



# Gazette

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WE EDUVATE...

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## Inside Stories



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## Chief Editor's Message

Dear learners,

During the past few months, I have witnessed your determination and persistence in pursuing your goals regardless of the challenges you have faced. The motivation and passion I have seen in your eyes crowned your every deed.

Your immense and immeasurable energy should be used as a tool for transformation; a transformation that the world desperately needs.

It is the 21st century and we still find people who are hurting in our world.

Some are suffering because of deprivation; they are hurting because they are deprived of food, shelter or healthcare. People from all around the world rush to help those who suffer deprivation by providing material goods or services.

Others are suffering because they have an oppressor; they are hurting because they have bullies who abuse them. Those are the victims of injustice. Those who suffer injustice are hurting because of the abuse of power. This abuse of power is taking from them what God has given them.

We cannot respond to the needs of the oppressed simply by providing them with some material good. To show authentic love to those victims, we must rescue them from their oppressor, bring the perpetrator to account, seek the restoration of the victim and prevent the abuse from happening again.

There can be little doubt about the stunning number of people suffering injustice and desperately in need of advocacy. Likewise, there is no doubt about the clarity of commitment needed to respond to this need.

Given the broad nature of the need and the clarity of the commitment, one would expect an extensive deployment of unity among people to work hard in order to meet the needs of the abused and the oppressed.

We should not underestimate what can be achieved nor feel threatened by tomorrow's challenges, but rather encouraged and inspired by hope and confidence. My dear learners, be assured that through listening to your hearts and believing in your God-given talents, You can **ACT** to face all obstacles, make the desired change and thus leave a positive impact in the world.

And as Christmas time is near and as all the excitement for its approach fills the atmosphere, allow me to wish you a blessed Christmas and joyful holidays and to remind you that Christmas is much more than the unwrapping of gifts, the gifts that our loved ones have chosen with care. Christmas is about loving others and bringing joy with every simple act of kindness. Open your hearts to your fellow men; show more compassion, and most importantly listen to unveil forgiveness from your hearts. Enjoy your Christmas Vacation and seek to embed hope and positivity in this new year's resolution!

Chief Editor  
Bissan Issa

## Editorial

When we hear the word "advocacy," we remember that one picture of Rosa Parks refusing to give up her seat for a white man, or snippets of Martin Luther King delivering his "I Have a Dream" speech. These are not just random moments in time, but rather timeless events which hold great capacity and courage that have drastically altered the course of human history. However, advocacy is not a one-time act, but a lifestyle. It is a choice that one makes every day, and it is one involving sacrifice and commitment.

This year, our theme is U ACT: Unity, Advocacy, Commitment, Try Harder (in which the H is silent). All 4 components are often discussed in social settings, but are usually taken at face value. What does it truly mean to be united and committed? What does it truly mean to advocate for a cause relentlessly?

"We are only as strong as we are united, and as weak as we are divided," says JK Rowling. In fact, every individual possesses unique strengths and capabilities that, when combined with another individual's contributions, create an incredible ripple in the ocean of change. This is not to say that one must replace their existing values with those of the "team" in hopes of unity—just because the majority rules, doesn't mean that the majority is right.

However, as we have witnessed in the recent protests in Beirut, committed citizens might make a change if they so choose. Despite being gassed, threatened, beaten, and arrested, protesters stood their ground passionately, and demanded that they be heard. These people may not be Martin Luther King, but they are people who chose to advocate their cause, and they did so with drive and vision. They are ordinary people like you and me who among those whose minds were plagued with helplessness, decided to call for change.

This generation is characterized by its fleeting nature. Attention spans are shorter, determination is much rare, and impatience is slowly becoming the norm. For this reason, fewer and fewer people are actively choosing to commit themselves, not only to causes but also to relationships of all sorts.

(Continued on page 13)

Ranim Chaya - Grade 12 GS - BAC



## Listen and Act



Teaching the English language is a challenging task that requires constant effort in providing learners with essential information and skills, where teachers have to ensure that learners know how to apply that knowledge in their reading and writing tasks. Enthusiastically and willingly, young learners find themselves jubilant about participating in educational games than any other classroom task. To motivate them and help them understand the phonics, vocabulary, grammar, and listening skills given, grade one learners took part in different fun and exciting games set in the form of centers.

Learners, from all sections, were divided into three groups. Each group headed eagerly to the playground where they rotated to play games around 3 centers: **Vocabulary, grammar and phonics**, and **listening**. At the first center, **Toss and Make a Sentence**, learners took turns to toss a soft ball in muffin tins, say the name of the word in which the ball landed on, and provide

an oral sentence using that word. When arriving to the second center, they played two games related to **nouns and phonics**. In the **Vowel Sticks** game, each learner had to choose 3 to 4 sticks including picture cards and identify the correct vowel using cloth peg. Not only that, but learners also played the **Noun Sort** game. Each learner had to classify 5 picture cards in the correct category of nouns (people, places, things, or animals). At the third and final center, learners had to listen carefully to the story, **Hello, Barbara**. Then each had to choose one folded paper stripe from a bag and answer the question it has. The variety of questions were related to the story elements with additional "wh" questions.

As learners were rotating through the centers, they showed how responsible and organized they were at playing and respecting the rules of the games. They displayed full enthusiasm, attention, and confidence. In a nutshell, games help create a context in which the learners' attention is focused on the completion of a



task without realizing that different skills that are being applied and/or practiced. As a result, games such as the ones mentioned above are simple to initiate, easy to adapt to, and are good methods to practice and enforce English skills with full motivation.

Arda Darakjian  
English Teacher - Grade 1 - SMOC

## مناظرة أدبية

معنى كل نوع وفي التعلّم من تجربة شعره. لقد خرجنا بعد هذه المناظرة، ونحن نعلم خصائص كل نوع شعري ونقرّ بالإيجابيات والسلبيات لكل واحد منها. إنّ مناظرات كهذه تعلمنا حقاً كيف ندافع عن رأينا بطريقة مقنعة وأن نتقبّل آراء الآخرين.

متعلّمو الصّف الثّانوي الأوّل  
مدرستيّ الثّلاثة الأقمار والبشارة الأرثوذكسية



منهنا هذا العام يعرّفنا إلى أنواع الأدب عند العرب منذ العصور الأولى حتّى يومنا هذا، ولكن قبل ذلك، كان علينا أن نعرف الأدب بشكل عام ونتعمّق في الشعر وأنواعه لا سيّما أغراض الشعر الغنائيّ كالغزل العذريّ، الغزل الإباحيّ، المدح، المدح التكميليّ، الهجاء، الفخر، الرثاء... فمئل كل واحد منا غرضاً شعرياً لكي نتعرّف إلى أبرز شعره وبعض الأبيات قبل السّعي إلى مواجهة ممثّل الغرض الشعريّ المعاكس أو المختلف في مناظرة أدبية.

جهّزنا معلوماتنا وقصائداً وجربنا -على قدر المستطاع - أن نعود بحياتنا إلى ذلك الزّمان، فرتبنا غرفة المناظرة وارتيدينا ملابس أشعرتنا بالحسّ العربيّ الأصيل.

عندما بدأ كل واحد منا بإبراز موقفه والدّفاع عن الغرض الشعريّ الذي اختارّه، شعرنا حقاً بأننا من عصر أولئك الشعراء، فتناقشنا وتناورنا، أنصتنا إلى بعضنا البعض وأخذنا من كل رأي وفكرة معلومة ساعدتنا في فهم

## Un esprit sain dans un corps sain

La nourriture est une fonction vitale qui assure les éléments nutritionnels indispensables à une bonne santé physique, psychologique, intellectuelle et affective. Une alimentation saine et équilibrée, accompagnée d'une vie active diminue le risque de maladies.

Dans cette perspective, les apprenants de la classe d'EB3 ont exploré, en sciences, le thème «nutrition et santé» à travers une série d'activités intéressantes. Comme début, ils ont identifié les six groupes d'aliments et leur utilité pour l'organisme. Ensuite, ils ont réparti ces aliments sur une pyramide alimentaire afin de connaître la portion quotidienne de chaque groupe. Puis, chaque apprenant a illustré les trois repas principaux d'une journée sur son assiette santé d'une façon équilibrée. Pour valider leurs connaissances, nos apprenants ont visité le département de diététique de l'hôpital Saint Georges. Les nutritionnistes ont interagi avec nos apprenants pour leur expliquer davantage l'importance de l'alimentation saine et les inciter à la consommation de plats équilibrés tout en préservant le plaisir de manger.

Voilà quelques conseils donnés à nos apprenants :

- Mangez cinq fruits et légumes par jour parce qu'ils sont riches en vitamines et minéraux.

- Optez pour les grains entiers pour avoir plus de fibres.

- Buvez de l'eau et du jus frais et éloignez-vous des boissons gazeuses pour gagner plus de vitamines et moins de sucre.

- Consommez des protéines à chaque repas pour développer vos muscles.

- Mangez des noix et des amandes riches en omega-3. Elles ont une action bénéfique sur le cerveau.

- Limitez la consommation de sucreries : une petite friandise par jour est amplement suffisante.

- Faites une activité sportive au moins une heure par jour.

Suite à la présentation et aux jeux préparés par les professionnelles, nos apprenants ont posé leurs questions pour avoir des informations sur le métabolisme,

l'apport quotidien de calories, les maladies dues à la consommation excessive de matières grasses, etc. Ensuite les diététiciennes ont examiné les assiettes santé préparées par nos apprenants, leur ont donné pleins d'idées de collations et d'activités sportives faciles à réaliser.

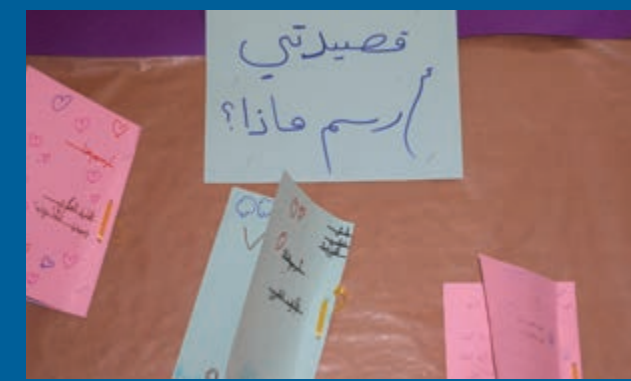
À la fin de la visite, un certificat de championnat en nutrition a été décerné à chacun des apprenants. De retour à l'école, nos champions ont partagé leur expérience avec leurs copains d'EB1 et d'EB2 en leur exposant leurs assiettes santé et la pyramide alimentaire qu'ils ont faites ainsi que les conseils qu'ils ont reçus.

D'après ces activités, les apprenants d'EB3 sont devenus plus lucides en choisissant leurs plats quotidiens. Ils ont déduit qu'une alimentation saine et modérée affecte leur santé globale et par conséquent leur esprit. En plus ils ont appris à organiser leur travail, en planifier les étapes, écouter et respecter les autres et agir en groupe.

