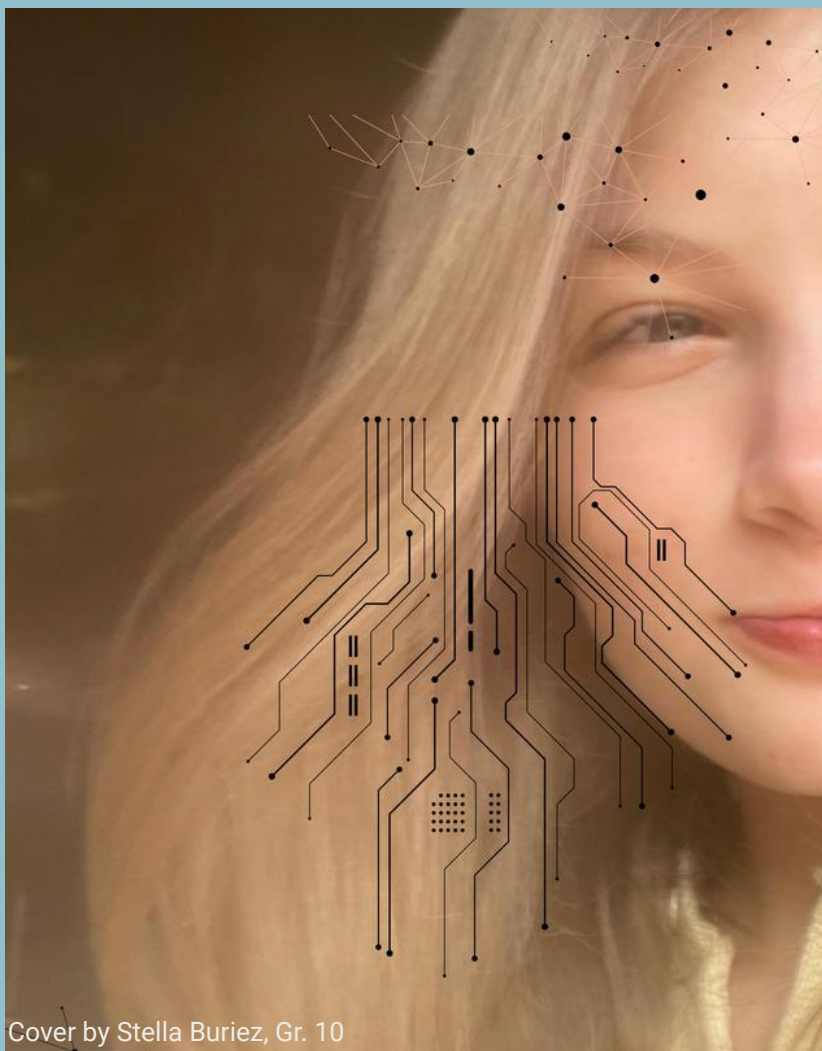


FOOTPRINTS

Leaving a Legacy



Cover by Stella Buriez, Gr. 10

Digital Belonging

Future Learning

Community

INDEX

Student
Council

2

Our Digital
Beings & the
Future of AI

3&4

Designing
Futures

5

Sustainable
Designs

6

Inter-
Disciplinary
Unit

7

Art and AI

8

Dreaming
Big &
Lego League

9

Alumni
Spotlight

10



Interview with our Student Council Presidents

Divit Jagdish Renu Bhojwani & Julian Samad - Grade 11 students

What motivated you to run for this position on the Student Council, and what does this new role mean to you personally?

Divit: I have always been a passionate member of the Student Council since Grade 7, regardless of which school I was in. I always want to do my best and get the most out of my experiences, so it has always been my goal to be president one day, and I believe my hard work can improve students' lives. At the end of the day, school is mainly for us to learn and grow, and without a positive environment, we do not feel like learning. I personally believe that schooling is a crucial part of a person's life, so to get the most out of it, it starts with an environment you want to be in. I would say that is my motivation, just making students' lives better at school, so they can get a better education.

