



ETON SCHOOL  
MEXICO  
A NORD ANGLIA EDUCATION SCHOOL

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BEYOND BORDERS



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# EDITORIAL

A boundary is a line that defines a limit, and limits work as safe places that provide us with certainty and familiarity in our daily lives. On the other hand, one of the features that is most needed to thrive in this changing world is adaptability. The famous naturalist Charles Darwin is known to have said, *“it is not the strongest of the species, nor the most intelligent, that survives. It is the one that is most adaptable to change.”*

At Eton School Mexico, we believe educational experiences should push students to be risk-takers and explore the world beyond their physical and mental boundaries. Through these experiences, students become open to embrace adaptability and change.

From the excitement of attending their first international event — Junior Global Games, Global Games, or The Americas Performing Arts Festival— to participating in a contest held by Universidad Panamericana where our students addressed the increasing prevalence of e-cigarette use among high schoolers, our students constantly find learning opportunities to explore the world Beyond Boundaries.



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# FROM OUR HEAD OF SCHOOL'S DESK

The magazine that you have in front of you, either physically or digitally, is like a huge picture window that allows you to gaze into the Eton Experience. Each page has been carefully crafted by the experts of our Communication Team to allow you to see the breadth and depth of our work, a work that we do with joy and purpose, in which we empower hearts and minds.

There is a perfect blend of the experiences we provide our

students with and those that allow us to see what matters to them. There are examples of the projects and field trips that Eton students have done for nearly 35 years. There are new opportunities available to our students as a part of Nord Anglia Education. There is a description of how we are aligning our character development program from Nursery to 12<sup>th</sup>-grade around the Thrivers framework. There is even a glimpse into the future as we prepare to open the Eton

High School, the first phase of our planned expansion. Once you reach the last article, I am sure you will agree that there is a lot happening and that Eton is a truly special place.

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John H. Miller

# EARLY CHILDHOOD







**ENGAGED IN  
LEARNING  
EXPERIENCES!**





# STEP INTO LEARNING:

## THE PROFOUND JOURNEY OF EXPLORING THE EVERYDAY

Ana Lorena Gómez  
Toddler Center Teacher



What wonders can unfold when we dare to delve deep into the ordinary! At three years old, children embark on a fascinating journey of exploration where even the simplest things become important sources of discovery.

In a project centered around their shoes, our young students reached levels of understanding far beyond their years. By investigating the complexity of their footwear, they learned about its function and design, developing a deep appreciation for its utility.

As they become experts in their shoes, children put essential skills into practice. From observing and comparing different types of footwear to mastering the art of

putting them on and taking them off with increasing dexterity, they engaged in hands-on learning; through communication with peers and adults, they fostered language development and social skills. Furthermore, this project nurtured a sense of ownership and pride in these young learners, as they gain a better understanding of their shoes and the role they play in their daily lives.

Ultimately, what may seem like a simple exploration of footwear transcended into a profound educational journey. Through their shoes, children learned about the world around them, about themselves and their capabilities, and they experienced the great joy of discovery.



*My favorite are the Barbie ones. They have lights that light up and they are for walking, but they are still too big for me. Ailin, 3 years old*

# ON THE CONSTRUCTION PROJECT

## DISCOVERING THE WORLD THROUGH CONSTRUCTION

Lola García

Toddler Center Teacher

Young children have the extraordinary ability to express a world of imagination and ideas through construction. At this age, despite not having fully developed oral language skills and speaking with a limited vocabulary, they communicate their thoughts through various materials that allow them to create and express what they're thinking.

The materials we provide to them for construction play a crucial role in the way children explore and unleash their creativity to materialize their creations.

Through construction, children understand mathematical concepts such as measurement, estimation, position, balance, size, geometric shapes, and the use of numbers and problem-solving skills.

Furthermore, construction fosters a significant socio-emotional aspect as it allows children to boost their self-esteem by achieving their creations and handle frustration positively by trying with different possibilities until they reach their goals.

Collaborative work is another emerging factor as children begin to work with their peers to achieve a common goal: creating something together helps diminish their egocentric nature.

In conclusion, the construction project offers children multifaceted development tools, encompassing linguistic, mathematical, and socio-emotional domains while fostering collaboration and creativity.





# SECRETS OF THE BUTTERFLY LIFE

## A JOURNEY INTO THE WONDERS OF BUTTERFLIES

Luciana Osorio  
Preschool Teacher

Living in Mexico City means being surrounded by nature at every turn: from the majestic trees to the vibrant *jacaranda*, even the smallest and most overlooked insects thrive in the energetic city life. In this Kinder 4 project, insects became something meaningful to the students.

Butterflies, those delicate beings, caught the attention of our young learners and ignited a deep curiosity within them. In lively discussions, they shared their previous knowledge and expressed their predictions, building upon each revelation to embark on a journey of discovery.

Eager to unlock the secrets of the butterfly life, we experienced our first field visit to the Butterfly Garden in the Chapultepec Forest. The children's engagement

and enthusiasm were manifest and they observed the natural habitat with awe, responded their questions, and let free newborn butterflies into the garden.

Fueled by their natural fascination, the students learned to build a butterfly garden where they could observe the metamorphosis from caterpillar to butterfly. Their curiosity invited their parents to participate, too! By documenting each stage and sharing discoveries, families forged a bond of unity and belonging within our school community.

During their presentation, children were able to showcase their learning, radiating self-confidence and a genuine sense of ownership and connection to their learning journey.