Nadine Haddad Nasrallah  
Enseignante d'EB3 - ETD



## أرسم ماذا؟



تماشياً مع الأهداف التربويّة وإيماناً ممّا بقدره متعلّمينا على التّفنّن والإبداع، تعرّف متعلّمو الصّف الثّانوي الأساسيّ في ثانويّة السيّدة الأرثوذكسيّة إلى مفهومي التّشّير والشّعر وميّزات بينهما من خلال قصيدة «أرسم ماذا؟». فالقن كلّ متعلّم هذه القصيدة إلقاءً سليماً ومُعترّياً، فتناغمت الكلمات وتراقصت الأبيات. ليس هذا فقط، بل صنّع كلّ واحد منهم كتيّباً وزيّنه غلافه وصفحاته برسومات تعبّر عن مضمون القصيدة. تنوّعت الرّسومات وتعدّدت فمنهم من رسم قصراً فخماً تحيط به الورود الملوّنة ومنهم من رسم حمامة ترفرف بجناحيها فوق البحر الأزرق. كلّ هذا حصل في جوّ من المتعة والسّعادة فتعلّمت أصوات المتعلّمين ابتهاجاً بما صنعت أيديهم الضّغيرة.

كريستين الحاج  
مدرسة اللّغة العربيّة للصّف الثّالث الأساسيّ  
ثانويّة السيّدة الأرثوذكسيّة



## على خشبة المسرح... مشاهدٌ وعبر

والكوميديا، إلا أنها كلها كانت ذات عبرة استفدينا في حياتنا اليومية وتحسن من طرائق فهمنا للآخرين ومعاملتنا لهم.

لقد تعلمنا مثلًا من المسرحيات مجتمعة أن نترك الأنانية، أن نحب للناس ما نحب لأنفسنا، على ألا نتق بالجميع ثقة عمياء دون تفكير. لقد عرفنا قيمة الأصدقاء لخيبة وقع فيها... إن كل تلك العبر أصبحت دليلًا لنا في هذه الحياة ومصباحًا يبرير طريقنا.

**ريتاخ خليل، عمر شومان، غايي جو فرح، خديجة نعنوع**  
**الصف الثاني الأساسي**  
**مدرستي البشارة الأرثوذكسية والثلاثة الأقمار**



## Say It Clearly

To ensure acquisition of new concepts explored in the classroom, it is vital to relate knowledge to real life situations. Grade 2 learners were exposed to a short role-play activity about fact and opinion. They were put in situations where they had to reveal their opinion and defend it without being influenced by peer pressure. Later on, to emphasize the skill about fact and opinion, Grade 2 learners were divided in small groups and given several statements to sort them into fact or opinion. They had to read the given statements and decide along with their group members whether they were facts or opinions. The learners were very enthusiastic to play the game and to finish before other groups. Motivation and fun filled the classroom as the learners were playing the game.

While a fact is a proven and established truth, opinion is not and it varies from one person to

another. Grade 2 learners have been exposed to various opinions and have learned that accepting others' opinions that are different from theirs does not necessitate foregoing their own principles, values, and beliefs.

**Lara Komeiha**  
**English Teacher - Grade 2 - BAC**

ومن قال  
إن اللغة العربية مملّة؟

التزم المتعلّمون منذ بداية العام الدراسي على التعاون، فما كان منهم إلا أن يعملوا معًا بدافع المنفعة المشتركة ويتّمموا ما تعهّدوا به. جاء اليوم الذي يطبق فيه متعلّمو الصف الثامن الأساسي ما تمّ الاتفاق عليه من خلال نشاط فريد من نوعه. وفي ظلّ جوّ مسرّ ومليء بالحماسة، جلس المتعلّمون في حلقة دائرية واسعة وعملوا معًا على تأليف قصة ارتجالية غير محضرة، تقوم على أسس بنية السرد القصصي.

يقضي النشاط بتأليف قصة عشوائية يبدأ بها المتعلّم الأوّل، وعند إشارة من المعلمة، يتوقّف ليتابع زميله القصة بحنكة وذكاء مستخدمًا أسلوبه الخاصّ ومرتكزًا على مكتسباته اللغوية ومهاراته التواصلية الشفهية.

ساد في الصفّ جوّ من المرح والتشويق، فكلّ واحد منهم ينتظر الحدث الذي سيفجّره صديقه. فمرة يقلبون الحكمة رأسًا على عقب، ومرة أخرى تتسلسل الأحداث بطريقة سهلة غير معقّدة... وقد ثابرت المتعلّمون حتّى وصلوا إلى حلّ منطقيّ، وبعدها إلى وضع نهائيّ ينهي أحداث قصة دارت على السنة متعلّمين متحمسين وفرحين بتطبيق نشاط مفيد ومسل يشجّعهم على التعلّق بلغتهم الأمّ فيدركون أنّها لغة غير مملّة لا بل هي من أغنى اللغات من حيث وفرة كلماتها وتنوّع أساليبها...

**لينا غلوبني**  
**معلّمة اللغة العربية - الصف الثامن**  
**ثانوية السيدة الأرثوذكسية**



## Write and Solve

Be it personal, local, regional, or international, problems will never cease to exist; however, identifying problems and being able to find feasible solutions to solve them is a skill for life. Following the lesson on problem solution essay, Grade 10 learners, as catalysts in society, have embarked on a quest to make their society and the world a better place. Many humanitarian, economic, and environmental problems have been addressed and analyzed. The following article, however, deals with a more common issue among teenagers: depression. Because the future of nations lies in the hand of their young generations, their well-being is one of the major concerns. Teenagers should also be aware that their well-being is a duty they hold before God and a responsibility they should assume. To be able to pursue their dreams and achieve their goals, teenagers should keep their health, both physical and mental, in check.

**Miss Doris Chalhoub**  
**English Teacher - Grade 10 - BAC**

## Depression of Teenagers

Have you been feeling down? Have you felt like the world has turned its back to you? Have you been experiencing terrible headaches or anger issues? Has the thought of being hopeless, useless, worthless, or helpless haunted you down? All of these symptoms bring us back to one conclusion, depression. Depression, by itself, has been a major conflict for teens for a really long time. It has affected them deeply to the point where many teenagers commit suicide. Although overcoming depression might seem impossible, it can always be achieved. For example, talking to someone, finding a hobby, or going to a psychologist can be of great help.

Having a friend you know you can count on is very important. Friends are always there for each other. They support each other up; they listen, understand, make you smile, and hold your hand in times of need. Whenever you are feeling blue, they give you advice and stand by you. Also, when you talk about things that disturb you, you directly feel relieved. Every time you feel bad about something and decide not to say anything, the tension builds up inside of you until it reaches a point where

your trouble becomes overwhelming. This is why you should always talk about your problems with someone you trust. With a true friend's love, nothing can drag you down.

Leading a healthy lifestyle can also be quite helpful. Attending the gym, practicing a sport you like, doing some physical exercises, eating healthy food and having enough sleep can naturally help in boosting your mood. Spending your time doing an activity that makes you happy can distract you from all the sadness or pain. Practicing a hobby regularly will make you forget about your problems and boost your positive energy. You would be exchanging your grief with positivity and motivation. In addition, you will be so busy trying to develop your skills, you would stop worrying about things that spread negativity into your world.

Last but not least, if the solutions weren't very helpful, you can always seek professional help. There are many effective techniques that only psychologists know about. These techniques often include therapy that can give you tools to deal with depression. They can also help you understand why you feel a certain way and what you should do to stay healthy.

Depression among teenagers is normal, for the teenage years are mixtures of sentiments and feelings. It's the period of time where we discover who we are meant to be and what we are going to do in the future. Feeling lost and hopeless are some of the symptoms of depression, which comes in different levels and from various causes. We can overcome depression if we really believe in ourselves and try hard using different methods like talking to a friend, practicing a hobby regularly, or seeking professional help. All of these can be helpful, but you should always keep in mind that being happy does not mean everything is perfect. It means you have decided to look beyond the imperfections because life is about taking chances, appreciating the memories, learning from the past, and finding happiness.

**Reem Al Sayyed - Grade 10 - BAC**

## Shop Until You Drop!

Upon completion of both Math lessons, Rounding and Adding Numbers, learners in Grade 3 competed in groups to put these skills into genuine practice. The class was turned into a store comprising several priced items and learners were sent on a shopping spree. With the amount of fake money they had, groups had to buy as many items as they possibly could. Learners were very excited and cooperative throughout the activity since it was a competitive game among the groups and all of them had to work as a team in order to be able to win.

**Sara Al Hakim**  
**Science & Math teacher - Grade 3 - BAC**

Un ami pas comme  
les autres...

« Avoir des amis, c'est savoir aimer et se faire aimer de quelqu'un avec tous les aspects de sa personnalité qui peuvent être difficiles à accepter ».

En travaillant le thème « Les copains de classe », les apprenants de la classe de grade 2, âgés entre 7 et 8 ans, ont pu dire et décrire les qualités et les défauts de leurs copains de classe.

Tout d'abord, chaque apprenant a choisi un ami et a collecté les informations le concernant : le nom de famille, le prénom, la classe, l'âge et la raison du choix de cet ami. Ensuite, ils ont transcrit ces renseignements sur une feuille A4 pliée en deux. Enfin, ils ont collé la photo de leur ami choisi et ont décoré la carte réalisée. Durant cette activité, les apprenants ont fait preuve de motivation et de créativité.

« La vraie innocence n'a honte de rien » comme le disait Jean Jacques Rousseau. Nos apprenants n'ont pas eu honte de s'exprimer librement pendant cette activité qui leur a permis de décrire et de critiquer leurs « copains de classe ».

**Lina Mansour and Marie Choueiry Chami**  
**Enseignantes de français - EB2 - SMOC & BAC**



## هل تعلم؟



- هل تعلم أنّ لا أسنان للسحفاة؟
- هل تعلم أنّ الحوت الأزرق هو أكبر الحيوانات على سطح الأرض؟
- هل تعلم أنّ المريخ اسمه الكوكب الأحمر؟
- هل تعلم أنّ التمر هو أسرع الحيوانات؟
- هل تعلم أنّ الفيل يبكي عندما يكون حزينا؟
- هل تعلم أنّ الأسد يخاف من صوت الديك؟

كلّ هذه الأسئلة تدور في رؤوس متعلّمين. ولكن يبقى السؤال الأبرز بالنسبة إليهم: من أين يستقون تلك المعلومات التي تجعلهم يتعرّفون إلى كلّ ما يحيط بهم؟

ولهذه الغاية قام متعلّمو صفوف الرّوضات في مدرستيّ البشارة الأرثوذكسية والثلاثة الأقمار بنشاط يحاكي تطلّعاتهم ويتماشى مع فئتهم العمرية ويجب عن تساؤلهم كآفة من خلال إصدار لوحة جدريّة كتبت عليها عبارة «هل تعلم؟» وكان على المعلّمت أن يقمن بعرض المعلومات الجديدة التي تشغل تفكير هؤلاء الصّغار بأسلوب شيّق وجذاب ومن ثمّ تعليقها في الصّف تحت تلك اللوحة.

