

The Mover

SETTING THE WORLD IN MOTION

AY 2019-2020 PRE-ANNIVERSARY ISSUE



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Message from the Principal



Twenty-eight years ago, when Southville was just two years old, I applied here as a Preschool teacher. All I wanted back then was to find a living.

Instead, I found a life at this school.

I am privileged to see my young students grow and become achievers in their respective fields. I feel honored everytime I learn how they were able to use the 5Cs in becoming Movers of society. I am blessed to be part of a great institution that has always been true to its mission: to develop learners who are excellent in both academics and values.

Cheers to Southville's 30th Anniversary!

-Dr. Marie Vic Suarez
Principal, K-12 & IB

Note from the Editor

Before Covid-19 found its way into our lives and changed everything we knew to be normal, I had the great privilege of seeing the world come together, each day, in person.

Wearing purple, greeting teachers like myself; perhaps it wasn't not always in sync, but it came together nonetheless without fail, day after day. This little world I now have to reach out to virtually, is made up of students whom we call Monarchs, and all it takes is to stand in their midst --or have them in an online chatroom--to see that our future still holds a fighting chance.

This pre-Anniversary aspires to be a magnifying glass hovering over the ways by which the Monarchs are moving the world around them, one achievement, insight, and act of courage at a time. These works are grouped under each of the 5Cs that our school adheres to: Competence, Character, Collaboration, Commitment to Achieve and Creativity. It is also a condensed prequel to the Special Issue which will commemorate Southville's 30th year of existence.

Our school's mission in mind has always been to make a difference with global impact, and while the students might not always know it, they are at the forefront of carrying out this goal in countless ways. I recall how, in the middle of writing my workplan on the board, I would forget that the kids causing laughter right behind me are possibly from 5 different countries or more.

I can imagine this being a sight for humankind's sore eyes with all that we have been facing since the onset of 2020 alone. We teach amid news of wars and disease breaking out, tragedy after tragedy in what feels like an endless loop of human error, and atop all this we must face our own personal battles.

Still, in a time of disarray and greed, even one kind-hearted child becomes a hero. What a relief it is to know that Southville is and has been raising countless future leaders as it has always hoped it would.

What you hold in your hands are prequels to greater stories that have yet to be told by our students. We hope that reading it will be like the first domino triggering a long lineup of positive change, dispersing limitless possibilities into the world.

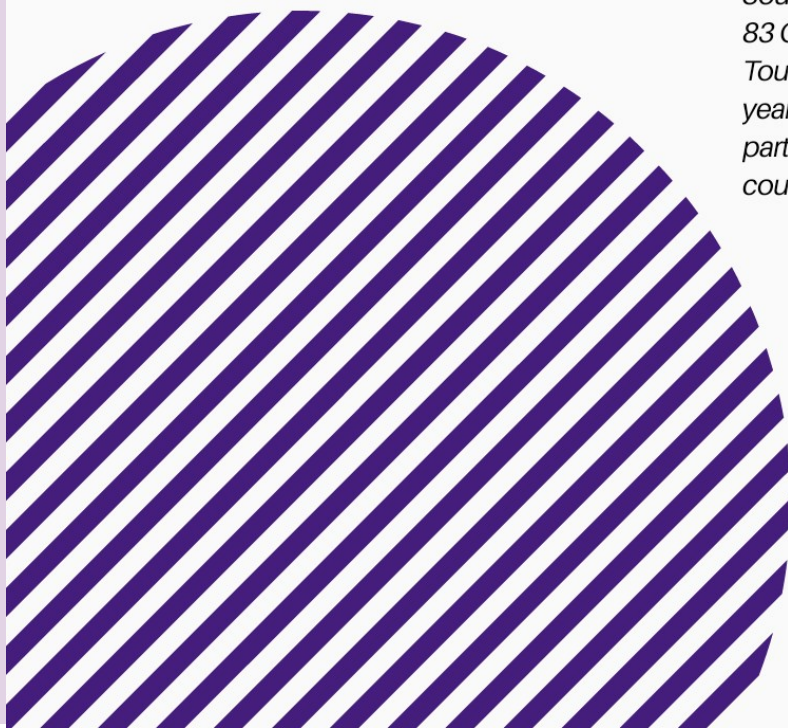
Precious Daluz
Technical Adviser of The Mover





