



EDUVATION
SCHOOL NETWORK

ETD

Ecole des Trois Docteurs
مدرسة الثلاثة الأعمار

BAC

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Gazette

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Chief Editor's Message

A Tribute to Firas Basma

With the beginning of every scholastic year, we all come together to embrace new beginnings and new opportunities. Every time we meet, I seize the opportunity and share a valuable story with you not because it can serve as being amusing but because one day all of us will either experience or be exposed to some kind of adversity—we will all encounter similar stories or similar calamities at some point in our lives.

The story I am sharing with you now emanates from our own heartaches and will linger in our minds forever. Our EDUVATION family faced a difficult ordeal, we lost a dear learner, a dear friend; we lost Firas Basma. Let me tell you about Firas, he is the kind friend, a loving friend; someone whom you could lean on, the friend who loved to give out comforting hugs when times were sad, or the friend who yearned to be a physics professor or a writer like the great Shakespeare. While that is all true, Firas was more than just that – Firas was a gentle soul; respectful and mindful of other people's feelings.

Firas was known for his patience. With every impediment that he had encountered, he stood tall and patiently endured; embracing the adversity and eventually overcoming it. He was a knowledgeable person who always sought to quench his thirst for knowledge through avid reading and research. Firas was a helping hand. He made a difference in our lives as educators and in the lives of those he loved and cherished - be it friends or family members.

On Thursday May 26, 2016, we spent some time with most of Firas's family. It was morning time; a time in which his family shared some of their precious memories of Firas, mostly through tears, but also through much of their obvious love and affection for him.

Firas's smile will never leave our realm; his laughter will echo in our hearts and will surely guide us to pray for his soul, to pray for his family to keep faith and hope because despite this great loss and the deep wound that his absence has created, there still remains cherished memories and imprints that will forever be kept in the hearts of his beloved ones.



**"At the sight of such budding a flower picked so soon
Our hearts remain in swoon"**

Though this budding flower has been picked early, though at times we face incomprehensible situations, life, my dear readers, is a precious gift that God has entrusted us with; it is our duty to make the best use of this gracious gift. We are all called to be kind, caring, loving, respectful, eager to learn, and to be a helping hand for those who are around us just like Firas was. Death marks a new beginning; it is not the annihilation of a person because existence in all its uniqueness remains present forever in the mind and history of humankind and mostly in the heart of our Holy God.

**Chief Editor
Bissan Issa**

Editorial

La bataille entre le corps et le cerveau est un combat farouche qui se résume en un mot : la volonté. D'ailleurs, l'intrigue existe entre le cœur et la raison mais c'est à nous de faire l'équilibre entre les deux pour prendre la bonne décision. Tout le monde connaît le physicien-mathématicien de génie « Stephen Hawking », qui malgré son handicap, a réussi à travailler, à se marier, à enseigner et à mener une vie plus intense que la plupart de ses contemporains.

Ce physicien, suite à un accident, est atteint de paralysie complète, mais grâce à l'action, la persévérance et la confiance en soi même, il a poursuivi son chemin vers le succès, a créé un fauteuil qui remplace l'information génétique des nerfs permettant aux gens de communiquer par télépathie et qui permet, selon lui, de « considérablement aider les handicapés dans leur vie de tous les jours ». De plus, il a gagné le prix du scientifique-révolutionnaire et il a pu également s'adapter à son environnement, agir avec autrui et exceller dans différents domaines.

Chers lecteurs, dans la vie nous trébucherons sur beaucoup de cailloux mais c'est à nous de décider de les transformer en un mur ou en un pont. Les obstacles rendent nos rêves plus difficiles à réaliser donc il faut avoir la force de les endurer : pas de raccourcis, pas de lâcheté mais des idées que nous mettrons en œuvre de façon constructive. Et une fois arrivés au succès, la joie est amplifiée. Notre participation en tant qu'apprenants à diverses compétitions, à titre d'exemple, a développé notre esprit d'équipe et notre tolérance. En d'autres termes, notre bonne performance a couronné les efforts déployés grâce à la passion, l'enthousiasme et l'assiduité présents au fond de chacun de nous, et a ainsi récompensé la sueur versée.

En guise de conclusion, nos actions tissent l'avenir et chacun de nous est capable de s'imposer dans la société, mais l'essentiel c'est d' AGIR.

Elie El Hajj - SEC.-1 - ETD

Hand in Hand for a Better Environment



Be Aware

As our environment changes, the need to be aware of the problems that surround our life increases. Children at young ages may not quite be able to grasp how much our planet needs to be preserved and protected. To help them be aware of the risks of neglecting our environment, and encourage them to be part of the solution, our science department has incorporated a unit related to a major environmental issue: global warming.

In this unit we utilized group work projects to help develop vast skills that our learners will later benefit from as they grow to face the real world. Some of these skills include developing stronger communication and organizational skills, time

management, and independency.

Consequently, each section of grade 6 learners was divided into seven groups where each group chose one of seven main topics to explore global warming and evaluate the proper human activities for the welfare of living things in their environment. Here are some of the information mentioned by learners in their presentations.

Some of the negative factors that are affecting our environment are:

Pollution: due to power generation, industrial wastes...

Deforestation: where forests are almost disappearing. Deforestation is decreasing the forest areas and endangering the life of wild animals.

Wastage of resources: we have been digging for decades to find coal or petroleum; thus leaving cavities in the earth which could lead to floods and earthquakes."

Layana Takeiddine - 6D - SMOC

"A renewable resource is an organic natural resource which can replenish to overcome usage and consumption either through biological reproduction or other naturally reoccurring processes. A nonrenewable resource is a resource that does not renew itself at a sufficient rate for sustainable economic extraction in meaningful human time frame, or in simpler words, needs a long time to be renewed."

Malak Rida and Lara Kreidieh - 6B - SMOC

"It is hard to think of many things powerful enough to destroy life across our entire planet. Huge natural disasters, and catastrophic nuclear explosions, cause worldwide panic and horror, but they do not affect the whole earth. Global warming which is a gradual rising of earth's temperature is different from all these, representing a scale of threat greater than anything humans have faced in recent history."

Cezar Bou Alwan - 6C - SMOC

"The planet is warming up from north pole to south pole and everywhere in between. Globally, the temperature has already increased by more than 0.8 degrees Celsius. Signs are appearing all over, and some of them are surprising. The heat is not only melting glaciers and sea ice; it's also shifting precipitation patterns and setting animals on the move."

Lara Alameh - 6A - SMOC

Inventive Minds... ...Creative Hands

Shedding light on the 3Rs was a major value explored in Grade Two theme selections of Module Three "Smart Solutions".

"Robot with a Virus" was the story that granted the learners an opportunity to practice "Reusing" in a very creative and original way. Learners enjoyed using a range of household items as they built robots with features that were only limited to what their imagination could come up with. While keeping in mind that there is no wrong way to make a robot, the little scientists experienced the fun of creating robot crafts and assigning them missions to do in order to make our environment a healthy one; such suggested mission included patrolling the shores and forests to guide people and stop them from harming the habitats and the creatures.

The designed robots were also constructed to help with a variety of interesting chores at home such as serving during meals and cleaning around. The enthusiasm that the learners reflected while presenting their robots in class was heart lifting. Furthermore, the self - confidence they demonstrated while answering questions about their robots and their appreciation to each other's robot in the exhibition in the playground were so promising and indicated that this fun activity carried deeper targets than just to build a robot. It was also an occasion to discuss the problems that are harming our environment and to reinforce social skills and imagination through fun and creativity.

Suzanne Shoufani
English Teacher - Grade 2 - SMOC



Hand in Hand for a Better Environment

Our Earth is Calling



Before 500 A.D., man had a good relationship with Earth, but since humans developed cities and industries, the modern lifestyle has changed that relation. Man has been using and misusing natural resources up to the limit. In fact, one of the greatest problems that the world is facing today is that of environmental pollution, increasing with every passing year and causing grave and irreparable damage to the earth. Environmental pollution consists of five basic types of pollution, namely, air, water, soil, noise and light.

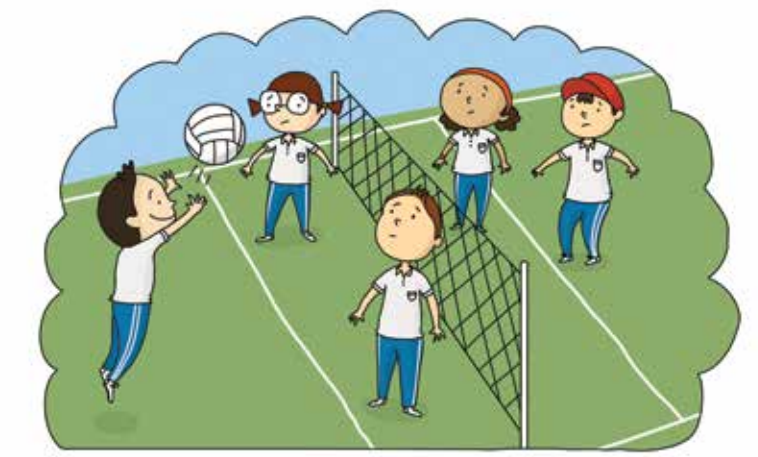
In fact, the Preschool learners had investigated the various reasons behind pollution and the different means to implement strategies for a safer and less polluted environment. The KG2 learners understood exactly how important water is for our survival. They discovered the water cycle through a puppet show followed by a discussion about the different means that help preserve water, and they were committed to their cause.

However, to plant, water or even extract water and use it in our daily life, we consume energy. Most energy is generated through polluting sources such as the burning of fossil fuels like natural gas and oil. Hence, the KG3 learners, and after realizing the effect of pollution on our daily life, attempted to find advanced solutions and explored new ways of building houses or the green energy homes. Thus, they built a demo of a green house, where they represented green sources of energy such as windmills, solar panels, and hydroelectricity.

As for the KG1 learners, they helped create "The Earth" using recyclable materials such as and recognized the importance of preserving the planet earth.

In conclusion, many of these pollution risks and health effects are readily avoidable. Recycling is just one of many ways that we can help the environment. Every action that we take, however small, is one step further towards helping and supporting the environment in which we live—and that is largely achievable by raising awareness among the young generations.

Maya Hanna
Preschool Teacher - EDUVATION



Act and React

Drama in Action

In order to better understand drama, we, ninth graders, had the opportunity to present our talents and reveal our creativity in a drama activity during the English session. In groups, we were asked to choose one of the morals implemented in the theme of the year U- ACT and perform a pithy play revolving around the chosen morals. Not only did this activity shed light on the different drama elements, but it also highlighted the importance of the theme of the year and the inspiring message it holds. We have discovered through the different plays that Unity is one of the ways to reach success. Advocacy is standing up for what you believe in.

Commitment is never giving up, persevering, and enduring.

Trying harder is to embark on a journey and not allow any obstacle get in your way and stop you from reaching your goals and your full potential.

It has been a thrilling experience that taught us the importance of team work. It also allowed our creativity to flourish, and we were all able to perform plays holding a strong message.

Yasmine Shaaban and Loma Komeiha
Grade 9 - SMOC



Actions Speak Louder Than Words

Youth Talk has been part of our curriculum since the first few days of seventh grade. Through this program, we have discussed problems, trends, culture, and done numerous activities that have given us a new perspective on life. Now that we are in Grade 9, we have been introduced to Social Activities.

Social Activities is an integral part of the ninth grade Youth Talk program that guides us to become agents of positive and beautiful change and orients us towards the needs of the society we live in.

After exciting presentations put on by both classes, it was decided that we would be visiting the national orphanage known by the name SOS. As thrilled as we were, our minds were set on fulfilling most their needs, whether through supplying them with nutritious products and school supplies or even showing them the smallest act of care and love.

Our task required concentrated efforts and we could not have accomplished it without the help of the entire school. Learners of all classes from the Intermediate and Secondary Divisions provided us with a prodigious number of books, grains, sweets and canned goods, all ready to be packed in boxes by us, ninth graders, and sent to the orphanage.

On Saturday, March 9, the adrenaline coursing through us was truly indescribable. As the buses reached our destination, we realized that the outcome of a three-month project was standing right in front of our eyes, reeling our minds into spirals of positive but surprisingly worrying thoughts. Would we pull this off? Would it be a huge responsibility we would not be able to handle?

However, the smiles of those children that greeted us as soon as we arrived banished those worrisome thoughts back into oblivion. It was an instant bond with the orphans of all ages. Our heart touched throughout the numerous activities we had prepared beforehand, and our hands were bound together as a promise to never let go and an oath to be by their side whenever came the need.

