



## Inside Stories



ما هو  
الشّلل  
الدّماغيّ؟  
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Out of  
the BOOK!  
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Célébrons  
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## The Beauty of Change



The class is filled with bustle and chatter. The sun shines, trying hard to breach through the windowpanes that have seen the best days, the worst days and the barren ones, leaving the atmosphere with an ancient and wondrous appeal. Time is frozen. There is silence. Yet in the back of your mind, there is a childish giggle, and suddenly you are wearing blue. Toddler feet step into the hallway to be led into a colorful door while other kids stare with puffy eyes like yours. You are promised your parents are coming back soon, unaware of the concept of hours or days. Then, you are in a new campus, which is green and ancient, and you could play like royalties since the aged stone stitch your wildest fairytales. Uniforms match earthy colors of beige to suit the eras. Later, you are back among the original white walls. But, this time there are tests to do well on, projects to finish, and competitions to participate in. You pass the classes to see students at the edge of their seats, eyes glistening with excitement of traditions you have seen start, peak and fade. The Arabic Week, the

Science Fair, the Sports Day, the choir, all haze together into a buzzing memory. Books between your hands have a glowing screen rather than rented pages, and your younger siblings have replaced the traditional system, now learning in quarters of a credit system.

You are not any longer the toddler afraid to go to the playground restrooms during class because the big scary kids have their break. You have grown to become the big kid, and when you walk the hallway and see those children staring, somehow you see yourself. You see another generation in the same place you were 15 years ago, a kid who came into the world with a tender curiosity. You started with a sort of confusion and it is unfathomable that we part with it still inside us, but this time accompanied with another feeling, that of a heavy heart not ready to leave its constant. School, with all its changes, has molded our beings. Yes, it is not easy to bid farewell to a world that allowed us to make so much of ourselves. Although we spent our whole life on shifting tiles beneath our feet seeing its bricks replaced

and colors deepened, nothing prepares us for the biggest change before us as graduates. The nostalgia may settle roughly, sometimes years after, sometimes a few moments before the end, yet we must strive to relish in it and enjoy it. Nostalgia is a beautiful thing, a human thing, and there is a sort of power in being able to look back on events and recognize the unbelievable amount of value they hold. We share with these walls a secret about change, and an understanding that we have become part of its history. Our essence carved into the stones and spirit forever lingering in the hallways, ready to live through any change to come.

Change could be a soft breeze that sweeps into our lives unnoticed or, it could come down tumbling upon us like heaps of stones. Change could be the answer to a call of hope in the dark or the edge over which we trip into the abyss. One thing is for sure, change cannot be halted; man does not hold the power to alter Earth or even stop its own altering. Man can only adapt to change to ensure his survival and evolution.

Amanda Bitar & Reina Dib - Grade 12



# Educationally Speaking

## Daily Routine / A Sense of Security

All families need some type of routine to establish normalcy, a way to get things done, and a sense of security.

### What are daily routines?

Routines are daily activities that are structured to help us manage our time. Routines can establish important habits that can become rituals. These rituals can help families strengthen their shared beliefs and values, and build a sense of belonging and togetherness. Daily routines also help set our body clocks.

### Why are routines important in children's lives?

- **Safety and belonging:** An organized and predictable home environment helps children feel safe, secure and looked after, particularly in stressful times or during difficult stages of development, like puberty. In addition, routines built around having fun or spending time together strengthen family relationships. For example, reading a story together before bed or going for a special snack after soccer practice can become a special time for you and your child to share.



- **Skills and responsibility:** Having chores to do in family routines helps children develop a sense of responsibility and independence. Children can use these skills for life.



- **Organizational Skills:** Routines can be a way of teaching younger children organizational skills, like brushing their teeth, taking medicine regularly, exercising, or washing their hands after using the toilet.



### What are some ideas for daily routines?

For school-age children, you could have routines for:

- getting ready in the morning and going to bed at night
- tidying up toys
- reading books or telling stories
- doing homework
- getting together with other children to play, perhaps after school once or twice a week
- giving out pocket money at a regular time and day
- Doing after-school activities like hobbies or sport
- Doing chores – for example, setting the dinner table, unpacking the dishwasher, helping with the laundry, or caring for pets.