As a teacher, guiding these young minds through such immersive projects was fulfilling and illuminating. Witnessing their inquisitiveness, passion, and growth reaffirms the profound impact of experiential learning in fostering a lifelong love of exploration.



# YOUNG RESTAURANTEURS

## THE WORLD OF RESTAURANTS THROUGH THE LENS OF CREATIVITY AND LEARNING

Camila Tamayo  
Early Childhood Teacher



This unique Pre-First project began with a provocation that immediately built a connection to the world of restaurants: a set table that sparked lively discussions among the students about their own restaurant experiences. They vividly represented their personal stories through models and drawings, laying the foundation for the project's development.

The pivotal moment came during our field visit to Bistró restaurant. Witnessing the inner workings of a restaurant opened new perspectives regarding staff roles, kitchen operations, and organizational dynamics, bringing authenticity and relevance to our project.

Following the visit, students created 3D representations and engaged in role-playing activities, leading to a deepened level of learning and action. A seemingly playful endeavor like role-playing quickly became a

canvas to showcase their acquired knowledge on table-setting etiquette, staff roles, and the dining experience intricacies, fostering confidence as well as curiosity and creativity.

This project is an example of the profound impact of experiential learning. It left an unforgettable mark both on the minds of our young students but also on my approach as an educator. It has reminded me of the importance of nurturing curiosity, fostering creativity, and creating meaningful educational experiences that transcend the barriers of the traditional classroom.





# ELEMENTARY







**IMMERSED  
IN ACTIVE  
LEARNING!**





# A JOURNEY INTO RAZOR WORLD

## EXPLORING THE THRILLS & CREATIVITY OF THEME PARK DESIGN INNOVATION

Hannah Harrison  
Elementary Teacher

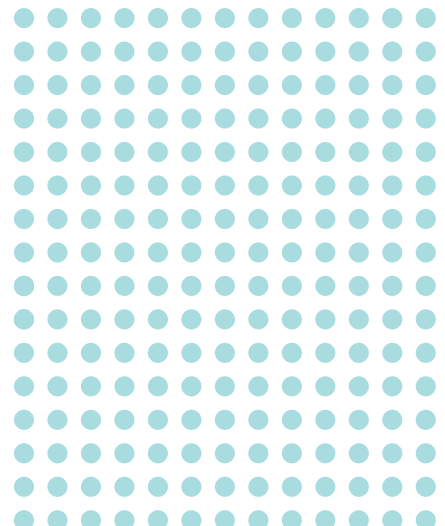


This year, our IIV class presented their project on theme parks. The subject matter, as you may imagine, was met with a lot of enthusiasm by the children. We started the project by playing “theme parks” in the classroom as the provocation. IIV had been lucky enough to visit theme parks all over the world and were excited to share their many happy memories with their families. As the project got underway, the students separated into four study groups: people, security and safety, park design, and ride design.

Our parents became really involved in this project. It began with several parent expert visits, which added to our learning and understanding of different aspects of theme parks. Our parents also helped organize a visit to Hasbro City, which was a day of adventure,

fun, and laughter! We also received a visit from the operations director of Six Flags Mexico and Miss Mariana’s husband, Andrés, who explained the physics behind a roller coaster.

The culmination of the project involved designing our own theme park. Together, we chose the rides, layout and facilities to create “Razor World”.





# MONEY MATTERS

## THE EXCITING PROCESS OF DISCOVERING MONEY

Laura Mota  
Elementary Teacher



In ancient times, before money existed as such, bartering was the main way of exchanging goods. In our class, it all started with a bag of sweets: children were asked to bring candy to experience bartering; naturally, some sweets were more popular than others, so kids got to live first-hand the effects of supply and demand.

Money can be almost anything as long as everyone agrees on its value. Today, paper money and coins are the medium of exchange for goods, and this is called currency. Although each country has a different, unique currency, we all experience the benefits or efficiency money gives us.

During this project, based on third graders' curiosity and interests, children immersed themselves in an exciting process of discovering money. Having a field visit to the

National Numismatic Museum and the Bill Factory and being guided by experts in the subject helped the children deepen their knowledge on the matter. They were particularly interested in the process behind minting coins and manufacturing banknotes.

They were astonished by an incredible collection of 17<sup>th</sup> century banknotes shared by Elias Zaga, which ignited their interest to research about banknote design.



Furthermore, they took part in a special workshop given by Reynaldo Ayala, an expert graphic designer from Banxico, on the structure and design of banknotes. This workshop was key to the understanding, development and thorough creation of banknotes designed by the children.

To conclude with the project, our students shared their wonderful experiences with the Eton community.



# ENERGÍAS PARA UN FUTURO SEGURO

## CONSTRUYENDO NUESTRO MAÑANA

Sofía Ortiz y Nina Quirós

Docentes de Primaria

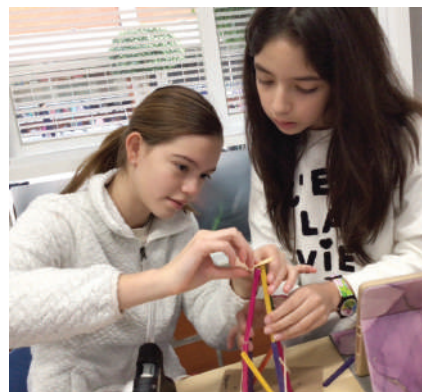
Actualmente, la humanidad enfrenta una crisis ambiental de proporciones significativas. La dependencia desmesurada a los combustibles fósiles como el petróleo, el carbón y el gas natural ha generado una serie de problemas, desde la contaminación del aire y el agua hasta el cambio climático.

