



Gazette

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WE EDUVATE...

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Chief Editor's Message

Dear learners, parents, and colleagues

Once a teacher gave the following assignment to his G7 students:

"Think of an idea to develop our world – and put it into action"

While the students were gazing at him, one said "it's difficult", another "weird", another "hard", another "crazy"... the teacher said: "How about possible?!"

The realm of possibility exists in our minds. We either exploit it or we let it atrophy.

To make something possible, we need to believe in it. Yet, believing is not enough if not translated into concrete planning and targeted action.

Concrete planning and targeted action require critical minds, therefore developed critical thinking skills. This is what our educational system is stressing on. Education is not merely acquisition of knowledge but it is enabling us to build a life. While building this life one faces many challenges, therefore he should be a problem solver.

Addressing only the mind is not enough to sense the world's problems. Most of these problems are sensed by the heart. So education should tackle also our hearts and renders us to be more merciful and compassionate; it teaches us to build bridges with one another, to focus on our commonalities, and to set aside our differences. This done we can reach a state of peace and therefore be free. Only a free person has the courage to make this possible change or development.

"Education is not merely acquisition of knowledge but is enabling us to build a life"

To build this courage we need to have full confidence in our abilities. We should embrace more the positive attitude and avoid the negative, be ready to take risks and accept failure, use obstacles to our benefit, and take the road less travelled.

The best way to visualize this change and have the urge to make it is to dream of it. Dreams are the birth place of human ambitions. So keep your expectations high and your dreams big and aim to the moon, for if you cannot reach it you may catch a star.

On the hope that this star is similar to the one that has led the shepherds to witness the great day, I wish you a Merry Christmas and pray to the Newly Born King to grant you a happy and blessed New Year.

Chief Editor
Laura Rizk

Editorial

The Thin Line Between Courage and Disrespect

Ever since we were young, our parents had told us and encouraged us to maintain bravery in times of hardship. The same lesson was taught to us by our teachers. And so this year, Building Courage is our theme; a reminder to us all that courage is essential. However, what does it mean to have courage? Is it to scream in the middle of a class? Is it to dare and say NO to a request in the face of an adult or even a friend? So many questions, so many thoughts about courage. However, I will neither bore you with its meaning nor the methods on how to attain and achieve it. As a matter of fact, let us focus on the thin line between courage and disrespect.

One of my personal biggest pet peeves is when a person is disrespectful to his/her mate with the excuse that it is bravery! That that said person has the conviction that he is meritorious! When your mom asks for a favor, yet you decline with harsh words, you are not to be fathomed as honorable, but rather quite rude and obnoxious. When your teachers use constructive criticism, and you reply with a useless witty comment, do not believe that that is an act of bravery; it is rudeness. Our society is a major contributor to such a misconception where we tend to mix things up and dance and rave on the fine line between two contrary notions; compassion and pity, respect and fear, and now, bravery and rudeness.

You see, my dear friends, building courage has nothing to do with destroying the attitudes of others. It's like trying to break the building blocks of hard work of another rather than building one yourself - for no one else but yourself. Therefore, you lose a sturdy moral compass, dignity, and grace.

As Father George Dimas said in 2007:

"Accepting this "Grace" is called courage, because only heroes can dare.

Holding on to "Grace" requires risk taking, because only those who accept the challenge can be the winners."

With that being said, courage becomes a challenge for the real competitors of life; it is for those who do not want and cannot stand in the shadows of another, let alone in the shadows of life. It's a shame that both millennials and baby boomers have this mix up between bravery and discourteousness and foolishness. On one of our most recent sessions of the cultural program, we had a reporter from MTV as our guest speaker who dedicated around 2 hours to explain when our actions are brave and when they're foolish. Bravery is when you take important decisions based on logic and calm headedness. Foolishness is when your emotions steer your decisions and give a drastic result. It becomes unacceptable when we then justify the latter as a reliable instinct rather than admitting we were wrong.

Therefore, courage becomes the attribute many want but little can achieve. It is when you accept your wrong doing with dignity and do something about it.

Malak Mansour - 11SA - SMOC





Reinforcing Social and Cultural Values

Promises Made, Promises Kept

"People with good intentions make promises. People with good character keep them."

Making a promise is a manifestation of courage, yet the true value of a promise is embedded in the commitment to keep it safe. This deep understanding of making and keeping promises was clearly established with learners to help them become more aware and responsible of their personal growth. Therefore, fourth graders were motivated to think of five crucial promises that would reflect in fine-tuning their behavior or learning skills. Subsequent to the planning stage, learners were encouraged to personalize the product of their work by coloring a paper plate and writing their promises. Collaboratively, learners listened to each other's promises and added up to each other's ideas. We have discussed which promises are prior to other promises and strategies that help us commit to our promises. Then, they expressed their appreciation of each other's aspirations and actualized how they could commit to these promises. It's truly amazing to witness how learners transformed from merely making promises to individuals characterized by determination, individuality, and commitment.



Ghada Hibri – UE English Teacher – BAC

Ripples of a Lie

Can experiments possibly integrate with character development? This interactive water-displacement lesson about honesty visually allowed students to witness the negative ripple effect that a lie can have. 'Grade 5' learners circled around a bucket of water, when the educator explained to the learners that the coin they're going to throw in the bucket represents a LIE. The educator asked for an example of a lie student their age might tell. Most of the learners chose lies that tackled school assignments or assessments. After the learners dropped the coin into the water, the educator asked the learners to make observations about what happened: "It sank, it's heavy, it splashed me, it made ripples, and it might rust down there" the learners replied. "Compare what happened to the coins with what happens when someone lies" the educator questioned. Grade 5 then discussed how sometimes people try to cover up their lies. The educator drew a T chart with the advantages and disadvantages of telling a lie to cover up another lie.

The educator explained to the learners that the coins represent lies that people will sometimes tell to try to cover up their original lie. From above the water level, without touching the water, learners took turns dropping the coins into the water and trying to cover other coins placed at the bottom of the bucket. The educator stressed on how difficult it is to completely cover up that lie, and asked for a prediction about how

many more coins (lies) it might require just to cover up the first lie. "Even if a coin partially covers other coins, you can still see the lie." the educator stated. Once every learner has had a turn and they could still see the lie, the educator asked learners if it's even possible to completely cover up a lie. This object lesson ought to generate some interesting dialogue about honesty. What does it cost to try to cover up a lie? Wouldn't it be easier to just tell the truth?

At the end, learners were asked to reflect about honesty and trustworthiness. Can you have one without the other? How many times does a person have to lie before you consider them a liar? Is it ever okay to lie? When? If someone has lied to you, how might he or she earn your trust back?

Amal Hmede – UE English Teacher – BAC



The Single Story: A Real Cultural Threat

We are all guilty of perpetuating stereotypes that create a single story about a person, a society, a country or even a continent. We tend to forget that our lives and cultures are composed of many overlapping stories that enrich our experiences and give us a unique identity. Chimamanda Adichie, the contemporary Nigerian novelist, tells the story of the honest cultural voice she used while writing her novels and warns that if we hear only a single story about another person or country we risk a cultural misunderstanding. In that perspective, a crucial question must be asked: Are we visioning the world for the way it is or are we blinded by what one single story holds?

"Show people one thing over and over again and that's what they become", says Adichie with the purpose of explaining the root of these misunderstandings and limited perspectives. She reminds us that we must not only seek alternative stories and diverse perspectives, but we must also tell our own stories. In the world we live in, we are easily influenced by what is said around us, especially in books and mass media. We do not take a moment and try to search for different judgments as well as resources in order to cultivate our knowledge around any issue found in the world. We judge people, towns, countries, and even the world based on one single point of view. For instance, whenever the word "Africa" is mentioned, the habitual judgment of the continent involves stereotypes such as "hunger" and "poverty". On the contrary, the African continent is not only a disadvantageous place, but a rich cultural fountain that has given the world the true meaning of arts, music and creativity. Why do most of us define the world as a cruel and dangerous place rather than a positive and optimistic environment? For there are different aspects we must consider like the fact that we are surrounded by gifted individuals, some of which have hearts and souls filled with joy and hope! Undoubtedly, almost anything possesses positive and negative aspects. But why focus on one side? Why not balancing the story?

We cannot create generalizations about what we think is right without having enough information. Sometimes, when we are introduced to people from different backgrounds or ethnicities, we tend to automatically judge them based on what we already know from stories we heard. We do not give ourselves the chance to get to know those people because we are taken by the previous ideas we had, while ignoring the damage and hurt we are causing around us. Why are we more inclined to believe in hatred and false beliefs? Why can't we see the full story? Cultures must be perceived from an objective point of view rather than a subjective one, because otherwise, misinterpretations will reign instead of the unique image that characterizes each and every culture.

That, my friends, is the danger of a single story, which also brings in mind a quote by American writer, Alvin Toffler: "The illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn."

Sarah Mussa & Dana Fawaz
Grade 10C - SMOC

Reinforcing Social and Cultural Values

Lebanese Day at Preschool



هل سبق وتجوّلتم في لبنان وتمتّعتم بطبيعته الخلابة؟

خلال عرض دروس المحوّل الأوّل في الصّفّ الأساسي الثالث، تعرّف المتعلّمون على بلدهم لبنان المميّز والمتميّز. اكتشفت المتعلّمون أنّ لبنان هو مركز استقطاب للسياحة يميّز ذلك لعدّة أسباب. أوّلها، يتميّز لبنان بالمعالم التّراثيّة التي تجسّد تاريخه وتمثّل الشعوب المختلفة التي تركزت فيه ونشرت ثقافتها مثل الفينيقيّين والرومان فينت القلعة والتّماتيل. ثانيًا، يتمتّع لبنان بفصوله الأربعة فيجذب السّياح شتاءً للتزلج على جباله النّاصعة، وصيفًا للتمتّع بشاطئه وشمسه الدافئة. كما يتميّز لبنان بطبيعته الخلابة ومناظره السّاحرة. وثالثًا، لاعتباره السّباق في نشر الموضة العالميّة من خلال مصممي الأزياء الماهرين والمبدعين.

وفي نهاية محوّلنا الأوّل، أقام متعلّمو الصّفّ الثالث في ثانويّة السيّد الأرتوذكسيّة مشروعًا في ملعب المدرسة، عرضت فيه كلّ شعبة منطقة لبنانيّة اختارتها في الصّفّ وتعرّفت عليها. بحث المتعلّمون عن المعلومات والصور التي تبين جمال هذه المناطق وتميّز آثارها التي تعتبر سرًا من أسرار جذب السّياح اللبنانيّين واللّجانب. إضافة إلى ذلك، اكتشف المتعلّمون العادات والتقاليد اللبنانيّة التي تختلف بحسب المناطق فتعلّموا كيفيّة تقبّل الآخر واحترامه بالرّغم من اختلافه.

ولم يتوقّف هذا المشروع على النّشاطات الصّقيّة في حصص اللّغة العربيّة بل قام المتعلّمون بنشاطات فنيّة في حصص الرّسم حيث صنعوا الفخار والأشغال اليدويّة كمجسّد السّفن السّراعيّة، زبّونا المرايا، ورسوموا اللوحات الخلفيّة لعرضهم. وصنعوا الصّابون في حصّة العلوم التّطبيقيّة. حقّر هذا النّشاط التّعلّيميّ-الثقافي المتعلّمين على التّشبّث ببلدهم لبنان والمحافظة على طبيعته الخلابة. كما عرفوا أهمّيّة المحافظة على عاداتهم وتقاليدهم وزبّهم التّقليدي.

سميّة رهاوي - مدرّسة اللّغة العربيّة - الصفّ الثالث ابتدائيّ - ثانويّة السيّد الأرتوذكسيّة



Earth is our Home

The environment is everything that makes up our surroundings and affects our ability to live on earth, the air we breathe, the water that covers most of the earth's surface, the plants and animals around us and much more.