Samad: I was motivated to run for this role as I felt I had a variety of ideas as to how I could improve CIS. With this position, I would be able to easily implement them in order to create a more fun, welcoming environment for students and teachers. I do not take the responsibilities of this role lightly. As student council president, I represent the needs and voices of all students at CIS. Therefore, I plan to work hard to make sure these needs are met.



What are your main goals or priorities for this year, and how do you hope to make a positive impact on our school community?

Divit: My main priorities this year are to make sure everyone is heard and every grade feels involved in school. As I feel like we cannot be in school if every grade is not heard, I want to ensure that everyone has the opportunity to speak and feels safe and confident enough to speak. I aim to achieve this by going around to each grade individually and giving them an opportunity to share their views, and ask if they have any questions or concerns. This way if there are any pressing issues that have not been addressed by the grade representatives, they can be addressed, so that everyone is happy to be at school. Otherwise, I hope that I can be involved and that everyone recognises me as I feel like I am well known through other activities, this way I want people to feel safe that they can speak freely and then implement the changes that they desire and benefit the school.

Samad: From my time at CIS, I have recognized that little dialogue occurs between most student council representatives and students. This has resulted in student ideas not being reflected in initiatives and new policy. One of my priorities will be to change this. I aim to create a Google Form in which students can share reasonable suggestions as to how they would improve our school environment. By doing this, I hope students will feel their voices are heard, and they have the ability to bring about change.

What message would you like to share with students who may be considering taking on leadership roles in the future?

Divit: A message that I would like to share is that you have to want it to succeed. Whatever it is you do in life, I believe that if you do not truly want it, you will never be successful, as I feel like the want creates the drive that you need to get work done. Also, confidence is key because without confidence, you will not be able to lead a group when the time comes, so I think building confidence, especially in public speaking, is a crucial skill that can be very valuable as a leader.

Samad: For any student hoping to take on a leadership role, I would emphasize the importance of being confident. To be a leader, you must interact with new people and step out of your comfort zone. Being confident in yourself will make this process very easy and ensure you lead well. But remember, leadership is about action, not the title.



Our Digital Beings

by Mille McNulty - Grade 12 student

Social media has become an intrinsic part of our society, for many they can't go a day without social media. Scrolling while on the metro, or in the car, we have become so addicted to it that for some it has become a coping mechanism. When we feel uncomfortable or anxious we go on our phones, when we feel sad we scroll. It is a way to numb our feelings and distract us from the real world. We are almost afraid to be alone with our own thoughts.

As a teen in our current society, we use social media in order to communicate with friends, to make plans and to organize; but I can't help but wonder if we've lost an aspect of our spontaneity. When it comes to life, I often compare my childhood to that of my parents. They lived a childhood pre mobile phones and social media, a time when if you wanted to meet a friend you walked to their house and saw if they were home. They went outside and had fun and lived in the moment with no obligation or hassle with planning and timing. It was a free and mobile way of life.

“When it comes to life, I often compare my childhood to that of my parents, they lived a childhood pre mobile phones and social media.”

I believe one of the biggest problems with social media is how we use it as a platform to replace human connection. Human connections require hard work, helping each other, and communication, but it results in meaningful connections, support, and joy. Social media reduces the effort needed for instant gratification.

As most of us know, social media can have a negative effect on our mental health, as it often results in a comparison between our lives and that of people we see online. Often what is posted by people is not a true reflection of their actual lives. But, despite all of these flaws, I do feel social media does have a place in our current society.

As an expat child, I have gone to many different schools and have been lucky enough to have made friends from different countries around the world. One of the hardest parts of moving is the parting of friendships, but social media allows for the continuation of those friendships despite the geographical restrictions.

Social media was designed to connect us, yet sometimes it pulls us further away. Perhaps the real question is not whether social media is good or bad, but whether we are using it consciously? Are we using it to connect, or to escape? Maybe what we need is not less technology, but more awareness, to push us to put our phones down and sit alone with our thoughts.