It is a privilege and honor to help other people, for it is your heart that defines who you are. There is no better feeling of gratification than to see the smile on the face of the people you care about.

Amanda Bitar - Grade 9 - BAC



Early detection in preschool

Nowadays, speech and language therapists (SLT) play many roles in schools as they attempt to support the development of speech, language, communication, and literacy skills of the learners. Their roles often include screening, assessing, providing direct intervention with students and indirect roles of consulting and coaching with the teachers. At Eduvation School Network, we have the Special Education Program that provides special programs and intervention techniques for kids with special needs. In order to offer a more detailed service and cater for our students' needs, we have implemented the Preschool Early Detection Program that is a screening process to identify children having speech difficulties and those who might be at risk for developing any speech and language problems. This process consists of an observation period that is done by the SLT in classes for KG1 and KG2 learners. The observation is done during English and Arabic classes, recess, snack time, center time and circle time. The SLT takes advantage of free play activities in class in order to chat with the learners and listen to them communicating with each other.

The screening covers the following areas: articulation, voice/fluency, oral language comprehension, oral language expression and communication skills. After the data collection, the speech and language therapist give the homeroom

teacher recommendations regarding the learner. If the implemented recommendations were not beneficial, the homeroom teacher's remarks are added to the results and a summarized report is issued. At this point, a meeting with the parents is held to share the findings' details and to discuss the plan of action. This latter can include parental guidance and recommendations, as well as a request for a detailed speech and language assessment to spot the difficulties and their causes, plus to suggest a therapeutic intervention, if needed. Due to this program these two years, we were able to spot several learners that were at risk for language problems and others that showed oral language delay. Learners were referred for speech therapy and/or special education and benefited from adequate interventions.

After all it is widely known that learning and development are at their highest rate in the preschool years. Screening and Early intervention helps keep children on a path to making the most of their abilities and skills that are being developed during the early years. All above this, early intervention significantly increases the child's ability to integrate in future social environments.

Daniella Abboud
Speech and language therapist - SMOC

Coopérer pour gérer la colère

Les crises de colère font partie du développement normal de l'enfant. C'est une émotion saine qui apparaît souvent à la suite d'une frustration à laquelle l'enfant ne sait pas comment faire face. L'enfant peut se mettre en colère, être triste, frustré, nerveux, heureux, ou gêné mais souvent il ne trouve pas les mots pour s'exprimer alors il agit d'une façon inappropriée. Notre rôle, en tant que parents et enseignants, est de lui apprendre à gérer ses émotions. À ce sujet, il serait fondamental de comprendre pourquoi l'enfant en est venu à la colère et par suite trouver des solutions à toute situation qui pourrait la déclencher de nouveau. Afin de pouvoir apaiser la colère de votre enfant, je me permets de mettre à votre disposition quelques conseils susceptibles de réduire sa tension ; d'où il serait nécessaire de :

- Etablir le contact visuel positif avec l'enfant.
- Apprendre à écouter l'enfant, à accueillir avec bienveillance ses sentiments et ses émotions négatives.

- Prendre conscience des mots, des attitudes et des comportements qui peuvent faire mal à l'enfant.
- Utiliser des jeux, la littérature de jeunesse (albums, histoires, comptines...) pour développer les valeurs de coopération.
- Décoder, reconnaître et verbaliser les sentiments.

Néanmoins il n'existe pas de recette miracle ici. Ceci dit, les parents devraient adopter une démarche proactive et s'investir franchement. Pour entretenir une bonne relation entre parents - enfants et gérer la colère plus facilement, il est conseillé de personnaliser son approche en traitant chaque enfant dans son unicité.

Roula Chamseddine
Enseignante de français - GS - ETD

Think Forward and Achieve

"Don't dream your life, live your dream."

We all remember what career we dreamed of having when we were young children. When asked about their dream jobs, children speak longingly and sincerely of becoming lawyers, doctors, teachers, engineers, ballerinas, rock stars, athletes, and pilots.

Since one of the main concepts taught in Grade 1 is about action verbs, learners had the opportunity to live their dream jobs and speak about the different actions related to them. They clearly explained the reasons behind their choices. The visual aids, pictures, and costumes the learners brought to class, made their presentations captivating. The children enthusiastically expressed their feelings and expectations. They hoped they could accomplish their dream some day in the future.



This project aimed to improve the learners' communication skills. The children presented their ideas clearly and logically. They maintained eye contact, good voice level, and they used facial expressions to express their feelings.

Throughout the presentation, the learners' body language indicated their true eagerness and enthusiasm to communicate with their friends about their future career. They stood up, with full merriment, ready to share their big dream. The well-done projects enriched the learners' imagination and creativity since they were able to come up with extraordinary work. In addition, they gained more confidence as they were talking about their dreams.

Zeina Zein
Remedial English Teacher - SMOC



Know Me Better

Knowing your true self and making a correct first impression actually come hand in hand. Many people these days, especially adolescents, are facing the problem of finding their true individual personality and showing it to others, while also fitting in with their peers. The learners of Grade 7 decided to tackle this issue after they had just finished reading a short story that had a hanging resolution related to this problem. So, they decided to work on an activity to come up with some sort of resolution. In groups of two or three, the learners worked on writing and acting out sketches that depicted a resolution. The story was about a troubled seventh grader named Victor, who was struggling in school while trying to fit in and be impressive. This made him behave in certain ways that were contradictory to his personality, and as a result, he gave

various people different impressions of his character. By the end of the story in the book, he was questioning who he really was, because people around him were judging his personality based on the different kinds of behavior that he was showing. Because the story itself didn't provide a solution to this problem, the learners decided that the solution would be an eye-opening conversation with the school counselor or a friend. Therefore, the dialogues and sketches every group came up with centered around one piece of advice, in order to solve such issues.

The advice turned out as follows:

- Be true to yourself.
- Always say the truth about any situation.
- Be confident in yourself and your decisions.

Agir tout seul !

L'enfant aime tout faire seul, il cherche à être autonome dès ses premiers pas. L'autonomie développe chez l'enfant la sensation de confiance en soi, de liberté et de responsabilité.

Cependant comment l'entraîner à être autonome au sein du cycle préscolaire ?

- L'encourager à ranger ses jouets et le matériel utilisé.
- L'entraîner à mettre ses affaires à leur place.
- Lui emprunter des histoires, les lire ensemble et l'encourager à essayer à son tour de les raconter à ses camarades de classe.
- Lui déléguer des tâches suivant des consignes précises comme manger proprement, se laver les mains après le repas,...

Bref, l'enfant a fortement besoin de se développer librement dans un cadre propice à l'apprentissage dans lequel parents et enseignants collaborent pour rendre l'enfant acteur de son savoir.

Mira Daou Abou Issa
Enseignante de français - PS - ETD



- There are plenty of fish in the sea; you don't need to please everyone.
- Don't take people or situations for granted.
- Always listen to the advice of people with more experience.
- Focus on what is important for you and don't be distracted by trivial things.
- Be patient.
- Always seek the help of others; we are born to live in unity.

Hussein Mallah - Grade 7B - BAC

Out and About



Choose Your Game: Control

Gaming, as we know it, has become an integral part of teenage life, but it has to have limits. The Parental Guidance indicator helps you choose the appropriate game. Therefore you should choose games that you believe are beneficial. In other words, choose the games that ...

1. Challenge your decision-making. The better your decisions are, the better the outcome of the game.
2. Boost your problem solving. Look for simple clues to break a deadlock
3. Carry a sequence of events
4. Increase your vocabulary
5. Fasten eye-hand coordination
6. Require the involvement of others
7. Improve analytical skills. Look for better strategies to beat an opponent.

On the other hand, when choosing a game, always avoid...

1. Starting the game without setting an alarm clock to stop. This is crucial to avoid addiction.
 2. Using most of your pocket money to buy new games.
 3. Refusing to listen to your body. When you are physically tired, don't play!
- Don't forget, gaming can be very fun but beware its abuse may be harmful and the choice of game is key to benefit the most from it.

**Walid Al-Kassar
Mahmoud Itani
Adam Kayali
Gr10 - BAC**

بين الماضي والحاضر



من مآل لا يحقّ للزّمن الماضي حيث كان المرء يتمسك بالكثير من الخصال الحميدة والقيم السّامية، فكانت تسود روح الإلفة والمحبة بين النّاس. ولتذكّر عدد من العادات والقيم التي كان المجتمع يتبناها ويعيشها، ولمقارنتها بالعادات السّائدة اليوم والخصال الجديدة، قام متعلّمو الصّفّ الأساسيّ الثّامن بأبحاث تجمع أبرز ما كان متداولاً قديماً وما هو متبادل حديثاً من عادات اجتماعيّة، ثقافيّة، أسريّة، أخلاقيّة وفنّيّة. عرض المتعلّمون ما جمعوه من معلومات وأفكار وصور، وتمّ اختيار أفضل عمليّن من كلّ صّفّ لتوكّل إليهم مهمّة إنشاء مجتمع مثاليّ مبنيّ على القيم الأسمى، قديمة كانت أم حديثة.

واللّافت في الأمر، أنّه رغم التّطوّر الذي نشهده في عصرنا الحاليّ، نرى تمسك بعض المتعلّمين بعادات قديمة اجتماعيّة وأسريّة وفنّيّة ورثوها عن أجدادهم وأبوا التّخلّي عنها. كما نلاحظ رفضهم لبعض العادات السّائدة التي لا تناسب تربيتهم وبيئتهم ومجتمعهم، رغم انتشارها واعتمادها عند الكثيرين. ومن هنا، قاموا بأخذ ما يناسبهم من العادات القديمة وجمعوها مع بعض العادات السّائدة الحاليّ، وألّفوا مشاهد تمثليّة تظهر قدرة الفرد والمجتمع على خلق مجتمع مثاليّ تسود فيه عادات وتقاليد مختلفة محمودة تناسب بيئتنا وحضارتنا ولا تتعارض مع العصر الحديث.

**معلمة اللغة العربيّة للصّفّ الأساسيّ الثّامن
لينا غلبوني**

Out and About

Say It Out Loud

Success in life depends a great deal on one's ability to express oneself through public speaking, debating, and advocating. Accordingly, as part of our school's goal to raise productive and confident learners ready to engage in any activity in life, our school holds a yearly speech contest. After last year's astonishing success, the speech competition has become a ritual as it mirrors Grade 11 learners' diverse convictions and opinions and breaks all barriers of stage fright.

Every contestant had the privilege of expressing his/her personal opinion or reflection on any topic of choice in front of an attentive audience in a 3-6 minute speech. The judges had to grade the contestants based on a rubric covering: content, delivery, body language, and engagement of the audience... with the aggregate score being over 300 points.

As the hosts announced the beginning of the contest, the learners began expressing themselves through speeches that reveal a great deal about their remarkable personalities and forward-thinking outlooks. The audience and the judges were mesmerized with the readily discovered aspects of the learners' characters. As a matter of fact, this contest truly got us to understand each other on a more personal scale and allowed us to connect as the family that we are.

The contestants presented a variety of appealing topics. Two learners discussed their relationship with the language of the soul: Music, while another contestant shed light on the growing importance of photography in exposing the raw human nature. In addition to that mix, a learner patriotically stood up for her country

amidst the turbulent currents of political instability and another covered the connotation of dreams. On a more personal scale, some shared their real-life experiences on topics that left the audience either speechless or in tears, as they listened thoughtfully to experiences of losing a loved one, battling anorexia, conquering fear, and living with an emigrant father. Other thought-provoking subjects included the current educational system and unconscious bias. All of the areas covered by the contestants were equally noteworthy and were rewarded with the audience's loud cheers. Nevertheless, the other talented learners who did not participate in giving speeches did not fail to take part and integrate in this event. The entire audience was surprised with an amazing display of talents between intervals as the stage went alive with euphoric piano symphonies, electrical dance moves, and a learner's outstanding voice.

After all the speeches were delivered, the audience's cheers dropped and everyone waited excitedly to hear the winners' names. The hosts announced the third place: Rami Mahmoud, second place: Joelle Batal and first place: Karen Kanaan. As such, the chapter of the second speech contest was concluded with an experience like no other as everyone walked out of the auditorium with greater self-esteem and a sense of gratification. Both audience and participants connected and interacted throughout this contest and everyone wished for the next generations of EDUATION School Network learners to take part in such a great event.