That's why we are encouraging preschoolers to take care of the environment through several experiments and hands on activities in agricultural sessions. The learners enjoyed planting wheat and baking olive bread which was made up of organic materials. As we

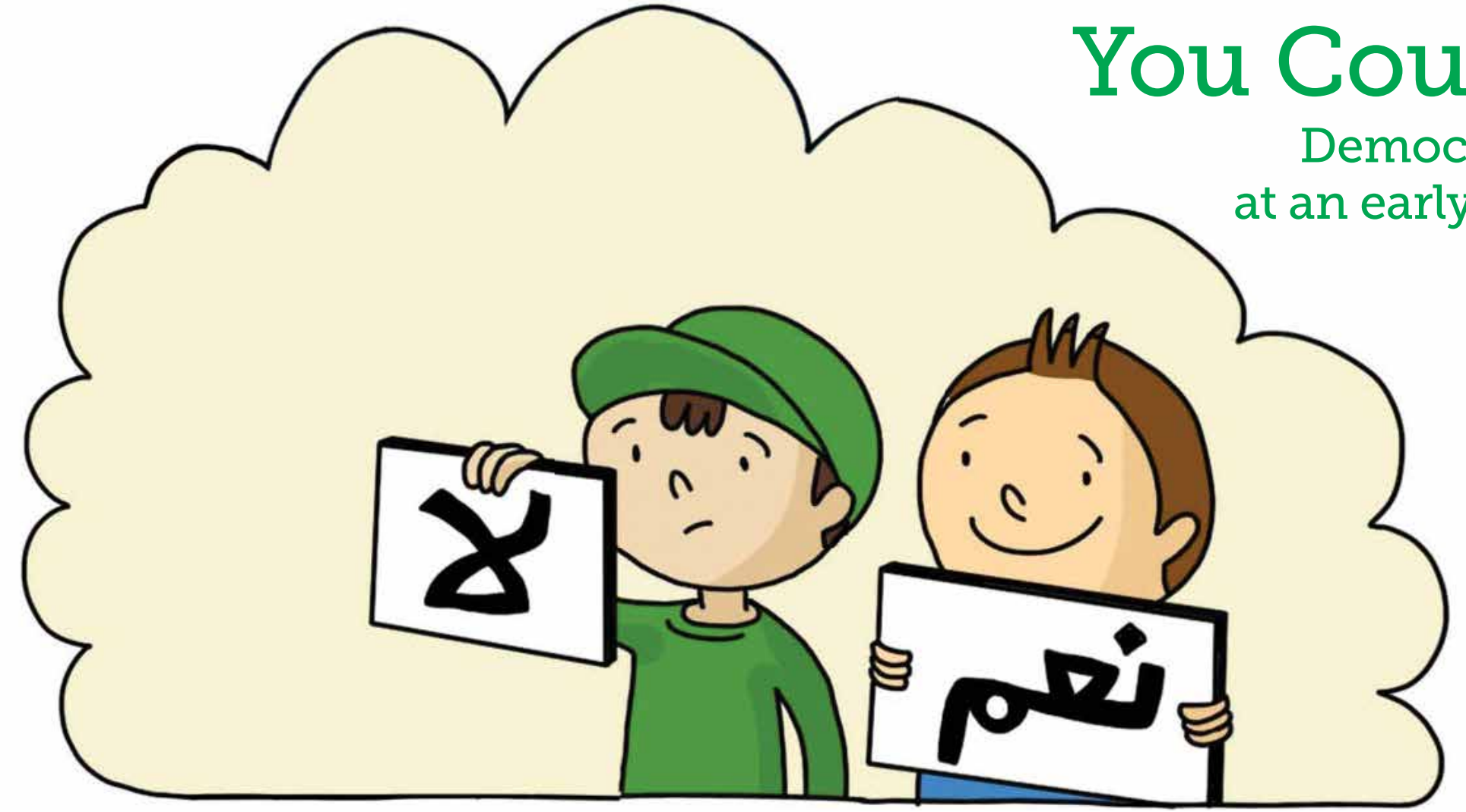
are always reminding them of the importance of the 3 Rs: Reducing, Reusing and Recycling by having special baskets in each class. Moreover, we are helping learners respect our planet earth, by conserving the daily usage of electricity and water.

Let's all work hard for a cleaner and healthier environment that will last for us and our grandchildren one day.

Zeina Itani - KG2 - Floater Teacher



You Count Democracy at an early age



When We Vote

The freedom of choice is one of the most important rights we have in the modern society, as it opens room for honest democratic representation. As the pillars of the future society, we, the learners, are expected to develop a certain level of awareness that allows us to elect the right leaders. Accordingly, this year marked the first time our school witnessed a realistic simulation of an election process.

The Secondary HOD at SMOC assembled the learners to encourage them to take part in the school life and make initiatives to reach out their voice through the right channel. In order to make the whole election process more engaging, another idea was born which included Grade 12 learners in the whole preparation and organization of the process of elections especially that they are studying about Elections in their Civics classes. The whole idea soon became a reality when all the students got eager to engage in the school life and in the thrilling competition. All of Grades 10, 11, and 12SE witnessed head-to-head campaigns led by delegates wishing to become class representatives. Not only were the halls flooded with flyers, but also the advisory sessions were filled with strategic and well-thought election programs prepared by the candidates

to highlight their missions.

The learners of Grade 12 were the ones responsible for organizing the entire process under the guidance of Ms. Roula Attar, our Civics teacher and the Secondary HOD. During two recesses in the auditorium, we took on the actual roles taken by public employees in the real elections to organize our miniature, yet very serious school polls. In fact, the sincerity of the event is indescribable and surprising, for it turned out to be a more genuine and effective experience than any of us had imagined. Whether it was guards, row organizers, registrars, assistants, or representatives of the candidates and reporters, we had it all. Furthermore, all voters were required to mark their votes behind a separator and to sign upon leaving in order to create a right model of the elections.

The atmosphere was so engaging that all the learners participated in voting and left with a smile on their faces. The auditorium was filled with that engrossing sort of commotion that we wished our elections would never end. Although the candidates were contending to gain the most votes, yet the occasion introduced learners of different classes to each other and made us feel like family as everyone was contributing to its



success.

As for the screening and counting; it took place the next day in locked classes with guards at the doors to ensure total secrecy. To conclude our very successful elections, all learners gathered in the auditorium to witness the results and see the percentage of participation. Not a single chair was empty! The moment of announcement was when everyone's excitement was translated into cheers and thunder-like claps. However, it is most important to realize that the programs of the delegates who weren't successful will be considered and their ideas won't be wasted.

The elections this year was one of the most integrating experiences we have had. Not only was it fun, but it was a hands-on mockup of the lesson and the roles we are to play in the near future. It instilled in us a sense of awareness that we must give power to those who strive to create change and make objective choices for the benefit of our society.

Joelle El-Batal
Grade 12GS - SMOC



انتخابات لجنة المتعلمين



تهدف التربية المتكاملة التي تعتمد مدارسنا إلى توجيه ومساندة كل متعلم في نموه وبناء شخصيته الفريدة على مختلف الأصعدة العقلية، النفسية والاجتماعية، كما في مسيرته ليصبح عنصرًا فاعلًا في المجتمع الذي ينتمي إليه.

عملًا بهذه الرؤية، جرت انتخابات لجنة المتعلمين التي تميّز هذا العام بمحاكاتها للواقع من حيث آلية الترشح والانتخاب وذلك حتى تكون فرصة جدية يتدرّب فيها المتعلمون على أخذ المبادرات الهادفة إلى تطوير المجتمع وترسيخ ثقافة التعاون والاحترام وقبول الآخر. يبادر المتعلمون إلى تقديم طلبات ترشيحهم مرفقة بمشروعهم الانتخابي الذي يجسّد رؤيتهم التأسيسية والمسؤولية لمختلف المجالات في حياتهم المدرسية مثل الصحة والبيئة المدرسية، البرامج الأكاديمية والتربوية والنشاطات اللاصفية...

أما الأهم، فكانت الحملات الانتخابية إذ من خلالها شارك المرشحون برامجهم مع سائر المتعلمين عملًا بتقنيّة «هايد بارك - Hyde Park» حيث يقوم المرشح بالتحدّث إلى الحاضرين ومناقشة برنامجه الانتخابي في جوّ تسوده الحرية والاحترام تعلّم في خلالها الجميع أهمية وأصول المساءلة في الأمور المرتبطة بالشأن العام.

ساهم هذا النشاط في تعريف المرشحين إلى رؤى وبرامج بعضهم البعض، ممّا دفع بعضهم حتى إلى

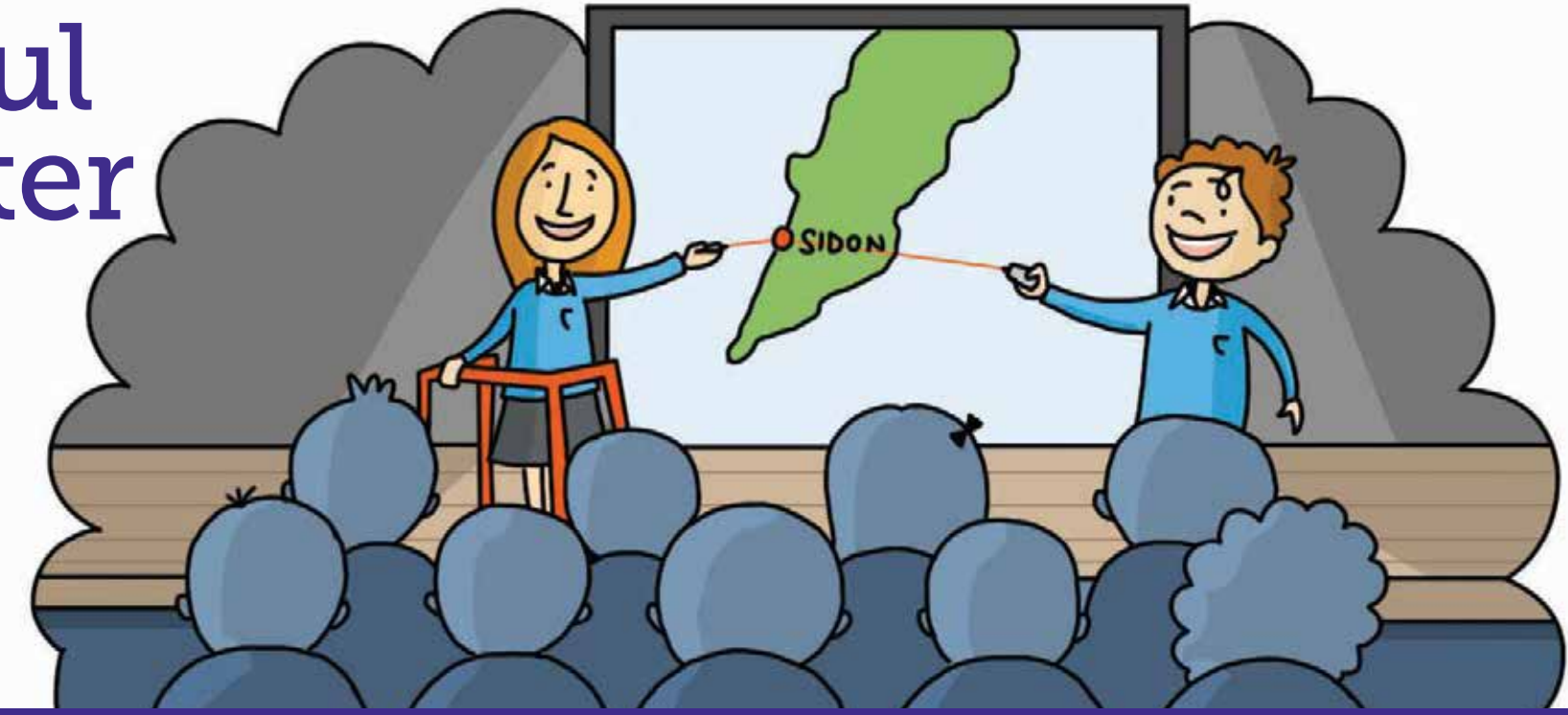


التعاون والمشاركة في حملات انتخابية موحدة جسّدت روحًا ورؤيةً مشتركةً للفريق. بعدها، جرت عمليات الانتخاب والفرز تحت إشراف مرشدي الصفوف بالإضافة إلى هيئة من المتعلمين لمراقبة نزاهة وديمقراطية الانتخابات في كافة أقلام الاقتراع... عسى أن تجسّد لجنة المتعلمين المنتخبة آمال زملائهم في تطوير مشترك مع معلمهم للحياة المدرسية، وأن يكون هذا النشاط الانتخابي دافعًا للمتعلمين لبناء الشجاعة لتغيير المجتمع بما يتناسب مع آمالهم وطموحاتهم.

بول سعيد - مساعد مديرة مدرسة الثلاثة أعمار



A Skillful Presenter



Show and Tell

As its name indicate, show and tell activity gives the opportunity to each learner to bring an object, toy, or project to school, show it to his friends, and tell about it. That simple activity allows each child's oral, social and emotional skills to develop as the children learn to use expressive language, practice listening to others and share their special items. Thus it makes the class a fun and comfortable space for everyone to be able to share and voice his ideas.

Self-Esteem and Pride

Young learners love to show off their prized possessions, and share all their new experiences with their friends. That is why show and tell activity is giving them the opportunity to bring an object to share with the class. Furthermore it is offering them the chance to be the center of attention for a bit as they are explaining the significance of the item they brought and while other children show interest



while focusing his attention and sitting relatively still. Each must also be patient, take turns, use kind words and avoid using put-downs. At the same time, the speaker learns to turn his body toward the audience and use the appropriate volume so others can hear about his special object.

Making Friends

Show and tell is also opening up doors to making new friends. Once a learner presented his object, other classmates may want to talk to him about it. Some of them may have a similar object, which provides a connection and opportunity to talk about a similar interest. It may even lead to an interaction during recess time that is centered on the prized object.

Nathalie Khawand and Maya Hanna
Preschool Teachers - SMOC & BAC

and ask questions about that loved object. This positive social interaction boosts the learners' self-esteem and makes them feel good about themselves.

Oral Skills

Show and tell is helping the learners' oral skills to improve since it is structured as a question and answer activity. It is encouraging the learners to use descriptive words and full sentences. This activity is also helping the learners to communicate feelings, thoughts and emotions with words. Hence it is facilitating the implementation of public speaking skills by providing a friendly environment where learners feel comfortable talking in front of their peers.

Social Skills

Because it is a group activity, show and tell is helping the learners improve appropriate social skills. For instance, each learner must refrain from distracting the speaker,



Character Traits

Character traits describe a person's physical or personal features. Physical traits describe how a person looks such as "thin" or "short". Personal traits, on the other hand, describe a person's personality such as "funny" or "brave". Character traits are rarely stated clearly by authors. Instead, readers must discover them by analyzing a character's actions and dialogue. Teaching character traits to elementary students can be a complex task. It's more than just reading a fictional story and labeling characters with certain traits. Students must analyze how characters change over time, compare different characters and their traits, use evidence from the text to identify certain character traits, build their character trait vocabulary, and more.