I. COMPETENCE

Southville International School and Colleges' delegates bagged 83 GOLD and 92 SILVER medals at the 2019 World Scholar's Cup - Tournament of Champions held in YALE UNIVERSITY besting last year's haul of 66 GOLD and 43 SILVER medals. The tournament was participated in by close to 2,000 scholars, from 630 schools from 60 countries worldwide.





MONARCHS SEIZE GOLD BY THE DOZEN IN 2019 YALE WSC



34 students of Southville International School and Colleges' (SISC) Basic Ed and International Baccalaureate (IB) competed in the World Scholar's Cup (WSC) Tournament of Champions at Yale University, New Haven, Connecticut from November 8-13, 2019. The team successfully garnered 83 gold medals.

The delegation composed of Juan Alfonso Lobien from Grade 6; Brielle Victoria Rodriguez and Rován Suresh from Grade 7; Robert Jeremiah Rivera from Grade 8; Angelique Joy Delgado, Chelcy Meneses, Neel Sharma, Princess Dayan Sabal, Tyrulf Constantine Ekberg, and Zoe Patricia Gesmundo from Grade 9; Beatriz Lucia Rodriguez, Io Carpiso, Jaeda Johnson, Jun Yeong Park, Miguel Garcia, Mikhail Astin Alzona, Misaki Motohashi, Samantha Tricia Lobien, and Seong Hyeok Baek from Grade 10; Emiliani Therese Cutillar, Lee Sung Eun, and Maxine Erica Santos from Grade 12; Rueben Byron Maat from IB-1; and Alexandra Marie Morelos, Andrea Beatrice Caeg, Dai Ho Kim, Dalton Emanuel Mojica, Demmetria Samantha Ortiz, Iñigo Miguel Hernandez, Josef Mari Aliel Dator, Julianna Marcela Dichosa, Julianne Gayle Peñalosa, Paolo Lorenzo Tugas, Stefano Crispino De Castro from IB-2. All these students were under the guidance of teachers Mr. Alvin Rey Caña, Ms Melaine Mendoza, and Mr. Gio Pastor.

A total of 175 medals were amassed by SISC's representatives. Among these were 83 golds and 92 silvers that were all awarded for participants of the program's four main events: Collaborative Writing, Team Debate, Scholar's Challenge, and Scholar's Bowl. This is in comparison to last year's WSC delegation which accumulated 109 medals: 66 golds and 43 silvers.

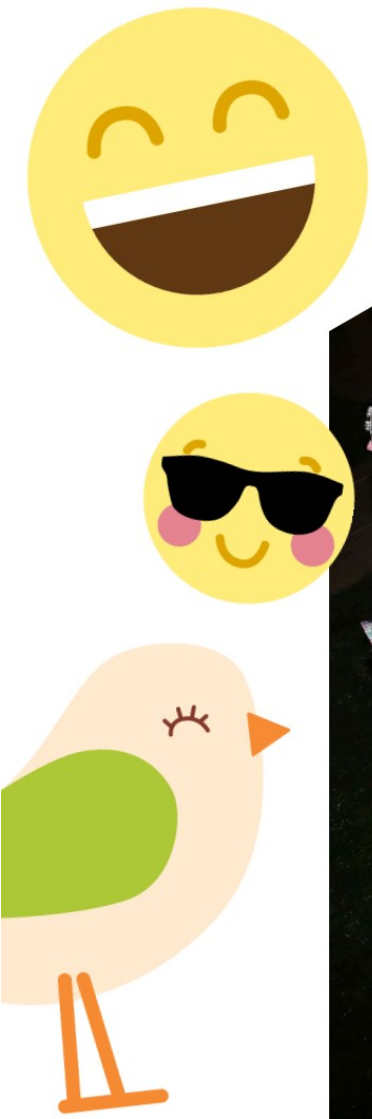
The Tournament of Champions, which is more commonly referred to as the Yale Round, was the culminating event of the WSC which only accepted the top students—the SISC delegation included—from the previous Regional and Global rounds to compete. Nearly 2000 students from the current 60 participating countries were involved in this round.