Joelle Batal - Grade 11S - BAC



Five Tips for Giving a Great Speech

1. Know Your Audience
2. Choose Your Core Message
3. Use speech cues
4. Start with the strongest points
5. Finish with a «take-home message»

Do's About Sports

With the current hectic and stressful life we lead today, maintaining a healthy lifestyle becomes essential and what better way to refuel and boost one's energy than to do sports! Sports help provide the proper mindset to start a great day. Paired with healthy eating habits, sports can keep a person happy and energetic as proven by FDA (Food and Drug Administration). As such, these practices should become an integral part of one's daily life due to the countless benefits they have on a person's wellbeing.

Here are some of the many tips we get to learn through the different sports sessions and activities at school and implement in our daily life:

Drink lots of water

Drinking at least 2 liters of water a day helps the digestion of food and increases your metabolism. It also helps in preventing water retention in the body.

Maintain a balanced diet

Including a variety of fruits, vegetables and proteins in one's diet keeps illnesses at bay. Fatty food intake must be reduced to a minimum and should be

replaced with protein, which is a healthy source of energy that helps building muscles.

Get enough sleep

Sleep has the ability to optimize mental and physical energy, and optimal levels of sleep (about eight hours a night) are linked with reduced risk of chronic disease and improved longevity.

Exercise regularly

Walking for 35 minutes a day ensures that your health stays in proper order as it allows proper flow of blood in the body. A person that includes 35 minutes of sports a day is likely to focus more in class and achieve better grades. If you can join friends for a game, you will double the benefits as games that require team cooperation can be both fun and beneficial.

The school organizes various activities to encourage such healthy practices, one of which was the games held between teachers and tenth graders. A basketball and football game got the court bubbling with energy as the crowds cheered for their favorite team and the participants maintained a high sense of sportsmanship and congratulated the winning teams. The latest was the

Sports Day were groups of learners from the Upper Elementary and Intermediate Divisions competed against each other in various sports games. There were memorable days and winning or losing did not matter much. The games reflected sportsmanship and cooperation among team members and as Jim Courier once said, "Sportsmanship for me is when a guy walks off the court and you really can't tell whether he won or lost, when he carries himself with pride either way," and we did just that.

Hadi Najem - Grade 10 - BAC





عيد الأمّ

إنّ أوّل كلمة يتفوّه بها الطّفل هي كلمة «ماما»، وهي الأجل على الإطلاق. وتقديراً لعطاءات الأمّ اللامتناهية وتفانيها الدائم نظمت احتفلات بمناسبة عيد الأمّ في شبكة مدارس EDUATION.

بدأ برنامج الاحتفال بترحيب المتعلّمين بأمهاتهم على خشبة المسرح فقد غنّوا لهم أغنيات نابغة من قلوبهم التي تخفق فرحاً وسعادة. بعد ذلك، انتقل الجميع إلى إنجاز أنشطة ترفيهية تنوّعت فيها الألعاب الترويحية الهادفة. فمنهم من بنى برجاً من الأكواب، ومنهم من رقص «الزّومبا»، أمّا البعض الآخر فشاء أن يشارك في لعبة الألغاز...

في النهاية كان لا بدّ من تقديم هديّة إلى كلّ أمّ تكمن قيمتها في ما تتضمّنه من عبارات شكرٍ وحبّ لقلب سهر الليالي في رعاية طفله. كان يوماً رائعاً ترك أثرًا إيجابيًا في قلوب الصّغار والكبار بحيث أنّ البهجة كانت تشعّ من العيون والابتسامة تعلو نغز كلّ فرد منهم.

افلين بشوطي
مدرسة اللغة العربية في صفوف الروضات



The more you read, the better you write



Once Upon a Time...



Fairy tales have been with us for a long time and some of them have become universal, existing all over the world. We all wonder why do we keep reading these stories that feature fantasy characters (dwarves, elves, fairies, giants, mermaids, or witches...) and magic to little ones. Well, while some might argue that fairy tales have minimal impact on children's development, recent studies show that reading this kind of stories is essential at a young age for several reasons. To begin with, fairy tales show the child how to handle life problems and overcome challenges since they are connected to our dreams, fears, and anxieties. Moreover, they help boost imagination by engaging readers in a magical world disconnected from reality where creative thoughts can be unleashed. These stories also develop critical thinking through observing the consequences of the characters' choices and decisions and distinguishing right from wrong. Finally, it's an opportunity to explore new cultures and traditions. In this perspective, KG1 classes got the chance to enjoy an enchanting experience as they

ventured into the fantastic universe of fairy tales. They listened attentively to the stories read by the teachers, identified the story elements (characters, setting, plot) and characteristics of this literary genre, and recognized the moral message behind it as well. They were later on encouraged to express their thoughts and feelings regarding these tales. Furthermore, learners were invited to act out the events in amusing dramatic play activities and puppet shows. They also brought their own books to share with peers during "Show and Tell" sessions. Last, an original art project was implemented whereby learners used their creative hands to prepare colorful crowns and magic wands to remind them of this fascinating theme.

No one is too old for fairy tales and as Albert Einstein once said "If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales."

Razan Hajjar - English Teacher - KG1 - SMOC

المبدع الصغير

تشكّل القراءة وسيلة مهمّة لكسب المعرفة والحصول على المعلومات. فهي تمكّن المتعلّم من الاتصال المباشر بالمعارف الإنسانيّة في حاضرها وماضيها. كما أنّ القراءة تمهّد للطفل الاستقلال عن أبيه، وعن الكبار بوجه عام، كونها تمثّل لديهم طلباً تربويّاً وثقافياً نظراً لما يتسم به عالم اليوم من تقدّم معرفيّ سريع ومتغيّر.

ومن المتفق عليه أنّ إثراء خبرات الأطفال وتوسيع ثقافتهم يتّان من خلال تعويدهم على قراءة الكتب والقصص ابتداءً من سنّ مبكرة، فكلّما شجّعناهم على ذلك باكرًا كلّما كان استعدادهم للتعلّم والقراءة والكتابة أفضل.

انطلاقاً من هذا، كان لا بدّ لنا من جعل متعلّمينا يتعرّفون إلى الأصوصة التي هي فنّ أدبيّ، يهدف إلى تقديم حدث معيّن بأسلوب شيق يجذب انتباه القارئ. وإذا أردنا أن نعرّف بها فنقول إنّها تُنعش الفكر، تُغديّ الأحلام، تُنميّ المطالعة، وتوسّع الخيال.

بناءً عليه تناول متعلّمو الصّفين الأساسيين الثّاني والثّالث في مدرستيّ البشارة الأرثوذكسيّة والثلاثة الأقمار محور الأصوصة الذي تعرّفوا من خلاله إلى عناصرها. فميّزوا أوّلاً بين الزّمان والمكان، تفاعلوا مع الشخصيات الرّئيسة والثّانويّة وعرفوا أنّ لكلّ عقدة حلّ.

لكنّهم لم يكتفوا بالمعرفة فقط، بل تحطّوا ذلك إذ راح كلّ فرد منهم يتفنّن أوّلاً في صناعة كتيّبه منتقلًا بعدها إلى جمع العناصر بغية تأليف أصوصة بأسلوبه الخاصّ البريء، تحمل توقيعهم وتبرّز فيها الشّجاعة، التّحدّي، الإلتزام فالإنجاز.

فاديا صعب وربنا الملحم
مدرستا اللغة العربيّة
في مدرستيّ البشارة الأرثوذكسيّة والثلاثة أقمار



Today a Reader, Tomorrow a Leader

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr. Seuss

A good question to ask oneself sometimes is "When was the last time I read a book or a substantial magazine?" Reading is fun and has several benefits. First, reading books will help the individual stay mentally stimulated. It will reduce daily stress and will improve the knowledge of the individual. Moreover, reading will help in vocabulary expansion, improve memory, and help the individual have better writing skills. The reading week was very special at the Preschool Division this year. Our little readers enjoyed varied types of exciting activities. Some of the learners enjoyed Fairy Tales, which are important to show learners how to handle problems, build emotional resilience, learn how to adapt to stress, develop imagination and critical thinking. Together we met some very well-known authors and illustrators and did several fun activities related to their productions. In addition to that, we welcomed some of our lovely mothers and fathers to read us stories and participate in the special art works. Finally, we visited the school library and were acquainted with its system and its different parts.

By now, we know that reading transports us to other realms, where we get to concentrate, think, predict and create our own images, actions and solutions. We also know that books are the bank of knowledge; reading is a must to guarantee our future success.

Christelle Elias
Classroom Teacher - KG2 - BAC



The more you read, the better you write

Learning How to Read

Between the ages of four and nine, your child will have to master some 100 phonics rules, learn to recognize 3,000 words with just a glance, and develop a comfortable reading speed approaching 100 words a minute. He must learn to combine words on the page with a half-dozen squiggles called punctuation into something – a voice or image in his mind that gives back meaning. (Paul Kropp, 1996)

Reading skills are like building blocks. To learn to read well, children need the blocks of knowing the sounds of letters and the blocks of knowing the meanings of words (vocabulary), word parts (grammatical markers) and groups of words (overall meaning). To build these foundations of reading, children need effective reading instruction. However, learning to read is a challenge for many kids. The good news is that with early help, most reading problems can be prevented. It has been proven that, the older a child is, the more difficult it is to teach him or her to read. Thus, identifying reading difficulties early means children have more time to learn to be successful readers. Since reading is learned more easily and effectively during the early years, detecting language-based learning disabilities and providing appropriate interventions give children more time to learn to read well.

What are the signs of learning disabilities?

From preschool through fourth grade, the following signs can be used to detect learning disability:

- Struggle to demonstrate the connection between letters and sounds
- Difficulty "sounding out" unknown words
- Repeatedly misidentifying known words
- Makes consistent reading and spelling errors including letter reversals (b/d), inversions (m/w), transpositions (felt/left), and substitutions (house/home)
- Transposes number sequences and confuses arithmetic signs (+, -, x, /, =)
- Difficulty understanding or remembering what is read because so much time and effort is spent figuring each word

How to teach children with learning disabilities?

Many researches show us that there is no one best way to build students' literacy skills. A balanced approach to teaching reading combines a strong foundation in phonics with whole language methods (focuses on the meaning). Only through more than one kind of instruction can students gain the skills to recognize and manipulate the sounds of letters and words and the skills to understand what they read. Since all children learn differently, only a balanced approach to teaching reading can give all children the skills they need to read well.

The Special Education Department in school works on developing an effective reading program tailored to the specific needs of each child. During this process, specialists take into consideration the following components:

- Recognize that students learn to read in a certain order: first they must understand that words are made up of different sounds, then associate sounds with written words, and finally they can decode words and read groups of words.
- Students who have trouble learning to read need to be specifically taught the relationships of letters, words and sounds. (Awareness of letter/sound relationships is the main tool good readers use to decode unfamiliar words.)
- Each child needs a different amount of practice to be a fluent reader.
- Phonics instruction should be based on individual student needs and taught in a motivating way (using different techniques and teaching strategies).
- Trained teachers can help children develop good, overall literacy skills: good vocabularies, knowledge of correct syntax and spelling, reasoning skills and questioning skills.

Tips on supporting a child with learning disability

1 Turn reading into an enjoyable activity especially with parents: encourage reading as a free-time activity, take turns reading aloud, act the story out, animate while reading

2 Encourage to re-read favorite books: re-reading helps kids read more quickly and accurately.

3 Ask questions about the story you've just read.

4 Be patient: when the child is trying to sound out an unfamiliar word, give him or her time to do so.

5 Pick books that are at the right level: help children pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

6 Play word or reading games: use the iPad to appeal to kids

7 Gently correct your young reader: when a child makes a mistake, gently point out the letters he or she overlooked or read incorrectly.

8 Celebrate the little successes to keep motivating the child to read.

Rana Sheikh Ali - Special Educator - BAC

De l'imaginaire au réel



Nos enfants croient aux personnages féériques, imaginent des amis, craignent le monstre caché sous le lit... Ce monde qui n'existe pas "pour de vrai" leur est précieux.

Selon Bruno Bettelheim, le fait de raconter des contes de fées aux enfants et par suite les mener à imaginer en exprimant toutes les images que ces contes contiennent, c'est un peu semer des graines dans leur esprit. Certaines commenceront tout de suite à faire leur travail dans le conscient ; d'autres stimuleront des processus dans l'inconscient. D'autres encore vont rester longtemps en sommeil jusqu'à ce que l'esprit de l'enfant ait atteint un stade favorable à leur germination.

C'est en partant de cette idée qu'une activité a été lancée en classe d'EB2 dans le but de clarifier des faits étranges par rapport aux enfants mais qui ont certainement une explication rationnelle. Des supports audio-visuels et artistiques ainsi que des projets de recherche ont été utilisés au service de cette activité.