### How to Implement daily routines?

Routine charts or checklists are a wonderful way to help kids remember what comes next, whether it's for the morning, bedtime or the entire day. These charts can be placed in the children's rooms where they can access them and check what they have for the entire day.



Resources:

<https://raisingchildren.net.au/babies/family-life/routines-rituals/family-routines>

Shaza Bayoud Eid  
Head of Lower Elementary Division



## Socially Interactive

Is your child struggling to develop social skills? Do not panic because this is common among children nowadays. With all the technology that is available today, children spend time looking at television, computer and phone screens more than socializing with other children. In order to help our preschool learners develop good relationship skills, some activities have been designed in the preschool playground for them to use during recess time.



Many studies conducted throughout the years indicate that recess time does not only help children to exercise throughout the school day; but also provides benefits within the classroom-learning environment. Recess gives children an opportunity to release excessive energy and improves their attention and concentration. It also decreases interruptions during class. Moreover, providing the children with a variety of activities during recess time allows them to work on their social skills. (Riser-Kositsky, M. 2018, July 17; 7 Things to Know About School Recess). During the recess, several activities have been prepared and designed in our preschool playground. Some of which are painted on the floor, such as the hopscotch game, which improves the children's gross motor skills (balance, coordination...). Other activities such as competition games are prepared every week by the teachers. Through play during recess, children learn valuable communication skills, including negotiation, cooperation, sharing, problem-solving, conflict-resolution and coping skills, such as perseverance and self-control. (National Association of Sport and Physical Education.-Physical Activity for Children. 2004.). In conclusion, recess time is an asset in the learners' daily routine since it contributes to their overall health and development. As a matter of fact, the activities done during recess time offer a rich learning environment for kids to express themselves and develop personal skills. They also provide behavioral, psychological and social feedback about each learner's development.

Vanessa Esber  
Psychomotor Therapist

## How to Help Prepare Your Child to Be a School Leader?

Leadership opportunities provided at school today have a huge impact on pupils' lives and can shape their future. In significant educational organizations, it makes good sense to create a structure which then leads to formal leadership roles for s and helps them develop life-long leadership skills by serving and contributing in a school community. Some learners are chosen for roles, while some are not; but this should never be what matters. In fact, leadership is something that everyone can do as part of the individual's everyday life regardless of one's age.

However, in our interaction with so many ideal learners, we have noticed a number of important traits among many of them who are leaders at school, and decided to pass on what we have observed and learned to parents who have a keen interest in supporting their children in this area. This series of tips is based on our observation of the characteristics of learner leaders whom we have had the privilege of spending time with. We hope these six tips will aid parents to help their children in their own leadership journey, wherever that takes them!

### 1. Talk to your child about leadership opportunities rather than leadership positions

Learners who are inevitably chosen for positions in an informal setting for many years. Therefore, talking with your child about everyday leadership opportunities is the most helpful. Questions you could ask on a regular basis could include: Did you volunteer to help with anything today? Is there anyone you spent time with today that really needed it? Did you try anything new today? What good ideas did you have today? How did you help your class/school/team/group today? Did you make any kind of sacrifice today? These questions lead to discussions about everyday leadership. As this type of conversation becomes a habit, you will be helping your child to think as a leader.

### 2. Encourage your child to be involved in everything

Being involved in absolutely everything at school may be unrealistic. However, it is common for learners who are involved in a large number of extra-curricular activities to eventually be chosen for the learner leadership roles. It is important to encourage your child to be involved in activities such as: sports, music, drama, singing, dance, debating, fundraising, community service, committees, mentoring, or assisting in the library. Being involved in many things is an opportunity for youngsters to interact with many different groups of learners and to put their leadership skills into practice. It provides a context to contribute to the school and/or serve others and learn new skills in parallel.

### 4. Help your children with their presentation skills

Excellent public speakers are not necessarily effective leaders. Whilst public speaking is not the most important ability that all learners need to demonstrate, for some roles require learners that are competent in front of a group. Learners in some leadership roles have to speak at assemblies, events, in other classes or to school visitors. It makes sense that when selecting leaders for these roles, the school would not want to put a learner in this position if he/she would struggle with this and are instead gifted in other areas. Helping your children to be confident in speaking in front of a group can be done in a number of ways; such as, listening while they practice a classroom presentation and giving feedback, encouraging them to make their own phone calls for various things, watching online videos of effective speeches together, and encouraging them to take any opportunity to speak in front of a group.