إلى إغناء لغة المتعلّم من خلال اكتساب العبارات والمفردات الجديدة. وبما أنّ هذه المعلومات نالت إعجاب المتعلّمين فأصبحوا ينتظرون أسبوعيّاً بشوق ولهفة المعلومة الجديدة بغية نقلها إلى أهلهم ومعارفهم.

**نسرین ستّو**  
مدرّسة اللغة العربية في صفوف الرّوضات  
مدرستيّ البشارة الأرثوذكسيّة والثلاثة الأقمار

## Exploring the World Around Me

Can you imagine what it might be like to live without any of the senses?

Our senses allow us to enjoy the food we eat, the sound of music we hear, the beauty of a sunny day, the softness of a teddy bear. They are a miraculous gift that helps us explore the world around us. To introduce the five senses in a clear and concrete manner, KG2 teachers planned fun and exciting activities for learners. With tiny hands, attentive eyes, focused nose, and alert ears, our little ones explored scientific facts through different trials.

**Taste:**

Our sense of taste comes from the taste buds on our tongue. The tongue is only able to taste four separate flavors: salty, sweet, sour, and bitter. Not only can the tongue taste, but it also detects texture and temperature in our food like creamy, crunchy, hot or dry. To learn more about the tastes, KG2 learners were blindfolded and assisted to try different kinds of food. Discussing and realizing the differences between the several tastes was an interesting discovery.

**Sight:**

Our sense of sight is all dependent on our eyes.

All the information is sent to the brain along the optic nerve. Relying on their sight only, learners identified different items. They also looked at some through a magnifier just for fun!

**Touch:**

The sense of touch is spread through the whole body. There are different kinds of touch sensations that can be identified: cold, heat, contact, and pain. To experiment, KG2 learners held different objects that create some of these sensations.

**Smell:**

Our nose is the organ we use to smell. KG2 learners had a blast smelling many different items and preparing a nice flower artwork. Moreover, KG2 learners visited the agriculture area and prepared a creative and fragrant art project using lavender.

**Hearing:**

With the help of our ears, we can hear the various sounds. Learners discovered sounds through music as they played different musical instruments and heard the different sounds they make. Learners also created their own recycled Maracas. They reused a

cheese box and filled it with grains. The musical piece that followed was the best part as learners enjoyed shaking their maracas.

**Mrs. Ghada Saradar**  
Home Room Teacher - KG2 - BAC



## Soaring into Outer Space



*"When you look at the stars and the galaxy, you feel that you are not just from any particular piece of land, but from the solar system."*

*Kalpna Chawla (Astronaut)*

For thousands of years, the universe remained a mystery to mankind. However, scientific breakthroughs helped

accomplish great feats in the exploration of outer space. This topic has become an increasingly important part of our everyday world, and exposing young generations to it at an early age is now a must. In this perspective, our little astronauts in KG3 took off on an amazing adventure as they discovered the fascinating solar system. And what better to launch this journey than with amusing movies which provided learners with detailed information about the elements of the solar system (sun, planets, moon...) and key facts about each planet through fun melodious songs. Moreover, they noticed how everything in this system orbits around the Sun by observing a real-life model of Sun and Earth. Everyone also engaged with great enthusiasm in an exciting competitive game, "Solar System Challenge", where teams had to collect planets pictures and place them in their right position on an outer space poster within a limited time. Then, learners, dressed up as astronauts, played the "Planet Landing" game which helped them recall the names of the planets since they

had to "land" on the planet assigned by the teacher. Finally, as a wrap-up to this captivating theme, a vibrant mural inspired by the solar system was prepared by all classes. In the process, they traced the orbits, decorated the background with stars they had already prepared, painted Styrofoam balls to represent the planets, and pasted them accordingly. This project was later on displayed on the bulletin board as a reminder of this wonderful trip into outer space.

As KG3 rocket ship is heading back to Earth, our young spacemen will never forget this memorable voyage which took them beyond the borders of their usual environment into compelling new horizons...

**Wafaa Kebbé**  
English Teacher - KG3 - SMOC

## About Exploring and Discovering

The word "Science" probably brings to mind many different pictures: a big textbook, white lab coats, microscopes, an astronomer looking through a telescope, a zoologist in nature, bubbling beakers in a laboratory .... All of these images reveal some aspects of science, but none of them provides a full picture since science is never what you see or learn only; it is what you experience and question, it is what you explore and discover. In school, science may sometimes seem like a collection of facts listed in a textbook, but that is only a small part of the story. Just as importantly, science is also a process of discovery that allows us to link these facts into logical and broad understandings of our world.

Learners in grade 4 are not seeing the big science book, but rather experiencing a fun world with the I-pads. Now they are directly able to watch a video that satisfy their curiosity and knowledge, play games that are related to the subject and listen to a song that solidifies their acquisition of the concepts. However, the I-pad is not the only strategy we use in our science sessions to encourage and motivate the learners to allow them to question, and crave for answers. We also do various activities that elicit

the ideas we are working on and leave the learners with a fun way to remember what they learned inside the walls of the classroom with the help of their imagination and their peers in class.

Grade four learners have had their share from the science fun; where they chose to role-play and act as a cat and a mouse to acquire and understand the meaning of "prey" and "predator"; they were running around in the classroom trying not to be caught and eaten by the predator. In addition, to spice up the food chain lesson each learner was given a role to play in an imaginary forest in which we had the sun, the plant, the worm, the bird, the eagle and the fungi. The learners started their search for their source of energy and ended up creating a food chain. They were enjoying it so much and started doing their roles; for example, the plant made sure to hold hands with the sun, worm and the fungi. On the other hand, the fungi did not hold hands with the sun showing that the sun is the source of energy for plants only.

In conclusion, science is meant to be fun and inspiring. As a result, whether it is a song, a video, a hand on

activity, a role-play, group work, a project or even a small demonstration all of these will aid in the process of learning science, and integrating it in our learners' daily life to help them understand how life works in all its mystifying fields.

**Sarah Nasser**  
Science Teacher - Grade 4 - SMOC



## Hands Up For Community Helpers!



Each member of the community plays an important role that contributes to its success. In order to keep all the activities going in harmony, people step in to offer their valuable services. Without the efforts of these community helpers, things would turn terribly chaotic...

KG1 classes had the opportunity to get acquainted with several community helpers throughout the first term of the scholastic year. They read enjoyable stories, played fun games, and sang lovely songs in relation to this theme. Not only that, learners got to meet some community helpers in person. During the first days of school, they were introduced to their new teachers who



are one of the essential social figures as they help the community grow through educating the children and encouraging them to acquire new information and skills. Learners also participated in many educational activities presented by the librarian who is one of the vital members in the community. They were also so excited to meet the firefighters who provided key information about their mode of work, their equipment, and the safety tips to apply in daily life. Moreover, a baker paid our learners a visit. They discovered her various responsibilities and helped her prepare the dough to make delicious pastries. In addition, everyone got more familiar with the builder's job and the tools



he uses at the construction site such as the helmet, the hammer, and the screwdriver. Finally, learners were so eager to meet the vet who explained to them how he treats injured and sick animals.

This is just the beginning for KG1 learners who are now more than thrilled to discover other community helpers and how they allow our society develop and progress.

Ghada Baydoun  
English Teacher - KG1 - SMOC



## Learning to Plan

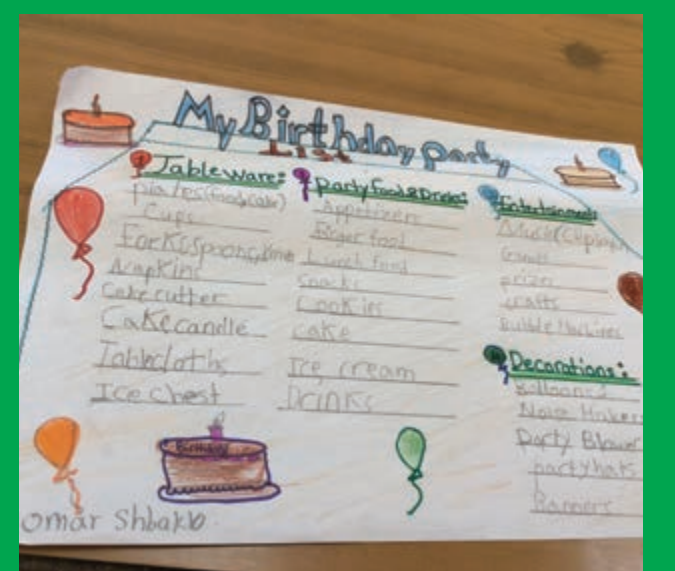
When learners apply skills, knowledge, and concerted effort in an authentic situation, you can expect nothing less than an outburst of creativity and excellence. To wrap up the unit beautifully, learners of Grade 3 embarked on a fun learning experience as they planned a home party of their choice.

Choices varied according to learners' interests and included, but were not limited to, a Birthday Party and New Year's Eve. As a whole class, we first discussed the importance of keeping a shopping list and brainstormed a range of items that would be needed for the event. Learners then sorted the different items into labelled groups, such as food, decoration, utensil, and entertainment. Afterwards, learners paired up to organize their own party. Learners seemed very

enthusiastic as they tried to "think outside the box" and come up with the most creative ideas. As they created their shopping list, they added the quantities needed next to each item, and upon completion of the project, they used their oral presentation skills to share their work with their peers. Learners were amazed by their ability to organize entertaining activities and realized the importance of meticulous planning and hard work to organize a successful event.

Great work dear learners! I truly believe the sky is the limit to what we can accomplish this year!

Ghada Kanaan Hibri  
English Teacher - Grade 3 - BAC



## Demonstrate to Understand

How many radios, televisions, electronic devices and other utilities with motors do you have at your home? Telephones earpieces, microphones, ignition system of your car, motors running fans in air conditioners, remote-controlled mirrors, and remote entry device etc.; the list goes on and on. They all involve electromagnetic induction.

In the physics class in 12LS we were introduced to the concept of electromagnetic induction which was a discovery made by Michael Faraday. Electromagnetic induction involves producing electricity by moving a magnet near a coil of wire and producing magnetic field by producing a current.

Like most other concepts in physics, they are best understood when we relate them to real life. By relating them to real life I don't mean only by knowing where they are applied. But comprehending how they function, how they improve the quality of our lives, how we can preserve, while using them, our resources and our values. That is, understanding how they work but at the same time employing them for common good of our community and mankind.

In order to properly understand this electromagnetic phenomenon, our physics teacher decided to display the evidence of electromagnetic induction through an experiment. The experiment was simple although the implications are great as explained above. We

moved the magnet closer and further from a fixed coil (solenoid), the ammeter measure the quantity of current produced. This leads to the understanding that a variation in magnetic flux leads to an induced current. The experiment was varied with different coils and different variables in order to study the phenomenon from all aspects. The results confirmed the theoretical studies we did in class. They also made the concept clearer and helped us understand what is happening while solving electromagnetic induction problems.