Bref, notre rôle, en tant qu'enseignants, est de guider les apprenants à utiliser leur esprit analytique et critique pour passer de l'imaginaire au réel.

Nadine Diab
Enseignante de français - EB2 - ETD

La bande dessinée

L'introduction de la bande dessinée en classe de FLE présente plusieurs avantages. C'est un support ludique et populaire généralement apprécié des apprenants et un document authentique qui présente un registre de langue courant, proche de la vie quotidienne. De plus, les éléments textuels (dialogue ou récit) sont souvent courts et accessibles. La bande dessinée mêle réception visuelle et textuelle, jouant sur le lien image / texte pour créer du sens. Elle facilite le dialogue interculturel et permet de sensibiliser à l'humour. La bande dessinée s'avère toujours un bon déclencheur pour élargir le thème abordé avec des activités diversifiées (imaginer la suite d'une histoire, écrire un dialogue...) mettant en scène les quatre compétences écrites et orales.

En classe, les apprenants sont invités à mieux communiquer entre eux tout en découvrant un vocabulaire spécifique et à travailler ensemble afin d'améliorer leurs sens critique et leur créativité. Les bandes dessinées permettent aux apprenants d'effectuer un travail collectif, bénéfique et positif et d'allier leur apprentissage et leur imagination. Pour un apprenant, l'acquisition des techniques de la bande dessinée le rend capable de mobiliser tous ses acquis en maîtrise de la langue et de les investir dans la réalisation d'une bande dessinée.

Les apprenants lisent les bandes dessinées avec plaisir, aussi c'est une bonne occasion de prendre appui sur leur envie pour leur proposer des situations d'apprentissage entraînant et structurant les activités mentales qui sont en jeu dans toutes les situations de lecture : « Se poser des questions par rapport au texte, élaborer des hypothèses pour anticiper sur le sens, sélectionner des indices pertinents pour vérifier ces hypothèses ».

Samar Nasrallah Melki
Enseignante de Français
Cycle primaire 2 - BAC



Lire c'est rêver les yeux ouverts

En classe d'EB6, un débat a été lancé pour encourager les apprenants à lire et à découvrir l'importance de cette activité dans un monde envahi par les images. « En d'autres termes, devant un téléviseur nous ne pensons à rien ! », « Ce qui est bien avec un livre, tu l'ouvres, tu le fermes quand tu veux, tu le prends où tu veux poche, sac, voiture, avion, plage, lit...enfin partout ! », « Je trouve plus intéressant de commenter un bouquin que de parler d'un film », « La lecture nous permet de rejoindre l'auteur dans sa démarche d'écriture et sa narration. », « Nous nous identifions au héros et nous vivons avec lui ses aventures », « La lecture nous donne une culture plus approfondie et nous aide à bien nous exprimer et à penser. », affirment certains de nos apprenants.

Suite à ces réflexions nous avons pu conclure que le monde de la littérature a toujours quelque chose

à nous offrir. Lorsque nous lisons un roman ou une fiction, notre imagination se met tout de suite en itinérance autour d'un monde complètement nouveau plein de merveilles.

En effet, c'est la langue du roman ou de la fiction qui crée des images dans l'esprit du lecteur, mais aucun visuel réel n'est là. Donc la lecture vise le développement de la pensée créative et enrichit le vocabulaire. Elle procure également un sentiment de bien-être et constitue en elle-même un aliment complet qui détend nos sens. En conclusion, la lecture est une ouverture sur un monde enchanté qui nous invite à mieux comprendre le monde réel au lieu de le fuir.

Natacha Daher - Enseignante de français
au cycle primaire 2 - ETD

Walking in a Winter Wonderland

We are like a snowflake, all different in our own beautiful way.

Throughout the "Seasons" unit, we embarked on a personal journey and realized how important it is to appreciate the value of each season. Each one of us had his/ her favorite season, and we all shared our different opinions. Winter has a deep meaning that quiets the minds and stills the soul. It symbolizes a work in progress, that is, appreciating quality time with our

family and friends, as well as being compassionate with people in need. In this "End of Unit Activity", we celebrated all the great meanings of winter by narrating fictional stories about several winter-related prompts. In order to make the picture come alive to the readers, we illustrated the scene beautifully using a storyboard example, a booklet, or a 3D-model.

One essential value we magically portrayed in this

project is appreciating this season through quality time spent with our family members and friends.

Let's keep the spirit of all the seasons alive within us by remembering John Steinbeck's words, "What good is the warmth of summer, without the cold of winter to give it sweetness."

Ghada Kanaan
English Teacher Grade 3 - BAC

Stand for Yourself



د. يوربا، « لا يجدر بالرد أن يكون ضعيفًا، وإلا أصبح عدوان المتنمر أقسى ».

٥. أثنى على التقدم الذي يحرزه ابنك:

عندما يخبرك ابنك بأنه تصدى لطفل متنمر، أعلمه بأنك فخورة به. شددى على الفكرة أنه إذا أظهر أنه لا يمكن مضايقته، فسيبتعد المتنمر عنه.

وللحد من أعمال التنمر تسعى المربيات في المرحلة الابتدائية إلى تقويم سلوكيات المتنمر بتعليمه مهارات حل النزاعات. وقد ركزت مربيات الصف الرابع الأساسى على حماية ضحايا التنمر وتمكينهم من التصدي للأعمال العدائية التي يتعرضون لها من خلال التعاون بين أبناء الصف الواحد وانطلاقًا من الشعار السنوي للمدرسة «U-ACT». عسى أن تكون حملة التوعية التي نتشارك فيها حافزا لوقف التنمر

هالة ميقاتي
معلمة اللغة العربية - الحلقة الثانية

One Word, One Heart

It happens in the school hallways, at lunch, on the bus, online... almost everywhere!

Even though there is no universal definition for it, bullying remains one of the most universal problems kids face these days. Grade 6 learners conducted a series of researches and statics about bullying and came out with their own reflections about this issue.

The learner Jana Kinj reflected her wonder towards bullying as she considered it a very serious issue occurring in many schools. This problem has sometimes led to suicide, which is one of the most dangerous ways to end bullying. At our school, we did a bullying project to spread awareness. In my opinion, the project was a huge success and was very helpful since it aided learners to know the causes, effects and solutions for bullying. It was also fun to do and it taught us useful information that we can spread around to help others.

Fouad Hassanieh pointed out that bullying is an aggressive action that is done to have control over people. Thus, we should raise awareness among kids about this issue before its negative effects scar them for life. It would be a great idea to do similar projects in the future to highlight the seriousness of this problem. The aim of our bullying project is awakening bullies who are unaware of the damage they cause others to satisfy their anger.

تدابير فعالة
من أجل مساعدة ابنك في التعامل مع المتنمر، تحققى من المؤشرات الدالة على انزعاجه وشجعيه لكي يوضح لك بمشاكله مع الأطفال الآخرين. وفيما يلي بعض الاقتراحات المفيدة:

١. تحدثي إلى معلمات ابنك:
تأكدي أولاً من تعرض ابنك للتنمر، ثم بلغي المسؤولة شكواك مع سرد التفاصيل واطلبي مراقبة المتنمر عن كثب.

٢. دربي ابنك على طلب المساعدة:
خلال ما يعتقد البعض، فإن الحل الأنسب ليس الرد بالمثل على المضايقة...
- علمي ابنك الابتعاد عن الطفل المتنمر وطلب المساعدة من شخص بالغ.
- اقترحي أن يجلس بجوار أصدقائه إذ من غير المرجح أن يتعرض متنمر لطفل ضمن مجموعة.
- تدخلتي إذا دعت الحاجة لذلك.

٣. عززي لغة الجسد الإيجابية لدى ابنك:
- علميه أساليب جديدة تحميه من أن يكون ضحية سهلة للتنمر.
- اطلبي منه النظر إلى عيني المتنمر. سيساعده هذا الأمر على إبقاء رأسه مرفوعًا، الأمر الذي يظهره أكثر ثقة بنفسه.
- مرنيه على اعتماد تعابير متنوعة تعكس الفرح والحزن والشجاعة، واطلبي منه استخدام وجه «الشجاعة» عند تعرضه للمضايقة إذ توضح د. يوربا أن «تعابير وجهك في مواجهة متنمر أكثر أهمية مما قد تقولينه».

٤. تمرني مع ابنك على سيناريو مشابه:
دريه على كيفية الرد على الصبي المتنمر ليكون على استعداد للمواجهة والدفاع عن نفسه. علميه كيف يخاطبه بصوت قوي وصارم: «توقف عن إزعاجي!» أو «حسناً، لا بهم!» ثم الابتعاد عن المتنمر. فيحسب

تشهد السنوات الأخيرة قلقًا واضحًا من تفاقم مشكلة التنمر، أي إيذاء الآخرين عمدًا، هذه الظاهرة الشائعة بين المتعلمين والأطفال حتى في مراحل الدراسة المبكرة. ونعني بالتنمر كل أشكال المضايقات من لفظية (كالاستهزاء من الآخرين) أو الاعتداء الجسدي (كالضرب وغيره) أو النفسية (كالإقصاء الجماعي لأحد الزملاء).

وعند تقصي الأسباب التي تدفع بعض الأولاد إلى مضايقة الآخرين عمدًا، توصلت د. سوزان سوويرير Suzan Swearer، المؤلفة المشاركة في وضع كتاب Bullying Prevention Et Intervention (الوقاية من التنمر والتدخل لمنعه)، إلى أنّ «الأطفال الصغار يقلدون السلوك العدائي الذي تنقله شاشات التلفاز وألعاب الفيديو، ويلبسونه أيضًا في تصرف إختهم الأكبر سنًا».

فالولد المتنمر الذي يقوم بمضايقة رفاقه عمدًا مكرراً سلوكه باستمرار يفتقر إلى الإحساس بالتعاطف مع الغير، ويشعر بحاجة ملحة إلى السيطرة على الآخرين. وتشير الدراسات إلى أن الأطفال بدءًا بمرحلة الروضة يدركون مفهوم السلطة الاجتماعية فيجعلون من الضعفاء من حولهم هدفًا لاعتماهم العدائية.

إنطلاقًا من هذه المعطيات، وحرصًا منّا على سلامة المتعلمين النفسية والجسدية تبنت الهيئة التعليمية في الحلقة الثانية من التعليم الأساسي نشر الوعي بين المتعلمين حول مخاطر التنمر فناقشنا مع المتعلمين أسباب، نتائج والتدابير للحد من التنمر. لم تقتصر معالجة هذا الموضوع على حصص التوجيه الإرشادي الصباحي بل كانت تناقش مع مختلف المعلمين لترسيخ الوعي وللحد من التأثيرات السلبية لهذه الظاهرة المسيئة على المتعلمين. ولكن مما لا شك فيه أن للأهل دورًا كبيرًا للمساهمة في إنجاح هذه الخطة.



All Grade 6 learners pointed out 5 effective tips for parents to guide their children:

- Understand your child and listen to him/her
- Take the initiative to ask your child about his/her social school life
- Avoid judging your child
- Provide constant support and assistance
- Step in when needed

It is our role as learners to start communicating with our parents to solve this issue, which targets kids of all age groups. It is only by joining our efforts that we will be able to spread awareness and STOP bullying.

Reine Moussaed
Grade 6 - English Teacher - BAC

A Senior's Journey

When people think of senior year, they think about cheering, graduation caps, and a bit of relief. However, while those are relevant to one's senior year, they are merely a drop in a huge ocean of learning, change, personal growth, academics, interpersonal relationships, and mixed emotions. School is a different journey for every individual, but for most of us, our final year of school helped expand our comfort zone and break barriers that we had not broken before. We had the privilege of organizing our own events with only minimal interference from school staff, which instilled a sense of responsibility in us; it was good to learn to take accountability for mistakes and failures and to look for solutions instead of assigning blame when things go wrong. The first activity we organized at school was during Christmas, where we played jingles and entertained groups of younger children. It was a bonding experience for us with the kids, and we learned to interact efficiently with children. Moreover, a group of us created a Lebanese food stand, where we dressed up in traditional Lebanese outfits and sold food that could be traced back to our old Lebanese ancestors. There was even a saj machine that one of our classmates operated, and we danced the dabke and played Lebanese classics such as Fairuz. The talent show was the icing on top of the cake, and it was a showcase of the talents, hobbies, and efforts of learners from grades 10 till 12. Some learners sang, others danced, and some even swam! It was a humbling experience that reminded us of the talent ingrained in every single individual, whether it is apparent or not. All these activities helped build our character and exposed us to real-life experiences that people seek in order to grow. Our senior year is almost over but it will remain a part of every single one of us.