In order to learn about character traits, grade 3 learners worked on analyzing the character's actions and dialogue in the stories they read in class. We listed the character's actions and based on that, we came up with a list of traits about the given character. First, we brainstormed all the character traits that they know on a cardboard paper. Then the learners were divided into groups and given a graphic organizer to analyze the main character in the story. The learners were very enthusiastic about doing the activity, since they had to recall the character's actions, behavior and dialogue from the story in order to prove the character trait that they came up with.

Learning about character traits is ongoing, and learners will continue adding more traits to their vocabulary bank through engaging in more activities.

Lara Komeiha
Grade 3 English Teacher - BAC



Education beyond Academic Walls



We are living in a world that cannot be more unpredictable and jarring. It is the "real" world that once was virtual and individuals find themselves in a continuous pursuit to adapt in order to sustain their existence and realize their dreams. Never has it been more urgent for us, "educators" to arm our learners with the needed skills to face it more than it is now. Soft skills are soft by name but tough in outcomes. They are skills related to emotional intelligence, the ability to recognize and manage own and others' emotions. These are skills less rooted in specific vocations and more aligned with the general disposition and personality of an individual, a fully-fledged personality that can survive and excel. They refer to a cluster of personality traits, social graces, facility with language and in communication, personal habits, friendliness, and facing with optimism. These are skills such as communication skills, presentation skills, teamwork and leadership skills, debate and advocacy, public speaking, promotion of a cause...

Helping learners acquire and master such skills should be a priority to any efficient, practical educational program. It is a cycle that starts with exploration and

navigation and ends with achieving goals. Building such skills can help learners effectively discover and navigate their environment to work out the suitable way to get along and work well with others as well as lead and excel as leaders. Only when they display a positive attitude they will succeed. Succeeding as team members and leaders will definitely boost learners' self-esteem and increase their confidence in their capabilities. When they recognize and touch their success in one thing, they will perform better in different situations and achieve their goals. Success and confidence are contagious.

In accordance with what has preceded, what our Cultural Program will do is help our learners "exploit" these skills through a set of sessions in which they will be working on them, exploring tips about each, and learning how to manage these tips from experts and at the same time practice all what they learned when preparing and carrying out the required projects in the Cultural Program.

Advisory Department



Apprendre autrement



« On peut lutter contre la guerre par le dialogue, la paix et l'éducation. » Malala Yousafzai

La créativité n'est nullement réservée aux artistes. Chacun peut faire de sa vie une œuvre d'art, à travers son métier, ses loisirs, ses relations, ... Elle requiert, non pas de l'intelligence, mais de la curiosité, de l'empathie, de l'estime de soi, de l'adaptabilité, de l'ouverture à ses émotions...

Partant de situations de la vie quotidienne, le jeu de rôle est l'une des activités préférées des apprenants. C'est une occasion pour eux de pratiquer la langue et d'être dans une situation de bain linguistique

En effet, apprendre une langue, ce n'est pas seulement apprendre des règles grammaticales ou des listes de mots. Apprendre une langue vise à savoir l'utiliser dans des situations de la vie quotidienne. Pour cela, il est nécessaire de la pratiquer.

Les apprenants de la classe d'EB2 ont donc créé des scénarios pour jouer des rôles. Ces scénarios sont préparés selon des situations précises où les apprenants vont exprimer des souhaits, de l'inquiétude, de la peur, la succession des événements, des goûts alimentaires et des dégoûts, donner leurs avis ou des conseils, se situer dans le temps, rassurer quelqu'un, décrire ou caractériser un être vivant, un lieu, prévenir d'un danger ...

Lors de la préparation des scénarios les apprenants étaient motivés. Le jeu de rôle leur a permis d'identifier leurs besoins, d'exprimer leurs sentiments et de dépasser leurs blocages. En outre, il a favorisé l'interaction entre les apprenants au sein d'un groupe à travers le travail collaboratif. Les apprenants ont donc appris à partager et à respecter divers points de vue, à écouter autrui et le respecter, à confronter et à échanger des idées, à poser des questions, à développer leur pensée critique, à se responsabiliser, à développer leur créativité, à résoudre des problèmes, à prendre des décisions, à développer leur estime de soi, à se valoriser, à s'autoévaluer, à mieux connaître leurs capacités, à prendre conscience de leurs limites, à développer des habiletés d'expression, à formuler des suggestions et des idées, et surtout à développer leur autonomie.

Lama Azoury - Enseignante de français – ETD
Cycle primaire – 1 –
EB2 – EB3

Convince Me

The urge for discussion and the tendency to converse are part of our human nature where we tend to enjoy and practice on regular basis. Nevertheless, there seems to be a vast difference between vain arguing and logical disputing in the sense that the latter leads to a clear and strong standpoint that the individual intends to convey and puts through to others. To dwell on this matter, Grade eight learners were involved in a debate to put reasonable argumentation into practice by using their creative thoughts, strong beliefs, logical thinking, positive energy, and oral communication and research skills.

Learners teamed up and channeled all their focus into making the debate a worthwhile experience. They invested the various skills they have acquired during their academic years and put them forth through sound judgment and articulate oral skills.

With every thought they uttered and every view they defended, they added one block to the pyramid of their defense that will eventually lead them to verify their viewpoint. Their aim was not to prove the others wrong, but to show that they can substantiate what they believe in. The competition was tense and critical, yet it led them to appreciate their opponents' views and be receptive of their opinions whether they intend to adopt them or not. To culminate this memorable experience, learners congratulated each other and showed admiration towards the effort exerted. By doing so, they truly reflected sportsmanship and a constructive atmosphere that mirrored the essence of our school spirit; the spirit of daring, sharing, understanding, and perseverance.

Sanaa Dandashly - Karen Yazerly
Grade 8 - BAC

Ready, Set, Challenge!

*"You can do it!"
"Right on! That's a wonderful idea!"
"Do you agree?"*

It was attention grabbing to hear this conversation happening in the classroom. No, it wasn't the teacher cheering her learners. As a matter of fact, the learners were in charge. Learners were teaming up, assigning tasks, gathering ideas, and executing their plans. They were challenged to separate into different groups and using one construction paper, they had to make the longest paper chain. Of course they had to plan strategically before cutting so that they can build the longest chain. They were also challenged to note the new words they inquired into. Their excitement, collaboration, and persistence was note-worthy. During this process, learners made mistakes and were confused at one point, but isn't that the beauty of an experience? Isn't building courage equivalent to embracing imperfections and attempting to try restlessly? Finally, learners sat in a circle and reflected on the importance of teamwork. We concluded how the 3C's: Communication, courage, and cooperation made their chain solid and inseparable!

Ghada Hibri
UE English Teacher – BAC



Be Creative... Go Beyond



Building an Atom Kit

Science isn't only about stating facts and explaining theories, it is an endless process of discovery that shapes and defines learners' minds by teaching them diverse skills they can use to investigate the world around them. One of these important skills is creativity. A creative mind is one that has the ability to solve problems, come up with new ideas and think outside the box.

"There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress, and we would be forever repeating the same patterns." — Edward de Bono (a Maltese physician, psychologist, author, inventor and consultant). Consequently, in order for us to improve our learners' creativity, we depend on various activities such as hands on activities. Such engagements enhance innovative and inventive thinking abilities of learners resulting in skills that can be used in other subjects such as Math and Technology.

Grade 6 learners are learning about compounds, their characteristics, what they are, and how they are formed. Since atoms are difficult to see and their chemical structure was made confusing to some learners, a demonstration was made in order for them to observe how atoms interact. Later on, it was their turn to do a hands-on activity where they use an atomic model kit that contained different colored beads. Each bead



represented an atom. For example, the white beads represented hydrogen, the black ones represented carbon, the blue ones represented oxygen, and the green ones represented halogens. Each class was divided into four groups that competed with each other by engaging in a game where they instructed to use the atomic model kit and form the chemical structures of compounds whose chemical formula (or name) was written on the board. The group who finishes the quickest repetitively would be the winner. Learners were very excited about the game that their competitive spirit did not stop them from enjoying themselves even though many didn't win. However, the most interesting part was that this activity revealed signs of creativity – and a sense of humor – for many learners. For example, after forming the water molecule, one learner started acting as if he was drinking it, as to simulate drinking water. Others started connecting beads together arbitrarily and formed random compound which sparked a question in their minds on whether it really exists. The reaction of learners verified that science and creativity are in fact the perfect couple.

Anna Saab
Science Teacher - Grade 6 - SMOC



طلبتنا الى رئيسنا

نحن السّباب، قادة المستقبل، طاقة المجتمع، نتوجّه بطلبات عدّة الى رئيس الجمهورية الجديد، ميشال عون، الذي تمّ انتخابه أخيراً بعد عامين من فراغ رئاسي، مع العلم أنّ جميع المشاكل والأزمات قد أهملت، وأتينا قد واجهنا الكثير من المشاكل أيضاً خلال هذين العامين، ونسأل الله أن نتلقّى استجابة، ليس بالكلام فقط بل بالأفعال.

طبعاً، لست أوّل من اقترح مكافحة القضايا التّالية، ولكنني أشدّد على أهمّيّتها...

أولاً، أتحدّث عن القضايا البيئيّة التي يعاني منها بلدنا، وأولها ظاهرة التّصحر. ولحلّ هذه القضية، من الصّوروي وقف عمل جميع المقالع والكسارات غير القانونيّة التي تنهش جبالنا، والقيام بحملات زرع الاشجار للتّعويض عن الضرر الذي سببته هذه المقالع والكسارات.

أمّا بالنسبة الى قضية التّفايات، فيجب وضع حلول جذريّة مستدامة لها بأسرع وقت ممكن. فمع التّطور التّكنولوجيّ الحاليّ، أصبحنا قادرين على توليد الطّاقة الكهربائيّة من الغازات التّانجة عن التّفايات. وإذا تمكّنتم من بناء مصانع تعمل على هذا الأساس، فتكونوا قد عالجتُم أزمة التّفايات والكهرباء معاً وخففتُم من حدّة التّلوّث البيئيّ في لبنان.

أما بالنسبة الى مشاكل المياه التي لا تقلّ خطورة عن مشكلة التّفايات، فبالطبع تدركون أنّ من الحلول المقترحة بناء سدود على الأنهار والبحيرات وتخزين مياه المتساقطات وإعادة تدوير مياه الصّرف الصحيّ وغيرها من الحلول...

ومن النّاحية التّعليميّة والتّربويّة في لبنان، فمن المستحسن تطوير المناهج التّعليميّة اللبنانيّ بهدف مواكبة المجتمعات المتطورة وعصرنا التّكنولوجي.

كما أنّ في لبنان مشاكل مزمنة في البنية التّحتيّة والطّرق والإنارة. فالتّعاون المثمر بين وزير الأشغال والمؤسّسات العامّة والخاصّة يؤدّي الى انتاج حلول فعّالة للحدّ من أزمات السّير وتصريف مياه الأمطار وتخفيف عدد الحوادث المميّية التي تحصل على الطّرق وغيرها من المشاكل التّابعة لهذا الموضوع... للشّباب دور فعّال في المجتمع، وزيادة المشاركة الشّبابيّة أمر مهمّ جدّاً في بلدنا وهذا يتمّ من خلال تشجيع قيام المشاريع الانمائيّة والتّثقيفيّة والترفيهيّة وتنظيمها، والتّعاون مع مختلف الدّول من أجل تنظيم معارض وإقامة ندوات ومهرجانات فنيّة وثقافيّة وعلميّة في المجتمع.

ومن المشاكل المستعصية في لبنان الفساد والرّشوة والمحسوبيّة والرّوتين الدارويّ في دوائر الدّولة اللبنانيّة. والاصلاح يبدأ في العلمنة وتغيير بعض القوانين والغاء الطائفية السياسيّة ومكثنة دوائر الدّولة وتحديثها.

نلاحظ الاختلاف والفرق في الأسعار بين متجر وآخر، وهذا يؤثّر على المستهلك، لذلك أطلب منكم تطبيق قانون حماية المستهلك والذي يخدم الأفراد والمصلحة العامّة.

هذه البداية فقط فالحديث يطول، ونحن نأمل منكم النّظر في هذه المطالب، ووضعها على جدول أعمالكم، ودمتم خير رئيس للإصلاح.

زينة شاتيل - الصّفّ العاشر - ثانويّة السيّد الأرتودوكسيّة

Let Us All Sing Values

Every year, we learners, in cooperation with our English teacher, read a series of stories to increase our literary knowledge. However, this year not only are we reading them, but we are also getting involved in a string of inquisitions, activities, and more to really understand the moral lessons implied by the authors. As a result, our English teacher assigned us a bit of a challenge. We were asked to conduct a personal experience in a

form of a song that emphasizes a certain value instilled in one of the reading passages we have covered and integrate a minimum of four vocabulary words taught in the first unit. In groups of four we collaborated to prepare melodious songs; some learners who have talents played their songs on musical instruments. Our voices were united to send messages to the souls of our fellow learners, and thankfully, each and every one of us

ازهار وأكفان

في إحدى الليالي القارسة، جالس أمير في زاوية الغرفة والتلحّ يتخبط على زجاج النّافذة كأنشودة تعظم من فصل الظلمة، أو كعصفور يغرّد أجمل الألحان. ولكن، أمير كان حزينا، سارخا وهو يتأمل المشهد، ترى ما به؟ يتمّ يفكر؟ لم يبدو متحمّزا بالأسى؟ وسرعان ما جمع الفتى همته، وانتصب في منتصف الغرفة وفي داخله أسئلة لا أجوبة لها. فهذه الليلة كمثل العديد من الليالي التي ارتمى فيها على سريرها، أو غرق في بحر السّجائر التي شهدت على حزنه العارم؛ فما قيمة اللبتسامة والغبطة بعد رحيل والدته عن هذا العالم؟ فهو لم يمسّر الصّوّة ولم يشتم رائحة التّراب المبلول منذ سنة كاملة، وكان الحياة اضمحلت نكهتها بعد خسارته أقرب التّاس إليه.