All of this has caused reflection. Is Millie the first CIS student or staff to feel this way? Looking back at the 2018 edition of Footprints, former counselor Alison Black-Storm wrote:

“Digital media, with both its positive and negative influences, is here to stay. Only time will tell how our digital beings will continue to adapt and respond.”



Student Perspectives on the Possible Future of AI

by various students - Grades 7 and 11

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In 2022, AI was first becoming a powerful tool, and now four years later, it is integrated into our daily life. Imagine what will happen in ten years time.

I personally feel that the negatives of AI outweigh the positives. I am worried that AI will continue to take over everything in the future.

-Leni Lou Hunt, Grade 7

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I believe that growing up around smart devices such as iPads and AI has shaped generation Alphas learning habits in the way that we have become a lot more dependent on taking the “easy” way out. Rather than reading books to gather information or things such as that we have learnt to depend solely on technology. As well as this, I feel as though it has opened up an easier way for us to communicate with friends and family, although it can be very distracting.

I often do think about how the other generations survived without it, especially as someone who has a family that lives in a different country.

I also believe that for many people who are Generation Alpha it will be difficult for them to find jobs, in banks for instance, that haven't filled the jobs already with AI. When it comes to jobs focusing on communication and speaking with clients for instance, it will be easier, but jobs with calculations or data entry jobs AI already has and will begin to take over.

-Cecilia Sonderby, Grade 11

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I believe it will affect our creativity, our ability to rely on and trust in ourselves, and most importantly, it could affect our very will to learn new things because relying on generated text feels so easy and efficient. Overall, AI can affect us in many ways, which is one of the downsides of AI as a whole.

My concern is, for example, medical robots. I would like robots to help with an immediate task eg, headache, but if we start heavily relying on robots, then we could start them as doctors. While this might seem good, human interaction is necessary for a human being who is recovering and some stressful operations can never be trusted to be done by robots because of how dangerous it truly is.

-Nicholas Schueler, Grade 7

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Current technology of AI needs coding and programming beforehand in order for them to answer or do anything, but if this is not required anymore in the future, human work would be reduced. This can also be a concern as they might take over most of the human jobs and people can lose jobs, or not have any jobs to apply in, alongside of the danger of AI making their own decisions. Overall, I think this might be more of an exciting thing to happen, but also has some chance of danger and negative effects.

-Minseok Cho, Grade 7

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Designing Futures: Learning Beyond the Classroom

By Katherine Loftus Perotti

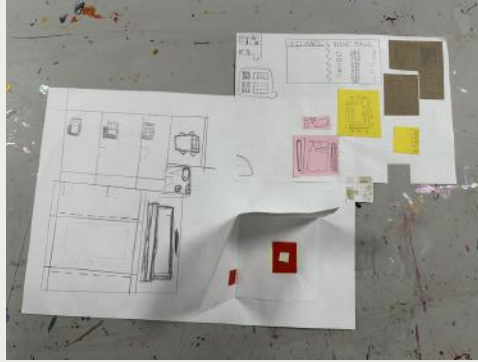
What happens when learning steps outside the traditional classroom walls?

Over the past two semesters, students in the after school activities Young Architects Studio and Code Quest have been answering that question with annotated floor plans, 3D models, animated games, and a great deal of imagination.

Afterschool programs hold a special kind of magic. They are spaces where curiosity leads, where experimentation is encouraged, and where “mistakes” become stepping stones rather than setbacks. In these programs, students are not simply absorbing information. They are becoming creators, problem-solvers, and collaborators.

What programs do you run and how what do they teach the students?

In Young Architects Studio, students begin with a question: How do the spaces we design shape the way we live? From sketching dream bedrooms to reimagining city districts inspired by Copenhagen, students explore how architecture blends art, math, engineering, and empathy. They measure, scale, prototype, and revise. They test how to make a paper tower stand taller, debate the benefits of symmetry, and discover that good design is not just about how something looks but how it works for people.