Seniors 16



مرحباً بأعلى الغوالي مرحباً

يا مرحباً بأعلى الغوالي مرحباً
أعلى وأعلى الناس علم و مرتبة
لما تعلم جيل لآخر نفس
يصعب على هيدا الجيل مينا و تترك مرحباً
إخوة اليوم نحنا متحد سوا
وجود الإخوة سلامة صحة و دوا
أصلنا و تاريخنا و جدود الجدود
و الماضي العايش فينا صعب ينطوى
الخوري بخبر شيخ قصة بيعلما
و يحيى بقلب الشيخ الف قصة و مكتبة
على الإتحاد عاشوا الأنياء
محمد الخاتم بداية جديدة يخليا
من بعد عيسى المسيح و موسى و سليمان
إسحاق و ابراهيم بي الأنياء
و القديس شربل و بولس و الأئمة كمان
و زينب بأحلى رواية نكتيا
سيف الحماية اللي بروحو فادي لمع
على نجوم الليل و على الشمس سطلع
ضوو الجميل ليبين لنا
عطر عبير العيد والحزن تقطع
مغزل المحبة و مسعد البسمة وجودك
و غيبتك علينا ما أصعبا
شرف الوطن إبتو لو شو ما صاير
بمني و بزيتو و بدم الجرح الكاسر
قبل ما النسر من عندكن بهاجر
كان هيتيم محلق بالسما طاير
ملحم شديد القوة و مغامر
رمز الرجولة و الشباب و صورة للصبي
و حايك حكاية مبرا يتحكم المملكة
و علمت جيش بأكمولو كتابة و حكي
و عند ما راح خمسين جندي بالمشكل
اتى مي أن وقت المعركة
بالخلاصة، علمك رافع الراس
منبع رزق ومن الله هبة
يا مرحباً بأعلى الغوالي مرحباً
أعلى وأعلى الناس علم و مرتبة
لما تعلم جيل لآخر نفس
يصعب على هيدا الجيل مينا و تترك مرحباً

لغة الصّاد

عنها كالمشاهد التمثيلية أو تغيير حدث من أحداثها أو التعبير عنها برسوم فنيّة... كل ذلك يجذب المتعلّم ويحفّزه على قراءة القصص بشكل أكبر، وهكذا تنمو لديه مهارتا التعبير الشفهي والكتابي.

ولن ننسى أهميّة تنمية التذوّق الأدبيّ عند المتعلّمين، وذلك لا يتمّ إلا من خلال اختيار نصوص ثلاثم أعمارهم ومستوياتهم التعليميّة، وتشجيعهم على الإجابة عن أسئلة متعلّقة بالمضمون وأبعاده، وفسح المجال أمامهم لمناقشة أفكارهم وتبادلها.

باختصار نستطيع القول إنّ للمعلّم دوراً كبيراً في إيصال هذه المادّة إلى عقول وقلوب المتعلّمين، فلعلّنا من اللغات الجميلة وواجب علينا زرع روح الاعتزاز بها.

ميشلين أبو جعدي
معلّمة اللغة العربيّة للصفّ الأساسيّ السّابع

تعدّ اللغة العربيّة من أغنى اللغات من حيث عدد أصواتها، ففيها أصوات غير موجودة في أيّة لغة أخرى مثل صوت الصّاد. ولكن رغم أهميّة هذه اللغة يعاني المتعلّمون من صعوبة في إتقانها، فكيف نزرع فيهم حبّها؟ وكيف نظهر لهم مواطن الجمال والرّوعة فيها؟

إنّ تدريس مادّة اللغة العربيّة أمر ليس بالسهل، فهو بحاجة إلى مرونة في الأفكار، وإلى خلق مواقف يتفاعل فيها المتعلّم مع الخبرة تفاعلاً إيجابياً ونشطاً لتحقيق الهدف.

المطلوب تهيئة نفوس المتعلّمين لتقبّل الدّروس عبر تمهيد الطريق بأشياء يتوتّرها، وشرح الدّروس عن طريق التعلّم النّاشط، حيث يسمّح للمعلّم بالمشاركة بالشرح عبر الأبحاث وأعمال الفرق... فيشعر أنّه معني بها ولا يتلقاها.

نضيف إلى ذلك، تحفيز المتعلّمين على قراءة قصص مشوّقة وتلخيصها وإنجاز أنشطة ترفيهيّة

Friendship In A Glance



In the end, we will remember not the words of our enemies, but the silence of our friends.

If you never had friends... you never lived life!

True friends say good things behind your back and bad things to your face.



All tied up! Twinning day

You can always find comfort in the hand and heart of a friend.

Friends help you up when you fall, best friends laugh and trip you again!



They make the good times better... and the hard times easier!



End of year trip to Arnaoun – May 2015



AUB Fair – March 2016

Time spent with family is worth every second!

Friends are the most important ingredient in this recipe of life.

Emotional Intelligence The Real Distinctive Characteristic

What makes us human beings different than other creatures is our intelligence. However, what is intelligence? This characteristic can be defined in many ways, but it is mainly the capacity for logic, theoretical thought, sympathetic, self-awareness, communication, learning, emotional knowledge, remembrance, planning, creativity and problem solving. These features are the key to success.

Nonetheless, several educational system worldwide neglect most of these features giving only the reasoning ability of one's person the importance. Though, there are other important characteristics that should be given importance just as one's reasoning ability, for it is not the only ingredient to a successful life.

One of these important characteristics is the emotional intelligence (EI), which is defined as the capacity to be conscious of, control, and express one's emotions, and to handle social affiliations cautiously and empathetically.

"Emotions can get in the way or get you on the way."

This term was created, not a long time ago (1990), by two researchers and popularized by Daniel Goleman in his 1996 book of the same name. Many studies have shown that people with high emotional intelligence have greater intellectual health, job performance, and leadership abilities.

Unfortunately, a lot of societies are not aware of the importance of this characteristic in their children's personalities, which is making students ignore the fact that every single person is unique in his own way. In fact they see their grades and IQ as the distinctive characteristic that differentiate them from one another. But this is not the reality, for a person can have a relatively low IQ compared to the people

around him, but on the other hand a very high EI which can make a very successful man out of him.

For this purpose, a questionnaire was done in our school, with secondary learners, specifically grade 10 and 11 learners, in order to check if our students are aware of their emotional intelligence characteristics. The results were as follows, 44 out of 66 students have a strength in self-awareness; however, the other 37% do not. This shows that more than half of this small sample need to work on recognizing their emotions that effect their performances and behavior. In addition to that, only 14 out of 66 students can manage their emotions, where managing emotions aid the person in staying focused and thinking clearly even when undergoing influential emotions. Furthermore, only 18 out of the 66 students are capable of motivating oneself which is the capacity to use your deepest emotions in order to guide you towards your goals. This ability assist you to take the initiative and to endure in the face of hindrances and setbacks. Nevertheless, 42 students out of the tested population have good empathy which leads the person to sense, understand and respond to what other people are feeling, since self-awareness is vital to having empathy with others. If you are not mindful of your own emotions, you will not be able to recite the sentiments of others. Last but not least, 35 students out of the 66 have good social skills which guides the person to manage, influence and inspire emotions in others.

In conclusion, all these skills mentioned above are essential foundation for a fruitful and encouraging life. That is why, our societies should concentrate a bit more on these skills in addition to IQ, for intelligence does not only revolve around a person's thinking ability.

Hiba Jabal - Grade 12 LS - BAC

La mutation de la radio

A l'occasion du salon du livre francophone, une dizaine de couples prof-élève, de différentes écoles libanaises, se sont réunis pour participer à l'atelier «web radio» animé par un journaliste français.

La web radio est un outil pédagogique qui vise à encourager les apprenants à pratiquer la langue française dans un contexte différent et en même temps proche de la modernité. Durant cet atelier, j'ai eu la chance d'interviewer un auteur, de rédiger un reportage radio-éducatif, de réaliser le montage du son et d'enregistrer une émission. Quant au niveau personnel, j'ai eu l'opportunité de développer ma confiance en soi et mes compétences linguistiques et culturelles. En outre, le travail d'équipe est très essentiel dans tel projet vu que tous les membres s'entraident et mettent un investissement personnel pour réussir.

Finalement, créer une web radio s'avère un projet éducatif, ludique et innovant qui exige une touche de créativité et nouveauté de la part des jeunes.

Mark Maghzal - SEC-1 - ETD



Student Life Hacks

Who doesn't like to take the easy way out? Still on yesterday's unfinished homework? Here are some incredibly effective hacks that will change your grade from an F to an A:

- 1 Turn your concepts and facts into a story or song that will help you link and memorize information effectively.
- 2 Read your notes out loud. "The Production Effect" proved that when you hear your notes, there is a memory link to the actual production of the word, which results in auditory pathways.
- 3 One word: PROCRASTINATION. The struggle is real on this one. To beat procrastination you must distribute your work into little manageable chunks instead of one whole bulky task. You will focus on each task at a time and the final task will be easy-as-pie. Block out distractions and work in a clean, fresh, and quiet environment. And finally, JUST DO IT! Determination is the key to the success.
- 4 Manage your time and set a timer for the right amount of time needed to complete one task. Always time yourself, for you will seek where you have gaps and difficulties.
- 5 Times New Roman is your new font buddy. Reading becomes easy and fast when using this font.

Studying for 30-50 minutes at a time (with 10 minute breaks in between) is the most effective way to retain information



- 6 Watch short films and documentaries on certain subjects. This will give you a brief idea on your topic using visual images to memorize faster.
- 7 Bedtime stories are for kids, and sociology textbooks are for students. Before sleeping, try studying for a few minutes. During sleep, the brain strengthens new memories so you'll remember whatever you reviewed.
- 8 SLEEP ISN'T FOR THE WEAK. If you're a sleep deprived all-nighter, then your grades won't be as well as the effort you put on studying. Sleep helps students fix and strengthen memories, and prevents decay of memories. Next time you have a math or an English test, go to bed early.
- 9 Isolate yourself from distractions. Turn off the notifications and the Wifi on your phone. Distractions at both its forms, external (television, people talking, and noise...) and internal (hunger, stress, thoughts, and fatigue) will shatter your ideas and concentration.

"Time is limited. If I can make good use of it, I'll be much more successful. So I'm going to be more productive."

Dania Tabsh - Grade 10B - SMOC

10 Facts About Russia

1 World's Longest Railway

The Trans-Siberian Railway spans almost all the way across the country, making it the single longest railway in the world. The 9200 kilometer (or 5700 mile) railway departs in Moscow (located in European Russia) and crosses into Asia. It then makes its way to the Pacific Ocean port of Vladivostok where it reaches the end of its incredible journey. The entire journey non-stop will take you 152 hours and 27 minutes to complete.



2 World's Largest McDonalds

If you're a fan of the famous golden arches, Russia is the place to go. The country is home to the largest McDonalds restaurant in the world with 700 seats. A larger building, seating 1,500, was constructed for the 2012 Olympics in London, England but it was a temporary location and was disassembled six weeks after the doors opened (once the Olympics had come to an end).

3 Women vs. Men

There are approximately 10 million more women in Russia than there are men. The imbalance was initially believed to be the result of so many men dying during World War II.

4 Wedding Ring Tradition

For many Russians, it is tradition to wear your wedding ring on your ring finger of your right hand. Countries like Ukraine, Poland, Georgia, Germany, Spain, Austria, India and Greece have a similar tradition of wearing the wedding ring on the right hand.

5 Flower Superstition

A dozen roses? No thanks! In Russia, men never give an even amount of flowers to a woman. It is considered bad luck and is associated with funerals.

6 Largest Country by Area

Russia is the largest country in the world by area. Its total area is 17,075,400 square kilometers and it covers more than a ninth of the Earth's land area. The area of the land in Russia is 1.8 times larger than the total size of the United States.

7 Home to Many Billionaires

Moscow has more billionaire residents than any other city in the world. There are a total of 74 billionaires living in the popular city, which is exactly 3 more than the second-place city, New York.

8 Second-Largest Oil Producer in the World

As of 2012, Russia is second largest producer of oil in the world, producing an average of 9,900,000 barrels of crude per day. Saudi Arabia landed the top position with 10,900,000 barrels per day, however, it is estimated that the US will surpass both Russia and Saudi Arabia by 2020 to become the world's largest oil producer (the US is currently in third position).

9 Fastest Means of Transportation

Moscow's amazing metro system is the fastest means of transport. During rush hour, trains are scheduled for every 90 seconds. It is estimated that over 9 million passengers ride the Metro every day. The Metro of St. Petersburg is also the deepest subway in the world, clocking in at a whopping 100m deep.