وذات يوم خرج أمير إلى باحة القرية ليتبصّر حاجته ويرضى نفسه المعانية. وفي طريقه إلى المتجر، لمحّ مقعداً خشبياً يحتضّر من شدّة البرد. فمرّ في ذهنه شريط صور والدته، ففي هذه البقعة اليابسة، مشى أمير أوائل خطواته، وعلى أطراف هذا المقعد، أنجز أوائل وظائفه.

وانطوت الأيام وحزقت السنين، وما زال هذا الشّابّ قابعا في منزله، ينزّر القصائد ويحكّ الروايات. إلى أنّ قرّر يوماً الذهاب إلى معرض للتحف الفنّيّة، لم يدرك أنّ هذه الزيارة ليست عادية، وأنّ زمن الحزن انتهى وبدأ زمن الحبّ والعنفوان. فأسمها فتاة تدرج من عائلة عريقة. هي فتاة القرية الفاتية، وكان لشدة جمالها أنّ تهافت الشّبان للزّواج منها، غير أنّها سرعان ما كانت تحبّ بالرّمض، فهي لا تريد فتى عادياً، وجلّ من عرفتهم ما كانوا سوى لمصالحهم الدّاتية ساعون. وأتت اللّحظة المنتظرة حيث حظّت عينا أمير على أسمهان فحقق قلبه لها عشقاً، ربّما سيّقال «إنّ حبّ النّظرة الأولى أوهاّم وخيال» ولكنّ قلم الشّاعر لا يكذب وقصائد الحبّ التي نثرها أمير ليست فقط حبراً على ورق.

وأمام صنم منحوت، وقف الحبيبان يتحاوران حول إبداع النّحات، وجماليّة النّحفة ويتبادلان هوامش الحديث لعلهما يبقيان قدر الإمكان سوياً، وصممت الشّفاة برهة لتتطرق من أمير صرخة: «رّثاة، كم هي جميلة هذه النّحفة غير أنّها تفصح عن أذيت وأسرار غامضة، فنحن كالأصنام من الخارج وفي داخلنا نبغ من المشاعر والحنان». فما كان من أسمهان إلا أنّ ردّت عليه: « ليست الحياة التي نحتنا كالأصنام، لكنّ إنّها التّوائب التي أخفت بريق الحبّ في أسبسط التّفاصيل. قال: « أنت تفرّان أفكار صافية». أجابت: « أنا أفرأ الإنسان من نظرة أولى، وأعرف ما في داخله، فإنك تشبه البلور في صفائه، والماس في بريقه، فصدّقك، وعفويك اجتذبان، وإنك -والله- لأصدق من رأيت عينا»

لم تكن هذه المرّة الوحيدة التي يُقابل فيها الفتى أسمهان. فلقد تواليت القرّات من بعد ذلك الاعتراف، وترسخت العلاقة بين الاثنين؛ حتى جاء يوم بدت فيه الدّنيا كالفرديوس الصّافي الخالي من مآسي الحياة. أتى هذا اليوم المنتظر، فالعاشق يريد أن يطلق العنان لمشاعره لكنّه خائف من ردة فعل تُرجعه إلى قبره المغفور بالحزن والظلام الحالك. واعتصم الشّاعر في ساحة فؤاده ولم يستطع أن يقمعها لوقت طويل فقال: « منذ أن لمحتك عينا وأنا أفكر فيك، أنت التي جعلتني أترك عقلي ورائي وأسافر إلى عالم الغرام، أتيت التي سكنت قلبي، ولعيتك أعني وأعدت أجمل الألحان. أتعلمين كم من يوم لم أنم، قد تنام عين وتصحو عين لتراقب حبيبة القلب أسمهان، أيّ أحبك أكثر من حبّ الملك لمملكته، وإني أناضل للأجل عينك أكثر من جندي يناضل للأجل وطنه. فكيف لي ألاّ أحبك والعقل عند ذكرك يضيع ما بين الواقع والخيال».

وفي صباح مشمس، عاد أمير من ساحة القرية، وذهب إلى الحبيبة ليطمئن عليها وينثر لها أجمل القصائد. وفور وصوله وجد أمير باب المنزل مفتوحاً، فدخل ووجد الهاتف مرمياً على الأرض، وأصوات بكاء تصدر من الدّاخل، ما عساه حصل؟ ما الخطب؟ هرع الشّابّ لتفقد هذه الصّبّة فوجد أسمهان غارقة بالدموع وتفاصيل الحزن مرسومة على وجهها. فسألها: « ما بها رحي؟ » فأجابت: « روّك سترحل من هذه الدّنيا، كنت اليوم عند الطّبيب أجري الفحوصات السنوية وتبين أنّ معي مرض عضال...» فاضت عينا أمير بالدموع وعجزت شفّاته عن الكلام، ولم يستطع أن يتلقظ بيت شفة. خرج من البيت مسرعاً كأنه هارب من سجن جدران المبنى من ألم والمطلبيّ بألوان الموت والحزن.

مرّت أشهر ولم تلتق أسمهان بحبيبتها، هذا البعد أنساها مرضها وأصبح همّها ملاقاة أمير الألام. وفي يوم من الأيام، تلقت الصّبيّة رسالة من رجل مجهول الهوية، وكان مكتوب في داخلها: أنا عشقتك، أنا نذرت لك حياتي، باسمك استهلّيت قصائدي وبعيتك وصفت كتاباتي. توقفت حياتي عند رحيل أُمّي وما هي تنتهي بغياك عني، أحبّ قلباً قلبي قبل لساني، وقد قررت الابتعاد عنك كيلا أشهد المزيد من العذاب، ستظلين أوّل وآخر حبّ لي في هذه الحياة. لن انسلك مثل الأمّ التي لا تنسى رضيعها، ومثل الليل الذي لا ينسى قمره.

... وعمّ بعدها الصمّت أرجاء المكان

عدنان مكّيّة - الصفّ الثاني عشر - ثانوية السيدة الارثوذكسية

Be Creative ... Go Beyond

learned about his/her classmates in a friendly and fun activity. This clearly shows that Singing Values was a complete success.

Adam Najm - Grade 9A - SMOC
Andrew Antun - Grade 9A - SMOC

Song 1
[...] And so I sort of despised you
You became my worst enemy
And so I reviled you
Spread what's false about you

But then it turned out that
All you did was try to help me
I thought I was like the precipice of bursting
When I found out the truth

Had I known this I wouldn't have spread
All those nasty, ugly rumors that I had spread
About you, about you [...]

Aiya Gilliam - Grade 9A - SMOC

I'm Sorry
I got a heart
And I got a soul
And believe me I use them both
We started out
As two friends running around
But your pompous self didn't need my help
I got tired of being in the shadow
Following you all day
So can you blame me
For changing my ways
I thought how to ruin a pretty face
I desperately needed to keep up with your pace
But I had to win this race [...]

Dana Hishi, Tina Zahreddine, Aya Abdallah,
Nour Shaar, and Jinan Osta
Grade 9C - SMOC

Forgive Me
[...] And now I'm here, trying to rectify my mistakes
This opportunity was of paramount importance
I was slapdash, I ruined it for you
Believe me I know it is difficult for you to accept my apology,
but
"I'm sorry I hurt you
I'm sorry I disturbed you
I made your days gloomy
I facilitated nothing, but I'm begging you for forgiveness
I want you as my friend and I promise I'll never do it again." [...]

Yasmine Abdul Ghani and Dana Kisserwan
Grade 9B - SMOC

Song 4
[...] I am aware that I betrayed you
I am aware that I hoodwinked you
I have been tasting the punishment I deserve
I admit, I was pompous, reprieved you from my trust and killed
You with my blind selfishness and bitterness
Even though I have always been incorrigible, incorrigible
Someday, someday, we shall meet and face our misery
Intercede to reach unity and return dignity
Without you I lived in anarchy.
Our mutual love and friendship will fight this enmity
Someday, someday you will forgive me, you will forgive me

Rim Khayata, Leen El-Hajj, and Aya Mruheh
Grade 9C - SMOC

Learning by Doing



Using Knowledge in Daily Life Situations

Building a hydraulic press



One of the efficient ways to grasp concepts is to study them firsthand. We, ninth graders, got to do so by building a hydraulic press in our technology sessions. Thus, learning how it works was interesting. A hydraulic press is a device we come across in our daily lives; the simplest example being the floor jack used for lifting cars and heavy loads.

It turns out that building a model of a hydraulic press

Rolling up a Slope



How boring would we render our world if we do not question the information we are given? We always hear that everything that goes up, shall come back down, but is that always the case?

In the technology class this year, our first challenge was to find a way to "defy" the laws of Physics by producing an object, which will roll up an inclined plane on its own. In working groups, we researched and proposed designs to do just that. We must say that creativity was the main key to the success of this project in so many ways. Especially when we attempted to implement our proposed designs. We prepared the resources needed for our projects to materialize. Some made the famous double cone experiment; others made a wheel climb up a plane all by itself! The "magic" behind that was what we call the center of gravity of the objects; by properly designing the position of the center of gravity, the cone appeared to roll up a slope and the wheel actually climbed up an inclined plane. This experiment was truly fascinating and we grasped a good load of knowledge while having fun all at once. We, 11S students, look further to other technology projects because who knows what we will be questioning next?

Anthony Abou Mrad - G11S - BAC

requires easily acquired material (2 plastic syringes, a vinyl tube and water). Each group tried countless times to finish the project, but it was difficult at first. Eventually, thanks to cooperation and determination, and despite the hitches, we managed to discover how to make the hydraulic press function. Moreover, this educational project made abstract concepts more relatable. The time allotted was used productively leading to an outcome that was extremely beneficial to us.

In conclusion, we were able to discover how the hydraulic press works and grasp this concept, which made applying it in class easy. So, this project was beneficial from several aspects; it helped us academically, improved communication among us, and taught us something related to our daily lives.

Leah Sukkarieh - 9A - BAC

Modeling Optical Fibers



Using materials found in our everyday lives, from water bottles to hair straighteners, to build a model of something as intricate as an optical fiber, was a challenge that really brought out the creativity in us. First, we learned, through research, about the functioning and usage of optical fibers in the Technology sessions and then we proposed designs for our models. After that, we were excited to see how, the design that we presented, was going to look after building it in the lab. It was fascinating since we had to make use of the laws of Physics, including refraction and reflection, to build our models.

Optical fibers have so many technological applications in our modern life, which includes but are not limited to communication and medical uses. This learning experience really brought us together to observe and study the science behind the technology that we use every day.

Nour Sabra - G10 - BAC

Le bain de la poupée

Vive l'eau, vive l'eau
Qui me lave, me rend propre,
Vive l'eau, vive l'eau
Qui me lave me rend beau !

Durant ces dernières semaines, les apprenants de la KG1 ont exploité le thème « les parties du corps ». Afin de rendre les techniques d'apprentissages actives et concrètes, une activité ludique a été exécutée en classe : Le bain de la poupée.

A travers cette activité, plusieurs objectifs ont été travaillés pour mieux cerner ce thème. Ainsi, les



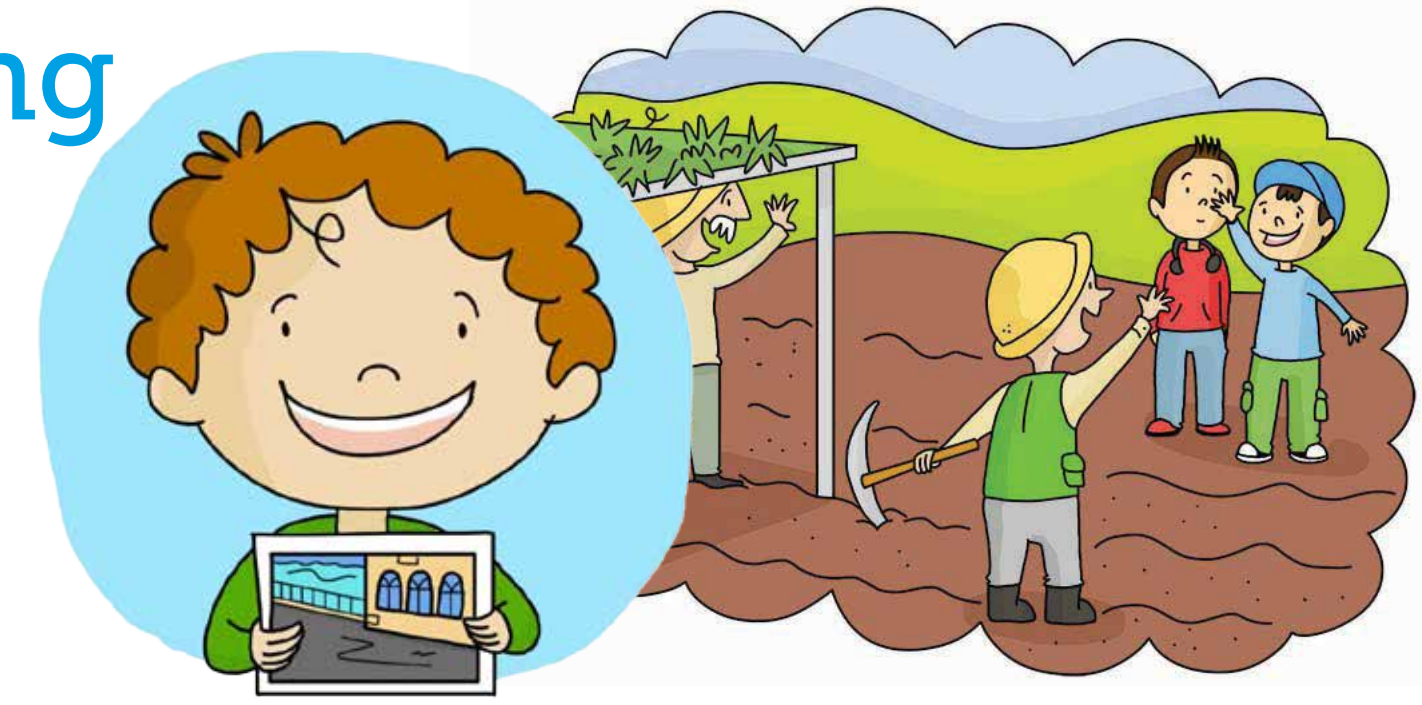
apprenants ont appris à identifier, à nommer les parties du corps et à distinguer les deux notions : sale / propre. De plus, ils ont pris conscience de l'importance de prendre un bain quotidiennement pour garder un corps propre.