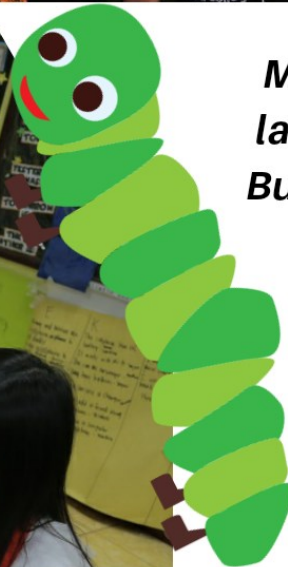
"It takes a community, or even a village . . . to win the silver, gold, and trophies in this competitive gathering of 'super hero scholars' as the WSC organizers call us . . ."

-Robert Jeremiah Rivera, WSC Participant

II. CHARACTER



**Munich Campus
launches its "Be a
Buddy, Not a Bully
Campaign"**





III. COMMITMENT TO

Achieve





CONQUERING MY PASS JOURNEY

BY JUAN ALFONSO LOBIEN
6-PERSEVERANCE



As an incoming Southville International School and Colleges (SISC) Grade 6 student, I worried a lot once I learned of the requirement to do a Portfolio Assessment for Southville International School and Colleges Students (P.A.S.S.) research paper for me to graduate. I really had second thoughts if I could ever complete my PASS research as the tasks needed to do it sounded so overwhelming. However, my desire to submit a very good PASS research was much more than all my fears and worries combined.

After submitting three suggestions for my PASS research topic at the start of the school year, I was given the approval to look into the relationship between Khan Academy and Standards Based Assessment for Math. I became very excited to start my PASS as soon as possible! I had three reasons why I really liked my research topic: (1) I love Math! (2) I loved the challenge, especially when I realized I could be the first one to do this research in the school; and (3) I wanted to see if Khan Academy could really help me and my classmates have better SBA Math scores.

I decided to turn to our Grade 5 batch as my research respondents because our Grade 5 Math teacher, Ms Yhen Guilleno, closely monitored us as a group in completing our Khan Academy missions. I was fortunate also that my PASS mentor, Ms. Sarah Mae Velasquez, helped me every step of the way: from coming up with my research questions, getting the data from Khan Academy and SBA and guided me on what math equations I needed to use to answer my research questions. Ms. Sarah also rechecked my computations, commented on my interpretation of the results and helped me arrive at meaningful conclusions and practical recommendations.

"Looking back, even worrying was sometimes helpful as it made me become more mentally prepared, focused and more willing to take action"



On my part, I practiced four ingredients throughout my PASS journey: (1) Plan, (2) Ask help, (3) Self-discipline and (4) Set personal timelines. The acronym is also "P.A.S.S." if you look at the list one more time. Once I received my go-signal to proceed with my research, I planned how I will do it by breaking down my activities to one month each for each chapter. I also listed what to do every weekend for my PASS. There were times that I really had to ask help from my PASS mentor, from my sister and even from Ms Syra. I also had to allot Sunday afternoons for my PASS research, which meant sacrificing my gadget time! My personal timelines were earlier by one week from the set PASS deadlines for me to avoid cramming. I really believed during those times that I would be able to submit on time a good research paper because of my "P.A.S.S." ingredients!

I was very happy when I was finally given the date to present my research, especially when I learned that Ms. Avic, Ms. Syra and Ms. Ehdz were my PASS panelists. I prepared my Powerpoint slides three days before my panel presentation. I practiced my delivery several times and the night before my PASS oral defense as well. I was grateful for the feedback and comments my panelists gave me during my presentation. Their purpose to improve my PASS research even more was heartfelt. Finally, I submitted my revised paper within the allowed revision time of three school days.