Este último plantea una amenaza inminente para el equilibrio ecológico del planeta, con consecuencias devastadoras para la vida en todas sus formas. Ante tal panorama, es imperativo buscar alternativas sostenibles y respetuosas con el medio ambiente que garanticen un futuro energético más seguro y limpio.

Durante nuestro proyecto sobre las energías que pueden salvar al mundo, los alumnos de 6.º grado se sumergieron en un emocionante proceso de investigación y descubrimiento sobre las energías de biomasa, solar, hidráulica y eólica. Con actividades prácticas, apoyados por expertos y disfrutando la visita de Tu Museo en la Escuela, desarrollaron experimentos en los que construyeron y mostraron la eficacia de dichas energías.

La creación de un techo y una estufa solares, maquetas donde

expusieron cómo funcionan una presa hidráulica y una turbina eólica, así como el proceso para que la energía eléctrica llegue a nuestras casas por diversas fuentes, los inspiraron a reflexionar en torno a su papel como ciudadanos responsables de la promoción de un mundo más verde y equitativo.



*Si no acabamos con la contaminación por combustibles fósiles y aceleramos la transición hacia las energías renovables, incineraremos nuestro único hogar.*

António Guterres,  
Secretario General  
de las Naciones Unidas

# WRITING ACROSS BORDERS:

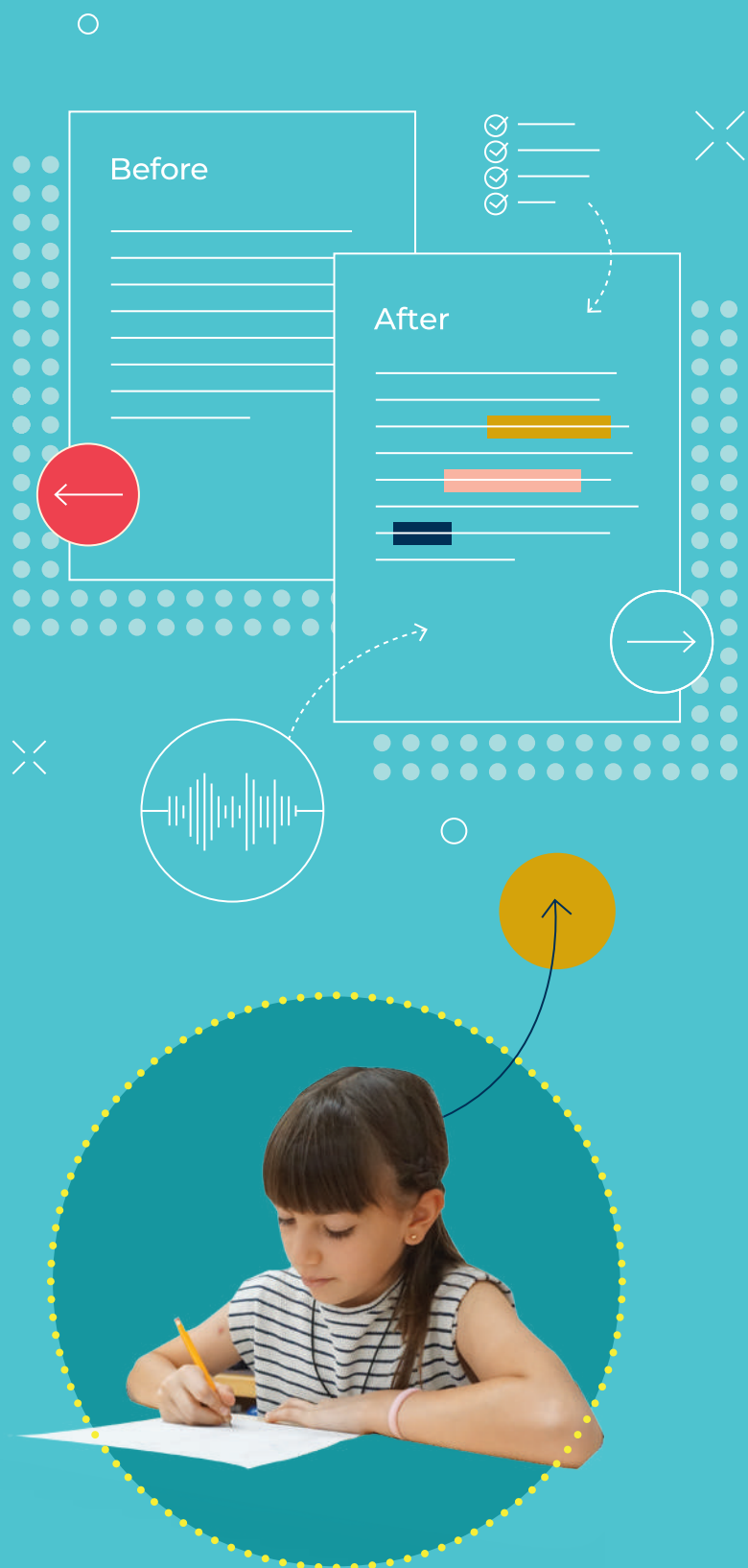
## PROMOTING EMPATHY AND CONNECTION THROUGH LETTERS

Pepa Pin  
Upper Elementary Principal

Many years ago, when I was a student in fourth grade, I joined a pen pal organization. At a time when letters were the only way to connect with people from other countries, I was filled with joy and excitement each time a letter from my friend in Italy arrived. I would read his words with delight and immediately write back with information about Mexico and insights into life in our country.