Cette activité a incité les apprenants à réinvestir le vocabulaire déjà appris pour décrire les étapes du bain. Enfin, au-delà du jeu, cette séance était un moment de langage collectif riche d'échanges, qui a aidé les petits à formuler et à acquérir de nouvelles expressions.

Razan Awarkeh - Preschool Teacher - SMOC



Appreciating Nature & Culture



رحلة إلى مَحَمِيَّة أَرز بمهرية

لذلك كان لا بد من زيارة هذه المَحَمِيَّات الطَّبِيعِيَّة في معاصر الشَّوْف، الباروك وبمهرية/ عين زحلنا، وتقع على المُنحدرات الغَربِيَّة لِجَبَل لِبْنَان وتمتد من صُهر البيدر شمالاً الى جَبَل نِحا قُرب جَزِين جنوباً. **العربية.**

فقام متعلِّمو الصِّفِّ السَّادِسِ الأَسَاسِيّ بزيارة لمَحَمِيَّة «بمهرية» حيث قَسَموا مجموعات وقاموا بجولة في المَحَمِيَّة، وتعرَّفوا إلى أنواع الأشجار والنباتات المنتشرة وفوائدها، وإلى بعض الحيوانات والطيور التي تلجأ إلى المَحَمِيَّات كَمَاؤى لها.

بَعْد ذلك زاروا مَتَحَف قُصْر موسى في بلدة دبر القمر للتعرَّف على التلاذث الزراعيَّة القديمة التي كان المزارعون يستعملونها لتسوية الأراضي الزراعيَّة.

في نهاية الرحلة بدأوا بالتقاط الصور وجمع عيّنات من أكواز الصنوبر، وأوراق الأشجار والبيذور. لقد ساهمت هذه الرحلة في بناء السلوكيات والمهارات البيئيَّة الإيجابيَّة التي تساعد المتعلِّم على أن يصبح صديقاً للبيئة.

روز ماري سعيد - مدرّسة اللغة العربية
الصف السدس الاساسي



Hiking a Grand Mountain

In the last few years, campaigns have been done to shed the light on the pristine biosphere reserve, Mount Jabal Moussa. This majestic emerald, by far exceeded our expectations when we visited it with the grade 7 learners, in relation with their history class. The extensive mountain, which is 6500ha in area, is condensed with a mosaic of ecological systems, an evergreen forest of oak, pine, juniper, and hop-hornbeam trees, rare flowers, and vital plants.

As we trekked through the forest, we were transported back to 2nd century Rome. The guide showed us inscriptions of Emperor Hadrian that were found in several places as decrees. Amazingly, these inscriptions indicated the population and species of trees found in the vicinity to forbid people from cutting them down. We were also shown old houses and temples that were built between

the hills as fortresses that overlooked the valley and the old Roman Road. These constructions were built using manmade kilns distributed around the area to produce lime. Delightedly, we hiked through the old Roman Road and climbed its stairs as we listened to the beautiful legend "The Myth of Adonis and Astarte" that lies on the opposite valley, valley of Nahr Ibrahim (Adon River). This mixture of cultures, Roman and Phoenician, intertwined in one home, makes this place a unique melting pot of biodiversity and history.

Hiking the magnificent Jabal Moussa with grade 7 learners made us all revere God's creations and admire the mountain's grandeur and our rich cultural heritage.

Mira Bayakly Tabsh
English Teacher - Grade 7 - SMOC



رحلة إلى قرية الغزلان

نهار الخميس في الثالث عشر من تشرين الأول لم يكن يوماً اعتيادياً لمتعلمي الصف الرابع، فلم يبدووا نهازهم بارتداء الزي المدرسيّ وحمل الحقيب الملبية بالكتب، بل إنهم لبسوا ثياب الرياضة، وانتعلوا الحذاء الرياضي، واعتمروا القبعة استعداداً للتوجه إلى جروود كسروان وتحديداً إلى قرية «كفرديان» ومعنى «كفر» أي قرية و«ديان» الغزلان.

عند وصولنا، ترجلنا من الحافلات ونزلنا إلى بستان أشجاره مثقلة بالتفاح، فقطفت كل واحد منّا خمس تفاحات، ومن ثم قمنا بنزهة في الطبيعة سيراً على الأقدام حيث شاهدنا بحيرة سدّ شبروح وجسرًا أثرياً، فتجمعنا أمامهما والتقطنا الصور التذكارية. وعند الظهر، اتجهنا نحو المطعم لتناول طعام الغداء، وبعدها شاهدنا ميداناً للصناعات الغذائية، كعصر التفاح وصنع الخل والمرتبى.

لم يكن هدف الرحلة ترفيهياً فحسب، بل كان الهدف تعزيز مبدأ التعلم الذاتي والتعلم بالملاحظة، وإدراك العلاقات بين مكونات البيئة، واكتساب السلوكيات الحسنة، مثل الانضباط والنظام والاحترام...

عسى هذا النشاط يولد فيهم حب الأرض والتعلق بها والمحافظة على الآثار وحماية هويتنا وتاريخنا. فهم أبناؤنا وأحلامنا تحيا بهم.

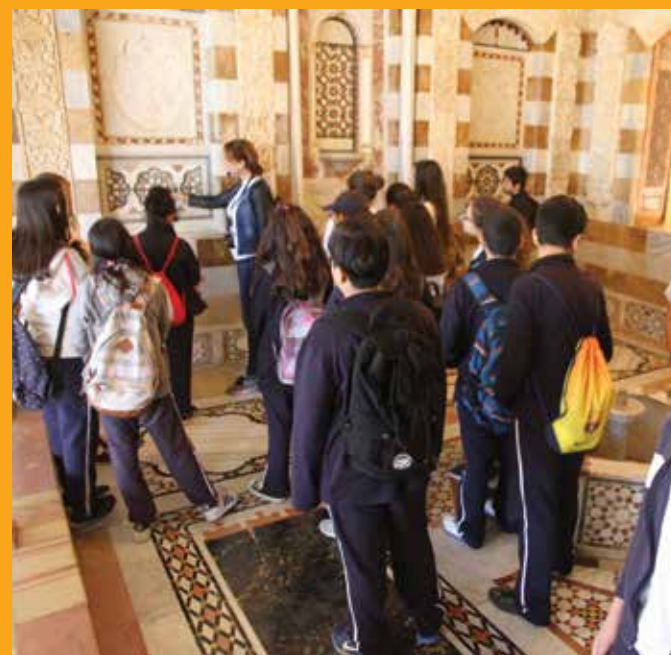
كارلا بو سليمان – مدرّسة اللغة العربية - مدرسة البشارة الدرزوكسية



Grade 8's Visit to Beiteddine and Deir el Qamar

We all know how history lessons can get dull and redundant sometimes, right? Well, that was certainly not the case on November 8, 2016, when grade 8 learners had the pleasure of visiting 3 historically significant sites – Beiteddine Palace, Moussa Castle, and the traditional, welcoming village of Deir el Qamar – in relation with their current history lesson about Lebanon during the Ottoman reign in the 19th century. Our first stop was Beiteddine Palace. Grade 8 learners were split into groups, each accompanied by tour guides who led a tour around this marvelously intricate and astounding palace built by Emir Bashir Chehab II. Learners were told that it was called Beit el Deen (House of Religion) since it had been a place where people of different faiths could come and pray. After the tour, grade 8 learners dressed up in costumes and happily flaunted their acting talents in a scenario about Akhwat Shanay. Next up was the Citadel of Moussa, a person whose story is an epitome of this year's theme "Build Courage." Moussa Al Maamari singlehandedly built this castle in order to win the heart of the girl he loved, consequently outdoing his teacher who did not believe in him as a child. Our final stop was in Deir el Qamar. Learners walked around the village, appreciating the architecture of the churches and mosques. We concluded the day with a lunch in Deir El Kamar and a fresh positive attitude towards history!

May Rawas
English Teacher - Grade 8 - SMOC
Reine Nehme
Social Studies Teacher - Grade 8 - SMOC



Christmas Around the World

Christmas Here, Christmas There, Merry Christmas Everywhere

It's that joyous time of year again! December is here and with it all the joys of Christmas: gifts under the tree, lights in the windows, cards in the mail, snow in the yard, stockings hanging in the living room, and turkey dinners with family and friends.

Someone once said, "...Set apart by its mystery, mood, and magic, the season seems, in a way to stand outside time. All that is dear, that is lasting, renews its hold on us: we are home again." Let us take a tour around the world this Christmas, and this blessed day will carry us back home.

At Christmas, people all over the world celebrate the birth of Jesus Christ. Christmas trees are a popular decoration as are tiny sparkling lights in windows and on walls. Festivities are celebrated in almost all countries of the world. Some countries however have different Christmas traditions.

France

In France, where they say the first decorated Christmas trees appeared as far back as the 14th century, children put their polished shoes out in front of the chimney and hope that 'Père Noël' fills the shoes with sweets. Christmas Day is a public holiday, and families get together for a big feast. On this day, presents get exchanged. During Christmas, nearly every home in the country displays a Nativity scene or creche which is the center of Christmas celebrations for families. Little clay figures called «santons» or «little saints» are placed in the creche.



Brazil

In Brazil, you will often find a 'presepio', a crib or nativity scene, in front of a church. The 'Papai Noel', or Father Christmas, travels to Brazil to give presents to children. Many cities display Christmas trees during December, and often the year end is celebrated with fireworks. In Brazil, you say 'Bom Natal' or 'Boas Festes' if you wish somebody Merry Christmas.



England

In England, Christmas decorations start early. Many families decorate their houses with lots of fairy lights and sparkling displays. Sometimes, house owners collect donations from visitors to their displays in aid of local charities. So remember, if you like a display, place some spare coins into the honesty boxes and help a good cause. In most of the countries of the UK, the festive season begins at Advent. During this time, holly wreaths are made with three pink, one white, and one purple candle. Shops start selling Christmas decorations from mid-November to enthusiastic Christmas shoppers. In England, as well as in most other nations of the UK, the beautiful Christmas Trees are an essential part of traditional Christmas decorations. The decorating of Christmas trees has been widely popular since around the 1850s when Prince Albert had a Christmas tree set up in Windsor Castle for his wife, Queen Victoria, and their children. In modern times, the Christmas decorative items last until January 6 (Epiphany). In England, the day after Christmas is called Boxing Day, named so because young boys used to go around collecting money in clay boxes. The boxes were smashed open, when they were full. The Boxing Day is still celebrated in the UK.



India



Christians in India decorate banana or mango trees. They also light small oil-burning lamps as Christmas decorations and fill their churches with red flowers. They give presents to family members and baksheesh, or charity, to the poor people. In India, the poinsettia is in flower and so the churches are decorated with this brilliant bloom for the Christmas Midnight Mass.

South Africa

Christmas in South Africa is a summer holiday. In December, the southern summer brings glorious days of sunshine that carry an irresistible invitation to the beaches, the rivers, and the shaded mountain slopes. In South Africa, people celebrate Christmas Day with the family often with a 'braai', similar to a BBQ, as it is summer season there as well. Many people visit Christmas mass on Christmas as well. At Christmas Eve, many local music bands roam the streets in the city center entertaining visitors and locals with popular Christmas carols. South Africans also share crackers at Christmas dinner. Crackers are small paper rolls, used as party favors, that usually contain candy, trinkets, etc. and that pop when pulled sharply at one or both ends.



Australia



In Australia, it is tradition in the weeks up to Christmas to join in Christmas picnics organized by various churches and sing Christmas carols on the beach. As Australia is on the southern hemisphere, Christmas is in summer time. Thus, it is easy to understand that during Christmas time, friends and family often gather at the beach.