10 Shaking Hand Superstition

Russians will never shake hands over a doorway. It is believed to be a bad omen and most Russians are convinced the action will lead to an argument.

Omar Hamaoui - G11 S - SMOC

عشر حقائق عن السرطان

1. هناك أكثر من 100 نوع من السرطان يمكنها أن تصيب أي جزء من أجزاء الجسم.

2. في العام 2015، تسبب السرطان في وفاة 7.6 مليون شخص، مما يشكل 13٪ من مجموع الوفيات التي حدثت في كل أرجاء العالم في تلك السنة والبالغ عددها 58 مليون حالة وفاة.

3. أكثر من 7٪ من مجموع وفيات السرطان تحصل في البلدان المنخفضة الدخل والبلدان المتوسطة الدخل.

4. أنواع السرطان الخمسة الأكثر شيوعًا في العالم، والتي تفتك بالرجال بالدرجة الأولى (حسب نسبة حدوثها) هي: سرطان الرئة وسرطان المعدة وسرطان الكبد والسرطان القولوني المستقيمي وسرطان المريء.

5. أنواع السرطان الخمسة الأكثر شيوعًا في العالم، والتي تفتك بالنساء بالدرجة الأولى (حسب نسبة حدوثها) هي: سرطان الثدي وسرطان الرئة وسرطان المعدة والسرطان المستقيمي وسرطان عنق الرحم.

6. تعاطي التبغ هو من أكثر مسببات السرطان التي يمكن اتقاؤها بشكل واسع على الصعيد العالمي.

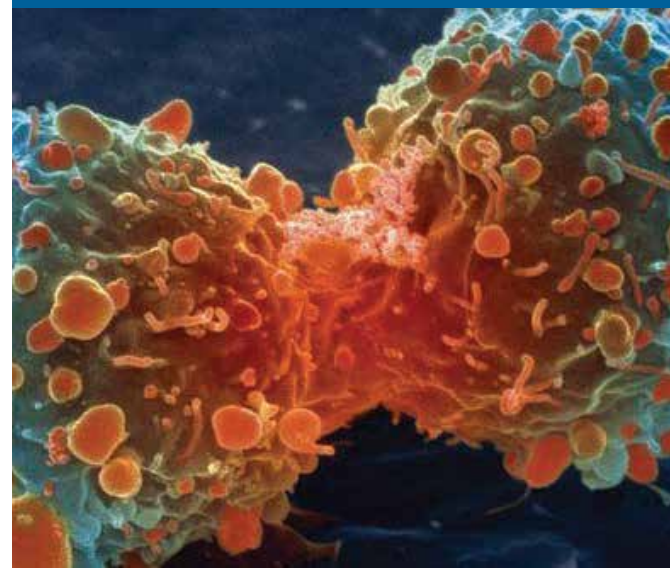
7. 20٪ من حالات السرطان في العالم ناجم عن مسببات العدوى المزمنة، مثل فيروس الورم الحليمي البشري الذي يسبب سرطان عنق الرحم وفيروس التهاب الكبد «ب» الذي يسبب سرطان الكبد.

8. يمكن علاج ثلث حالات السرطان إذا ما تم الكشف عنها في مراحل مبكرة وعلاجها على النحو المناسب.

9. يمكن تسكين آلام جميع المرضى من خلال تطبيق المعارف الراهنة في مجال الرعاية الملطفة والتخفيف من الألم.

10. يمكن الوقاية من 40٪ من حالات السرطان بالحرص أساسًا على عدم التدخين وابتهاج نظام غذائي صحي وممارسة النشاط البدني وتوقي أنواع العدوى التي قد تسبب السرطان.

عمر حموي - الصف الحادي عشر علمي
ثانوية السيدة الأرثوذكسية



Let's talk about the Theme of the Year



UNITY ADVOCACY COMMITMENT TRYING HARDER

رحلة حياة

تلو الحياة عندما نعرف مفتاحها. فهي بحر واسع يكثر فيه المد والجزر. تارة تقسو علينا، وطورًا تلين. لكن، في السبحة تظهر قوة الإنسان من خلال تحليه بإرادة قوية وبالعامل الدؤوب المتواصل. فلا مكان للاستسلام بل للهمة والنشاط والمواجهة. فالحياة لد تحب الخاملين الضعفاء المستسلمين....

إذا الإصرار والإيمان بالهدف المنشود أمران أساسيان لكل قوي راعب في تحدي الصعاب. فمن رحم الصعاب تولد الإرادة الصلبة والقدرة على المواجهة.

فلنتكاتف ولننتصمًا بدأ بيد لبناء مستقبل واعد. فلا بد لمن زرع في أرض خصبة ورعاها وسقاها أن تثمر براعم خيرة مباركة فيها أمل مستقبل زاهر.

ليندا فغالي - مدرسة اللغة العربية في القسم الابتدائي - مدرسة الثلاثة الأعمار

التزام القضايا المحقة: مشروع حياة

مختلفة، الكل ضد الطائفية، مكافحة الفساد تبدأ من الذات... وغيرها.

أما العمل فانقسم إلى ثلاث مراحل:
1. المرحلة التحضيرية: وقام خلالها كل فريق بوضع رؤيته وخطة عمله، وحضر دفاعه عن القضية التي اختارها. وقد زار المتعلمين خلال هذه المرحلة ضيوف تشاركوا معهم خبرات حياتية.
2. مرحلة العرض: وفيها سعى كل فريق إلى عرض قضيته بشكل موجز وبطريقة فنية، دعا من خلالها رفاقه إلى حمل راية الدفاع إلى جانبه.
3. يوم المعرض الختامي، ويتاهل له ثمانى فرق، تقدم عروضها بشكل واسع وتحاول إقناع أكبر عدد من الحاضرين بتبني قضاياها.

ولكن الأهم هو التزام أعضاء كل فريق بالعمل من أجل تحقيق تقدم يساهم في تحسين الواقع الخاص كل بقصيته. فالأمر ليس مسألة إعلان أو عمل آني قد يبدو جميلًا ونبيلاً، إنما هو مشروع حياة سوف يستمر حتى بعد انتهاء المرحلة المدرسية.

نرجو أن يكون البرنامج الثقافي هذا العام قد زاد المتعلمين المشاركين فيه خبرة تسمح لهم بالبناء على المعارف المكتسبة، فيتحول كل شخص منهم إلى إنسان ملتزم بقضية محقة، باحث عن حقيقة، منظم لرؤية، وساع إلى إنجاز تغيير إيجابي فاعل حيث هو.

دائرة الإرشاد والتوجيه



Causes in Action

Advocacy can take different forms, but in general, it refers to taking action and actively supporting an adopted cause. Under the theme of the year U-ACT, all learners in the Education School Network discovered how each one could become a change agent and make a positive difference in the lives of others. For this purpose, every division adopted a cause and advocated it throughout the year. Whether by organizing promotional campaigns, spreading awareness, fundraising, or taking initiative, all divisions were able to have positive outcomes in their adopted causes.



BAC and ETD:

The Lower Elementary Division took the responsibility of reducing garbage and spreading awareness on the effects of superfluous garbage on water, soil, air, living things, and of course the human body. During the year, learners discovered the importance of the 3Rs: Reduce, Reuse and Recycle. They hung charts, made booklets and banners and did many recycling projects and crafts. The Upper Elementary Division addressed the cause of "Anti-Violence and Bullying". Learners spread awareness about the serious effects of bullying. They also learned how to stand up for themselves and react in case someone was aggressive to them or how to support a friend who is a victim of bullies.

The Intermediate and Secondary Divisions promoted their adopted cause "Education for All" through different activities to provide underprivileged children with school supplies through placing donation boxes in each class and delivering them to NGOs that stand up for children's rights of education.



SMOC:

Both Lower and Upper Elementary divisions shed light on the dangers of bullying and ways to stop it before it ruins someone's life. While advocating this cause, learners understood the importance of accepting and respecting individual differences, and they became active participants in the decision making process of choices related to their behavior and communication with others. Moreover, this cause challenged the learners to be critical thinkers by analyzing situations and coming up with positive and constructive strategies to deal with problems they may face while communicating with others.

The Intermediate Division decided to start from their own homes. They noted that everyone has many clothes they do not wear anymore and that there are persons who are in need of clothing. That is why, with the change of the seasons, every learner brought to school clothes to donate. A committee of learners was formed to organize the collection of donations and ensure that such items met the set standards.

Secondary learners at SMOC and due to their large number adopted causes per grade level and not per division. Grade 10 raised awareness about the importance of Exercise and healthy living, and Grade 11 adopted the cause Anti Bullying. As for Grade 12, they chose an underprivileged family, assessed their needs, and helped them in renovating their home by providing some electrical appliances, furniture, and home supplies. This year's theme brought many challenges to all learners, teachers, and sometimes parents. It helped all learners discover the world around them, to willingly adopt a cause and advocate it, making each one of them a catalyst for change and improvement in his environment.

Advisory Department

Invent to Prevent

"Smart" Spray Can: Making Artists

A group of researchers came up with a new invention that can make pretty much anyone into an artist. This "Smart" Spray Can, assisted by webcams and radio transmitters, can create an artistic image on a canvas (or building wall if you're feeling rebellious) with the artist simply waving the can over the surface. The nozzle of this can is controlled by a computer and is automatically compressed in order to generate the image that is attempted to be turned into a work of art. Though this device does not show intricate details, it remains accurate and faithful to the image. So if you're feeling artistic and want to express yourself, you don't have to possess skills in using artistic material after all.

Nour Shahine - Gr.10B - SMOC



The pan that teaches you to cook

How hot should the pan be? When do I stir? Is it done yet? If you've ever cooked an unfamiliar dish, chances are you've asked yourself one or more of these questions – and Pantelligent aims to answer them all. Once you selected a recipe from its smart phone app, the pan uses Bluetooth and a special heat sensor to offer real time instructions on your screen, so you know exactly when to flip a steak for example, if you want it medium rare.

Luna Naoura – G10 B – SMOC

The Nima Sensor

For the millions of people with celiac disease or gluten sensitivity, eating out is often anxiety ridden – any menu item traces of the protein, which is off-limits. The Nima sensor would work to put their mind at ease by allowing them to test any kind of food or drink in as little as 2 minutes. After a sample is dropped into the well of the device, a proprietary antibody (loaded in a disposable cartridge) mines it for traces of gluten. If they exist, a frowny face lights up; if not, a smile appears.

Tala Fayyumi – Gr10 C – SMOC



The Sensor for Patients with Dementia

A New York teenager, Kenneth Shinozuka, is a grandson of an Alzheimer's patient. An invention of his was inspired by his grandfather's symptoms which caused him to wander from bed in the middle of the night and hurt himself. Some other patients might even run away from home, and because of their memory loss, they do not know the way back. That is why the 15 year old teenager invented a sensor for patients with dementia; mental disorders caused by brain disease or injury and marked by memory disorders, personality changes, and impaired reasoning. Shinozuka's invention uses coin-sized wireless sensors that are worn on the feet of the patient. The sensors detect pressure caused when the patient stands up, triggering an audible alert on the user's phone using an app. Moreover, this young inventor won a \$50,000 science prize for his amazing invention. This invention is a very useful and creative one; it allows you to detect the movement of the patient without having to watch him all day, using just your cellphone. Who thought that a 15 year old teenager would be able to come up with such an invention!

Karen Khalife – G10 B - SMOC



Most learners at our school await the exciting 'Talent Show Day' all year long. This day is an opportunity for the learners to show what they are good at. Whether it is acting, singing, or dancing, it will all be performed live on stage. Teachers and learners from other classes are welcomed to watch the show and share their opinions. Here at BAC, we have numerous talented learners who can perform very well before a live audience. For instance, I usually play basketball for fun. However, when I entered the BAC talent show, I realized how great I was at it. Therefore, I decided to pursue my dream and make it to the team club. Come and join us at BAC to see the best talent show ever.

Aya Bassam - Grade 3 A - BAC

Have You Got Talent?

We were all thrilled. Everyone was preparing for something, but why is that? Is it because of the talent show? Well, when our advisor told us about the event taking place, we got so occupied with preparing the sketches, songs, and dance moves that would be performed in front of the cheering audience. My friend and I discovered that we are going to sing because it is what we like to do and we are passionate about it. On the day of the show, we went to the auditorium to present our talents. Everyone applauded us for our courage and lively performance. The funniest act of all was the boys' sketch. Everyone enjoyed their humorous act. We also had this combination of two pretty girls and a boy who danced together. This year's talent show was an amazing experience that I would never forget. Discovering your true talent will help you grow and shine among the stars. You should participate next year! Show your talent!