Now, more than ever, it is essential to promote interactions between students in different parts of the world. Human contact is the most powerful way to learn about a country and its culture, and it is a tool to foster deep empathy towards those who might be different from us. These personal connections prepare children for the global vision and communication skills that are crucial in the jobs that await them.

Through Nord Anglia's Global Campus platform, we will extend learning beyond Eton's walls for a group of Fourth Grade students, as we have them interact via letters and video conferences with a class in our sister school in Peru. I know that this experience will develop our students' interest and understanding of a different culture, as they make connections between their learning and the world outside their classroom.





# MIDDLE & HIGH SCHOOL







LEARNING  
THROUGH  
CHALLENGING  
EXPERIENCES!





# HORNOS SOLARES

## MÁS ALLÁ DEL PIZARRÓN

Francisco Rodríguez  
Docente de Bachillerato



La idea de todo proyecto en el Eton es llevar a los alumnos más allá de su zona de confort; es transferir lo que se aprende en clase a una realidad concreta.

El grupo de Física de 8.º grado desarrolló un proyecto que abarcó desde el diseño hasta la construcción de un horno solar con materiales de fácil acceso y bajo costo.

Primero investigaron cómo funcionan y, a partir de ello, crearon su propio diseño. Después de varias horas en el laboratorio, se enfrentaron a diversos obstáculos que solventaron durante la construcción y el perfeccionamiento de su producto final.

El resultado: un horno con la capacidad para cocinar un kilogramo de comida (60 % proteína) en un tiempo aproximado de cuatro horas.

### En voz de los alumnos

*Yo creo que uno de mis errores más grandes fue mi organización. Aunque tuve tiempo, las cosas se me perdieron y creo que podría haber hecho un mejor esfuerzo en pensar las cosas con más detalle.*

*Fue una experiencia maravillosa para mí porque fue un proyecto creativo y con muchos retos. Además, lo que más me gustó fue el trabajo en equipo; cada uno contribuía con lo que pudiera y nos apoyábamos entre nosotros, nos dividíamos el trabajo, e incluso a veces tomábamos descansos para platicar, reír y calmarnos.*



# OUR COUNTRY'S BIODIVERSITY

## ENRICHING OUR CHILDREN'S NATURALISTIC INTELLIGENCE AND EMPATHY TOWARDS OUR WORLD

Samuel Sarracino

Middle and High School Teacher

7<sup>th</sup>-grade students visited the Pabellón Nacional de la Biodiversidad, an interactive museum that showcases Mexican biodiversity and raises awareness on conservation, artificial selection, evolution, and genetic diversity.



*I learned that we have to take care of a species while there are many organisms left. There are only 13 vaquitas (*Phocoena sinus*) in the world. This means that their genetic diversity is very low, so they won't reproduce anymore. It's like they're all family! Yuck! Vaquitas are so beautiful, it makes me sad to think that maybe in days, weeks, or a few years we are not going to be able to see them anymore...*

Maria Dominguez

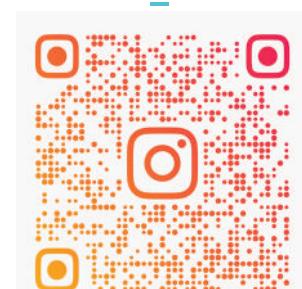
*We are very fortunate to be in the list of the 17 megadiverse countries. I feel like I need to take care of the species in it because I want a cleaner and much better environment for the future. The only way to do this is by changing some of my habits of consumption. If we don't take action now, there won't be a second chance.*

Romina Garrido

*We had an activity where we changed the environment of a plant we needed to breed. Our team helped shape the environment so that the plant adapted, and we ended up winning.*

Rodrigo Piña

Scan the QR code to watch a video of the experience.



At Eton, we're proud to see how an outdoors experience can help expand the mind of our brilliant children. We hope to have more visits like this in the future.

# FUTURE DIPLOMATS IN THE MAKING

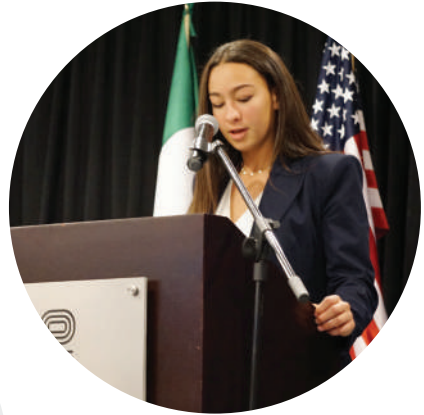
## MODEL UNITED NATIONS: WHAT CAN WE DO ABOUT WORLD PROBLEMS? SOLVE THEM!

Ana del Real  
Middle & High School Teacher

For this year's Eton Model United Nations (EMUN), we received over 50 students from different institutions, including NAE sister schools. Students from 7<sup>th</sup> to 12<sup>th</sup>-grade represented different delegations, the press, and members of government cabinets, while a group of 9<sup>th</sup> to 12<sup>th</sup>-graders organized the whole conference, putting their hosting and management skills into practice. The topic addressed was the current situation in Syria and the Buddhist crisis of 1963.

The learning experience goes beyond the simple simulation: it helps you negotiate and defend a position that might not be what you believe, which is part of obtaining solutions to world problems. During the three days of debates, students made use of their interdisciplinary skills to make connections between history, geography, and languages. Additionally, they interacted and made friends with students of similar interests from other schools and contexts.

MUN is an incredible opportunity that opens students to different past and present realities to advocate for the greater good and be proactive in global issues.