Ireland

In preparation for Christmas, Irish families bake Christmas cakes, puddings, and mince pies. Mantelpieces are decorated with flowers and ornaments and windows with red candles. A popular tradition is hanging the mistletoe in a doorway and to kiss under it. Mistletoe is a plant that grows on a range of trees including willow, apple, and oak trees. The tradition of hanging it in the house goes back to the times of the ancient Druids. Supposedly, it possesses mystical powers which bring good luck to the household and ward off evil spirits. It was also used as a sign of love and friendship in Norse mythology and thats where the custom of kissing under the Mistletoe comes from. Before the holidays, Irish families give gifts (usually money) to all those who provide service to them throughout the year, such as the plumber or the milkman. Homes are cleaned and often whitewashed, as a means of purification. Christmas trees are set up



and decorated with tinsel, colorful lights, and a star or an angel on top. Many kids receive an Advent Calendar which has slots for each day in December, each of them containing a chocolate treat. Christmas in Ireland lasts from Christmas Eve to the feast of the Epiphany on January 6, which is referred to as Little Christmas. After the Christmas evening meal, bread and milk are left out and the door unlatched as a symbol of hospitality. St. Stephen's Day, the day after Christmas, is almost as important, with football matches and meetings going on. For children, the Wren Boys Procession is their big event. Boys go from door to door with a fake wren on a stick, singing, with violins, accordions, harmonicas, and horns to accompany them. The reason for the ceremony is to ask for money 'for the starving wren', that is, for their own pockets. Children often put out Christmas sacks instead of stockings.



Lebanon

In Lebanon, the streets are decorated with dazzling lights and colorful ornaments. Large trees are placed in town squares in most Lebanese villages and cities with beautiful decorations surrounding them. About two weeks before Christmas people in Lebanon plant seeds - chickpeas, wheat grains, beans, lentils - in cotton wool. They water the seeds every day and by Christmas the seeds have shoots about 6 inches in height. People use the shoots to surround the crib in nativity scenes. Traditionally, people visit friends on Christmas morning and are offered coffee, liqueurs, and sugared almonds. Lunch at Christmas is the most important meal of the season and the whole family gathers together for it. They exchange gifts and sing Christmas carols. Homes are decorated with Christmas trees and flickering lights. Lebanese people consider it a blessing if it snows at Christmas.



Faten Ibrahim - DCD

Courage Throughout History

Many persons believe that the boldest and bravest persona is the illustrious knight and charming armor that holds a falchion, shield, and helmet and is valiant to a certain extent that he is not afraid of whatsoever. Well, according to Bethany Hamilton, courage, by definition, doesn't mean you don't get afraid, but it means that you don't let your fears stop you.

Courage comes in diverse rituals, be it by defying an oppressor, or even quarreling for a remarkable impetus. Throughout history, extraordinary folks displayed courage for causes they had devotion in. Even though the stereotype may claim that they acted in long gone eras; however, their acts of courage stand evergreen.

Nelson Mandela once said, "The greatest glory in living lies not in never falling, but rising in every time we fall."

He was initially sentenced to death for plotting to defy and overthrow the government. Nevertheless, his sentence was altered to life imprisonment.

In spite of spending around twenty years in prison, he kept on moving forward, opening up new doors and doing new things thus ending up being the first ever black president in the entire South African history.

Mala Yousefzai and Kailash Satyarthi are and will always be considered as individuals we will look up to. For they were awarded, in 2014, the Nobel Peace Prize due to their protests against the suppression of children for the right of education.

Malala's message was to fight for the human fundamental rights. For one, her voice was heard by millennia in the UN conference, she visited the President of the United States, Barak Obama, she was named one of Time magazine's 100 most influential people, and she published her memoir "I Am Malala". Through her heroic struggle, she has become a transformational leader; speaking for girls' rights to education.

In conclusion, courage is having the gumption to stand up in front of your fears. It is falling over and over and over again and at the end, standing in the willingness to act in spite of fear. It is that voice at the end of the day that says: I will try again tomorrow.

Lynn Naji - Grade 10 - BAC

A Walking Distance

The neighborhood visit activity was an interesting discovery where learners had the chance to explore their surroundings. This activity allowed learners to expand their individual's familiarity to their surrounding environment and grew aware of the different essential places in the community. It emphasizes diversity and highlights the important role of every member in his community.

Preschool learners were thrilled to visit their "school neighborhood". They got to experience the place they attend every day. Throughout their walk, they got introduced to the little world surrounding them; a place where all members gather and interact to make it a lovelier place to live. First, KG2 learners learned about directions and were introduced to the neighborhood guiding map and safety measures. Throughout the walk, learners were reminded to walk on the sidewalk and to be conscious of the traffic around them. They were accompanied by many teachers and officers to make their walk safe and successful.

Visiting the neighborhood exposed KG2 learners to



the notion of diversity, where they met many people performing various jobs and different tasks. They learned that the neighborhood is a dynamic place that embraces all kinds of jobs and stores such as supermarkets, bookshops, restaurants and others. They also learned how each member contributes differently to his community. Learners visited "Kababji", "Le Sam", "Books and Pens", "the hair dresser", and "the barber shop. At "Kababji", they had the chance to check the food menu and learned how to order food. At "Le Sam" they observed how products are sorted and distributed in different sections. Teachers then stimulated learner's critical thinking skills by asking them comprehensive questions about the different strategies they observed to make sure that each learner grasped all information. Later at "Hakim Optics", learners discovered how opticians work and how they help clients choose the most suitable eye glasses or sunglasses. In "Books and Pens" KG2 learners checked the various types of stationary, they explored the technology section, and they looked at the numerous storybooks on display. Finally, learners had the opportunity to observe how hairdressers and barbers work.

This activity included different categories, levels, and



different professions so that the learners become acquainted with how a neighborhood is structured. KG2 students' neighborhood little adventure was distinctive; it offered them fun and entertainment in addition to the opportunity to explore school surrounding through a new perspective. Dialogue and conversations facilitated and supported social interaction among learners, their teachers, and the professionals they met. They now know the principle of contribution and value each member's job and recognize that every one of us has a role that can benefit the community.

Roula Bou Fakhreddine
Preschool Teacher - SMOC

مبدعو المستقبل

والمجسمات لبعض الأمكنة، وأشكال، وأشكال متنوعة تعكس ميّزات كل متعلّم، ما أضفى جوّاً مختلفاً في الضّف، جوّاً من الحماس والمنافسة لعرض الأفضل برأي كل متعلّم.

تلك كانت البداية، وما سبق لم يكن سوى نقطة من البحر الذي نسعى هذا العام للغوص فيه بهدف إكتساب المعارف وتنمية القدرات التي يتمتّع بها المتعلّمون.

عساة يكون عامّاً مفعماً بغزارة العلم والمعرفة وتحقيق ما نصبو إليه كتربيين في زرع تلك البذور التي نرعاها ونسقيها لئراها في آخر السنة قد أزهرت وأينعت .

ليندا فغالي - الأساسي السادس
مدرسة البشارة الأرثوذكسية



A World of Changes

The slow one now will later be fast. As the present now, will later be past. The order is rapidly fading. And the first one now will later be last. For the times they are a-changin'. The lyrics of the song "The Times They Are a-Changin'" by Bob Dylan, 1964 is a great example of the things that have changed and still changing in our lives.

Module One in Grade Two book entitled as "A World of Changes" sheds the light on certain things that are in continuous change, and they are seen through our learners' eyes. "A World of Changes" talks about a little boy who is curious to know if things do really change, so he sits by himself and starts thinking, and he ends up with a lot of examples. As for Grade Two learners, we had a planting activity. This activity is an English integrated Science activity. The learners were provided plastic plates, cotton, and some lentils seeds. The learners planted the seeds and watered them, and then each learner took the plate with him back home. The learners were asked to take care and water the seeds. They had to keep an eye on and record any changes that could happen to the seeds. They also had to take pictures every other day to see the changes. After two or three days, the learners started to record a change in the seeds. They saw little saplings growing, and then the saplings became plants. After one week, the learners were able to present their plants in full sentences using high frequency words. They were also able to do the presentation eloquently and to maintain direct eye contact with their classmates.

This teaching method triggered the curiosity of each learner to wait and see the final outcome for planting the lentils seeds in plastic plates. In this way, the learners have touched the change that has happened for the seeds, and now they believe that many things change with time.

Raneem Rizk - LE Teacher - BAC & SMOC



Visit to the Chronic Care Center

In light of our academic program, we visited the Chronic Care Center at Hazmieh to better visualize the techniques we theoretically studied in Life Science. The Chronic Care Center, founded in 1992, is the only institution in Lebanon and the Middle East, for the treatment of childhood chronic diseases; Thalassemia and Type 1 Diabetes. In addition, it has the suitable equipment for the detection of diseases.

As we were touring the center, we were able to see the techniques we studied like Gel Electrophoresis, DNA fingerprinting, Karyotyping, and FISH-technique. We saw how each technique is performed and how the results are analyzed leading to a detection of the mutated gene or translocation of chromosomes, for instance. Moreover, we learned the importance of premarital testing for the Thalassemia disease in order not to have more generations of affected individuals knowing that the mentioned disease can be controlled but not fully treated since it is a hereditary genetic disease. Thalassemic patients need continuous blood transfusion which highlights the importance of frequently donating blood. In addition to the premarital testing, we saw the different types of prenatal diagnosis which inform the parents whether or not the fetus will be affected with disorders.

Furthermore, we realized the importance of raising awareness on Thalassemia and Type 1 Diabetes since these diseases not only affect the individual himself but also the people surrounding him too. For this reason, this institution tries its best not only to treat and follow-up with the patients but also to help the family members cope with the disease and live normally



لقد أصبحت الأنشطة جزءاً لا يتجزأ من مناهجنا التعلّميّة. ولا تخلو حصص اللّغة العربيّة إلّا إذا كانت مطعّمة بنشاط يحرك العمل في الصّف بهدف خلق جوّ ممزوج بالمعرفة والإبداع والتسلية في أيّ معاً.

وبما أنّ البيئة هي المكان الذي نعيش فيه، لذا استحوذت على اهتمامنا انطلاقاً من مقالات عالجت همومنا ومشاكل حياتنا اليوميّة. وبالتالي كان لا بدّ من التوقّف عند أهميّة إعادة تدوير بعض المواد المستعملة في بيوتنا وتصنيعها بأشكال متنوّعة ومفيدة من جديد.

وهنا برزت طاقات المتعلّمين الابداعيّة حيث مزجوا بين العقل والمنطق والفنّ والمتعة في أنّ: فجاءت أعمالهم متنوّعة مبتكرة من خلال إعادة استعمال بعض الموادّ الكرتونيّة أو البلاستيكيّة أو المعدنيّة أو الرّجائيّة. فرأينا اللوحات، والتّينة الملوّنة، والأباريق،



through the center's social and psychological support. Due to the costly medication, it also offers financial aid depending on the family's financial status. All in all, this visit helped us not only visualize the concepts we studied but also realize the importance of blood donation and understand how to accept the disease and how hard it is for the patients to cope with it ever since childhood and all through their lifetime.

Roba Hilal - 12LS

Thalassemia Symptoms:

- Fatigue that doesn't go away even after getting good sleep.
- Slowed growth and delayed puberty.
- A pale and listless appearance
- Poor appetite
- Dark urine (a sign that red blood cells are breaking down)
- Jaundice (a yellowish color of the skin or whites of the eyes)
- An enlarged spleen, liver, or heart
- Bone problems (especially with bones in the face)

Critical Thinking in a Game

Apprendre à penser d'une façon critique est l'une des compétences les plus importantes dont les enfants d'aujourd'hui auront besoin dans l'avenir. De nombreuses activités et jeux de société peuvent aider les apprenants à exercer leur raisonnement par exemple " Cluedo " (qui consiste à découvrir qui est le meurtrier d'un crime commis dans un manoir anglais, le Manoir Tudo).

Pour cela, nos apprenants de la classe de Grade 5 ont participé avec beaucoup de motivation et d'enthousiasme à ce jeu et ont joué ensemble tout en utilisant le lexique du récit policier déjà appris durant le premier trimestre. Chacun d'eux a mené l'enquête pour enfin démasquer le criminel.

Samar Nasrallah Melki
Enseignante de Français - Grade 5 - BAC



Tips for Teaching your Children Critical Thinking & Problem Solving

- 1 Provide opportunities to play
- 2 Help them view themselves as problem solvers and thinkers by asking open-ended questions.
- 3 Encourage thinking in new and different ways.
- 4 Guide them towards looking for more information

Healthy Tips

Want to start off your day with a healthy nutritious meal to boost up your energy and performance at school?

How about we check together these healthy tips on what to include in your meals and healthy snacks! First, when planning your meals focus on including one food choice from each of the following 5 food groups:

Breads and cereals: choose whole grain bread, toast, cereals, or starchy food

Vegetables: vary your choices of vegetables and include them in your meals

Fruits: enjoy the different flavors and colors of fresh fruits

Protein: choose lean meats such as turkey, tuna, chicken or beans and legumes

Dairy: don't forget your source of calcium and vitamin D from milk, yoghurt, cheese or labneh!

And when your planning your snacks:

Avoid calorically dense snacks of chocolate, chips, candies, and soda drinks

Enjoy healthy nutritious snacks of whole grain cereals, fruits, vegetables, and nuts



Parents! Want to know how to stay fit and healthy and enjoy this Holiday season?

Here are some tips for you to resist the holiday calorically dense food choices and still enjoy healthy nutritious meals whether you're cooking, invited, or even going out for dinner!

- Start your meals with a salad
- Cook more nutritious meals rich with whole grain food choices, vegetables, lean meat, beans and legumes
- Avoid frying!
- Don't overeat when invited to a buffet
- When dining out, enjoy grilled food choices with whole grains and steamed vegetables instead of fried food choices
- Avoid drinking sugar-containing beverages
- Instead of choosing calorically dense desserts, enjoy nutritious healthy desserts such as, fruits, dark chocolate, low fat fruit yoghurts and nuts
- And finally, don't forget to continue with your exercise routine!