Lynne Taha - Grade 12 LS



## Geometry with a Twist

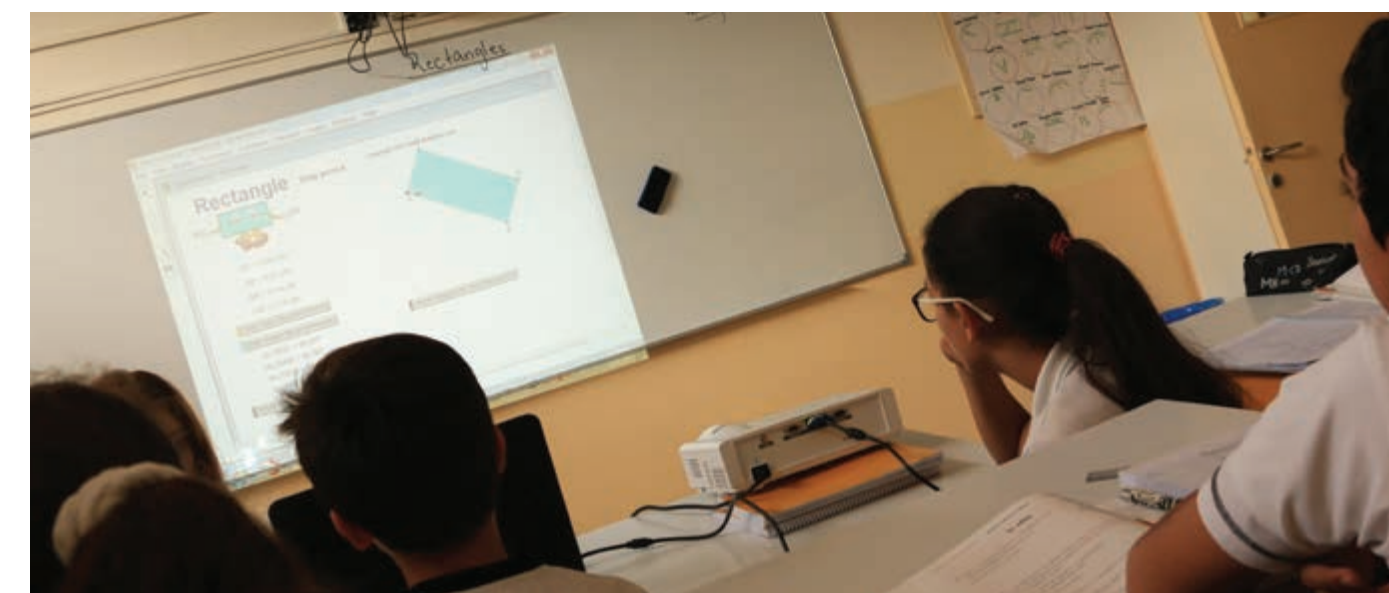
In our classrooms studying math is no longer limited to books. There are continuous efforts to promote interactive learning, integrate technology in classrooms, and enhance learners' creativity. That is why grade 8 learners were introduced to the sketchpad application through an interactive activity.

Sketchpad allowed learners to visualize the geometric figures and the properties they had learned. The purposes of this activity were to help our learners develop their knowledge in the concepts taught, make the properties of quadrilaterals clearer through imaginative and creative ways, and broaden learners' cognitive skills. Their knowledge expanded with new pieces of information, which were indispensable constituents of the lesson. They were able to see

the properties of the special parallelograms. They observed and manipulated Parallelograms, Rectangles, Rhombuses, and Squares; they were able to prove how their properties remained fixed even when we moved the figure and changed its size.

As a result, this activity contributed to a general sense of discovery and excitement about learning Geometry. Such activities always enrich the learning process in our Mathematic classroom with variety, excitement, and creativity.

Ghina Shouman  
Mathematics Teacher - Grade 8 - SMOC



## Move Forward

Most of us learn better, when we construct projects based on the concepts that we learn in class or when we study ideas while building models. This is how we work in the technology class. In grade 10, we prepare for our technology activities by presenting a proposal that includes a design of our project and a description of the conceptual understanding behind the design. After this is discussed and accepted, we then embark on building the proposed device according to the design. An example of this procedure is the "Self-propelled Vehicle Project". During term 1, we, in grade 10, designed and built a model of a mobile vehicle by using recycled materials and utilizing our understanding of forms of energy. The actual building of the self-propelled vehicle required teamwork, commitment, time-management and creativity. My group built a car using a matchbox, rubber band, and iron wire. The propulsion system was the rubber band's elastic potential energy, which was converted to kinetic energy on the wheels, producing rotational motion and moving the car. Other groups in my class prepared different versions of the self-propelled vehicle. Different designs were presented and they were mostly creative. During the presentations of the different models, we shared our learning experiences with the class, we also evaluated our work and reflected on what we learned. It was an enriching and fun experience for us all.

Karim Alameh - Grade 10 B - SMOC

## Du savoir au savoir-faire



Un cyclone dans une bouteille, la fleur qui change de couleur, le dégonflage des ballons, les besoins des plantes... sont des expériences qui mettent l'apprenant en action. Comme le dit Benjamin Franklin « Tu me dis, j'oublie. Tu m'enseignes, je me souviens. Tu m'impliques, j'apprends. »

Dans cette perspective, les apprenants cycle primaire 2 réalisent différentes expériences au laboratoire pour approfondir leurs connaissances et développer leurs esprits critique et analytique.

En effet, ils posent une problématique, émettent une hypothèse, suivent un protocole expérimental pour tirer une déduction qui permettra de valider l'hypothèse ou bien d'émettre une autre.

Ceci dit, l'expérimentation au laboratoire développe chez les apprenants le goût de la recherche, la capacité d'analyser une situation problème, la résoudre et tirer des conclusions.

Au cours de ces périodes, l'enseignant sélectionne une situation de départ qui suscite la curiosité des apprenants, les pousse à tâtonner, chercher, être acteurs et en même temps confronter leurs découvertes aux savoirs constitués.

Sahar Fanous - Enseignante de sciences  
Cycle primaire 2 - ETD

## من تراثنا

ومُنَاقَشَتِهَا، اسْتَمْتَعِ الْمُتَعَلِّمُونَ وَتَشَارَكُوا الْأَطْعِمَةَ الْبِنَانِيَّةَ الَّتِي حَضَرُوهَا كَمُنَافِيسِ الصَّاحِ وَالسُّنِينِيَّةَ وَغَيْرَهَا... وَمَا لَقَّتِ الدُّنْيَا فِي هَذَا النَّشَاطِ، هُوَ مَدَى احْتِرَامِ الْمُتَعَلِّمِينَ لِلْعَادَاتِ وَالتَّقَالِيدِ الْقَدِيمَةِ، الْمُتَعَدِّدَةِ وَالمُخْتَلِفَةِ.

**سَمِيَّة رهاوي**  
**مدرسة اللغة العربية للصف الثالث الأساسي**  
**ثانوية السيدة الأرتودوكسية**



## Personnes d'influence

Charisme, beauté, talent, intelligence, succès, ... Ces hommes et femmes d'influence ont tout pour faire plaisir.

Les jeunes de nos jours, sont dans une phase où ils recherchent leur identité. Ils s'inspirent des célébrités promues facilement par le biais de la télévision, de l'Internet ou des panneaux publicitaires. Cependant, la question qui se pose est la suivante : Les célébrités représentent-elles le bon model aux jeunes ? Représentent-elles véritablement l'idéal de la beauté ?



في إطار توسيع وتطوير ما ناقشناه في الفصل الأول من العام الدراسي، مَثَّل مُتَعَلِّمُو الصَّفِّ الثَّالِثِ الأساسي مَشَاهِدَ مُنْتَوَعَةً مِنْ لُبْنَانَ مِنْ خِلَالِ تَطْبِيقِ مَا تَعَلَّمُوهُ فِي المَحَوْرِ الْأَوَّلِ «أَهْلًا بِكَ فِي لُبْنَانَ». تَحَوَّلَ نَهَارُ الْمُتَعَلِّمِينَ إِلَى نَهَارِ قَرْوَيٍّ فِي ثَانِيَةِ السَّيِّدَةِ الأَرْتُوذُكْسِيَّةِ، فَبَدَّلَ الْمُتَعَلِّمُونَ الرِّبِّيَّ المَدْرَسِيِّ وَارْتَدُوا الأَرِيَاءَ الَّتِي تَمَيَّزَ بِهَا اللَّبْنَانِيُّونَ مُنْذُ قَدِيمِ الزَّمَانِ مِثْلَ الشُّرُوَالِ، الطَّرْبُوشِ، الغِباءِ وَالخَلْبِيِّ. كَمَا تَشَارَكُوا أبحاثَهُم المُنْتَعَلِقَةَ بِالْعَادَاتِ وَالتَّقَالِيدِ الْبِنَانِيَّةِ الَّتِي لَمْ تَنْطَرِقِ النُّصُوصُ المَدْرُوسَةُ إِلَيْهَا. وَتَعَدَّ غَرَضُ الأَبْحَاطِ



Les apprenants de la classe d'EB6, nous donnent des réponses pertinentes à travers leurs recherches sur des hommes qui ont marqué l'histoire dans les domaines du sport, des sciences et de l'art.

En exposant leur projet, ils ont expliqué l'influence qu'à chacune des célébrités sur eux.

**Aline Jaalouk**  
**Enseignante de français - EB6 - SMOC**



## معًا نحو بيئة أفضل

تزامناً مع ما نمز به من أزمات بيئية في لبنان والعالم، تناول الصف الأساسي السابع مشكلة التلوث، محاولين دراسة الموضوع من مختلف جوانبه: أسباب، نتائج وحلول.

تعاون المتعلمون وتشاركوا لابتكار مجسم خلّاق يوضّح الإشكالية التي يعالجونها.

انقسموا إلى أربعة فرق، تناول كل واحد منهم جانباً من جوانب هذه الآفة.

التزم كل فريق بعرض المشكلة التي عمل عليها، ثم ذكر الأسباب التي أدت إلى تفشيها ووضّح التأثير السلبي الناتج عنها، والذي يفتك بحياة الإنسان، وخصوصاً في لبنان.

وفي نهاية النشاط، عمد المتعلمون إلى اقتراح حلول عليها تنفع بيئتنا في حال تطبيقها. كما أدركوا أنّ العمل ينبع من الذات، فعلى كل واحد منهم أن يبادر بتطبيق ما تعلمه فليلاً إلى تحسين محيطه. ومثال على ذلك، قام بعض المتعلمين بتشجيع زملائهم على أهمية فرز النفايات المنزلية والمدرسية عندهم، والبعوض الآخر اقترح القيام بعقلية غرس أشجار أمام منازلهم وذلك للتعويض عن الكمّ الهائل من الأشجار التي تُقَطَّعُ يومياً، وذلك لتفادي مشكلة التصحر أيضاً.