# DE HISTORIA, VIAJES Y VIDA...

## CONOCIENDO OAXACA

Carlos Juárez, Carlos Conde y Anaelvia Juárez  
Docentes de Bachillerato



La historia, si en algún punto “nació”, fue en Grecia hacia el siglo V a. C., bajo la égida de Heródoto, un viajero y preguntón incómodo que lo mismo indagaba sobre el proceso de momificación en Egipto que sobre el crecimiento de los incienso en las barbas de las cabras... La historia se cimenta en lo que se ve, se huele, se percibe con los sentidos y, además, con el análisis.

El viaje a Oaxaca con los alumnos de 10.º grado, más allá de una narrativa de hechos o personajes, encarnó en sentido profundo la enseñanza de la historia como disciplina y como experiencias de aprendizaje: recorrimos mercados, percibimos el olor del chocolate, quedamos absortos con la importancia de la grana cochinilla —un legado de ese estado— y comprobamos de primera mano el proceso de construcción de los alebrijes, con una impronta en los rostros de los alumnos.

A la par, se ponderaron habilidades de socialización desde los fundamentos más primitivos de

la psicología de nuestra especie: hablar unos con otros, jugar, escucharnos y “echar chisme”, como dice Harari; disfrutarnos lejos de la ciudadanía digital, una tregua hartamente necesaria para gozar de los otros.





# EXPLORING THE SOUL THROUGH THE PAINTBRUSH: THE IMPACT OF ART ON IDENTITY AND EMOTION

Cristabel Esquivel  
High School Teacher

The 12<sup>th</sup>-grade students were recognized for their dedication to the IB Diploma in Visual Arts, completing a comparative analysis, a process portfolio, and four to seven works exhibited at “Crossing Identities and Realities” on April 11. Their works, focusing on themes such as illness, death, family, memory, identity, and fashion, had a strong impact on the public. The teaching challenge was to guide students in the effective use of different media and techniques to express their ideas, which is a crucial requirement of the IB Diploma in Visual Arts.

Notable among the students' comments was the experience of Iker Fernández, who has chosen to pursue a degree in Visual Arts. His project focused on the death of his grandfather.

“My favorite part of the exhibition was seeing how people reacted to the art. I remember a moment when I was very sentimental, and I put my hand to my heart and a lady I had never seen before and will never see again saw me do it and did the same. It was a very nice moment of connection.”





# CULTIVANDO CONCIENCIA

## YOU DECIDE HOW TO MAKE REFLECTION GROW

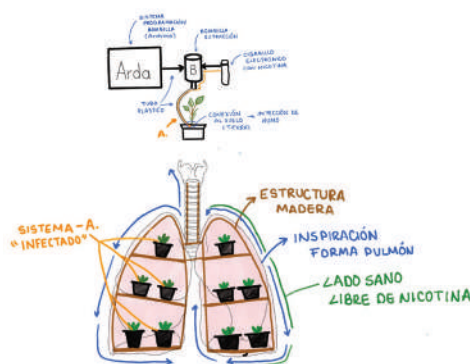
Inés Vargas, Alejandra Díaz, Maye Gadot, Luciana Villa y Sofía Muñúzuri  
11<sup>th</sup> and 12<sup>th</sup>-grade students

Cultivando Conciencia is a project that addresses the increasing prevalence of e-cigarette use among high school students. It all began with the fifth research contest held by the Universidad Panamericana (UP), in which 40 teams from different schools around Mexico were invited to participate and write a creative and effective proposal to combat the use of electronic cigarettes.

To carry out this project, we conducted interviews with members of our high school community regarding their personal use of e-cigarettes. With the provided data, we assessed the percentage of students who used electronic cigarettes and the possible reasons behind this. As a team, we took three training sessions, which allowed us to analyze the data insightfully.

Our project focuses on reflection and prevention through a visual representation of lung deterioration when exposed to nicotine and other harmful chemicals. The development stages of a plant illustrate the effect of e-cigarettes in human lungs. Throughout this project, students are responsible for taking care of the plants and damaging them, just as they do with their bodies when consuming electronic cigarettes.

We completed all three stages of the contest with our project and earned second place out of 38. We are thrilled to make a positive impact in our community through the implementation of prevention and reflection campaigns that foster a strong sense of introspection among high school students and future generations.





# ENSEÑAR LA EMPATÍA CON EL CONCEPTO DE DIGNIDAD

EL RESPETO QUE MERECE CADA PERSONA  
POR SER PARTE DE LA HUMANIDAD

Raquel Kúsulas  
Docente de Bachillerato

*Con cariño y profunda  
admiración a mis estudiantes,  
que todos los días siembran  
en mí el querer ser una mejor  
persona para ellos.*



“¿Los seres humanos tenemos la misma dignidad?”, pregunté a mis estudiantes de 8.º grado. Me sorprendí al escuchar a la mayoría responder: “No”. Concluí entonces la valiosa oportunidad y el deber que tiene el colegio de cambiar esa idea, y no basta con decirles que, efectivamente, todas las personas tenemos la misma dignidad; es esencial que ellos hagan esa afirmación parte de sus vidas y se comprometan a enseñarla.

Asistimos, pues, al Museo Memoria y Tolerancia. Comenzamos por la sala de genocidios y, por supuesto, las risas, la adrenalina, e inclusive el desinterés de algunos comenzaron a transformarse: era impresionante ver en sus rostros angustia, lágrimas, enojo, frustración y dolor al observar imágenes en que el régimen nazi medía los rostros humanos para determinar si pertenecían a una supuesta raza más pura, o el vagón donde, en palabras de los alumnos, era imposible no sentir el dolor de todos aquellos que fueron llevados a los campos de concentración.