This way you'll be starting off your New Year with a Healthy and Nutritious Way!
Happy Healthy Holidays!

Darine Hachem, MS, LD
SMOC Alumni

Technology is taking over our world!

We use electronics everywhere in our daily life. But using it irresponsibly can harm our society. We have come to live in a world where technology has prevailed. Although technology ruled the minds of youth and affected their social skills, it is also used to fulfil specific tasks.

Problems such as aggressiveness, is a common problem all parents are aware of. The user would play all day on the electronic device and will no longer play with his or her friends causing him/her to become less sociable and lose self-confidence.

Aside of such problems, it is scientifically proven that

education has been greatly advanced! 89% of the students are able to learn on a global scale without the help of teachers and thus they are becoming more independent.

In conclusion, the usage of electronics can change the world to a better place if we use it correctly. Therefore parents should make sure that their children are not exposed to excessive use of electronics and they should limit the usage of the devices.

Taline Itani – Grade 7A - SMOC



Les centres sportifs

Avez-vous des problèmes d'alimentation, surpoids, insuffisance pondérale ou obésité ?

Rejoignez-nous dans notre centre sportif.

Un projet a été préparé par groupe par les d'apprenants de la EB9. Il s'agit d'ouvrir un centre sportif qui propose des activités physiques et des conseils pour une alimentation équilibrée.

Les objectifs de ce projet sont :

D'abord, ce projet nous a donné l'envie et même le besoin de savoir et d'avoir plus d'information sur la matière.

Ensuite, ce projet nous a aidés à organiser un travail en commun, à planifier ses différentes étapes.

De plus: ce projet nous a permis de s'entraider, chacun a essayé d'aider l'autre à comprendre une partie du travail. Ceci a permis à chacun d'entre nous de renforcer ses acquis.

Aussi, ce projet a permis à chacun de mettre à l'épreuve ses conceptions et de les défendre. Chacun devait justifier son point de vue puisqu'il était soumis à la critique d'autrui.

De même, ce projet nous a offert l'opportunité de sortir du cadre scolaire et de voir comment les informations acquises en classes sont pratiquées dans la vie réelle.

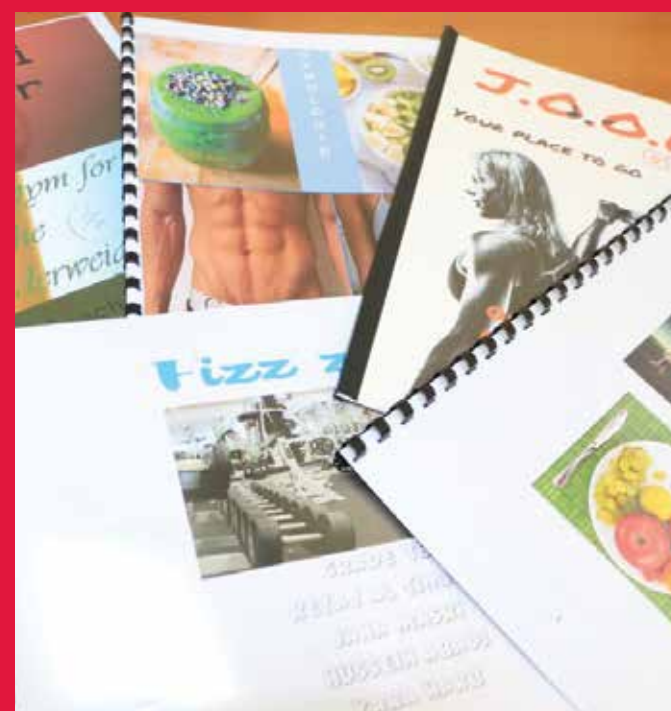
Enfin ce projet nous a permis de rêver. Rêver à avoir un jour sa propre entreprise, comment la gérer et l'agrandir...

Notre travail a été présenté d'une manière créative, nous n'avons aucun doute qu'il enrichira vos connaissances et donc vous aidera à atteindre votre but et à avoir un corps sain et attirant.

Ne rater pas cette occasion !

Venez nous voir dans notre centre ou suivez les conseils qui se trouvent dans les polycopiés préparés par les apprenants de l' EB9.

Léa Abou Tanos - EB9 - ETD



MUN

For the twelfth consecutive year, the Lebanese American University is hosting a program that brings the UN culture of global awareness and the implementation of peaceful means for conflict resolution to the Lebanese High schools, Middle schools, and community at large. Over 190 schools, from the private and public sector, participate each year in this program. For many learners, October appears to be the end of summer, and the beginning of an exhausting school term, but for secondary learners, it is known as 'MUN Season'. Speaking for myself, MUN was a once-in-a-lifetime experience that has changed my thinking about many issues.

At the beginning of our training program, being in a class of 60 individuals from all around Lebanon didn't sound that great; I was the shy silent guy sitting in the back, but that soon changed. After getting to know all these people, I came out of the last training session as a different mature man. Unfortunately, in the final conference, we tried our best, yet lost the award with a very thin margin. The award was the only thing I have



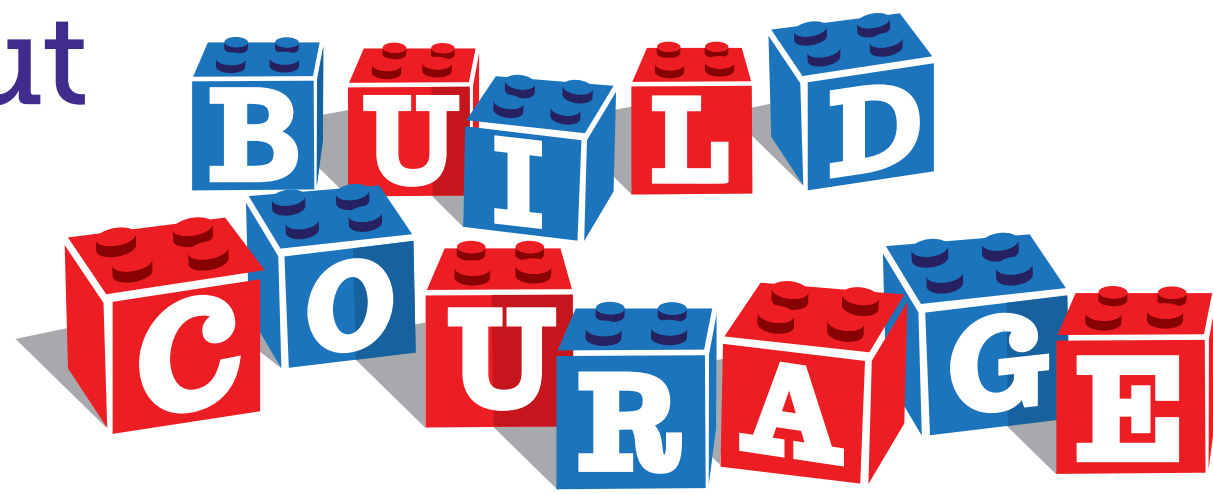
not gained; compared to all the skills, friendships, and experiences that I have acquired.

This year, we, MUN student- advisors, have decided to take the delegates' involvement in the program to a whole new level. MUN sessions are being held four times a week on the second break to prepare the learners for all the scenarios they might face and to make them acquire the vital traits, such as public speaking and leadership skills, on which they will be judged in the conference. We hope to pass on our experiences to the delegates to help them avoid any mistakes we might have made and aid them to accomplish what we have failed to attain. While many learners have drastically improved since the start of our plan; nevertheless, we hope to help them develop their personalities and gain very important skills we ourselves have acquired.



Anthony Abou Mrad and Mohamad Abdallah
Grade 11 S - BAC

Let's Talk About the Theme of the Year



We are all Superman

Superman, wonder woman, batman, and many others, these are all iconic figures we have been familiar with since kindergarten; however, we are missing the big picture here. It is not about the title, the uniform, or the superpower but what lies beneath. What gives a superhero or a super heroine this title is that they pour all their powers and effort for the benefit of others.

Who exactly is a superhero?

Well, each and every one of us is a hero; how you may ask? A hero does not need a full uniform to show that he is one. In fact, every individual has a special power which is what makes him/her unique. Therefore, every member of society plays a different role based on that specialty, ability, or skill God has endowed him/her with. The mother that juggles between house and work is one example; you see she plays more than one task such as a supporter, cheerleader, nurse, counselor, bank, and much more to her children, which earns her the title, HEROINE. The person that you observe on the streets picking up the trash not only cleans the street but strives to protect us from the spreading bacteria and allowing us to take a fresh breath of air. Furthermore, teachers are a special kind of heroes since they help children learn how to discover their strengths and use them to brighten the future. The list of heroes goes on endlessly featuring doctors, scientists, authors

Would you look at that! Heroes are all around although we do not see them fly, shoot laser beams, and make objects float, but we observe them working hard, trying, failing, and then repeating the cycle again until they achieve success. Listen up future guardians of the world, drape your capes of hope around your shoulders, wear your crowns of courage, and never cease to amaze the world with your talents.

Ps: Your powers are waiting to be unleashed.

Reina Dib - Grade 10A - BAC



Audette Rahhal - Grade 9A - BAC

勇気を構築します。

CONSTRUIR VALOR

فلبن الشجاعة

СОЗДАНИЯ ХРАБРОСТЬ

建立勇氣

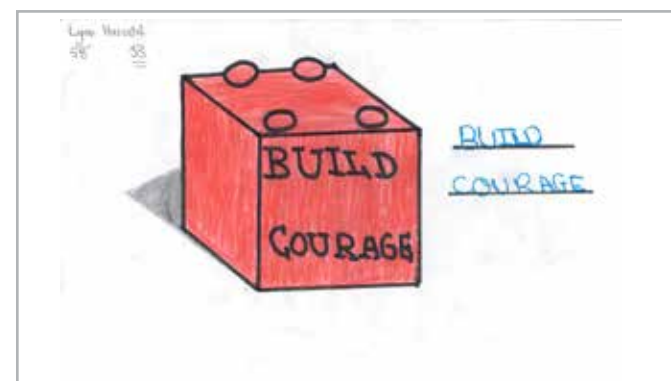
ERIGI CORAGGIO

Construisons le courage

ΟΙΚΟΔΟΜΗΣΟΥΜΕ ΘΑΡΡΟΣ



Mohamad Daaboul - Grade 8A - BAC



Lynn Hussein - Grade 5B - SMOC

It's time to stand up and have the courage to speak up

"You don't have the right to jeer at my physical appearance. You don't have the right to sully my image! I will no more subjugate my feelings. I will never give you the pleasure to make me feel uncomfortable and unsafe. It's time to stand up for myself and have the courage to confront you". Theodore Roosevelt has once said: "knowing what's right does not mean much unless you do what's right". It happens to appear that what he had said went in vain. In fact, there have been many cases where injustice prevails. Some of the more prominent examples in society today are the bystanders and victims of bullying. "It's none of my business to interfere," many spectators of bullying say. "They are just brawling and it's entertaining to watch." Those who stand silent in the face of darkness will soon be a part of it. Some people think it's normal to be bullied at one point in life and don't feel the need to speak up about it. However, others are unable to subjugate their fear and choose to stay quiet. Bullying is a trend and these people aren't courageous enough to be deemed out of style. As for those whom are subjected to abuse, they tend to have less courage than mere bystanders. Many of these people are often threatened to a point where speaking up about what they go through seems worse than living in injustice. Moreover, people are often scarred for life and traumatized after being intensely bullied, and their courage to face various social situations is diminished. These individuals' confidence is eradicated greatly, making it difficult to recover from these menacing experiences. They have been silenced by shame.

For years, the teachers at Saint Mary's Orthodox College have been working tirelessly to instill morals and the acceptance of others into their pliant learners. Various projects and campaigns have been prepared to fight the bullying, but it still seems that we are in constant need

of being reminded of the values we have been taught. Recently, the school's principal, as well as the teachers, assembled ninth-grade students to have a serious assembly about bullying. Bullied learners themselves in front of their peers, in front of their tormentors, spoke up finally about their inner- conflicts and emotions. Many of us were teary-eyed and stunned into silence, watching them in their most raw and emotional states portraying admirable strength. The ill-treated learners finally rid themselves of the burden weighing them down and came clean about all the pain, blame, and self-hatred they had been bearing for too long. The audience had learners who left guilt for not speaking up on behalf of their tormented peers. It was deeply moving to watch the abused break through the shackles of fear and insecurity, displaying the true courage within. These bullies had also stepped forward and owned up to their actions. They listed the reasons they believe drove them to bully and apologized to their victims. These bullies displayed their own courage, they were willing to sully their image and admit to their faults, as well as publicly accept criticism. The assembly caused a change in all of us. We learned that speaking up is better than suffering in silence, that bullying will make us neither happier nor better people, that we must accept each other's differences and diversity, that we shouldn't stay quiet in the face of injustice, and that one of the best things we can do is shed light on the troubling inequity and instill unity among our fellow students.

Hussamddine Attar, Adam Najm, Riwa Sinno, Tina Zahreddine, Aiya Gilliam
Grade 9 - SMOC

FIRST STEPS TOWARDS A BRAVE HEART

How can parents build courage in their children?

"Courage is resistance to fear, mastery of fear – not absence of fear" (Mark Twain).

In other words, courage is about being awfully scared, but doing what's right anyway...