Student work from the Fall 2025 Semester of Young Architects Studio.

Meanwhile, in Code Quest, students step into the role of digital creators. Using block-based programming, they design and build their own video games from scratch. Along the way, they learn the logic behind loops and conditionals, practice debugging when things go wrong, and test each other's games with thoughtful feedback. What begins as playful experimentation soon becomes deeper understanding: computers only do what we tell them to do. Creativity, clear thinking and persistence matter.

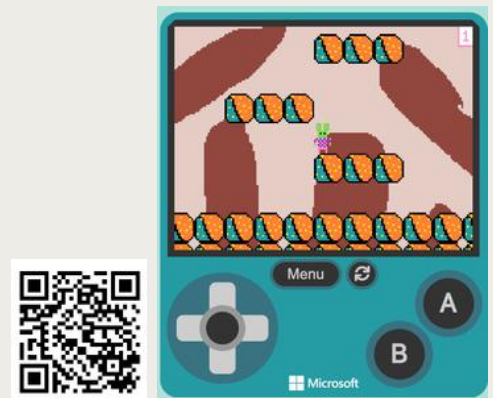
Teaching in the classroom is great, but how does this connect to the real world?

What makes these programs especially powerful is how naturally they connect to real-world careers. Architecture and coding can feel distant or complex to young learners, but when introduced through hands-on projects, they become tangible and exciting. Students begin to see that the buildings they pass on their bike rides and the apps they play at home are created by people who once started exactly where they are now, people who are curious and willing to try.

Students are also developing something even more important: confidence. They learn to present their ideas, to accept feedback, and to improve their work through iteration. They collaborate with peers, divide responsibilities, and celebrate collective success. In these moments, learning feels joyful and purposeful.

Perhaps the greatest impact of exposing students to career pathways early is not that they will all become architects or programmers (though some certainly might). Rather, it is that they begin to see themselves as capable of shaping the world around them. They understand that problems can be solved creatively, that ideas can evolve into real structures or functioning games, and that innovation starts with curiosity.

Learning outside the classroom allows students to experiment with who they might become. And in watching them design, code, build, test, revise, and proudly share their creations, it is clear. When young people are given the tools to create, they don't just build projects... They begin building futures!



Student work from the Spring 2026 Semester of Code Quest. Scan the QR code to play!



Sustainable Designs

By David Ferguson, Product Design Teacher

Design department 7 years later

In a 2019 interview, Product Design Teacher David Ferguson discussed CIS's vision for sustainability. Here is the follow-up.

Sustainability is still a central focus of the Design department, especially when it comes to material choices. Grade 9 students study the circular economy and the crucial role designers play within it. Designers are responsible for making careful decisions about the materials they use, their sources, applications, and eventual disposal. This includes reusing and repurposing materials while prioritizing renewable and environmentally friendly resources.



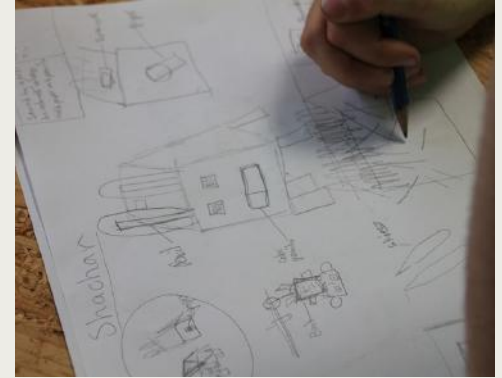
One notable initiative is the Scapi project, originally created by Grade 6 students in 2022 and now being rebranded as Scapi 2.0 in 2026. Through this project, students experience the challenges of sustainable design firsthand. They work with scrap materials such as fabric, wood, and occasionally plastic, learning how to reuse and repurpose them effectively in new projects. Students create products for real clients while striving to make them as close to 100% sustainable as possible.

The project also teaches students to evaluate sustainability on a practical scale. Some materials are more renewable than others, and their origins and lifecycle affect their overall sustainability.