Tala Baltaji - Grade 3B - BAC

This year's talent show was amazing because we saw groups of boys and girls doing some amusing gymnastic moves. Then, we saw a couple of boys who impressively mimed different sketches. After that, we heard a talented boy playing the piano beautifully. It was a very special experience that all the school liked.

Josyane Nammour - Grade 3 B - BAC

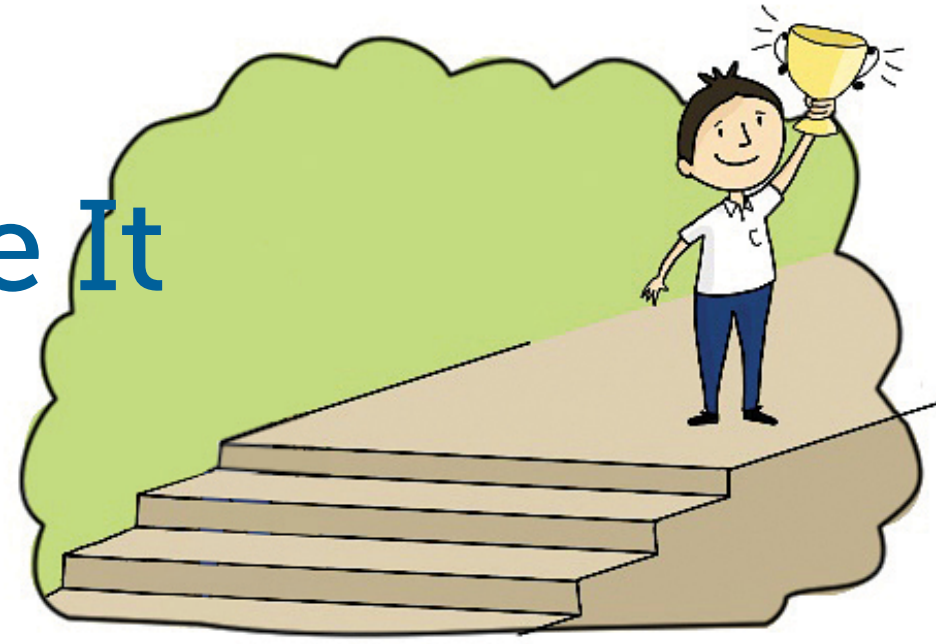


The Best Talent Show

This year's talent show was a great one for all. We were all so excited when the show started. A soft musical piece played on the piano by a talented learner calmed the audience. We also appreciated the amazing illustrations and paintings that learners from different grade levels displayed. Subsequent to that, we all clapped happily to the beats of a song our friends performed on stage. Four talented learners mimed a sketch they creatively composed. We all giggled and enjoyed the act. Some other learners amazed us with their gymnastic moves. This year's talent show was the best of all!

Nour Dergham - Grade 3 B - BAC

We Made It



National Speaking and Video Contests at RHU

It was a wonderful scholastic year, which encouraged us to keep on working hard and gave us the opportunity to understand and express ourselves even more. When Joelle El-Batal and Karen Kanaan won first and fourth prize respectively in a speech competition and Omar Jaroudi and myself won second and third prizes in a video making competition at "Rafic Hariri Competitions" in Mishrif, our success gave all of us more motivation to pursue our goals and challenge ourselves. The preparation and the execution phases of these competitions built relationships among competitors, which evolved into friendships that were sure to last. It was a wonderful experience that we shall cherish and benefit from forever.

Abdallah Dandashli - Grade 11S - BAC



"Dis-moi dix mots"

Dans le cadre des activités linguistiques, nous, les apprenants de la classe de seconde avons participé à la compétition « Dis-moi dix mots » organisée par l'Institut Français. Le but de cette activité est de rédiger une chanson de rap ou slam tout en y insérant les dix mots sélectionnés par les organisateurs.

Ce projet nous a procuré beaucoup de plaisir et nous a permis de découvrir et d'éveiller l'artiste qui dormait en nous. Les préparatifs ainsi que la réalisation des écrits ont eu lieu dans un esprit d'équipe et nos capacités langagières étaient mises à l'épreuve. Les chansons traitaient de thèmes variés : la persévérance, l'amour, l'amitié, l'assiduité,...

Enfin, nous tenons à féliciter Elie El Hajj, un de nos

camarades de classe, qui a été choisi parmi les dix finalistes du concours. Bravo Elie !

Apprenants de la classe de seconde - ETD



حفل جبران تويني

كانت حفلة استثنائية تلك التي نظمتها مؤسسة جبران تويني لمناسبة الذكرى العاشرة على استشهاده. أذكر تماماً أن فرحتي كانت لا توصف عندما تلّغّت من قبل إدارة مدرستي بحصولي على جائزة خاصة بالموضوع الذي كلّفت فيه ويتعلق بالحريات العامة في لبنان. فلم أكن أتوقع أن أكون من بين الفائزين، خاصة وأن المسابقة تجري على مستوى لبنان. بعد أيام قليلة بدأت الاستعداد للمشاركة في هذه المناسبة الوطنية الكبيرة. تولّت السيدة ميرا منسقة شؤون الطلاب في المدرسة، إرشادي بالتعاون مع إدارة صحيفة النهار منظمّة الحدث. وقد طلب منّي تحضير مادة للقراءة هي في الواقع مقتطفات من كتابات الصحفي الراحل جبران تويني. تمرّنت على طريقة إلقاءها بمساعدة والدتي وبدأ العد العكسي للحدث الكبير.

في الثاني عشر من كانون الأول، يوم الحفل، أتذكر أنني كنت في غاية الحماسة. فهذه هي المرة الأولى التي أشارك فيها بحدث من هذا النوع. دخلت القاعة برفقة أمي وأخي الصغير. كان المكان مليئاً بالصحفيين ومندوبي محطات التلفزيون الذين جاؤوا لتغطية المناسبة. انتظرنا فترة ساعتين تقريباً حتى اكتمل الحضور من نواب ووزراء ومسؤولين وإعلاميين من كافة الأقطاب. جاء دوري بعد أن سبقني عدد من الطلاب من مدراس أخرى. صعدت إلى المنصة بثقة كبيرة وألقيت كلمتي التي تضمّنت الكثير من مقوّمات الصمود والتحدى والأمل، موقّعة باسم جبران تويني. قبل انتهاء الحفل، دعينا لتسلّم دروع خاصة بالجائزة وأخذت لنا الكثير من الصور. بعد انتهاء الحفل، تفاجأت برودة فعل أصدقائي الذين أتوا للحضور المناسبة. ولكن أكثر ما لفتني كان ردة فعل المشرفة والمسؤولة عن صفي السيدة نادين أبو عمّو. كانت علامات الفخر والفرح تشعّ من عينيها، وهذا ما أشعرني بسعادة لا توصف وبفخر تمثيل مدرستي وتسلّم أول جائزة لي في حياتي بعيداً عن صفوف الدراسة.

رحم الله الصحفي الكبير جبران تويني، وكلنا رجا أن يصبح لبنان كما تمناه جبران تويني: وطناً لجميع أبنائه، مسلمين ومسيحيين.

جويل الشيخ علي
الصف العاشر ب - ثانوية السيدة الأرثوذكسية

We Made It

Basket Ball and Football Tournaments:

The Physical Education Department at SMOC organized a one-day Football and Basketball tournaments for the upper elementary learners. As educators, we are always keen on promoting and boosting sport activities to develop both physical and mental abilities of the youth. Our purpose is in line with holistic approach and with the theme of the year "U-ACT".

Sports activities don't only create competition with peers, but it also creates opportunities for learners to experience sportsmanship, commitment, fair play and teamwork.

The tournaments that took place recently were great experiences; Players came to the game very excited, the cheering of parents and classmates filled up the playgrounds to support the competitors each in his own way. They were all looking forward to find out the end results.

But in every athletic contest, there is always a winner and a loser and what matters is the opportunity granted to learners and the efforts they exerted in the game, besides the spirit that prevailed. The results were finally announced and the medals were handed to the 1st and 2nd Places.

We will definitely keep on organizing such activities to our beloved learners. I would like to share with you some of our learners' reflection regarding the tournaments.

Zeina Majed
Upper Elementary sports teacher - SMOC

Victory

It was finally the day of the basketball tournament. I woke up feeling nervous yet excited. My team and

I decided to give it all we've got. We played with one spirit, helped each other and finally did it! We won the first place among all the girls' teams of Grade 4. It was one of the most important experiences in my life. I learned that a team can always win if the players are united, helpful, and really willing to give their best. My team's name was Victory, and yes, it was a victory to us.

Yasmina Karout - Grade 4 C

The football tournament

February 27, 2016 was a special day; I woke up very excited to go to Sportsville to attend the school football tournament. When I got there, many people were flawless. I was scared because they have well developed skills and almost expert in this game. My role was a goalkeeper and it was the first time I take such a role; I was very nervous. At the end of the match, we won two to zero leading our team to the finals. We played versus the sixth grade and it was a draw, so we had penalties, and all the pressure was on me. I saved the first four goals, but unfortunately, the fifth went in. It was fine because we won versus the fifth grade and we got a big gold medal. From this experience, I learned how to be independent and to accept loss. I also learned that it was not winning the game that matters, but the experience we shared and the fun we had together

Dina Abou Ghali - Grade 5

Our Football Tournament

On Saturday, February 27, most of my friends at school went to Sports Ville for the football tournament. We

were divided into different teams and each had the will to win. The first match was 4A VS 4B where our team won. However, it was a tough match where we really played hard to win. Then, we had to wait for the other teams to compete to know which team we will be playing against. We were trying hard to calm down the jitters we felt. After we waited for many matches, we heard our team's name: "Barcelona", we quickly ran to the playground. It was our team versus 4C, going through the hard process again to win the cup. Every member of the team was playing vigorously until Rami scored the magnificent goal and we were the winners. At that moment, I felt my heart beating hard and couldn't control my tears. Finally, the coach gave us the cup and distributed the medals. That was a day to remember because playing in a team unitedly will definitely lead to success.

Tarek Moghrabi - 4A

The football tournament! What a nice experience! Although we lost, we never failed to give up. We supported each other no matter what. We were happy for the team that won. Cheering for each other was the best! It was a friendly competition that taught us about team work, and that losing or winning is not our mission to complete, but our mission to explore.

It was a wonderful experience where we knew each other more and discovered each other's skills and areas of strength and weaknesses.

Yasmine Alameh - Grade 4 D



Unforgettable Experience

High confidence, increased interpretation skills and good public speaking are just a few abilities that the classes of Grade 10 in BAC and ETD and Grade 11 SMOC gained from their participation in the GC-LAUMUN. The main purpose of this educational program organized every year is to increase the learners' recognition about the United Nations, write position papers, role-play and learn about this year's subject, which is financial literacy.

In each training session, new essential information for the final conference were introduced to us by our trainers such as negotiation skills and conflict resolution. Each and every class was given a country to represent and in our case the countries were 'Malaysia', 'Saint Kitts and Nevis' and 'Lebanon' and a universal problem to solve such as child trafficking and Cuban missile crisis and many more. Learners' efforts paid off and their dedication resulted in Diplomacy Awards for Raef Ftouni and Yehya Kassem as well as Position Paper Awards for Ali Najem and Bashar Baajour.

This program was harder for us –as ETD learners- than others due to the language barrier, but with the help of our supportive teachers, our learner advisors and our dedication, we lived an unforgettable experience. I would with absolutely no doubt recommend to every single secondary learner, even the French educated learners to participate in the GC-LAUMUN to develop themselves.

Rima Fadli - SEC.1 - ETD



A Rewarding Day

Each year, towards the end of April, our school participates in the Annual Arts & Sciences Fair in LAU-Beirut and this year was not any different. On April 22, Grade 10 and 11 learners, from BAC and SMOC, were ready to compete in several competitions and benefit from learning a new experience throughout the day.