### 5. Do community service with your child

Leadership is about serving others and contributing to the community. By doing something in your local community together, your child will see that leading does not only happen at school. There are undoubtedly many opportunities for you to be involved in the community together; such as, contributing in a sporting club, helping with a charity, being involved in scouts or similar groups, or assisting with an environmental project. Try to find an ongoing project that can help your child see that leadership is a commitment.

### 6. Encourage your child to 'take responsibility'

When you think highly of your child it can be hard to think that they would do anything wrong. The truth is; everyone makes mistakes! We never assume that learner leaders are perfect, but we expect that they strive to demonstrate good character. Part of this good character is accepting responsibility for mistakes. When it becomes clear that your child needs to take responsibility for a mistake, you may find it helpful to reassure them that everyone makes mistakes, help them identify the mistake they have made and the ways in which their actions have affected others and encourage them to make the necessary apologies or changes. Seeking leadership opportunities, being involved, developing problem solving and verbal communication skills, and doing community service and accepting responsibility may indeed be very helpful learning experiences that cause your child to stand out as a potential school leader.

Reference: [www.gripleadership.com.au](http://www.gripleadership.com.au)

Elie Mwannes  
Secondary Math Teacher





Overcoming Test Anxiety



While it is completely normal to feel a bit nervous before a test, some learners find test anxiety devastating!

The most common symptoms of test anxiety are racing thoughts, inability to concentrate, or dreadful feelings that can be combined with physical symptoms such as fast heartbeat, headache, or nausea. Whether it is a formative assessment in Mathematics, a summative assessment in Arabic or a final exam in History, test anxiety has the power to derail weeks and months of hard work. According to the ADAA (Anxiety and Depression Association in America), causes of test anxiety may include fear of failure, lack of adequate preparation time, or bad memories from past test experiences. It is good to know that you are not alone! Fortunately, there are several tips that can help learners overcome their test anxiety.

Here is what you can do to stay calm in the days leading up to and during your test.

1. Be well-prepared.

If you feel confident that you have prepared thoroughly for the exam, you'll feel more confident sitting for the test.

2. Get a good night's sleep.

Having adequate rest (9–10 hours per night) is likely to be more beneficial than staying up late at night and exasperating your nerves.

3. Fuel up.

Eat a nutritious breakfast before the test and pack smart snacks for ongoing energy.



4. Get to class—or the testing site—early.

Pack everything you need for the exam the night before and set the alarm so you can get out the door on time. Nothing will heighten anxiety like the feeling of rushing to get to a test. Arrive at least 10 minutes early!

5. Have a positive mental attitude.

Bring a picture of your happy place or come up with a morale-boosting mantra like "I can do this" or "I worked hard and deserve this." Peek at your picture or recite your mantra right before the test begins.

6. Focus during the test.

During the test, do everything you can to maintain focus. If you find yourself becoming anxious, stop and regroup. Sharpen your pencil, ask a question or focus on taking deep breaths.

Read the directions thoroughly and consider all answers before making a choice or starting the essay. There is nothing worse than putting time into a question and realizing you are not solving for x, or the essay is off topic.

7. Just start.

The blank page can maximize your anxiety. Start with the question that you find the easiest. If you're stuck on a problem or you are worried about your answer, move on immediately to the next question and come back to it later.

8. Watch the time.

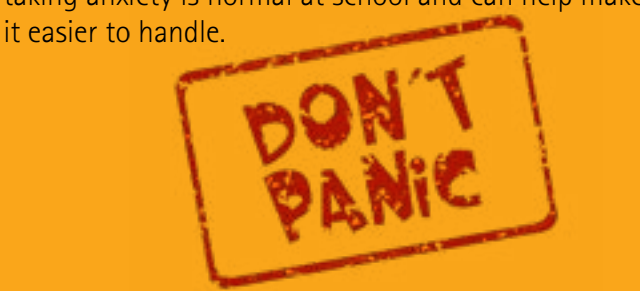
Realizing that time is almost up before finishing all of the test can make it hard to do anything useful in those final minutes. Mentally allocate how much time you'll spend on each section. If there's time to recheck, that's even better. If not, it's alright to recognize that a little bit of anxiety before a test is a good thing. If you did not feel nervous at all, you might not be motivated to do your best.

