

SCMUN 2022 Award Winners @ Cambridge University Model United Nations

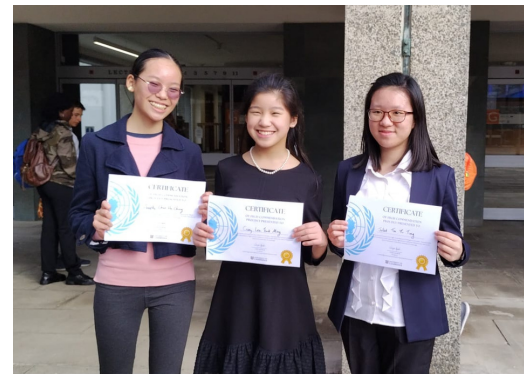
Eighteen award winners of See Change Education's 1st Interschool Model United Nations Conference (SCMUN-2022) were nominated as 'delegates' to the Annual **International Model United Nations High School Conference** held at Cambridge University from 20 - 22 September.

Over the course of the three-day conference, delegates interacted with peers from around the world as they crafted, presented and discussed resolutions on:

- Illicit Trafficking of Wildlife;
- Moldova's, Georgia's and Turkey's Applications for European Union Membership; and
- Mental Health in Refugee Camps.

While in the U.K., participants stayed at residence halls of colleges of the University of Cambridge.

Congratulations to all the delegates for their earnest participation and exemplary conduct, especially the three See Change Education students who received 'High Recommendation' citations.



Award Winners: Annette C., Casey L., Juliet T.



Delegates Discussing Strategies

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The See Change Delegation at Cambridge



Delegates Preparing for the Conference

The International Model United Nations High School Conference is organized by the Cambridge International Model United Nations Society, a society that has since 1946 promoted a greater understanding of international relations and the role, functions, and potential of the United Nations, with speaker events, external projects, socials. It is also the home of Model UN debate in Cambridge.

As a hub for discussion of international affairs for students at Cambridge, the society spreads awareness of the United Nations' Sustainable Development Goals (SDGs) and seeks to facilitate debate and discussion about the issues facing our world today.



Delegations Representing Different Countries



Dinner at Cambridge

4th International Parliamentary Debate Competition (IPDC)

28 & 29 January 2023 (Saturday & Sunday)

Online
Ages 10 - 18

4th IPDC



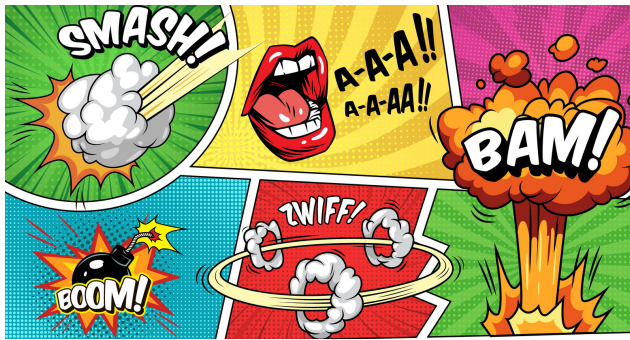
Compete with peers from around the Greater Bay Area (GBA) and Belt & Road Region

Briefing Sessions in November & December 2022

For details, visit: <https://www.ipdcdebating.org/4th-ipdc>

For latest updates and registration details : like & subscribe to the [IPDC Facebook Page](#)

Improving Reading and Writing Skills through Comics and Graphic Novels



Jason DeHart makes a case for how nontraditional books can help students make connections to content at the word level and deepen understanding by providing visual context.

Adapted from:
<https://www.edutopia.org>; 8 September 2022

Writing for *Edutopia*, Jason DeHart explains the literacy work that can be done with comics and graphic novels, particularly with upper primary and lower secondary students. While some strategies helpfully focus on work at the word level, these visual texts afford additional possibilities.

DeHart says his own history with comics began at a young age, but he only remembers finding one graphic novel (an adaptation of the *Clash of the Titans* film) in his school library growing up. Soon after he started teaching middle school, however, graphic novels began to make their way into classrooms. He first remembers seeing the work of Raina Telgemeier and Doug TenNapel at library book fairs.

So, DeHart asks, are these books merely dessert when it comes to reading and skills, or are they fruitful texts for learning?

Comics and graphic novels build fluency by encouraging re-reading by choice

While many reading support approaches focus on a singular area of reading – for example, phonemic awareness or phonics - more than just word-level work has to be done with reading as students navigate complex texts that are part of reading and composing life in upper primary and beyond.

