (green a go, red a no) and numbered rating (1 the highest, 6 the lowest) make it easy to use. Of course, one should also look for the absolute number of comments for a particular doctor. Dr. Stephan Falk also strongly recommends advance research when looking for a specialist or for a treatment involving a hospital stay. There are no hospitals that are good in all medical fields so it pays to inquire with the GP, friends and doctors within the FIS community beforehand.

Most disconcerting are the health concerns which crop up after office hours, which in Germany usually include Wednesday and Friday afternoons as well. Every household should have the emergency telephone numbers at hand (see box of emergency numbers). In case of a life-threatening situation, the emergency physician (Notarzt) should be called and when someone is immobile, an ambulance. For other medical issues where one would normally visit a doctor’s office, but which cannot wait until the next day, there is an after-hours medical service available (ärztliche Notdienst) for publicly insured patients. Private patients can use other services (e.g. Privatärztlicher Notdienst Rhein Main [www.pnrm.de](http://www.pnrm.de)). Both advise on the phone, and if necessary either arrange for a doctor to come to the house or ask the patient to come to a given location for an examination.

Dr. Stephan Falk also recommends identifying a hospital in advance for possible treatment during a medical emergency after hours. This is important because some hospitals do not offer emergency services at all (for example Königstein) and some that might be nearby may not be the best choice as far as the quality or type of

medical care is concerned. Changing hospitals after treatment has begun is possible, but usually not expedient. In any case, if a child gets seriously ill, one would go to the nearest pediatric hospital, those being Höchst City Hospital, the University Hospital and Clementine Hospital in Frankfurt or the Horst Schmidt Clinic in Wiesbaden. For adults, Markus Hospital (which also is a FIS partner in the Internship Program), Nordwest Hospital, and Höchst City Hospital are good choices for the Taunus area with the Horst Schmidt Hospital or the St. Josephs Hospital for those living in Wiesbaden.

The pharmacies in Germany also have their emergency services. One pharmacy in each district will be open after-hours on a rotating basis. FIS nurses recommend that families pick up a small brochure (see photo of this) available in every pharmacy which lists the drugstores on-call for one whole calendar year.

While medical concerns and crises cannot be completely avoided, new families will feel much more competent and comfortable if they prepare for a possible emergency in advance. The nurses as well as the Falks could not stress strongly enough that it is also vital for families to reach out to others in a time of crisis and not to try to handle it independently. Whether it be the name of a doctor, a hot dinner for the family or just a kind word of compassion, the FIS school community has been an invaluable source of mutual support since its inception in 1961.



*Dres. Stefan and Ute Falk with our school nurses*

**From a patient's point of view**

Soon after arriving in Germany, an FIS teacher had an operation followed by complications and a long convalescence. His advice is as follows:

In the case of a medical emergency, always have a friend or family member along who can act as an advocate for the patient. And although many doctors and nurses do speak English, having a German speaker present is a distinct advantage.

For longer treatments, ask someone who understands the German health care system for assistance with processing and submitting the paper work. Missed deadlines can have a negative effect on insurance benefits.

Reach out to the FIS community. Its top-notch parents, faculty and staff were there for him and his family whenever they were needed.

## Emergency Numbers

Police	110
Fire	112
Ambulance	112
Emergency Physician	112
Emergency Medical Services	116117
Private Emergency Care for the Rhein/Main Area	069 694469
Dental Emergency Care	0180 5607011



*Vordak, aka Scott Seegert, engaging FIS students.*

# Behind the Mask

## Visiting Author Excites and Challenges Readers

Among FIS' stated beliefs is, "Each person is unique and has equal worth." That belief was demonstrated in clear black and white last November when a famous "literary" super villain visited the Elementary and Upper Schools to share his secrets on how to rule the world.

Vordak the Incomprehensible, a popular character in children's

literature, looked quite prodigious as he strolled the hallways in his black cape and a mask topped with a giant V. With the help of his accomplices, the Elementary, Upper School and FISW librarians, he held lectures on topics including how to perfect an evil laugh.

Ms. Steidl, the Elementary School librarian coordinated Vordak's visit. The librarians are responsible for the

Visiting Author Program in the school. We look for authors who create readership and excitement, and Vordak definitely does!"