9. Don't pay attention to what other people are doing.

Pay attention to your own test and pace, and forget about the other learners in the room.

10. Focus on calm breathing and positive thoughts.

Deep breathing can slow down a beating heart or a racing mind, so practice these techniques at home. The very act of concentrating on breathing and thinking can biometrically alter those anxious feelings. Sometimes just remembering that facing some test-taking anxiety is normal at school and can help make it easier to handle.



<https://www.verywellmind.com/test-anxiety-3024422>  
<https://www.princetonreview.com/college-advice/test-anxiety>

Caroline Kasparian  
Head of Mathematics Department

“Site” Seeing



In the secondary years of school, learners face their most challenging task: conducting a research.

In this case, a lot of learners might be tempted to use Wikipedia when it comes to finding information; however, this site is not considered to be a proper credible source. Therefore, we recommend:

- **organizational, government and educational websites (.org, .gov and .edu)** to get accurate facts without being at risk of receiving altered pieces of information.
- **Science.gov** for scientific research; it is a reliable source that offers 60 databases, 2200 websites, and access to over 200 million authoritative pages.
- **Project muse, BBC, The New York Times, and foreignaaffairs.com.** for the credible news sources and the high quality books and journals in the humanities and social sciences.
- **the world factbook**, that covers over 250 world entities, for information on history, government, economy, geography, military, transport and more...
- **Phil papers** which is a comprehensive index and bibliography of philosophy maintained by the community of philosophers. Its index currently contains 2,448,891 entries divided into 5,417 categories that monitor journals, books, open access archives, and personal pages maintained by academics.
- **Google scholar** that offers a lot of books and credible researches published by doctors and professors. Although some of the findings are paid, you can find a variety of free books and articles to read.
- **Microsoft academic search engine** that pulls content from over 120 million publications; including scientific papers, conferences and journals. You can search directly by topic, or you can search by an extensive list of fields of study.

In addition, information published on **official UN committee websites** is 100% reliable. These websites contain statistics and official statements about all of the topics discussed in their conferences. Knowing where to start your hunt for information can save you a lot of precious time and is an important tool to ensure your results will be up to par with academic standards.

Lynn Maasarani  
Grade 12 - GS

The Modern Age Meltdown

Whenever a couple gets a baby, the first thing on their long to-do list is searching for schools. But pause for a second! How do we choose the appropriate place for our children to grow in during the most crucial part of their development? Of course, what anyone would automatically look at is the school's academic performance based on its results in official exams or standardized tests. However, do these criteria guarantee a successful future for our children? Are report cards the only indicator for a victorious life? Are these points the only target we seek from the scholastic life?

Academic life has been a challenging journey for students, especially in the last two decades. The main reason is what the overloaded and high standard parents expect out of their children; where at times, they become a bit too demanding expecting kids to perform at a level of perfection parents were never asked to perform at. Parents are developing the tendency to always be very concerned in their children's academic performance. When kids are back from school, the first thing parents often ask their children about is how they did in the physics exam or if the teacher had returned the tests of the previous week... So, if it's an A, "congratulations! Good job sweetheart"; and when the answer is "dad, I got average", the child is grounded! However, if parents only look at what they've nurtured, if they have the courage to really look at it, they'll see that not only do their kids think their worth comes from grades and scores; but that when they look right inside their precious developing minds, they realize that they constantly send children the following message: "you will fail in life if you keep on getting low grades." Parents must note that children are very sensitive to emotional stress taking into account the limbic brain's development during this stage. Too much stress on learners coming from endless homework, score expectations or even sleepless nights to complete all required assignments could fatigue the hypothalamic-pituitary axis by flooding the body with hormones like adrenaline and cortisol. The excess of these two



hormones would negatively impact the body leading to a variety of psychological and physiological conditions. Now, does this mean that parents should leave their children on their own and neglect their academic performances? Of course not! The point is that when we treat grades, scores and awards as the purpose of childhood, which is equivalent to the purpose of going to school, just to get into top colleges or programs; then, this is a too narrow definition of success we give to children.