Muchas veces, estremecidos, se acercaban y me decían: “¿Por qué les hacían esto a los judíos, a los homosexuales, a los gitanos y a los discapacitados?”. Era notable cómo en sus mentes no cabía la idea de que un ser humano pudiera ser tan cruel con otro. ¡Entonces todo cobró sentido! Esos adolescentes que erróneamente pensamos que sólo viven en el “yo” estaban dando un paso lleno de significado: veían con los ojos de otros, escuchaban con los oídos de otros y sentían con los corazones de otros.

Como nos enseñó la Dra. Michele Borba, tenemos que entender que la empatía es un verbo, pero también un compromiso de los seres humanos para los seres humanos, pues todos tenemos la misma dignidad.

Los alumnos de 8.º nos dieron un regalo invaluable; es fundamental que nos comprometamos a enseñar la empatía, pues, de lo contrario, nunca podremos derribar aquellos campos de concentración a donde enviamos a todas las personas que hemos decidido ignorar, no escuchar, ofender, lastimar, rechazar y violentar. La empatía es una semilla, y es responsabilidad de todos convertirla en cosecha.



# INSPIRACIÓN MEDIANTE LA ACCIÓN

## EL VOLUNTARIADO COMO HERRAMIENTA DE TRANSFORMACIÓN

Erika Sedas

Coordinadora de Creatividad, Actividad y Servicio

Los programas de impacto social son oportunidades maravillosas para que los alumnos aprendan y vivan experiencias significativas que repercutan positivamente en su formación humana.

Mediante su trabajo en varios comités, pueden fortalecer cualidades como análisis y resolución de problemas, asertividad, comunicación interpersonal, empatía, flexibilidad, innovación, autonomía, iniciativa, liderazgo de servicio, organización y planificación, responsabilidad, compromiso y trabajo en equipo.

Además, los ayuda a conocerse y saber de qué son capaces; al adquirir un conocimiento realista de sus capacidades, podrán aceptar los desafíos que se les presenten y empezar a mejorar el mundo que los rodea.

### Unidos por la Conchita

Iniciativa y autonomía

Brinda la oportunidad de afrontar retos en un entorno cambiante y dinámico con valentía y seguridad de acuerdo con sus capacidades.

### Compartiendo Sonrisas

Empatía

Permite identificar sin juzgar los pensamientos y sentimientos del otro, sin dejar que las emociones desvirtúen el horizonte del buen resultado esperado, orientando la energía afectivo-emocional.

### Club Fem

Asertividad

Desarrolla la capacidad de sentirse libre y con seguridad para expresar opiniones y necesidades de forma educada, honesta, autónoma y acorde a cada situación.







# CLASS OF 2024

Soren Castro Nadal  
12<sup>th</sup>-grade student



I became part of the Eton community in 2020, a year in which the world seemed everything but still. As I clicked “join Zoom meeting” on my computer on the first day of school, I could not begin to imagine the many challenges, friendships, accomplishments, and experiences that would lead me to where I am today: 5 days away from my first IB exam and one month away from graduating.



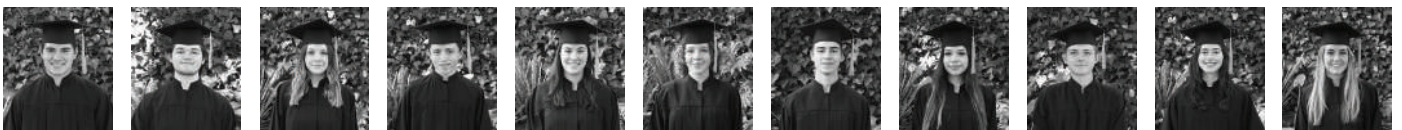
Throughout our high school trajectory, we have overcome so much as a generation: pandemics, mock season, college applications, MUN's, and even reading *Tokio Blues*! In a school where students understand what it means to excel academically and stand tall on the global stage, the class of 2024 characterizes itself for taking the meaning of standing tall to a larger scale, looking to leave a lasting mark on Eton, which for many has been their community since a very young age.



We have taken the lead of social projects like Techo, Cadena, Club FEM, and

Manos por Huellitas with the objective of inspiring change, not only in our community, but in our country. This year some of us will get to vote and participate for the first time as young adults in our country, a reminder of how far we have come and of the responsibility we hold as Mexicans to ensure a better future is possible.

As each of my classmates prepare to bid farewell to the school and embrace the unpredictable future that awaits us, a mixed feeling of stress, excitement, and nostalgia bottles inside us. As I write this letter and look around me to see the young adults we have become, I am confident that each and every one of us will go on to become engineers, animators, actors, economists, business owners, financial advisors, artists, hotel managers, art curators, mathematicians, doctors, designers, scientists, lawyers, psychologists, and architects that will look to inspire change in the world around them, an aspiration that has built up since our first day at Eton.





# ¿CÓMO ES SER NIÑO EN EL MUNDO MODERNO?

## LOS RETOS ACTUALES PARA LA INFANCIA

Daniel Molina

Director del After-School Program

El mundo de hoy se caracteriza por un auge tecnológico, cambios repentinos y, por tanto, el reto de una adaptación constante. Puede sonar fascinante, sobre todo si pensamos en cómo ha evolucionado la sociedad y cómo esa tecnología ha revolucionado nuestra forma de vivir; sin embargo, aunque ha habido grandes logros y avances que han mejorado la calidad de vida de millones de personas, este proceso ha afectado el desarrollo de la infancia en todo el mundo.