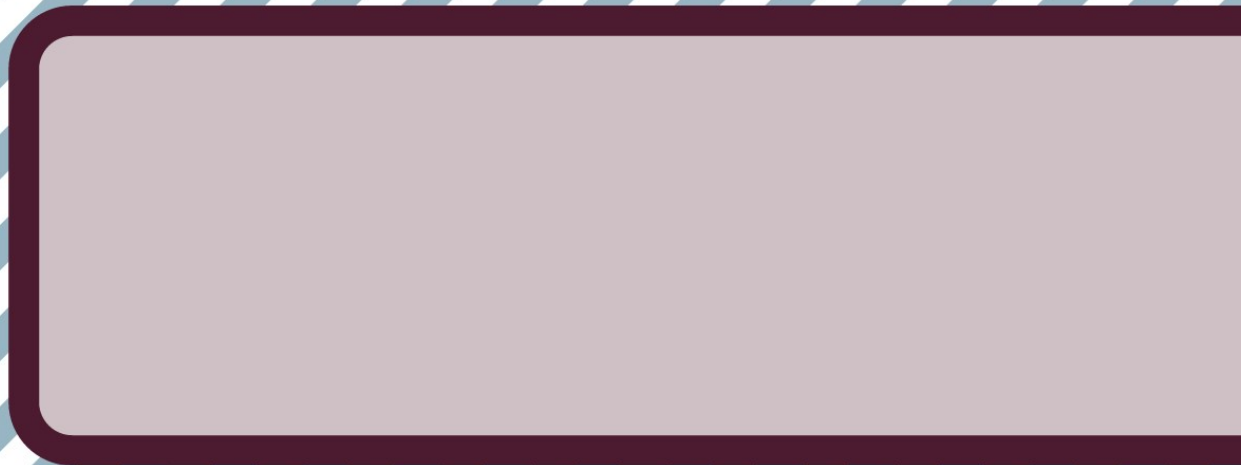
Looking back, even worrying was sometimes helpful as it made me become more mentally prepared, focused and more willing to take action. For those students who are also going to do their PASS research in the future, you can also worry just like me—but only for a bit. Careful planning, asking for help when you need it, exercising self-discipline and setting aside time for real PASS work will definitely do wonders for you to come up with a PASS research paper you will be very proud of at the end of the school year.

Goodluck and I hope you enjoy your PASS journey as well!





IV. COLLABORATION



THOUGHT BUBBLE: WHY WE STAY AT HOME

By Martha Therese Pinca (6-Perseverance)

Over the past few months, I've realized that we should appreciate the little things in life. There are people out there who are COVID-19 patients, modern day superheroes who are saving people's lives, and there are people who are just having a bad day for a number of reasons. On top of all that, almost everyone has a fear that things will go wrong at some point. In spite of that, I believe everyone should be grateful for what they have, especially if they are safe at home. That's what makes our time so important: at some point we will run out of time, so we have to spend it wisely before it's too late.

I've also learned that we should look at the bright side of things. Even though we're all experiencing some negative things, it doesn't mean we have to keep a negative attitude. I get to spend time with my family, I even got to reconnect with some old friends, and I discovered some new hobbies--and that isn't a bad thing. Quarantine isn't a bad thing, it keeps everyone safe; and in quarantine we have the time to be with who we love and do what we love to do.

Stay safe at home, Monarchs! We'll get through this.





I find it quite surprising that many of the mandatory human routines have gone digital. Adults can now work from home and we can now study from home thanks to the use of gadgets and the internet. These were unimaginable feats just a few short years ago, yet we made it possible. How far technology has advanced is a byproduct of human prevalence against the odds. Online classes, though having their flaws, allowed for continual education no matter the setting. I sincerely like to give my thanks to all those in faculty who've transformed their methods for digital learning.