إنّ العمل الجاد والقول الصادق هما أساس النجاح. فعلياً جميعاً المحاولة بجد والمثابرة للوصول إلى العيش في بيئة صحية وسليمة.

**ساندي زيادة**  
**مدرسة اجتماعيات - الصف الأساسي السابع**  
**ثانوية السيدة الأرتودوكسية**



## Team Up - Keep it Clean

You might be wondering about what started this campaign. Well, it all started when our class looked more like a catastrophe than anything else. It was then when our advisor, Miss Maya, assigned a task to one of our friends. The task at first might sound a bit too tacky, but it actually proved effective. The task was based on a banner that says "CLEAN UP" on one side and "ORGANIZE" on the other. For five consecutive days, the banner was held up by one of our classmates right before recess time and home time. After those few days, we started to notice our own mess, and we would clean up and organize right away - leaving our class LOOKING GOOD!

When our HOD found out about the banner and saw the positive results, she was thrilled and automatically asked us to go an extra mile and start "THE CLEAN-UP CAMPAIGN". First, we got divided into groups. Every group had a division assigned to it, which means that different groups are responsible for different floors, plus a group responsible for the playground.

The groups had to meet every now and then to plan things and have some ideas executed. The groups started brainstorming ideas to make sure that the cleaning up idea was ingrained into every student's mind. The group in charge of elementary grades decided to create little sketches and design colorful banners to appeal to the kids' attentions, while the groups in charge of intermediate and secondary decided to stick posters and banners around. The creation of those posters and banners is what really brought us together; some of us were in charge of printing the posters, and then we all gathered up on different occasions during recess time to cut, paste, and laminate each and every poster to make them as clean cut as possible. Of course, we were never alone; Ms. Maya was always there watching, helping, and encouraging.

Teamwork was a huge factor in this process, and I'm not just saying that (it really was, I'm serious). It turned us into productive members of society and really made us feel part of something bigger.

All in all, please pick up your garbage, it is not only the janitor's job!

**Karine Ballout - Grade 10 B - SMOC**



## Preschoolers ACT

The "Awareness Program" journey began as Eduvation preschoolers engaged in many appealing activities inspired by the new school theme "U-ACT" (Unity-Advocacy-Commitment -Trying Harder).

KG1 classes were entitled to a variety of 3Rs activities that allowed everyone to value the importance of saving the environment by Reducing, Reusing, and Recycling objects. Learners were introduced to the steps of recycling as they sorted different discarded items (plastic, paper...) in separate boxes. Then, they discovered the reusing process by using water bottles as soil holders to plant and toilet rolls to make 3D Recycling signs. Moreover, cans were transformed into pencil holders, and plastic gallons became Igloos waiting for their Eskimo residents.



On the other hand, KG2 classes rotated around three captivating centres related to the "World Science Day for Peace and Development" which aims to stress on the responsible use of science for the benefit of society. These activities made learners look at Science from a different perspective leading to peace and fun away from any destructive intentions. One of which was creating a bouncing ball using borax, corn starch, white glue, warm water, and food colouring. Learners enjoyed working as a team throughout this experiment and playing together in harmony with the balls they prepared. Another was creating a globe decorated by learners' hands cut-outs which represented a united view towards saving the planet. The last centre was so interesting as it showed the groups how to make a 3D volcano erupt using baking soda and vinegar. They also discussed the impact of volcanic eruptions on daily lives and the importance of developing means to protect civilians from their danger.



As for KG3 classes, learners developed self-esteem and self-confidence by being a member of a "team" during an exciting "Sports Day". They interacted and bonded as they participated with great enthusiasm in team building games which also promoted leadership, cooperation, tolerance, consideration, trust, and responsibility. The first game, the "Chunnel", encouraged team spirit as each group had to slither under a ribbon, and then toss the ball in a loop. The second one, "Dancing with the Ball", enhanced tolerance and cooperation by having everyone dance in pairs while holding a ball with their forehead. The last game, the "Limbo", boosted learners' perseverance since they were asked to pass under a stick without touching it, and at each stage the stick was getting lower to make everyone try harder when trying to reach the assigned goal.

All the above activities were completed successfully by preschoolers in an enjoyable and pleasurable environment to arrive to our final destiny which is the theme "U-ACT".

**Hayat Dana**  
**English Teacher - KG2**



## La nature c'est notre responsabilité

Les apprenants de la classe d'EB5 SMOC, BAC et ETD se sont rendus à Ramliyah pour découvrir un milieu forestier particulier et intéressant. Par petits groupes, ils ont découvert la flore vernaculaire, chatoyante et luxurieuse de cette fin d'automne. Ils ont participé avec enthousiasme à plusieurs ateliers en tenant compte de la spécificité de ce lieu. Après avoir surmonté avec succès le défi de l'escalade, ils ont passé au « tir à l'arc », une activité amusante qui canalise l'énergie et investit le maximum de concentration. Puis, le moment est venu de s'opposer et faire « la lutte à la corde » dans une épreuve de force et de résistance. Ces activités ont renforcé les compétences interactives de nos apprenants ainsi que leur façon d'agir face à un obstacle.

Plus tard, les apprenants ont fait une randonnée pédestre dans le but de découvrir la richesse forestière de ce lieu. Avec le guide, ils ont identifié plusieurs espèces d'arbres et d'arbustes comme : le cèdre, le safran, le pin et le laurier et leur importance dans l'équilibre de l'écosystème.

Pour conclure, nos apprenants ont appris à apprécier la nature, ce qui développe chez eux le sens de responsabilité face aux problèmes d'environnement dont notre planète souffre actuellement et les incite à agir pour la préserver.

**Natacha Daher**  
Enseignante de français - Cycle primaire 2 -ETD



## Vive le livre ... le livre libre ... Pour vivre libres !!!

Pour la 22ème édition du Salon du livre francophone, Beyrouth accueille des milliers de visiteurs. Signatures, rencontres, et conférences se tiennent autour de ce prestigieux invité d'honneur. Véritable espace d'échange et porte ouverte sur le Moyen-Orient, il met en valeur la francophonie dans cette région du monde.

Les apprenants des classes primaires, complémentaires et secondaires à l'Ecole des Trois Docteurs ont saisi l'occasion qu'offre ce salon à tous les jeunes et sont allés à la rencontre d'auteurs jeunesse français, Jean-Charles Sarrazin, Gilles Barraque et Thomas Scotto, dans le but d'approfondir la découverte des œuvres lues en classe, d'être sensibilisés à la dimension humaine et créative de ces écrivains, de valoriser leur travail collectif tout en donnant de l'élan supplémentaire à la dynamique de classe. Dans leurs livres, qu'ils racontent des histoires ou qu'ils traitent des sujets de la vie quotidienne, qu'ils cisèlent et organisent les mots ou les images ou les deux, il est question de liberté d'expression et de dialogue interculturel.

En effet, la visite du Salon était un véritable moment de passion qui a suscité des débats et provoqué des bousculades d'apprenants pressés de rencontrer les auteurs. Tout cela dégagait une magie soutenue par l'enchantement que procurent la langue française et

sa richesse. Pour bien réussir cette visite, les apprenants d'EB1 ont lu avec leur enseignante des œuvres de Jean-Charles Sarrazin. Puis ils ont choisi d'illustrer l'histoire « Pirate Tétine », selon leur propre imagination. Pendant la rencontre et après l'accueil passionnant de l'écrivain, ils lui ont montré leurs dessins qu'il a beaucoup appréciés et il a encouragé quelques-uns à développer davantage leurs habiletés artistiques. Les apprenants d'EB2, et après avoir lu des œuvres du même auteur, ont choisi de préparer une dizaine de questions concernant sa vie privée, son travail et ses projets dans le but de mieux le connaître. Les apprenants de l'EB3, et après la lecture du conte « Dis bonjour », ont fait appel à leur créativité pour rédiger la suite de ce conte à leur propre façon. Nos écrivains en herbe, en classes complémentaires et secondaires ont conjugué leurs compétences linguistiques et artistiques et ont illustré l'histoire d'une façon exceptionnelle. Pendant la rencontre, ils ont lu leurs écrits et montré leurs illustrations à M. Sarrazin. Ce dernier a été agréablement surpris par le niveau de nos apprenants et les a félicités pour la réussite de leur travail.

Cette rencontre a permis à nos apprenants de faire la connaissance de personnes multi-talentueuses et de profiter de leur expérience dans le domaine de l'invention et de l'illustration des contes. De même, ils ont découvert que le livre reste un ami précieux et bien cher auquel ils doivent vraiment s'attacher.

Enfin de compte, nos jeunes visiteurs ont trouvé dans le Salon du livre un carrefour de la langue française où se rejoignent la production littéraire et les différents acteurs de l'industrie du livre. Ils sont particulièrement attachés à cette importante manifestation et se sont bien préparés au Jour-J pour assurer toutes les conditions nécessaires qui en font, comme d'habitude, une grande réussite. Enfin de compte, l'ambition de nos apprenants était bien claire : qu'il soit outil d'étude ou support de loisirs, le livre nourrit la liberté de l'esprit critique, ce qui convient parfaitement à notre approche éducative. Pour vivre libre, chacune et chacun de nous a besoin de Livres Livres.

**Rachelle el Lameh**  
Enseignante de français  
Classes complémentaires et secondaires  
ETD



## جبران خليل جبران

وأخيراً تحقّق الحلم! بعد التّمتّي حصلنا على ميثاقنا للذهاب في رحلة استكشافية، فقد دُعِيَ تلامذة الصّفّ الثّاني عشر للقيام برحلة الى مدينة الأرز «بشريّ»، قاصدين ابنها العظيم «جبران خليل جبران». دخلنا متحف جبران المشهور عالمياً، حيث كان الاستقبال دافئاً يعكس الطّقس الفارس في الخارج. كانت الدّليّة التّرحيبية ملهوفة لتنقل لنا جمال رسومات جبران وكتاباتهِ المعلّقة، وتأخذنا الى عالم الخيال حيث قالت لنا: «لكلّ واحد منكم درّب خيال يسلكه بعد التّمعّن بالأعمال الفنّية الخلابيّة». فكانت كلّ رسمة تمثّل فكرة وتعبيراً يدور في نفس السّاعِر وعقله. وكان هناك أثاث جبران المنقول من أميركا الى المتحف، الذي طلب بناؤه بتوصية شخصيّة قبل وفاته. وجدنا في الغرف الضّغيرة المبنية من الحجارة القديمة خزّانة الكتب، الخاصّة بجبران، وحقيبتها المصنوعة من الجلد، وأوراقه التي كتب عليها بخطّ يده، وقد حفظت حتّى اليوم. إضافة الى ذلك، دخلنا حجرة لن أنسأها طوال حياتي، الحجرة التي دُفن فيها جبران، وفيها سريره ومكتبه وكرسیه وأوراقه. أمّا ما كان حقّاً يلفت النّظر، فهو ما كتّب على قبر الأدیب: «أنا حيّ مثلك، وأنا واقف الآن الى جانبك، فاعمض عينيك والتفت تراني أمامك!» وما ان طبّقنا المكتوب والتفتنا، حتّى ظهر خيال جبران وهو واقف الى جانب الحائط، ثمّ رأينا خياله على الأرض وهو جالس على مكتبته في غرفته المجاورة. و من ثمّ خرجنا من الموقع ذاك الى الخارج حيث التقطنا بعض الضّور وتعلّمنا فنّ الخطّ العربي على أوراق أمام المتحف الصّغير وهو يشعّ نوراً على الجبل. وأكملنا رحلتنا فوصلنا الى ميدان إهدن حيث زرنا الكنائس، فتعرّفنا هناك أيضاً إلى أشخاص من التّاريخ مثل «يوسف بك كرم» الذي لقّبناه ب «جو». وتناولنا وجبة الغداء في المطعم المتواضع المجاور الكائن في السّاحة. وقد كانت الاستراحة هناك آخر محطة لنا حيث تبنّينا خلالها ذكريات لن ننسى.