Ser niño hoy en día es totalmente distinto a serlo hace veinte años. Este cambio es precisamente el que la autora de *Thrivers*, Michele Borba, menciona a lo largo de su libro, a la vez que brinda herramientas para ayudarlos a sobrellevar estos retos cotidianos.

La exigencia a la adaptación casi repentina, al éxito y al trabajo duro es extenuante. Los niños ya no pueden sólo dedicarse a jugar y pasar un buen rato, sino que se les exige siempre tener presente una visión de éxito en sus actividades. Este proceso puede ser muy pesado, considerando que durante la infancia se forma nuestra personalidad y la esencia que nos definirá como adultos y seres humanos. Por ello, es importante apoyarlos para que este proceso sea agradable y formativo en todos sus entornos.

En el After-School Program buscamos promover una infancia sana mediante los conceptos clave que propone la Dra. Borba, con el propósito de apoyar a los alumnos para que trabajen sus talentos mientras se divierten, ayudándolos a desarrollar su confianza y autoestima, sin miedo a mostrar quiénes son y sin la constante presión de buscar un reconocimiento.

¿Cómo lo hacemos? Al fomentar el amor por lo que hacen, las actitudes positivas y de apoyo entre compañeros y con los rivales, el esfuerzo individual y colaborativo, la diversión con conocimiento, entre muchas otras técnicas, todo ello con el objetivo de que el ASP sea para los alumnos un lugar seguro, feliz y útil para su vida presente y futura.



## CAMINAMOS JUNTOS

### CAMBIOS QUE TRANSFORMAN VIDAS

María Elena Ruschke  
Directora de Operaciones y Servicios

Prepararse, innovar, promover, transformar, proponer... En el Eton, constantemente sumamos estas acciones para generar un cambio positivo y desarrollar el potencial de nuestros alumnos, sus hijos, los líderes de hoy y mañana.

Asimismo, buscamos el desarrollo de estas habilidades, y muchas más, en todos los ambientes de aprendizaje. Con cada reto, trabajamos para superarlo y encontrar oportunidades de crecimiento, pues no nos mantenemos estáticos, sino que mejoramos continuamente.

Nuestro compromiso está siempre en ello, pero la educación que ofrecemos es complementaria a la que viene de casa, por eso es tan importante para nosotros su participación, y agradecemos la labor esencial de la Mesa Directiva y cada uno de los comités de la Asociación de Padres de Familia (APF) por sumar iniciativas benéficas para todos.

Durante este ciclo, mediante las diversas actividades que han organizado, la APF ha invitado a la comunidad a ver y valorar

las bondades del cambio, del crecimiento y la transición, a fin de seguir caminando juntos. Con empatía y confianza, han dado seguimiento a las inquietudes de la comunidad y también han propuesto variadas estrategias de comunicación, pues entienden la importancia de informar todo lo que sucede en el colegio.

Todavía quedan muchas actividades por venir, ¡revisa el *Mensaje de los Martes* y súmate! Es un orgullo trabajar conjuntamente con padres tan entusiastas, comprometidos y generosos.





We know who you are and  
we want you to have the best place to thrive!



**New Eton High School Building**

Coming soon!



# ECHA LA CASA POR LA VENTANA



Every December, our parents donate all sorts of items from their homes and sell them at fair prices to staff members, school bus personnel, and families from the Centro Educativo José Vasconcelos program.

All profits from these sales go to our PTA's Building Community Committee. This committee utilizes the funds to support its initiatives, aimed at assisting people both within and beyond our school community. In this way, we establish a cycle of giving that extends as far as it can reach.

Through this initiative we express gratitude towards those who

maintain the safety, cleanliness, and functionality of our school, but we also instill in our children the value of giving up items they no longer use so that others may benefit from them. It is an act of self-care—a demonstration of gratitude through generosity.











# THRIVING TOGETHER!

## HOW TO TEACH ETON'S CHARACTER STRENGTHS AT HOME

Sylvia Karam  
Academic Director and Early Elementary Principal

In my 30+ years as an educator, society has unexpectedly evolved. According to Dr. Sarah Konrath, there has been a 40% drop in empathy and a 36% increase in narcissism in the last decade. Mental health and wellness have become a priority, and we need strategies and structures to promote these at school and home.

People with healthy, positive, and supportive relationships are more likely to be happier and healthier. Creating and maintaining good connections with others can also help compensate for loneliness and improve mental health issues, such as stress and anxiety.

Our School Family Model is based on safety, connection, problem-solving, and self-regulation, which are critical components for academic success and lifelong learning. So, we looked for a value-based theory that could align with our beliefs and provide educators and parents with strategies for modeling and teaching children.

This is how we found Dr. Michele Borba, an educational psychologist and best-selling author who has spoken to over one million participants on five continents about child development issues. Dr. Borba blends 40 years of teaching and consulting

experience with realistic advice to parents and teachers about helping children thrive. Last month, we had the honor of bringing her to our school to offer workshops on Character Education.

After years of research and student interviews, Dr. Borba discovered





that the difference between those students who struggled and those who succeeded came down not to grades or test scores, but to seven essential character strengths that set them up for happiness and extraordinary accomplishment later in life.