As much as we're hoping that this stage of "new normal" would only be temporary, we have to adapt for the better. I admit that no matter how strenuous studying at home may be, how aching my body could get from prolonged gadget usage, how monotonous this whole home routine may become, I need to embrace the changes to survive in the long run. Once all this is over, and feelings of jubilation and mirthfulness arise again, lest we forget all we learned along the way. Reminders of health, lessons of opportune, and acquired strengths of humankind are bound to remain long after. May we give condolences to those who've passed, and live our lives with hope in mind. The anecdotes of these months shall be remembered as we step forth onto a brave, new world. May God help us all.

"As much as we're hoping that this stage of "new normal" would only be temporary, we have to adapt for the better."



WHAT'S A "CGS"?

By Juan Alfonso Lobien

CGS, otherwise known as the Comprehensive Growth Series, is a two-day outdoor activity conducted by the Counseling, Assessment, and Psychological Services (CAPS) department of SISC, wherein 6th Grade and high school students get to experience collaboration, independence, and opportunities to rediscover themselves outside of their homes. They get to sleep, eat, and play with their friends, and will have to learn to manage their time. Most importantly, students will be trained on how to prepare for leadership roles and strategize with their teams.

So, what else happens throughout this trip?

The CAPS department conducts recreational games for students to gather and have fun. These depend on a theme, and other supplemental activities are to be anticipated, such as the roasting of marshmallows by the bonfire at night where students can share a story or experience. According to Mr. Joseph Wong of the CAPS department, there are also a series of talks about the given theme.

"Our activities helped us improve our collaboration and cooperation skills. It also helped us know more people." says Ryza Boco, a Grade 7 pupil of SISC who has experienced the event. "It was also super fun for me because I was able to showcase my talent, enjoy the games, make new friends, bond with my classmates, discover new things, and so much more." Boco also mentioned about the food having excellent tastes.

"Something really memorable for me during my CGS was when we had our first CGS during Grade 6. It was amazing, because we had our CGS with the whole Grade 6 batch. The Grade 7 CGS was also really memorable in another way, we had spent it with two batches. During our first CGS in Grade 6 we had smores by the bonfire and we played games, which was fun. So I guess every CGS is memorable in its own way," says Charis Kim, another student who has experienced the program.

The fact that students get to bond with their friends outdoors is amazing. It is truly something that the Monarchs can look forward to every year.



V. CREATIVITY

If I Had More

A Sonnet by Gwyneth Margaux G. Tangog



What if I had more than what I oft do?
Would I have accomplished my yesterday,
Act the underdog, own my own virtue,
Prize integrity, honest work this way?

If everything I ever wanted,
And everything that could have been mine,
Was right before me when I most needed,



The glass ever full of nonpareil wine,

I don't think I'd own the same ambition,
Nor carry myself as honest or true,
Have this ceaseless drive towards my vision,
Nor care for the little things in value.

So I believe that the now is all right,
Where I don't own more than what later might

See *The World*

BY JOHN MATTHEW BRYAN CABILES

Look around and see the world
Hear the myths our fathers told
About the blue seas and green lands
Now it turns to dust and sand
What evil forces you to kill our men—
Under the blue moon, at Hell's den?
A race of people found defeat
Under death's triumphant feet
The gray skies and soil of guilt
Defacing all the things we built
Towards the sanctuary we flee
Until we're down on bended knees

Days of suffering, it's so surreal
Returning is a forsaken ordeal
Yet, here I march to the old town I
pass
Of antediluvian houses amassed
Silence filling the desolate place
While the ashes continue to race
Remorse and feelings of funereal
Now I'm here, begging for the
ethereal!
My fellow people, deceased or alive
May you rest tranquilly with blithe
For yet our fates remain unknown
Up to the time we may turn to
bones
Look around and see the world
Hear the myths our fathers told
Now long gone, evil fulfilled
What more to do now than rebuild?





CALLING ALL WRITERS, ARTISTS,
AND CONTENT CREATORS!

Feeling stuck at home lately?



Your ideas aren't quarantined.
Let's set those stories in motion!



SPEAK YOUR MIND.

JOIN THE MOVER