At the end of the project, students assess how sustainable their chosen materials truly were.

Previously, Grade 6 students focused on making toys. In Scapi 2.0, students were tasked with designing functional products, combining creativity, problem-solving, and sustainable thinking

At CIS, technology is reshaping how students design and create. Our new Pulse Laser allows them to cut and engrave wood, cardboard, plastic, and textiles, turning ideas into detailed, precise products. Grade 9 students are already mastering the laser, and while we also have 3D printers, they are still new and not yet fully integrated into the curriculum, but will soon give students even greater freedom to rapidly prototype three-dimensional designs.



“ Students create products for real clients while striving to make them as close to 100% sustainable as possible. ”

Students also explore robotics and problem-solving with Lego Mindstorms, developing creativity, coding, and design skills hands-on.

Sustainability is at the heart of our approach. Students learn to make thoughtful material choices, evaluate production processes, and explore real-world examples from companies like Patagonia, Fairphone, and Apple, developing products that are innovative, functional, and responsible.



Interdisciplinary Unit (IDU)

By Leni and Cecilia - Grade 6 students

An IDU is when two subjects combine to work together and teach something together for one unit. In grade 6 you have the IDU between Individuals and Societies (I&S) and Design. The unit they work together on is about settlements. To do the IDU you need to apply learning from both classes.

In design, we used clay to plan a new settlement in Nordhavn, and in I&S we were focusing on how your choices matter.

By using sustainability and creative problem-solving, we learn how different things, such as climate, population, resources, and location impact the development of the area.

We investigated urban areas with buildings we wanted to recreate. Using the design cycle, students in groups created their own model settlements, carefully planning out housing and public spaces.

This interdisciplinary unit encouraged us to use our critical thinking and collaboration skills. We had to focus on incorporating one or all of the three pillars of sustainability. Social, Environmental and Economic are the pillars of sustainability.

While making our clay tiles we had to think about what would make people want to live here and not in another place, to do this we had to apply our learning from I&S of why people would choose to live where they live.



Photos on the left and right show Leni and Cecilia's work. The photo in the middle illustrates how their individual model connects as part of the larger settlement. This includes interconnected pathways and a shared population.

The Art of AI: Blending Teaching, Tech, and Music

By Darren Howard, Music Teacher

What motivated you to become a music teacher, and what do you think makes a performance truly unforgettable from a teacher's perspective?

It was always a natural part of being a musician to teach others. In many ways, you develop and understand your own musicality as you instruct and explain to others. For my first role, I was fortunate enough to begin teaching clarinet (part time) at a school in Melbourne while I was still completing my honors degree at university. It was a wonderful learning curve; as I honed my own craft on the instrument and received fantastic instruction from experts, I was able to pass this knowledge on to the students I was instructing. When they struggled to perform a passage or learn a new technique, for example, I would help them problem-solve but also use the moment as an opportunity to reflect on my own practice. Teaching others just feels like a natural part of being a musician.

I also remember my own music teachers through high school and university as being very supportive and encouraging. It felt like being part of a unique group with a shared language or mode of expression that was not really replicated in other disciplines or subjects. It felt natural to continue working with musicians and in music education as my career progressed.

A truly unforgettable performance for me is when a student personalizes the music to create a compelling performance that demands attention. It doesn't have to be dazzling technical virtuosity, but rather, it is control of tone, shaping of phrases, and an understanding of style and expression that communicates an aesthetic. Of all these elements, the most important for me is sound or tonal quality. If the music sounds mesmerizing because the tone is beautiful, a slight hesitation or technical slip matters less.

How important are theatrical plays, concerts and recitals in a student's musical development?

Performances in musicals and concerts are paramount for both a student's musical development and their overall personal and academic growth. Performances allow students to put their art into practice in a meaningful way, show their progress, and demonstrate to themselves what they can achieve.