"Each of these seven character strengths is like a 'superpower' that helps safeguard students against the depression and anxiety that threatens to derail them." These strengths aren't inborn; they can be taught, and you can do so at home using three basic steps. For example, if you are attempting to teach self-control:

1. Show or model: Say, "Calm down; we can do this."
2. Do a structured practice: Say, "Let's take one deep breath together, inhale for 4 seconds, and exhale for 8."
3. Let your child do it: Say, "Now take two more deep breaths following the same pattern."

Dr. Borba's theory perfectly matches our Conscious Discipline powers and structures and Eton's learner profile, as they are connected in several ways.

We wish to inspire young people to understand, care about, and practice

the character strengths that will enable them to flourish in school, at home, and as citizens of the world. Let's thrive together!



# JR. GLOBAL GAMES

This year, 6<sup>th</sup>-grade students from 20 Nord Anglia Education schools across The Americas had a taste of team-building activities and friendly competition at the Junior Global Games hosted by our sister school, the British International School Houston, in Houston, Texas. Our young Dolphins made new friendships from around The Americas as they participated in coaching clinics and friendly basketball, flag football, and volleyball matches that put their sportsmanship and social skills into practice throughout this enriching experience. See you next year!





# GLOBAL GAMES

Scores were tight and excitements were high as over 1,250 students from across 19 schools in the Americas met at Global Games at our sister school, Windermere Preparatory, in Orlando, Florida. Our young athletes enjoyed the competitions and activities under the Florida sun in this fun opportunity to connect with other students from all over the Americas! Global Games is designed for students from different backgrounds to play together and learn the importance of teamwork, leadership, and sportsmanship. Go Dolphins!



# COURAGE, CREATIVITY, AND PASSION

## ETON AT THE PERFORMING ARTS FESTIVAL

Yazhmín Castañón

Music Teacher

The French artist Henri Matisse said that a synonym for creativity could be courage. It takes courage to express oneself and give free rein to imagination, to delve into what we are passionate about and leads us to break the limits of our comfort zone.

Brave, creative, and passionate are just a few adjectives that describe the 19 Eton students that worked on deepening their artistic technique and expression at the Performing Arts Festival, held at North Broward Preparatory in Boca Raton, Florida.

Students were divided into dance subcategories—hip hop, ballet, and contemporary—and musical ones—musical theater, orchestra, and jazz-pop group—. They were able to choose which disciplines to practice and, in three rehearsals, assembled a complete repertoire to perform in a concert full of color and emotion.

Encouraging and supporting art will always be a priority not only in the artistic and academic formation, but also in the creation of well-rounded and sensitive human beings who find in its different disciplines a healthy, free, and enriching form of expression.

Congratulations to everyone who placed the name of Eton School up high with your astounding performance. May art be with you in every step you take!









# ALUMNI REUNION



Alumni events are a perfect opportunity to catch up with the past and make new connections for the future. At Eton we want every one of our alumni to know that no matter where they are, here they will always be at home. This time we had a bigger get-together with graduates spanning from different generations throughout Eton School's history, complete with food, campus tours, music, and quality time with teachers and staff members. Stay tuned for future events, we look forward to seeing you!





# PAJAMA NIGHT



Every year, children from pre-kinder all the way to 2<sup>nd</sup>-grade Elementary are invited along with their parents to a magical night of live storytelling. On this occasion, professional storytellers enchanted their audience with captivating tales, while a mime brought stories to life through a captivating performance. Our Eton School moms even crafted their own story and told it to the children! Pajama Night is intended as an open space for literary appreciation, encouraging active participation from children. See you next year for another night of wonderful stories!





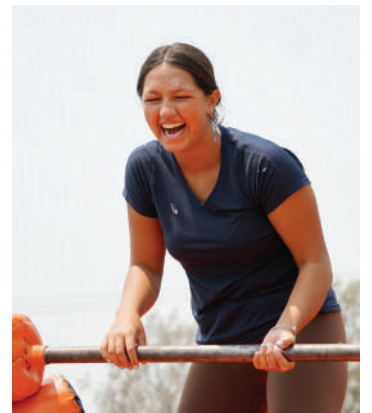
# CHILDREN'S DAY



Our children had a wonderful day filled with games and emotions through contests, live storytellers, and face paint stations across both Alpes campuses. Meanwhile, at Santa Fe, students from Elementary to High School had inflatable games, picnics, and some other cool activities in the classroom. Don't let anything ever take away your childhood wonder and continue to embrace your inner child in the pursuit of unlimited happiness!









# ETON SUMMER CAM...P

15 A 26 DE JULIO  
De 3 a 12 años

NEW

# ETON SOCCER CAM...P

15 A 26 DE JULIO  
De 10 a 15 años

2024

Escanea el código QR  
para conocer los detalles



## WELCOME

Welcome to Eton School! We are happy you are now a member of our community. Together, we will work with joy to pursue the educational purposes of our institution.

### EARLY CHILDHOOD

### MIDDLE & HIGH SCHOOL

### AFTER-SCHOOL PROGRAM

### ADMINISTRATIVE



Serenity  
Hamlin  
Teacher



María José  
Garza Castro  
Teacher Aide



María Cristina  
Noguera Garlin  
Teacher Aide



Paulina  
López Bórquez  
Teacher



Alvaro  
Garza Ramírez  
Teacher



Claudia Arcelia  
Álvarez Jiménez  
Psychologist



Rodolfo  
Vela Peña  
Teacher



Juan  
Campos Arellano  
Coach



Meztlí Tzoali  
Nava Avila  
Coach



Víctor Homero  
Avila Jimón  
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Assistant



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Editor (English)



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**ETON SCHOOL  
MEXICO**

A NORD ANGLIA EDUCATION SCHOOL