Again, the message is that parents and adults must be less concerned with the specific set of goals they set for their children in specific domains, and be far more concerned with their habits, mindset, skills and the willingness to be successful wherever they go to! Learners would want parents to be less obsessed with grades and scores and more concerned with providing the ideal environment for their children to grow and strive on values like love. Parents want their children to lead a life filled with comfort and happiness. Surprisingly, it's not achieved by getting into this college or into that program. Even money that erupts from the most rewarding careers isn't capable of generating happiness. According to the longest longitudinal study done by Harvard professors (75 years), true happiness comes from love; not love of work, but love of humans. That is why in the primary stages of life, kids must be taught how to love; besides, they can't love others without loving themselves in the

first place, and they won't love themselves if parents don't offer their kids unconditional love.

Let's face it! Children who are gifted in math and sciences are the top learners, and that is simply because they bear the highest coefficients on grading reports. However, who said in the first place that math, for example, is a priority over physical education.

No one would understand this image more than teachers: In every class, there is an athlete whose physical health is more important than physics, a musician whose math grades don't count, or an artist whose chemistry scores will take him nowhere. In every class, there is an entrepreneur who doesn't care about English literature. We must accept the fact that each one is unique, and we can't assess everyone in the same way. Einstein says: "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

Yes, grades are important to enter college, and there must be a minimal educational level in all domains; however, grades must not be the most and only important target of childhood and education in first place. Instead of flooding up children with never-ending information and always telling them what to learn, why don't we focus on teaching learners how to learn? In that way, we could be setting the building blocks of an innovational society. We must let pupils study or practice what they're passionate about!

If you have a talent, work on it. If you have a vision, plot for it. Everyone is born for a reason, but most of the times it is society that kicks us down and makes us believe in restraints and limits that don't really exist. Even Thomas Edison was advised to quit school because he was "not good enough". You heard it, right! The man that lit up the world. It's your chance to make a difference! Stamp your thoughts everywhere you go!

Mazen Hammoud  
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Study Habits... Key for Academic Success

A prevailing myth among learners is the conviction that links intelligence to acquiring concepts instantly and easily. Nonetheless, intelligence is essentially the result of thought, time and effort - or in other words, the practice and execution of effective study habits. Study habits are central for learners' academic success. They entail a set of skills such as time management, self-discipline, concentration, memorization and effort. As we encourage our learners to become self-regulated individuals who take responsibility for their own learning and development, we present below few tips to support learners in their journey towards academic success.

Are you a Visual or an Auditory Learner?

Learners learn differently... This is a fact! In order to identify your preferred learning style, ask yourself the following: Am I more inclined to remember something better when I see it, or when I hear it, or when I experience it or do something active with it? Accordingly, the following will be useful:

Tips for Visual Learners

- Visualize what you are studying
- Use color in your notes (colored pens, highlighters)
- Visualize what the instructor is lecturing about
- Draw pictures and diagrams
- Use mind maps in your notes
- Use pictures and graphics to reinforce learning

Learn from videos

Tips for Auditory Learners

- Listen to tapes of recorded assignments
- Tape-record your own textbook reading
- Read out loud
- Talk over ideas from class and what you are studying with your peers
- Participate in class discussions
- Listen to audiotapes on the subject

What to do in class and at home?

As learners reach higher-grade levels, they are expected to demonstrate responsibility for their learning by reflecting the following:

- Note taking during explanation
- Studying at home on daily basis even if there is NO homework assigned for the next day
- After studying on daily basis, coming to class and asking questions that clarify any vague concepts at hand
- Making sure that the STUDY ZONE at home is distraction free; no means of interruption or disturbance should be present
- Refraining from MEMORIZING concepts
- Underlining KEY concepts or highlighting them for better understanding
- Thinking and studying out of the box by exposing yourself to the different angles of the subject at hand



Essential Questions for Developing Metacognition

The greatest achievement any learner could attain is to develop metacognition in the course of learning. In simple words, metacognition involves thinking about one's own thinking process in order to achieve better self-awareness. We suggest 7 questions for learners to promote their metacognition:

- 1- What should I do first?
- 2- Is anything confusing to me?
- 3- Can I explain what I have learned?
- 4- Should I ask for extra help?
- 5- Why did I get this answer wrong?
- 6- Can I apply this in different contexts?
- 7- How can I do better next time?

Intermediate Division Teachers



## A cartoon illustration of a boy and a girl. The boy, on the left, has dark hair and is wearing a teal sweater over a white collared shirt. He is holding a large yellow bowl filled with red apples. The girl, on the right, has brown hair and is wearing a purple long-sleeved shirt and a purple headband. She is gesturing with her right hand towards the bowl of apples. The background is a light blue cloud-like shape.