Fluency is about more than timers and speed. Many studies confirm the value in multiple exposures to a wide range of texts, and what better way to encourage re-reading than by embracing materials that students readily want to read and revisit? After all, even adults who love to read seldom readily engage with material that they don't enjoy.

Also, fluency can be encouraged across multiple content area readings through comics. Comics tackle many topics and content areas, and their inviting nature makes for compelling re-reading. Some series visually and verbally present concepts and vocabulary through the use of picture support, and others share stories of historical figures through words and pictures.

Adding to comprehension: the *Butterfly Effect*

The oft-cited example of how not to use picture support is teaching the word *butterfly* by pointing to a picture of a butterfly instead of the word itself. While teaching vocabulary and new words must include a focus on the individual word and word part, when it comes to comprehension, comics and graphic novels are helpful for locating concepts within wider conceptualizations of a range of words and ideas. It is one thing to encounter a new word—encountering the word, along with key visuals to reinforce its meaning and situate it in life, is yet another task.

The visual nature of comics leads to both verbal/word-level vocabulary and meaning-making about the larger illustrated world, including character expressions and between panels.

Character elements and literary concepts in comics occur in a number of ways, including the visual presentation of the character, the expressions and emotions that are rendered by artists, and the mood and tone of particular scenes through the ways that panels are arranged and the ways that colors are used.

While comics may or may not contain as many words as a prose text, depending on the example that is being considered, students can be encouraged to think and speak about the unseen actions and motivations that exist, including the passage of time and the use of flashbacks between panels.

Visuals add to narrative awareness

Reading & Writing @ See Change

Our *Literature through the Ages* course is based on empirical evidence that when children read extensively, they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides them with prior knowledge that they can use in their writing.

The course explores literature across the ages from ancient Greek mythology, epic and contemporary poetry, Japanese Haikus, African folktales and fables, and English detective fiction, to modern classics.

DeHart writes that at one time, he thought comics and graphic novels were only about superheroes, but they are so much more. With the range of complexity found in these works, comics can be an opportunity to encounter story types, memoir, and features of plot and narrative work. They can be spaces to explore complex social and emotional questions and ways of sharing a story.

For DeHart, encountering these elements serves both an analytical purpose and a compositional direction that can be taken with students, inviting stories to be created with words and images.

While comics are not a panacea for all literacy needs, or even the go-to type of reading material for all students, they can be viable texts in an array of additional readings. These books have possibilities for serious learning that meet language arts standards.

DeHart's vision of the school or home library shelf, and one we can all share, is one of a range of types of texts, as well as a range of authors and characters.

Honours Achieved by School Teams and Students Coached by See Change Education in 2021/22

- HKSSDC Champions; 2nd Place
- UNSDGs Debating Competition 1st, 2nd and 4th in different divisions
[Click here for speeches](#)
- Hong Kong Schools Speech Festival Champions, Runner-Up, and 2nd Runner-Up Positions
- Debating Competition, US Top Speaker and Best in Content (Novice Division); Top Speaker and Best in Style (Experienced Division)
- International Model United Nations High School Conference Top speaker awards in all committees represented at conference at Cambridge University
- 21st Century Cup 2nd Runner-Up in Junior Secondary category

Congratulations!



Well done to our ten students who were recently awarded the TQUK-Endorsed Certificates in Debate and Public Speaking.

Level 1: Carson W., Danielle C., Elsa C., Saidee B., Sean L, Travis L.

Level 2: Annette C., Candace L., Nathalie N., Oscar B.

Next Assessment Date:

19 November

Contact us today to inquire about your child's eligibility and to register.

GETTING TO KNOW

Hazel, Speech & Debate Coach



My name is Hazel and I major in Industrial and Labor Relations.

I like to be active within my community through public service, and have been part of a labor organizing club at Cornell University. I am also a part of a sketch comedy troupe. In my free time, I enjoy writing sketches and doing logic puzzles.

I currently teach Debate and Public Speaking as well as Analytical Reading and Writing at See Change, and I judged the AIM Cup Competition in June. Tutoring for See Change allows me to work with kids and help them develop their language and argument-building skills, which I have found to be extraordinarily gratifying. I love watching my students grow as speakers and critical thinkers, and I am deeply grateful to See Change for providing me with this opportunity.