جنی دندشلي - الصّفّ الثّاني عشر - آداب وانسانيّات



Editorial (cont. of page 1)

Short-term pleasure is placed on a higher pedestal than long-term happiness, and the notion of sacrifice is, to many young people, an outdated one. Despite this, we must learn that no cause will be successfully fulfilled without a healthy dose of commitment from its advocates. We must learn not to live for final, absolute outcomes but find value in the process from which we will attain experience, knowledge, skills, and discipline. And most importantly, we must learn that it is okay to commit to something without being sure that it brings us the desired outcome.

At around Christmas time, we feel a unique warmth and connectedness with our fellow human beings. It is an occasion which is traditionally characterized by giving to the other, especially the less fortunate. This Christmas, let us choose to offer help more generously and love more deeply, cherishing all life forms that surround us. Let us not be sucked into a state of apathy, but instead choose to care, and most importantly, take action. Let us wake up in the morning and absorb the world around us, recognize the gaps that we have the ability to fill, then make a conscious decision to do so while influencing others to do the same as well.

## It's Christmas Time

### Share the joy

With Christmas knocking on our doors, the Secondary division with the help of the HOD and AHOD came up with a beautiful campaign to add to the jolly days the Christmas spirit we miss. The idea was that we launch a campaign in which toys and books are collected for the people in need. And so, the class representatives would each take two classes from both the Upper elementary and Intermediate divisions to explain how important it is to help the ones in need and to help them feel the Christmas spirit. Consequently, boxes were added to each division so that all the toys and books collected can be then taken and given to whoever needed them. This campaign was a great success, and it showed that we have loving people at our school. This small act had a beautiful impact on the lives of many people. At the same time, this campaign taught us the true meaning of Christmas and helped us cherish these few days and learn that the ebullient spirit and happy days are only achieved when we help others.

Rouba Hilal - Grade 11 SA - SMOC

## It's Christmas Time

### It's beginning to look a lot like Christmas!

December has come, and with it, all the joys of Christmas have arrived. Blessed is the season, which engages the whole world in compassion, love, and hope. Christmas is not just a time for festivity and merry making. The spirit of Christmas is the spirit of kindness, generosity, and goodness. Every year, we try to spread the Christmas spirit among our learners by teaching them the values of sharing, caring, loving, and giving.

This year, our Preschool learners celebrated this special occasion with lots of fun. They enjoyed a full day of activities in the Christmas Village that was assembled at our school where they acquired the importance of sharing, team spirit and group work through many

games such as: The Christmas Ornament Tree, Gift Unwrap Relay, The Shadow Game, Name the Tune, The Christmas Musical Chair, and much more. They also prepared handmade gifts to share with their loved ones. In addition, they sang Christmas carols and danced with different animated characters like Rudolph, Snowman, Gift, Christmas tree, Elf, and others. Through this joyful and blessed season, our Preschool learners learned to bestow warm wishes to their beloved ones and live the values through their interaction with one another.

**Hind El Hajj and Maya Demackieh  
Preschool Teachers**



## Christmas Spirit Day

Whenever somebody thinks of Christmas, their mind wanders into the idea of candy canes, great food, tree decorations, presents ... Even though these are elements that have come to represent this holiday, but we need to remind ourselves that it's not about the lights we hang, the food we eat, and the Carols we sing, it is about the values and the moral behind this holly season.

To begin with, Christmas is about love and happiness. It's about having all those you care about around you in one place celebrating the birth of purity, joy and unity. This is what we are attempting to do this year as grade 12 learners. The way we are trying to rekindle the spirit is by organizing activities for the learners which include singing carols with the kids

through which they dwell in the real spirit of this season. Other than that, learners will be sending, anonymously, candy canes to their dear friends which will spread the love of giving among them. In addition to that, learners will be dancing and taking pictures all around the magical decoration in the playground. This event will not only include a division or two but rather the whole school, from preschool reaching the secondary division. The "3 Days of Christmas" event is going to be an unforgettable one for that it will leave a huge imprint in the school because it displays the genuine meaning behind Christmas.

**Grade 12 Learners – SMOC and BAC**



## A Message of Peace from Us to the World

In order to strengthen the ideals of peace and consolidate its concept both within and among all nations and peoples, the International Day of Peace is observed annually around the world on the 21st of September.

Under the theme of this year's commemoration "Partnerships for Peace-Dignity for All", the Third Voice for Lebanon with the support of the Lebanese Ministry of Education and Higher Education launched an inter-school contest titled "How do you envision peace in Lebanon?" While trying to answer this question, learners of 21 participating Lebanese schools clearly declared their wish to live in a peaceful and stable country through essays, drawings, paintings, photographs, and videos.

The Awards Ceremony was held at BAC auditorium on the 20th of November in the presence of a representative from the Ministry of Education, schools' principals,

teachers, participants and their parents. A jury of experts in painting, in video making, in photography and authors was responsible of assessing presented projects and choosing the winners.

All winning learners will get the chance to spend a whole day hosted by Arc en Ciel, Societe protectice de la Nature au Liban, United Nations Interim Force in Lebanon (UNIFIL) and the Lebanese Army.

In addition to that, all participants received "I am a peace builder" bracelet and schools received certificates of recognition and participation.

Despite all the difficult circumstances that we are going through in our country, learners of different schools from around Lebanon used their talents to express one thought: "we want to live in peace!"

**Advisory Department**

*We would like to congratulate all the winners from the different schools, and give special credit to our creative learners who won the following prizes:*

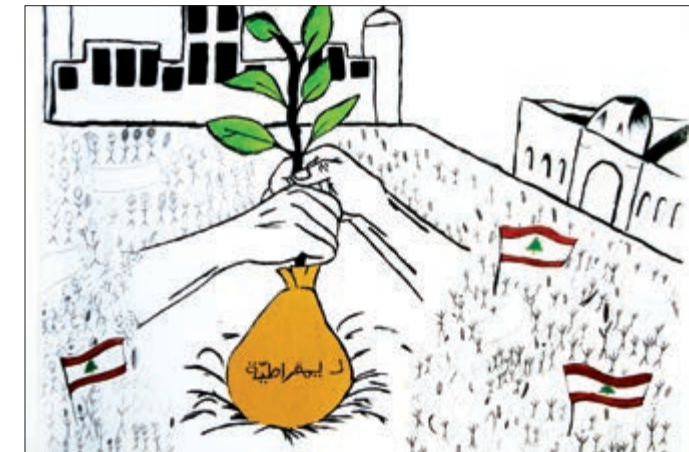
LEARNER'S NAME	SCHOOL	CATEGORY	AGE GROUP	RANK
Rima Fadly	ETD	Drawing	15-18	3rd
Maria Fadlallah	BAC	English writing	6-10	2nd
Reina Dib	BAC	English Writing	11-14	3rd
Mira Haidar Ahmad	BAC	English Writing	11-14	1st
Joelle Batal	BAC	English Writing	15-18	2nd
Omar Jaroudi	BAC	Video	15-18	1st
Abdallah Dandashli	BAC	Video	15-18	2nd
Loma Komeiha	SMOC	English Writing	11-14	2nd
Dana Jammoul	SMOC	Arabic Writing	11-14	3rd
Fouad Al Mouine	SMOC	Drawing	11-14	1st
Nazek Safsouf + Sally Farhat	SMOC	Video	15-18	3rd



Fouad Al Mouine - Grade 7 B - SMOC



Rima Fadly - Classe de Seconde - ETD



Nehmat Abdelkhalek - Grade 9 B - SMOC



## Les secrets d'un mode de vie sain



En travaillant l'unité intitulée « Un esprit sain pour un bon vainqueur », les apprenants de la classe de Grade 4 ont découvert les secrets d'un mode de vie sain et équilibré. Voilà quelques conseils qu'ils vous proposent pour rester en bonne santé :

Maria affirme que **vos repas doivent être variés et équilibrés.**

Leticia vous conseille de **commencer votre journée par un petit-déjeuner.** « Avez- vous essayé de manger une tartine de fromage avec un concombre ou boire une tasse de lait avec des céréales ? »

Badih vous propose de **consommer au moins 5 fruits et légumes par jour** : une orange, une pomme, une banane, un concombre... Ces aliments sont riches en vitamines et en minéraux.

Tandis que Karim déclare qu'il **fait boire beaucoup d'eau** surtout quand il fait chaud et après avoir pratiqué une activité physique. De plus, il ne faut pas attendre d'avoir soif pour boire.

Enfin, Mohamad vous rappelle que **pratiquer une activité sportive** maintient votre corps en bonne forme et éloigne les maladies cardiaques.

Tous les apprenants vous conseillent de prendre soin de votre corps pour une vie saine pleine d'énergie et d'enthousiasme.

Les apprenants de Grade 4 et leur enseignant de français Ralph Tawitia

## I am Sam

During the last Youth Talk sessions, we had the opportunity to watch I am Sam, a movie based on a true story. Sam, a handicapped father with the cognitive ability of a seven year old, tries to look after Lucy, his daughter, in the absence of her mother. As Lucy grows older, she begins to surpass him intellectually and is then placed in foster care, which leaves Sam devastated. Rita, a high-powered lawyer, agrees to take on Sam's case pro bono. After all struggles they face, they eventually win the case.

This movie highlights the significance of our social activity and emphasizes the importance of spreading awareness of the real meaning of life and love, developing a personal understanding of the world and appreciating the importance of living with dignity and responsibility. Just like Rita in the movie who committed

## Rethinking Our Study Habits

Now that we are tenth graders, our vision of our futures has become by far much more focused and vivid. Looking at the fact that we are being subjected to so much pressure, academic wise, it is a must that we engage in proper yet efficient study habits at home in order to reach certain requirements expected of us. We are not expected to study hard to excel; however, we must study smart.

To test this theory, our advisor and Sociology Teacher Ms. Daria Saiid, surveyed all Grade 10 learners in order to assess our study habits and our accustomed daily routine. The foremost aim of conducting such a survey is to reflect our academic results upon our study habits to afterwards deduce our justified right of leisure time to compensate our efforts.