Some of the competitions we participated in were Physics Knowledge, General Chemistry, Lebanese Sandwiches with a Twist, Express Yourself, Film Making, as well as Fibers, Prebiotics and Probiotics: A Healthy Trio, which took place between 8:30 a.m. and 3:30 p.m. Learners were able to work collectively under pressure and challenge themselves, analyze and evaluate outcomes, and uncover personal aptitude as well as display their skills. Participating in this competition did not only affect the learners on the educational level but also on the social level by enhancing their social skills, introducing them to people other than their peers and boosting their self-confidence. While waiting for our friends' competitions to be over, we enjoyed the festive atmosphere in the campus, where learners were



cheering and congratulating each other while tasting some delicious traditional sandwiches from the different stands of the cooking competition. At the end of this day, the results were announced and we were able to win several awards due to our hard work and school's support. Karen Kanaan won second place in Express Yourself Contest which is a speech competition where she addressed the topic "Preserving Our Traditions and Identity" and Tala Maassarani, Joevana El-Howayek and Elissa El-Howayek ranked third in the Fibers, Prebiotics and Probiotics Competition. Moreover, Bashar Baajour, Ali Najem and Karim Alameh won second place in the Physics Competition and Reine Gilliam, Luna Naoura and Karem Saab won first place in the Film Making competition with their video titled "The Life of a Coin".

Finally, we would like to thank our school for giving us the opportunity to embark on such a fruitful journey in order to adopt innovative techniques and develop our ideas and skills.

Tala Maassarani - Grade 11S - BAC

Swimming Competition

Why water? Some people say we can't live without it, that we need it for survival. To me, the pool is my home, the water is my best friend. Swimming is not just a hobby, it is my passion.

Back in January, I had the honor to represent my school St. Mary's Orthodox College (SMOC) in a swim meet at the Lebanese American University (LAU), and later on in February, I represented my school at University St. Joseph (USJ) winning first place performing 100m freestyle, 40m breaststroke, 100m style combo, and 50m breaststroke.

I began swimming at the age of four. It started out as a mere activity, little did I know that I would grow up

to be passionate about it, and I never looked back. I slowly worked my way up to the top. I've been through everything, losses, wins, friendships, enemies, yet I would never trade the lessons I have learnt for anything. Swimming is the most mentally challenging thing I have ever done, but I couldn't have done it without the love and support of my mother who stood by my side through every practice and woke up every morning at 6:00 am for every training, and for that, I am grateful.

It is almost impossible to describe every aspect of it. No words in the world can describe what I feel when I hit the water.

Nour Ghouseini - Gr 10 - SMOC

Events



Compétition de sciences



La compétition de sciences est devenue une tradition annuelle dans notre établissement. C'est une activité interdisciplinaire organisée par les départements de physique, chimie et biologie.

Elle permet de dynamiser l'enseignement scientifique, sensibiliser les apprenants sur les sujets d'actualités liés à la science, réinvestir leurs acquis ainsi que développer leur capacité de travailler en groupe. La compétition comportait trois étapes.

En premier lieu, les apprenants répondent à un questionnaire portant sur les 3 domaines scientifiques. En second lieu, les gagnants, en groupe de 4, visitent des stations où ils accomplissent de diverses expériences telles la création d'un radeau et la construction d'une catapulte... Et en troisième lieu, le groupe qui triomphe est décoré de médailles.

Telle activité consolide des habiletés importantes chez les apprenants tout en s'alignant à l'approche holistique adoptée par notre école. Félicitations aux gagnants !

Mireille Melhem
Enseignante de sciences - ETD



Youth Stewardship Program

"Service to others is the rent you pay for your room here on Earth", said Muhammad Ali. Volunteering is an expression of an individual's participation in their community. It is a universal action that represents various skills which do not require any financial reward. In addition to that, volunteerism is considered to be "value-based" that aims to give in terms of humanity, justice, care and kindness. Thus, in order to achieve these goals and make our world a better place, our school exposed us to a new program that is called "Youth Stewardship Program-YSP".

The Youth Stewardship Program is a program that gives learners the opportunity to be part of the community by engaging them in one of the forms of volunteerism which is community service. It is the service that allows the community's youth to build a peaceful society and a much more applicable place to live in. YSP also accords learners to develop social skills and to learn the importance of giving and helping others without taking anything in return. It provides several non-profit organizations whereby the learner gets to choose where and when to join an organization that contributes and works for the sake of the society.



"Doing nothing for others is the undoing for ourselves." YSP did not only help us reach our objectives but also taught us how to deal with people from all kinds. Moreover, it has taught us how to be more confident, independent and how to work in a team. But, it mainly taught us that life is not a piece of cake, for a lot of us do not really see the misery of others and some just ignore it saying that "this is life". Well, no, this is not life, this is what society has made life look like. Only we can change this perception.

Also, sharing our YSP experience with youngsters in the division is the beginning of change, whereby it is extremely crucial to expose them to the things they cannot see only with bare eyes. Also, presenting what we have been through will certainly be a motivation for them to start volunteering and not taking YSP as a burden.

The main purpose behind our contribution was to complete the 150 community service hours that should be finished right before our senior year. However, who knew volunteering would become part of our daily lives? Who knew those 150 hours would change everything? In very short time, this purpose moved beyond volunteering as a "program" and became the will and the power of putting people's happiness before ours, all day every day.

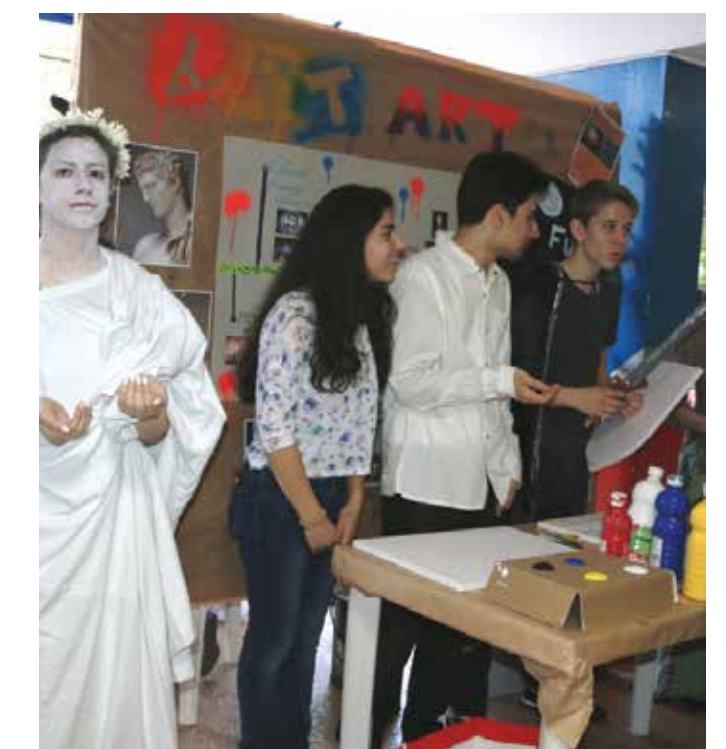
Lynne Taha & Nermine Al-Kassar
Grade 12 LS - BAC

Exploring Cultures

Cultures are different in numerous ways that are both interesting and beautiful, however there are some cultural universals that have always been integral to our lives, and they belong to each and every society that has called earth its home: architecture, language, art, dance, poetry, and drama among many others. That is what we as Gr. 10 learners exhibited on Friday the 20th of May with our colorful booths and through our interactive activities. Spurred on by the encouragement of our teachers, we worked with care as groups to build the best booth and present relevant information. Actually, our primary purpose revolved around exploring the historical development of the above elements throughout time and how each one of them is affected by many cultural settings and civilizations. To make this captivating we set about into a barrage of creativity edged with competitiveness. Some dressed up as the Zorro and others became Greek statues or buoyant boxers. Games abounded; ranging between the mixing and matching of cards to throwing darts. Many winning learners walked away with pockets full of candy and smiles full of joy. Oftentimes we would break into dance; the atmosphere was that lively!

The Sociology Department's 2016 Cultural Event was most certainly a success, involving the whole of our school in a tremendously fun and educational way!

Raed Gilliam - Gr. 10 B - SMOC





Corporate Social Responsibility

Corporate Social Responsibility - CSR refers to institutions taking responsibility for their impact on society. CSR is the real act of putting something back into the community through many ways, like providing support to community initiatives, promoting or contributing to environment sustainability, investing in worthwhile causes / institutions or organizations.

The newly established Corporate Social Responsibility committee at Education School Network has been thriving for aligning academic, social, and environmental efforts with the purpose of building a strong foundation for delivering ethical conduct among its teaching and administrative staff. Hence, as part of our objective to create a positive change in the community, several initiatives of twinning were established with Schools in Beirut, where we shared our professional expertise in the administrative, academic and educational domains.

مبادرات برنامج المسؤولية الاجتماعية للمؤسسات CSR

في إطار حرصها الدائم على تأمين أفضل الخدمات التربوية، وانطلاقاً من رغبتها في خدمة المجتمع المحيط بها ونشر الوعي الثقافي والتربوي لتحقيق التكامل بين القطاعين العام والخاص، أطلقت شبكة Education School Network التابعة لمطرائية بيروت للروم الأرثوذكسي مشروع المسؤولية الاجتماعية للمؤسسات الذي حمل عدة توجهات تربوية واجتماعية للعام ٢٠١٥-٢٠١٦. من هذا المنطلق، تقدمت شبكة Education School Network من عدة مدارس رسمية وخاصة بمشروع توأمة عرضت فيه خدماتها من خلال تحديد حاجات المدارس المشاركة، ومناقشتها مع المرءاء المعنيين.



ففي مبادرة أولية للتعارف، التقى متعلمو الصف الحادي عشر العلمي بأقرانهم في وثانوية لور مغيزل الرسمية للبنات الشحروري على طاولات حوار World Café للتباحث بمواضيع اجتماعية، وتبادل المعرفة والخبرات حول المواضيع التالية:

- ١- أيهما أهم: الخبرة الشخصية أم التعلم من خبرات الآخرين؟
 - ٢- ما هي حدود الثقة بالنفس؟ متى تصبح الثقة بالنفس كبرياء قد تبلغ حد استغلال الآخرين؟
 - ٣- هل يتمتع الرجال والنساء بتكافؤ الفرص؟
- وكان هذا اللقاء حول طاولة الحوار بمثابة تعريف بالبرامج التربوية في مدارس Eduvation التي تشجع على الحوار واحترام الآخرين وتقبل رأي الآخر. وسوف يتبع هذا اللقاء عدة نشاطات تربوية، منها الأسبوع الثقافي الذي من أهدافه تطبيق المفاهيم الاجتماعية المتعلقة بالثقافة، ورفع مستوى الوعي بين المتعلمين حول قيمة التنوع الثقافي.

التي تواجه المعلمين، ونظمت نشاطات ترفيهية هادفة لأغراض تربوية كبناء الفريق، والتعاون، والحوار، والقيادة.

ونتح عن هذا اللقاء تبادل خبرات، وأنت خلاصة النهار بمواضيع للنقاش، كانت بمثابة عناوين جديدة للقاءات مستقبلية.



وبما أن السُّعور بالمسؤولية يبدأ مع المحيط القريب، وُلِد مشروع «بيناتنا» لتوطيد روح المشاركة العائلية بين الأفراد. ويعطي هذا المشروع الفرصة للجميع بتبادل الأغراض والخدمات من دون مقابل في جو عائلي منظم. يعمل على إنجاز هذا المشروع متطوعون من المدارس يكرسون ساعات عدة خلال أسبوع لتلقي الأغراض وتسجيل الخدمات المقدمة. جاءت هذه المشاريع مبادرة لإطلاق مشروع المسؤولية الاجتماعية للمؤسسات، كان مع المحيط الداخلي، أو مع مدارس أخرى حيث ستستكمل شبكة Eduvation School Network هذا المشروع للمساهمة بالمعرفة والخبرات، ولبناء ثقافة فكرية متكاملة، ونشر فكرها وفلسفتها التربوية.

أما التعاون مع مدرسة الصباح رأس بيروت - فقد تضمن عدة ورشات عمل نظمتها دائرة التربية المختصة في مداربي Eduvation وكانت عناوينها كالتالي:

- ملاءمة التعلم: الممارسات والايستراتيجيات.
- الكشف المبكر عن الاضطرابات اللغوية عند المتعلمين في مرحلة الروضة.
- الكشف المبكر عن الصعوبات الحركية.



أما اللقاء الأول مع مدرسة الأوروغواي الرسمية المختلطة-الأشرفية الأولى فقد جمع متعلمي المرحلة الابتدائية في نهار رياضي تبارى خلاله المشاركون تمهيداً لنشاطات أكاديمية وترفيهية لاحقة.

وفي السياق نفسه، كان أيضاً لقاء تربوي عام مع أسرة ثانوية القديسة تريز في أميون، تحت عنوان: «تمهين رسالة التعليم». تخلل النهار حلقات حوار حول التربية المتكاملة، ونشر ثقافة المدرسة (مناخها وروحها)، والإجراءات التصحيحية، كما تم طرح حلول للصعوبات