Because performances involve long-term planning, goal setting, perseverance, and resilience, students who showcase their work in a public setting truly build self-confidence and a positive self-image. When students work with others to put on a performance, they show vulnerability, take risks, develop empathy, form strong relationships and connections, and develop a strong sense of camaraderie. It is a true manifestation of belonging.



Do you think AI will significantly influence the music industry in the next 10–20 years, and can music created by AI be as meaningful as music created by humans?

AI is already having a huge impact on the music industry, particularly in music production and recording. Much of the music we hear already includes some element of AI, even if that element simply automates a process to save time, such as creating a chord progression, developing a bass line, generating a drum beat, or handling mixing and mastering. With the advent of software that creates music from text prompts (e.g., Suno), entire works can now be produced in the style of a particular composer or artist.

It is hard to predict what effect this will have on the music industry. Indeed, some musicians working on promotional music in commercial settings may find that AI replaces their work. However, I suspect that as soon as we feel a piece wasn't created by a human, we will seek out live performances, embrace acoustic sounds that aren't perfectly "produced," and perhaps rediscover creating our own music. In many ways, a musician is better placed than a non-musician to deal with the challenges of an AI-driven future: even if we become engulfed in mass-produced AI music, a musician can always play music for themselves, with others, and for others.

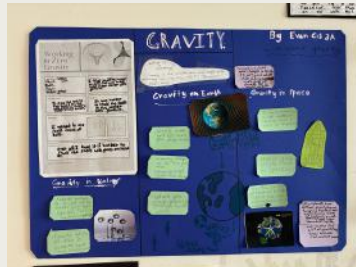


Dreaming Big Starts Here

Lesson with Sheila Christiansen, Founder

Grade 3 welcomed an inspiring guest speaker, Sheila Christiansen, Chief Visionary Officer and Founder of Sheilex and a former student of our school. She returned to share her journey into space science and talk about her work connected to NASA - National Aeronautics and Space Administration as well as the European Space Agency.

Sheila's visit brought our space unit to life as our grade 3 students explored solar systems, gravity, and scientific concepts. As enthusiastic PYP researchers, our students asked thoughtful, insightful questions that demonstrated strong ATL research skills and deep curiosity. Seeing a former CIS student follow their passion and achieve such exciting goals inspired our learners to believe in themselves, dream big, and imagine their own future as scientists, explorers, and innovators.



Examples of work by Grade 3 students during the space unit.

Thank you to Sheila for returning to CIS to inspire our students, and to our grade 3 teachers, Debdutta Dasgupta, Janica Natali Dennison and Erica Liljefors, for hosting and bringing this experience to life.



We are proud to see our students leading the way in future-ready learning.

First Lego League

By Maciej Karwowski, Learning Support Teacher



Congratulations to the Lego League Team for all of their accomplishments this season.

For many of us in the PYP, 2025 will be remembered as a year defined by innovation, creativity, and purposeful play. Beyond simply utilizing LEGO Education sets to spark curiosity and foster essential STEM skills in grade 3 to 5, CIS made a historic debut in the FIRST LEGO League. Our CIS Hawks team (including students from grade 5: Aksel, Byron, Emil, Riku, Shawn, Eisuke, grade 9 Siddarth and grade 10 Atharva) showcased incredible dedication, qualifying for the national round in Odense and securing a Marketing Award for their insightful project, "Finding the Past with Tools of the Future."

We have also reignited our collaboration with the LEGO Education Group. CIS had the unique privilege of serving as a testing partner for their latest educational frontiers: the Science Sets and the newly released Computer Science and AI sets.

The testing process resulted in a professional promotional video produced by LEGO Education. This video, which features our own students in action, is now used globally to highlight how these sets bridge the gap between imagination and technical proficiency. We are proud to see our students leading the way in future-ready learning, proving that with the right tools, the possibilities are infinite.



Alumni Spotlight

Q & A with Caspian Mesbahi

Class of 2022 | Fire Rescue Crew Commander | Coordinating Leader

How did graduation day feel? Where are you now?