Weren't we all once children with pounding hearts and eyes full of fear and excitement while climbing up the biggest tree in garden or the highest slide in the playground for the first time? So what kept us going? What stopped us from running away and hiding?

For toddlers and young children: building solid grounds

Develop self-confidence

When in a difficult situation, Children look to parents to see: "Is this too hard for me to handle?" Behavioral therapists' named this concept "social referencing". When children face a situation for the first time (like seeing a dog for instance), they will look up to mom or dad to assess whether or not it is dangerous. Through verbal and non-verbal communication, parents tend to suggest to their child how he should proceed: they are the reference. Therefore, stay relaxed and reassuring, and show faith in your child's ability to cope.

Protect but do not oppress

As parents, we watch over our children's safety. We also have to know when to let go and encourage them to manage reasonable risk on their own. Invite children to use their senses to promote an awareness of their environment and an exhaustive evaluation of risks.

Acknowledge fear and address it

Fear is a healthy emotion when it is driven by self-protection. Allow your child to experience fear without shame. Encourage him or her to experience success by understanding the object of his or her fear gradually and overcoming it.

For older children: nurturing moral courage and integrity

Raise awareness about danger

At this age, your child is more alert of true risk and its consequences. He notices the presence of danger, anticipates potentially tragic consequences, and has developmentally appropriate skills to protect himself or others. We do not want our children to live in fear, but we do not want them to be fearless either. Courage is learning to be smart about danger, not foolishly reckless.

Talk about "social bravery"

This trait invests courage with the potential for what is called heroism. When your child learns to care for others and empathize, he learns to respect others and make sacrifices to reduce their distress. For example, a child might tuck his teddy bear next to his sick mother while she sleeps. He might alert an adult when his younger sibling is about to put himself in danger. He might even stand up to bullies whenever a peer is being intimidated...

Promote the love of adventure of a boy scout, not Peter Pan

We naturally wish we could protect our children at all times. However, we also must challenge them constantly to try new things and to do things they might fear. Trying new food, speaking in front of the class, or enroll in a scout team are some examples. When they step up and do these type of things, be sure to give ample praise and love. Build on their courageous attempts.

For teenagers: becoming the guide of a free spirit

Make a clear distinction between courage and violence.

When we consider bravery, most envision some sort of physical encounter. When we think of heroes, we think of soldiers, fire fighters or police men and women. They all can certainly provide many examples of courage and valor. Should also come to mind scientific pioneers like Galilee ("...and yet, it moves!") or more recently Steve Jobs, who went against the tide and followed a daring thought called intuition.

Invoke Culture and Heritage

It is nearly impossible to complete a brave act without a reason for doing so. Our various cultures and our rich heritage provide the foundation for what we believe. "Son, you are a "surname" and we have a long history of standing on the side of justice." When we invoke family

pride in that manner, we are invoking the heritage of our people and our nation. Teaching children their history and where they come from gives them the base they require to display courage and righteousness.

Point Out Real Life Role Models

Go even further by giving them brave quotes from people in all walks of life, such as this quote from actress Mary Tyler Moore that states, "You can't be brave if you've only had wonderful things happen to you." Perhaps you can both write it down on a white board or chalkboard in your home.

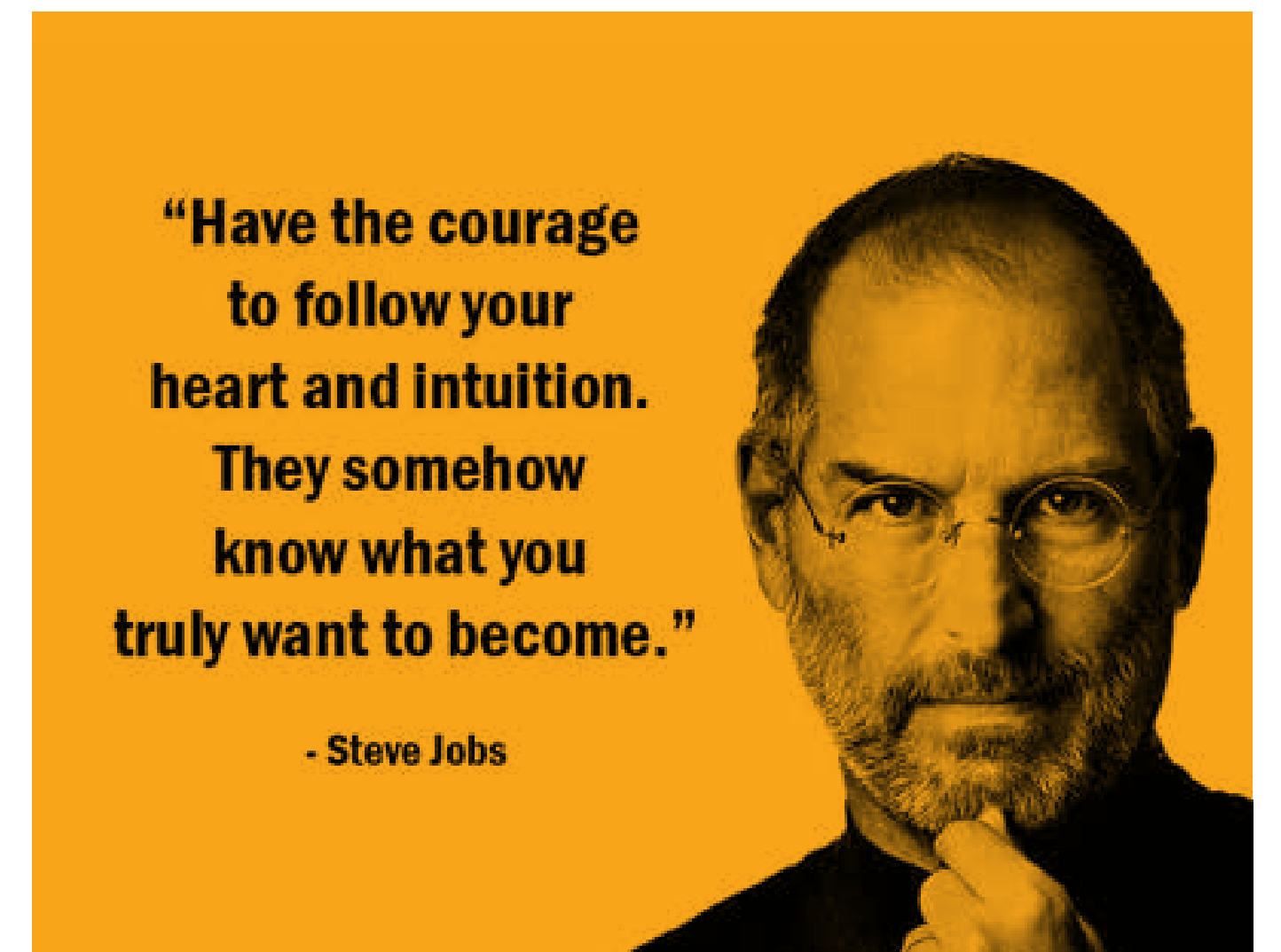
CONCLUSION

The good and bad news about moral courage is that your children's reaction in difficult situations depends mostly on you. Not just on what you say, or drill into them, but on what you give them to see about you. SO SET THE EXAMPLE: admit it when you are wrong, stand for what you believe is right and go for the "against the tide" ideas: the first part of helping your child to develop moral courage is to develop your own.

And there is nothing more rewarding for a child than to realize: "This wasn't easy, but I did it and it was worthwhile!"

The Unit of Guidance and Counseling (UGC) Education Network

⁽¹⁾ Cognitive Behavior Therapy (CBT) is a structured psychotherapy directed toward solving current problems and teaching clients skills to modify dysfunctional thinking and behavior.



- Steve Jobs

أما تقييم تأثير ما سبق فيتم على مستوى أداء وسلوك كل من المربين والمتعلمين والمدرسة أجمع. كل هذه العمليات تتكرر كلما دعت الحاجة إلى ذلك.

نتيجة للتعليم المستمر، يتوافر في الملف الشخصي لكل مربٍ كم من المعلومات التي تخصه، يطلع عليها ويستخدمها في سبيل تطوير قدراته. لذلك، عملت دائرة تمهين التعليم بالتعاون مع دائرة المعلوماتية على إيجاد منصة إلكترونية تحاكي البرنامج وتخزن فيها المعلومات بطريقة تؤمن احترام خصوصية كل شخص، وسرية المعلومات ونجاح البرنامج في آن. وقد صيغت بشكل صريح لا لبس فيه معايير قانونية وإدارية وأخلاقية يحتكم إليها للاطلاع على المعلومات المخزنة، إن من قبل المربي نفسه صاحب المعلومات أو من قبل المدرسة الأمانة على هذه المعلومات.

أخيراً، تجدر الإشارة إلى أنّ البرنامج أُطلق رسمياً في لقاء موسّع ضمّ كل الهيئات العاملة في شبكة Eduvation، تمّ خلاله تأكيد تبني ثقافة الالتزام والمحاسبة، ثقافة التعليم مدى الحياة، واختتم بإعلان قسم المربي الذي يجمع مربّي Eduvation ويميزهم عن غيرهم من المربين.



المدرسة معلماً كان أو محاسباً أو حارساً، وقاعدة التعلم التمايزي. الأولى تضمّ كل الصفات والكفاءات المهنية التي على المربي أن يتمتع بها ليؤدي دوره على أكمل وجه، وليكون من خلال تصرفاته مثلاً يقتدى به. من الصفات نذكر الالتزام والمشاركة والقيادة، ومن الكفاءات امتلاك المادة التعليمية والمهارات التربوية والإدارية. أما التعلم التمايزي فيتمحور حول تصميم الأنشطة التعليمية الضرورية لكل مربٍ ومن ثم تطبيقها، من أجل أن يكمل اكتساب صورة المربي المرتجاة ويحافظ عليها.

وكلّ برنامج، يضمّ «برنامج التعلم المستمر» عدداً من العمليات والإجراءات المناسبة لها. فبعد انضمام المربي إلى شبكة Eduvation، يلتحق بحلقات التوجيه حيث يتعرّف على شبكة المدارس وعلى سائر الجوانب الفكرية والتنظيمية فيها. ثم يخضع لبرنامج توجيهي يحصل خلاله على ما يلزمه كي يبدأ عمله بسلسلة وفعالية. وبشكل منتظم، تتم عملية تحديد الاحتياجات على صعيد كل شخص ودائرة، لتهنّس بعدها الخطط والأنشطة التعليمية الكفيلة بمعالجة تلك الاحتياجات.

لطالما سعت شبكة مدارس Eduvation إلى «تمهين رسالة التعليم عبر جعل المهنة علماً واختصاصاً لا ينتهي بنيل الشهادة، حافظة لقيم المجتمع الأساسية وراعية لها، محظّ ثقة يلجأ إليها أفراد المجتمع، مستقلة تماماً على الصعيدين الفكري والمادي، خاضعة لقوانين وأصول أدبية خاصة بها (Ethics) يلتزمها أعضاؤها طوعاً خاضعين لمسائلة نظرائهم إذا أخلوا بها، ذلك أنّ «التمهين» يفترض مستوى عالياً من الأخلاق والمسؤولية والانضباط المهني، وقائمة في إطار تنظيم عام وقواعد واضحة، تكون شروطاً أساسية لانضمام مهنيين جدد لها وتضمن الإنصاف المادي والمعنوي». (دليل أفراد الهيئة التعليمية والإدارية - الكتيب الثاني ص. ١٢)

تحقيق هذا الهدف يتطلب عملاً دؤوباً يمتدّ لوقت طويل، ويصحّ القول بأنّه عمل لا ينتهي كون التربية والتعليم يتعلّقان بموادّ تعليمية وعلوم تتطوّر في عالم يتغيّر بشكل سريع، والأهمّ أنّهما يتعلّقان بأشخاص - المعلمين والمتعلمين - حيث كلّ منهم له فرادته وقدراته وإدراكه وإيقاعه وإبداعه الخاص.

من هذا المنطلق، استحدثت إدارة المدارس «دائرة تمهين التعليم» في قلب مديرية الموارد البشرية، وهي دائرة متخصصة هدفها تطبيق «برنامج التعلم المستمر». هذا البرنامج إنما هو محصلة مراجعة وتحديث لعدد من القوانين والإجراءات المتعلقة بدور المعلم والممارسات التي تطبع عمله، بالإضافة إلى أمور أخرى جديدة، تتكامل كلها من أجل دعم المعلم في تطوير قدراته الذاتية بشكل يتلاءم مع الأهداف الخاصة بالدائرة التي ينتمي إليها، كما مع الأهداف التي تتوخى شبكة Eduvation تحقيقها. أما الهدف الأسمى فيبقى تربية أناس يصبحون قادرين على إحداث تحولات جذرية في مجتمع هو بأمرس الحاجة إلى من يؤثّر به إيجابياً.

يرتكز «برنامج التعلم المستمر» على عماديين أساسيين: سمات المربي ويُقصد به كل شخص يعمل في

تعهّد المربي

أتعهد بأن ألتزم رسالة التعليم بأدائها المهنية، مستمراً باكتساب أصولها ومهاراتها، مساهماً في جعلها اختصاصاً وعلماً وفتناً، وأن أعمل جاهداً لكي أصبح، محظّ ثقة وقُدوة في العمل والتصرف، خاضعاً للمساءلة ومُنتجاً للمعرفة، مخاطباً قلوب الصغار وال كبار وعقولهم، لأحدث فيهم وبواسطتهم تحولات إيجابية ومؤثّرة.