Studying is an opportunity to learn contrary to the misconception that it is a forced obligatory task. For one to reflect upon studying, he/she must first commence with a positive approach of the matter from which ambition thrives. When I plot with a constructive mindset, I consequently invigorate my hidden potential and focus on development and improvement. Moving on, it is crucial that studying takes place in a site excluded from all means of distraction. At home, students should

feel most comfortable when studying, making sure that they are both focused and relaxed.

Likewise, at school, it is a must that we, students, be as attentive as possible. It is a known fact that a student retains a huge amount of information in class while the resting material is attained through revising on daily basis. Taking notes and/or studying with a friend are great examples of how one can develop in progression. After a long day at school, it is best that students finish their homework as soon as possible such that they have time to review what they have covered in class, and only then can they enjoy some leisure time. Leisure time is a right to those who put effort into their work and should not yield to unless students deserve it. Only those who are responsible and dedicated can reward themselves with spare time if they have any left.

Time is valuable so we better ought to grasp every moment of it for our benefit rather than wasting entirely on meaningless matters. As a result, when students have done all requirements and studied well, it is only then that they have the ultimate freedom to reward themselves in their leisure time.

Karim Itani - Grade 10 A - SMOC

## " Jamais la première cigarette "

Les premières expérimentations de la cigarette se font généralement autour de l'âge de treize ans puis le nombre de fumeurs augmente rapidement dès l'âge de quinze ans. Les jeunes passent rapidement de la phase d'expérimentation à la consommation régulière de tabac et à la dépendance au produit. La consommation du tabac chez les adolescents devient de plus en plus un problème de santé publique majeur dans le monde. Durant les périodes d'Agorardo « Youth Talks », les apprenants d'EB8 ont été divisés en deux groupes. Ils se sont distribués les tâches et ont cherché les informations nécessaires à cette présentation. Suite à ce travail de groupe, à l'entraide, aux recherches poussées, aux maquettes préparées, les apprenants ont présenté aux cycles complémentaire et secondaire les méfaits du tabac : obstruction des voies respiratoires, ralentissement de la croissance de la fonction pulmonaire, cardiopathie, cancers du poumon et de

l'estomac, accident vasculaire cérébral,...

Chers amis, la première cigarette qu'on vous offre est un piège. Ne la prenez pas. Ne vous laissez pas tenter par la curiosité de l'essayer. Beaucoup de jeunes gens ont cru qu'ils ont la force d'arrêter. Hélas ils se sont transformés en gros fumeurs ! Notre santé est chère; préservez-la !!!

Nour Itani - EB8 - ETD



## Learners's Interpretation of the Theme of the Year



Raed Gilliam - Grade 10 B - SMOC

**U –ACT: Unity. Advocacy .Commitment .Trying harder.**

To make a change in the world, people should unite and make a commitment and work hard on accomplishing it.

Together we can achieve marvels. Mattie Stefanik once said, "Unity is strength ... When there is teamwork and collaboration, wonderful things can be achieved." Self-advocacy is a really important characteristic if you want to accomplish anything in life. Self-advocacy refers to an individual's ability to communicate effectively asserting his/ her own desires or decisions and it involves taking responsibility for those decisions.

Hala Abboud - Grade 8 B - BAC



Christopher Chedid - Grade 10 - ETD



Jana Hamade - Grade 6 A - BAC



Rhea Chami - KG3 C - BAC

With the start of every scholastic year, a new theme is chosen to add purpose to our journey. We face multifarious challenges and obstacles at school that, for a second, seem impossible to overcome. Then, we come to a point to realize that our theme of the year is the ultimate solution.

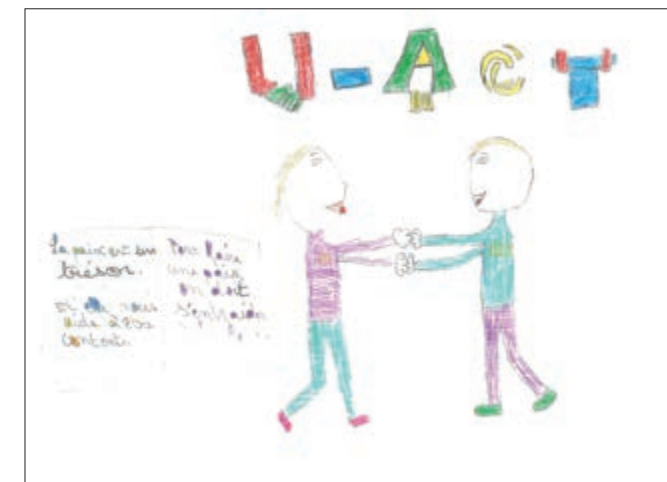
Unity, advocacy, commitment, and trying harder may seem like simple words; however, those words will be our four pillars of the year. This theme was chosen for a reason; to motivate us and drive us to adopt a cause we seek to defend. First, we start with unity: the state of being hand in hand with our classmates and peers in order to be able to send a unified message of our causes and face the obstacles together; in other words, we will be the advocates for our causes starting from the simple causes to a huge cause we support throughout this year. In order to reach our goal and conquer the obstacles we face, we need commitment towards our actions and our goals. Even though we might fail once, twice, or maybe more, we must not stop trying harder. The act of trying harder is what boosts our cause, leads us to better know of it, and eventually we will succeed, as Thomas Edison once said: "Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time."

U-ACT, our theme of the year, came to our benefit, to teach us how to live through what we face and succeed in this scholastic year. These four pillars, unity, advocacy, commitment, and trying harder, serve to teach us how to become more perseverant, to try hard, and to unite to support our cause and face our obstacles no matter how hopeless things may seem. "When there's a will, there's always a way".

Ruba Hilal - Grade 11 SA - SMOC



Romy Khoury - Grade 8 B - BAC



Malak Hachache - EB6 - ETD

**Agir pour changer**

Je suis sûr que vous avez déjà douté de vos capacités, même si ce n'était que pour quelques secondes. Ou bien encore, lorsque quelqu'un vous dit que vous, seuls, pouvez changer le monde, vous croyez que ce n'est que des encouragements purement superficiels. J'avoue que c'est ce que je pensais auparavant. Cependant, peu après, j'ai appris que nous pouvons tous atteindre nos objectifs et les réaliser si nous prenons juste la peine de croire en nous, d'avoir confiance en nous et ne jamais baisser les bras devant les murs qui se dressent devant nous, mais plutôt faire de notre mieux pour les franchir. En plus, j'ai découvert que chacun peut défendre ses pensées, ses idées tout en respectant le point de vue d'autrui et sans avoir recours aux disputes : « vouloir, c'est pouvoir ».

Osez écouter la voix de votre cœur et votre raison à la fois pour exaucer vos rêves et atteindre vos objectifs. Ensemble nous pouvons changer le monde pour vivre sagement.

Said Alti- EB9 - ETD



Alma Kanj - Grade 4 B - BAC



Ghida Hajj Sleiman - Grade 11 S B - SMOC



Najia Abdallah - Grade 10 A - SMOC

## على دروب التّفوق

على الإنسان التّحلّي بالإيمان والوثوق بقدراته وتسخير طاقاته من أجل التّجّاح وتحقيق أسمى الأهداف.

في مدارسنا تلامذة مميّزون رفعوا العلم اللّبنانيّ عاليًا، وأعلوا اسم المدرسة، فكانوا من أفضل الممثلين، وبهم نفتخر ونعتزّ. لا بدّ من ذكر هؤلاء الذين قطعوا مسافات لإحراز اللّقب في بطولات عالمية.

حقّق «كريم حموي» (من الصّفّ الثّاني عشر/ فرع العلوم العامّة) المرکز الأوّل ثلاث مرّات على التّوالي في مسابقات الشّطرنج السنويّة التي تُقام في لبنان. بالإضافة إلى ذلك سافر مؤخّرًا إلى اليونان للمشاركة بطولة عالميّة. فتنافس فيها مع أبطال الشّطرنج في العالم. كما أنّ للجيل الصّاعدة دورًا بارزًا في تقديم الصّورة الأُمثل للبلاد والمدرسة وأنفسهم. فالأخوان «لونا» و«جاد» أبو زكي نالا الكأس الذهبيّة والفضيّة على التّعاقب في مباراة الملامكة العالميّة، التي أقيمت في أوروبا، وتحديدًا في إسبانيا. ومؤخّرًا حازت الطّالبة «جويل الشّيخ موسى» على جائزة جبران التّويني لأفضل مقال صحفيّ حول مفهوم الحرّيات في لبنان، وقد حلّت في المرتبة الثّالثة رافعة اسم المدرسة في مجال الأدب الإعلاميّ.

have absolutely influenced my athletic experience and cultural background. In addition, I really learned how humble, human and sentimental these stars are and definitely these three characteristics have made up their sportsmanship and team spirit. I am greatly glad that I could make my ambition to meet international football players happen. My big, special and sincere thanks to my school that always support and encourage such sports opportunities and cross cultural activities.

Kenda Allam - Grade 6 B - SMOC



## My Great Experience in Spain

Fulfilling one's dreams and following one's passions are definitely the best objectives in life.

During November, I had my stunning trip to Madrid and Barcelona, in which I had been selected as a representative of Lebanon, to be a part of a football training camp. Being with international football players and football passionate kids from different countries added up to my sports skills, knowledge and cross cultural exposure.

More importantly, being among the spectators in the Spanish football stadiums, like Santiago Bernabeu (Real Madrid stadium) and Camp Nou (Fc Barcelona stadium) and watching live matches in reality was an amazing and awesome experience.

Most importantly, having the chance to meet some international football stars, like Neymar Jr, Lionel Messi, Luis Suarez, Dany Alves was one of my inspiring and breathtaking moments!! I deeply felt that one of my dreams had been achieved. Meeting these football stars, talking to them and having photos with them

## المسرح

### Learners' Reflection

Theatre is a great new activity in our school; it's an exceptional valuable activity because it is a fun and interactive one. The experience we are going through is really fun and helping us to embrace our inner personalities and gain more confidence in our abilities. During the theater sessions, we should be concentrating very well in order to gain the required skills and enhance our listening skills. We really appreciate this new activity and hope that we will also have theatre next year.

Judy Safady, Layanna Takieddine and Karim Moussa - Grade 6 - SMOC



يتابع متعلّمو المرحلة الابتدائيّة الثّانية في ثانويّة السيّد الأثوذكسية ساعة تدريب مسرحيّ أسبوعيًا، حيث يشاركون بأنشطة وتمارين تمثيليّة متعدّدة تهدف إلى خلق مناخ إيجابيّ بينهم وتساعد كلّ فرد منهم على تبيان قدراته المتميّزة. إضافة إلى ذلك، هذه التّمارين تساعد على التّعبير عن أحاسيسهم بوسائل وطرق مبتكرة وخلقها.