Graduation brought excitement and anxiety. I was glad exams were over and the celebrations were ahead. I had no plan for my gap year, which worried me, but the year gave me time to think about what I'd like to do professionally.

Today, I work full time at Novo Nordisk as a Coordinating Leader for Falck, and I serve as a Crew Commander at local fire stations. I start engineering at DTU this academic year.

I founded Valcorv while starting my engineering degree at DTU. The company builds software for emergency services which includes; fire incident command, ambulance logistics, and the institutions behind them.

The background is operational. Several years as a firefighter, crew commander, and fire watch lead gave me a direct view of where the technology gap actually is. Valcorv exists to close it.

Nine people. Three active products. Early-stage engagement with stakeholders, and commercial conversations underway with warm connections.



Did you know what professional path you wanted when leaving CIS?

No. I first considered law or politics because my grades and subjects almost fit. When friends left for university, I stayed home, went to the gym, and missed the structure the high school days had provided. I joined the Civil Defense for a structure and challenge. I trained in firefighting and rescue, and earned certificates. I then explored different paths to Uni, took extra science courses, and worked part time as a firefighter and in a care home. I learned I prefer variety and leadership over routine, so I landed on engineering which I will start soon!

What is your best memory of CIS?

I valued the community, the academic standards, and the teachers. One moment that stands out is when Ms. Prisk let me lead a class on the poetry of Kendrick Lamar. It gave me my first taste of leadership.

How do you see the world today compared to high school?

Career paths are not fixed. Fit and daily energy matter more than a job or school title. I look for teams, responsibility, and work that makes a Tuesday feel worthwhile.

Any words of wisdom for our current IB students?

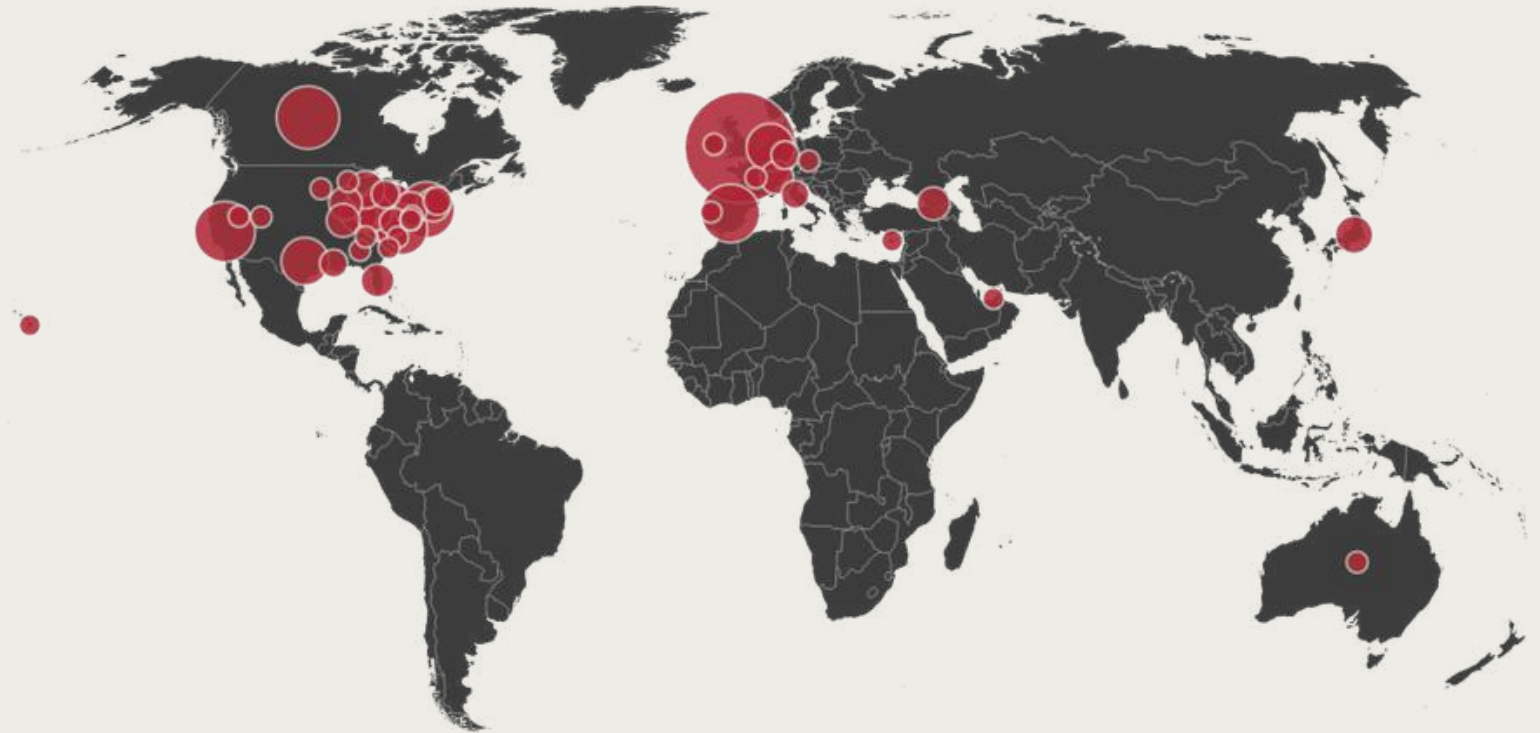
For those who are unsure about their future after CIS: Pick something new and hard, even if it seems random, like the fire department. Best case, you find something you enjoy, as I did. Alternatively, you find out what you don't want, which forces you to think about what you would rather do. This will without a doubt give you direction.