One has to look under the mask, as one would beneath an exciting book cover, to truly understand Vordak and this wildly successful book series. John Martin, the illustrator and literally the man behind the mask, provided such a peek. Mr. Martin said Vordak



## The Parent Teacher Group (PTG) Book Fair and Visiting Author Program

The PTG has organized book fairs for many, many years at FIS using monies raised through these and other school wide events such as Worldfest and Applefest to invite well-known and inspirational authors to the school to interact with students of all ages. Some notable authors from the past have been: Jonathan Rand (Chillers series), Anne Fine (Madame Doubtfire), Lois Lowry (The Giver), Joanna Cole and Bruce Degan (Magic School Bus series), Jean Marzollo (I Spy series) and David Almond (Skellig). The aim of these programs is to engender in young people an interest in books and reading - most immediately to improve their literacy skills, but in the long run to enrich their lives.

**Vordak the  
Incomprehensible,  
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black cape and a  
mask topped with  
a giant V.**

attracts readers through "...spoofing and saluting all the silly things that Super Villains do using witty text and fun art."

Scott Seegert, the author and man behind the witty text, explained, "The hybrid text, illustration style and goofy characters appeal to reluctant readers while also challenging accomplished readers with higher end, but fun vocabulary."

There is currently a long waiting list in the libraries for issues of the Vordak series. Avid and formerly reluctant readers who are able to get their hands on copies of Vordak books will

no doubt expand their vocabulary with words including: impervious, diabolical, troglodytes, prodigious, nefarious and minions. Those finding it difficult to get copies should practice their evil laughs, and use them, as they politely ask their librarian to please reserve copies.

While it's unclear if Vordak recruited any FIS students during his visit, he was quick to admit that he couldn't take over the world without help from his minions. The FIS librarians are equally realistic, and said they couldn't host two such successful events each year alone. Ms. Steidl said, "The Visiting Author Program" is funded by

proceeds from the PTG Book Fairs... and the PTG and parent volunteers who contribute their time make these wonderful events possible, the real superheros behind this effort."

*Emmett Kelly,  
FIS Parent*



*Dr. Banach helps a student examining a patient.*

# On Dentists and Educators

## A Grade 1 Field Trip to the Dentist

A class of first graders, rubber-gloved and at the ready, can barely contain their excitement as they cluster around dental chairs spread throughout the spacious, light-filled room in Dr. Banach's beautiful clinic. Their wide grins, comically purple from the disclosure tablets they have just chewed to identify tooth brushing habits, show total agreement with the plan for the morning. In a moment, under careful supervision of Dr. Banach and his team, they will don surgical masks and explore each other's mouths, taking turns being dentist, helper and patient.

Soon the room fills with purposeful chatter. As a cheerful assistant skillfully guides a first grade "dentist" in using a dental mirror, a burst of laughter erupts from another group: the first spurt from the spray nozzle has missed the "patient's" molars and gone up her nose instead. Making rounds, Dr. Banach offers professional tips: "Can you see these purple spots from the disclosure tablet right here, Dr. Theo? I think our patient needs to brush more carefully."

While one class learns about dental hygiene, the other has disappeared

into the conference room to compare notes on healthy habits, discuss the sugar content of popular drinks, and find out what happens when sugar and bacteria meet on our teeth. After a fruit snack, the classes will switch places.

As field trips go, this one tops the charts in all imaginable categories. When we arrive at the clinic, Dr Banach and his entire team are there to greet us. Many hours of preparation must have preceded this seamlessly orchestrated morning, and yet the atmosphere is so cheerful and enthusiastic

**“Over 70% of our patients are children so it’s very important that our staff love to work with kids. We love to have them here”.**

*Dr. Banach, FIS Parent*

one might think that having 48 six-year-olds descend on their busy clinic to “discover things” was the stuff of their dreams. “Over 70% of our patients are children so it’s very important that our staff love to work with kids,” Dr. Banach explains. “We love to have them here. I wouldn’t want to miss it.”

Dr. Banach’s clinic has welcomed between 90 and 100 of our students every year since 2007, when the eldest Banach children were in First Grade. Now in its eighth year, the field trip has become a tradition unmatched in the history of the Primary School, and possibly of the entire FIS.

“We’ve had teenage patients who come to us for their first appointment with a big smile on their face and say: ‘Don’t you remember me? I was here on a field trip when I was in First Grade.’”, Dr. Banach says. “In a few years some of today’s visitors will start their orthodontic treatment. As a teenager, to have braces in your mouth at

this sensitive time in your life is not easy, so we have to motivate our patients to stay with the treatment. A positive early experience of a dental visit can help a lot to start it off with the right attitude.”

In many ways, by following his professional passion Dr. Banach has also become an outstanding educator. Whether they realize it or not, the first graders busily learning in his clinic have benefitted greatly from their visit.

Not only have they made positive associations with a dentist’s clinic and discovered new things about oral hygiene, they have experienced what it’s like to meet someone who is passionate about what they do: all lessons that will last them a lifetime.