أبدى المتعلّمون حماسة لافتة وتجاوبوا مع الارشادات المطلوبة وحاولوا تطبيق التّقيّات المُعطاة لهم إذ هم دائمًا على جهويّة تامّة لتطوير قدراتهم التّمثيلية التي تخولهم اختراق الصّعوبات أو العقبات التي تواجههم، وبالتالي التلاقي والتّعاون المنمّر في تحضير مشاهد مسرحيّة إبداعيّة يقومون من خلالها بتبادل الخبرات، والتّعبير عن أفكارهم ومشاعرهم.

فيفيان أنطونيوس ورييه غوش معلّمات المسرح

إنّ تحقيق الهدف ممكّن لأيّ كان شرط أن يتحلّى الانسان بالإرادة القويّة، وأن يثابر لإنجاز التّناج بشغف وحبّ. كما أنّ المواهب المُكتشفة، من الأفضّل، بل من الواجب تطويرها وإبرازها، ففي الثّاية هي هبة مُقدّمة من الله وقد اختارها خصيصًا لبعض الأفراد من بيننا. إذ أنّ التّجّاح يبدأ من الدّابّ، وتسعى لتدوينه كإنجاز ذي منفعة مُجمليّة.

جنى دندشلي - الصّفّ الثّاني عشر - آداب وإنسانيّات كريم حموي - الصّفّ الثّاني عشر - علوم عامّة



Yasmina Sakr - Grade 4 B - BAC



Nehmat Abdelkhalik - Grade 9 B - SMOC



Tamara Sleiman - Grade 12 LS - BAC

## Because we Believe in a Better Future

For every single person, there is always a cause worth fighting for. Having a cause to fight for shows the best part of an individual; it shows his commitment, passion, and dedication. During our English sessions, each and every one of us had the chance to defend a cause we believe in, in a form of a speech. Most of the causes were related to the current social situation we encounter all over the world: animal rights, racism, immigration, etc.... Consequently, most of us pledged to commit to advocate for our chosen cause. We pledged to do our best to live in a better place; we pledged not to discriminate people

based on their skin color, gender, and religion. Preparing our speeches helped us boost our self-esteem, and it prepared us for an actual speech in the future. It taught us how we can defend our rights and the causes we believe in peacefully. Each of the causes our friends were advocating made us witness a deeper aspect of life. This session has improved our way of perceiving problems and resolving them, and it definitely developed our confidence on stage.

Sec. I learners - ETD

## Riddles

1. Railroad crossing without any cars. Can you spell that without any R's?

2. What gets wetter and wetter the more it dries?

3. A boy was at a carnival and went to a booth where a man said to the boy, "If I write your exact weight on this piece of paper then you have to give me \$50, but if I cannot, I will pay you \$50." The boy looked around and saw no scale so he agreed, thinking no matter what the carny wrote, he'd just say he weighed more or less. In the end, the boy ended up paying the man \$50. How did the man win the bet?

4. In a one-story pink house, there was a pink person, a pink cat, a pink fish, a pink computer, a pink chair, a pink table, a pink telephone, a pink shower- everything was pink! What color were the stairs?

5. A dad and his son were riding their bikes and crashed. Two ambulances came and took them to different hospitals. The man's son was in the operating room and the doctor said, "I can't operate on you. You're my son." How is that possible?

6. You walk into a room with a match, a kerosene lamp, a candle, and a fireplace. Which do you light first?

7. If a blue house is made out of blue bricks, a yellow house is made out of yellow bricks and a pink house is made out of pink bricks What is a green house made of?

Answers: 1. T H A T 2. A towel 3. The man did exactly as he said he would and wrote "you're my son" on the paper. 4. There weren't any stairs, it was a one story house! 5. The doctor is his mom! 6. The match. 7. Glass

Yasmina Darwish - Grade 11 SE - BAC

## كنز لا يفنى

هم أولئك الذين عشقونا بلا مقابل، هم أهلنا الذين زرعوا فينا المحبة والأمل وعلمونا كيف نحبّ أولئك المستحقين. عائلتنا هي النواة الأولى لهذا الحبّ، منها تنطلق باحثين عن أصدقاء نراهم بجانبنا واقفين معنا وقت الصّيق، يتسمون لابتسامتنا ويحزنون لحزنا فيزداد الأمل في حياتنا معهم. وتلك المشاعر نبحث عن نصفنا الآخر الذي نبني معه حياة لننقل هذا الحبّ من جيل إلى جيل.

في وجدتنا الأولى الآتية تحت عنوان «الإنسان والحب»، طلب منا أن نعبّر عن أهميّة الحبّ في حياتنا، وأن نشير إلى تأثيره وانعكاساته على تصرّفاتنا في المجتمع، فوجدنا في ذلك تحفيزًا لأفكارنا وانطلاقًا صوب أسس التّعبير، وفي ما يلي مقتطفات ممّا كتبنا في التّقييم الخاصّ بهذه الوحدة:

**جويل بطل:** «لطالما قدّس النّاس الحبّ وجعله الشعراء مادّة لقصائدهم ومعلقاتهم، فإذا بحثنا في القصائد الأمويّة والعباسيّة إلى تلك الحديثة، لوجدنا أنّ أبرزها وأهمّها هي تلك التي تتحدّث عن الحبّ. إذ إنّ الإنسان يحاول أن يصرّو أو أن يخلّد ما لا يريد أن يخسره فنجده ساعيًا إلى عدم فقدان ذلك الإحساس الجميل الذي يبقيه مؤمنًا متعلّقًا بالحياة».

**تالا معصراني:** «يقول نزار قبّاني:

الحبّ في الأرض بعض من تخيلنا لو لم نجدْه عليها لاخترناهُ

فهو في بيته هذا يبرز حاجتنا إلى الحبّ، هو أكسير حياتنا وسعلة إيماننا. إنّ أوّل من نرى في حياتنا

لم يكن ما كتبنا مرتبطًا بالتّعبير الكتابيّ فقط، بل شعرنا أنّ هذا الموضوع له ارتباط آخر مخبأ بين سطوره، فالحبّ ليس مجرد مشاعر نفسيّة تظهر وتختفي حسب الطّروف، بل هو شديد التّكامل مع موضوعنا السنويّ، فهو يعكس طريقة تصرّفنا في المجتمع، فالحبّ يتحدّ مع الآخرين، يلتزم بكلّ القضايا المحقّة. ولا يستسلم، بل يُكثّر من المحاولة ويعمل أكثر وأكثر حتّى يصل إلى غايته. فهو المُحفّز والمُحرّك لكلّ خير نفعله وكلّ نتيجة جمليّة في المجتمع وهو الكنز الذي لا يفنى.

عمر الجارودي الصّفّ الحادي عشر-علميّ مدرسة البشارة الأثوذكسيّة

## Step into the Magical World of Reading



"If my books can help children become readers, then I feel I have accomplished something important," said Roald Dahl the famous British novelist that Intermediate and Secondary learners discovered among other authors during the past two months at the CDI.

In fact, the "Author of the Month" activity was launched this year in order to invite learners into the enormous world of books and widen their horizons. Thus, every month, a specific author is celebrated by introducing his books, biography and creations to the learners.

In all libraries, a corner was dedicated to display the Author's books and movies based on his stories. In addition, passages from his bestselling novels were selected to be displayed in classes.

From *Matilda* to *Charlie and the Chocolate Factory*, Roald Dahl filled his books with beautiful lines that have stood the test of time. He has been referred to as "one of the greatest storytellers for children of the 20th century".

This way, the learners got to know Salam Rassi, the Lebanese writer of folk literature, commonly referred to as Shaikh Al-Adab Al-Sha'bi; they came across his



books from "لئلا تضيع" , في الزوايا خبايا " حيص" بيص".

On the other hand, Preschool and Elementary learners dreamed and imagined with the moon bear of Frank Ash, an American children writer and illustrator born in 1946, best known for his Moon bear stories. They even played hide and seek with his Shadow, danced with the Rain and met the Echo at the Moon's birthday. Learners also traveled into the magical world of colors and letters of Leo Lionni, they met *Frederick* the poet-mouse who warms his friends and cheers them with his words. With the *Alphabet Tree*, they learned how little letters must band together in words and then sentences to create a message that is even stronger than the wind: peace on earth. They discovered the power of the written word.

Christmas is in the air and New Year is almost there, however our celebrations at the CDI do not stop there. Every month we bring forward a new author, a new world to discover and things to learn as if we travel back in history to interview the greatest authors of all times. So stay tuned; 2016 has a lot hidden in the store.

Center of Documentation and Information

## Stay Fit

This year, the Sports Department introduced a new and efficient location and allocated more time to our sports sessions. Starting from 7th grade, we, learners, have our sports sessions held at Sportville now. Equipped with all the necessary materials and given access to spacious courts, we have come to enjoy playing sports in a much suitable environment. With almost two hours to practice whichever sport we want, sports is now taken much more seriously. Thanks to the enhancement made to address the problem faced during previous years, we are devoting all our energy to playing sports and actually feel sad when it is departure time.



This extension to sports time, along with the change in the location, has proven to be very effective, as learners have finally been given a place devoted only for sports and its importance. This added advantage only emphasizes the school's holistic approach to learning and shows that sports is just as important as linguistics and scientific subjects.

Loma Komeiha - Grade 9 B - SMOC



## Committed to Reduce, Reuse, Recycle

If you visited our schools lately, you must have noticed a big machine that swallows plastic bottles and aluminum cans. The Reverse Vending Machines RVMs are one of different means that we, at Eduction, are using to teach our learners in a non-conventional way that it is imperative to change our lifestyle and include waste management in our daily lives.

Considering the big unresolved crisis of waste in Lebanon, Eduction has collaborated with Averda, Atria and Chamber of Commerce of Industry and Agriculture Beirut, the 3 Lebanese partners participating in the Green Med Initiative a European project funded by ENPI, to install 4 RVM machines in the school premises and encourage learners to segregate their waste and dispose directly of empty bottles and cans. In doing so, learners will recycle their empty containers using the RVM in return for points generated by the machine itself and will then redeem their points and donate them to charity.

Moreover, learners will practice paper recycling and make crafts out of it. This activity that has been going on since several years now sensitizes learners on the importance of reducing paper consumption and save trees.

Statistics show that we produce about 1.5 million tons of solid wastes every year in Lebanon, equivalent to a "hill" of 150 meters long and 60 meters high and that every Lebanese throws in average 1.5 kg of trash every day. As it turns out, the most common items that we use and that are found in our garbage bins and sadly in our sea, on our sand, on our mountains and on our streets will last for a frightfully long time. It takes a glass bottle 1 million years to decompose, yes, a million! While plastic beverage bottles take up to 450 years, aluminum cans 80-200 years, foamed plastic cups 50 years, rubber items 50-80 years, tin cans and leather 50 year. Nylon fabric needs 30-40 years to decompose, plastic bags 10-20 years, wool sock 1-5 years, plywood 1-3 years, an apple core 2 months, a newspaper 6 weeks, an orange or banana peel 2-5 weeks, and paper towel 2-4 weeks.

Therefore, and under this year's theme U-ACT, the Eduction School Network is adopting the cause of spreading environmental awareness and is encouraging learners more than ever before to Reduce, Reuse and Recycle.

### The Advisory Department