“One moment that stands out is when Ms Prisk let me lead a class on the poetry of Kendrick Lamar. It gave me my first taste of leadership.”



Where in the world will CIS graduates go next...

University acceptances by the numbers



196

STUDENTS ACCEPTED TO SCHOOLS

179

DIFFERENT UNIVERSITIES & COLLEGES

16

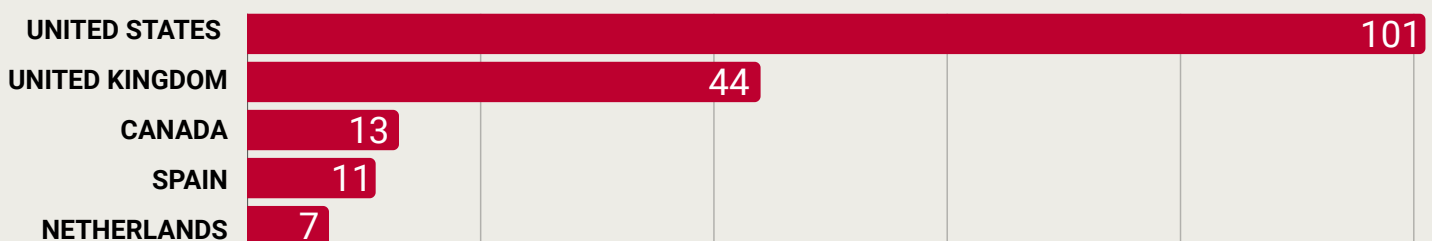
COUNTRIES WELCOMING CIS GRADS

These stats represent months of strategy and self-reflection.

The students worked hard to find the best fit for their next step, and seeing those plans click into place is one of the best parts of our job. Congrats Class of 2026!

Kari Oelkers and Erin Huber - Future Planning Counsellors

Where are our graduates going? A top 5 list



A wholehearted thank you to the CIS PTA



One of the PTA's core goals at CIS is to foster a friendly, welcoming, and inclusive community for students, parents, and staff. We do this in part through our much-loved whole-school events, Halloween Fest, Julemarked, and the International Festival, which have become cherished traditions that bring us together.



By keeping these traditions alive, families and students can look forward to each event, plan to participate, and volunteer their time. That shared involvement strengthens our community year after year and helps make CIS the warm, inclusive place we're proud to be.