*Kasia Pomykol,  
PS Teacher*

*Grade 1 students in the middle of a serious operation*





getting my GDL was a responsibility that required preparation. After six months, a foreign license with no reciprocity is no longer valid. You as a driver are no longer insured. Fear set in. I heard many stories of derailed

**“Fear gave way to fascination as I delved into six weeks of studying and seven hours of driving classes”.**

attempts to passing the Theory Exam. Winging it is inadvisable. If you know the following--how to attach a trailer with runaway brakes to your car; if you know all the exceptions and signs marking the right before left rule; know what to do as a driver when a person in a wheelchair crossing the street in front of you cannot get onto the curb; know the safety distance of passing a stopped school bus with flashing lights--you might need less preparation. You will be asked 30 questions, from a mammoth 1800 possible question pool.

Fear gave way to fascination as I delved into six weeks of studying and seven hours of driving classes. I became a more confident driver. Now as I drive on the autobahns, maneuvering the logistics of cars going over 200k an hour and the 7.5 ton truck wall driving at 80k, as I enjoy the undulating, changing scenery of the Taunus country roads, as I veer into the narrow, needle like cobble stone streets of the old towns, and as I drive every day to the parking lot of the FIS Primary School, I am reaping the results of getting a GDL. The sharpening of my driving awareness and becoming a more educated driver translates into a very German value, “consideration” for others and their safety. When in Germany, learn to drive as the Germans drive. Gute Fahrt!

*Deirdre Harriet-Welsh,  
FIS Parent*

# Getting your GDL

## The Road to Obtaining a German Driver's License

Years of using our feet as a means of transportation to get around our Brooklyn neighborhood came to an end when we relocated to Oberursel. As a family, we were thrilled at the prospect of our move. We craved a change of lifestyle. Leaving the rushed excitement of the Big Apple for the lovely quiet, the green environment of the Taunus, the quality of life and ease in Frankfurt living, were high on our lifestyle To Do list. Relocation to Germany was actually coming home, since one of us is German and both our children carry a German passport and citizenship. Relocation for me, an Argentine-Scott, meant stepping out of my comfort zone. Little did I know when we dreamed of getting our very first family car that this entailed getting the all-mighty German Driver's License.

Plan ahead! Do not leave getting your German Driver's License, GDL, for the last minute. If you are one of the lucky ones to have a driver's license from a country or USA State with no reciprocity with Germany, you will need to get your GDL within six

months of residing in the country. You read correctly. I said “lucky” because you will invest in a crash course in understanding something quintessentially German. The process of getting your GDL will give you a shared experience with all Germans. Just ask any German. Stories abound narrating this vital coming of age and belonging to the German car-loving culture.

Remember, “no pain, no gain” as you navigate the road to your GDL. It took this proud GDL holder more than three months since sending her NY City driver's license for translation. Then, came the visit to the optician for the Sehtest, resulting in new driving glasses. A must do is the six hour, only given on Saturdays, nur auf Deutsch, *Unfallhilfekurs*. A room packed with eighteen year olds broke out in laughter when the elder in the class, wearing her brand new driving glasses, kneeled down to give mouth to mouth resuscitation to the dummy. Glasses wobbled, all present giggled.

As the In-House-Chauffeur, driving my children and often FIS friends,

# Events Calendar

For up-to-date information on school events please visit our website at [www.fis.edu](http://www.fis.edu)

When	What	Where
19, 20 Feb	PD-Days No school for students	
<b>23-27 Feb - SKI BREAK - No School</b>		
21-27 Feb	REAL Ski Trip	Austria
4 March	FISW Early Closure	Wiesbaden Campus
6 March	FISW Movie Night	Wiesbaden Campus
9 March	Board of Trustees Meeting	Parkhotel Waldlust
10 March	Career Day	Oberursel Campus US
10 March	ABC Meeting	PS Assembly Room
10 March	Gr 10-12 Theater Performance	FIS Auditorium
12 March	FIS Tree Planting Event	Forest
12 March	FISW PTG Meeting	Wiesbaden Campus
12-14 March	FIS ISST Winter Competition	Oberursel Campus
17 March	FIS Teacher Appreciation Luncheon	Oberursel Campus
18 March	Gr 9-12 Honor Orchestra & Band Festival	Singapore
19-20 March	ES/PS/FISW Parent Conferences	
<b>23 March</b>	<b>General Membership Meeting</b>	<b>FIS Auditorium</b>
26 March	Gr 6-12 Spring Sport New Parent Info	Faculty Lounge
23-27 March	FIS PTG Book Fair	ES/PS
<b>30 March - 10 April - SPRING BREAK - No School</b>		

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