With the scientific advances, humans are living longer. Are we aware of that? Are we preparing ourselves to the second fifty years?

During the last few weeks, the advisory program drew attention to this matter by promoting living a healthy and safe life. First, awareness on the need to know our bodies in a better way was raised by answering the following questions; how does my body work and what does it need? Accordingly, we should eat healthier by avoiding excess sugar and junk food. We need to exercise regularly, sleep well, and practice good cleanliness habits. Moreover, we need to realize that whatever we do to our environment has repercussions on our personal health.

Man (the Human Person) is the king of all the creation. He gave each living creature its name. However, we tend to forget the responsibility that comes with the

## Educational Programs Department



## A photograph of a classroom where two female teachers are standing in the center, facing each other. They are surrounded by a large group of young children, mostly girls, who are sitting on the floor in a circle. The classroom is decorated with colorful posters and drawings on the walls. There are small tables and chairs in the background. The children are wearing grey patterned shirts.

Pekiza Berberian  
KG1 Homeroom Teacher



# The Iron Will



- المُعالِجَةُ المائيَّةُ والفِزْيائيَّةُ (العلاج داخل الماء والتَّمارين الرِّياضيَّة)
- العِلاجُ بِالرُّكُوبِ على الخيل.
- الرِّياضَةُ البدنيَّةُ العِلاجيَّةُ.

يمكن أن يؤثر الشلل الدماغي على وضع الطفل وتوازنه وقدرته على الحركة والتواصل والأكل والنوم والتعلم. ولكن على الرغم من ذلك، فإن معظم الأطفال المصابين بالشلل الدماغي يذهبون إلى المدرسة ويندمجون من خلال برامج التعليم الخاص بهم.

وفي هذا الإطار، استضافت مدرسة البشارة الأرثوذكسية، وهي مدرسة دامجة، مُستشار وزير الخارجية اللبنانية لذوي الإيرادات الصلبة «جو رحال»



السَّلُّ الدَّمَاعِيّ هو خَلَلٌ أو ضَرْرٌ يَصِيبُ الدَّمَاعَ في طَوْر التَّمَوُّ. يُسَبِّبُ السَّلُّ الدَّمَاعِيّ دَرَجَاتٍ مُخْتَلِفَةً مِنَ الاضطراباتِ في القدراتِ الحركيّةِ، الحسيّةِ، وتؤثّرُ على مستوى الذّكاء، وتؤدّي إلى اضطراباتٍ في عملِ الأعضاء المُخْتَلِفَةِ في الجِسمِ.

قد يحدثُ هذا الخَلَلُ في الدَّمَاعِ خِلالَ عَمَلِيَةِ الولادةِ، أو خِلالَ فِتْرَةٍ ما بعد الولادةِ حَتّى سِنِّ الخَمْسِ سنواتٍ ويَتِمُّ تشخيصه خِلالَ السَّنَةِ الأولى من الحياةِ.

- تأخر في النمو والتطور.
- تورّ شديّد في العضلات يدلّ على التشنج.

- **السُّلُّ الدِّمَاغِيّ التَّشْنِجِيّ:** يَتِمَّيزُ هَذَا النُّوعُ مِنَ السُّلُّ بِتَوَثُّرٍ شَدِيدٍ فِي الْعَضَلَاتِ بِتَرْتُّبٍ عَلَيْهِ خَطَرُ انْخِلَاعِ الْمَفَاصِلِ، تَشَوُّهُ الْعِظَامِ، وَتَشَوُّهُ كَفَيِ الْقَدَمَيْنِ وَكَفَيِ الْيَدَيْنِ.

- **السَّيْلُ الدِّمَاغِيّ الْمَكْنُون:** نَجْدُ لَدَى الْأَطْفَالِ الْمَصَابِينَ بِهَذَا النَّوعِ مِنَ السَّيْلِ حَرَكَةً لِإِرَادِيَّةٍ مُسْتَمِرَّةٍ فِي الْأَطْرَافِ وَاضْطِرَابًا فِي تَنْفِيزِ حَرَكَاتٍ إِرَادِيَّةٍ مَقْصُودَةٍ تَسَبَّبَ أحيانًا صُعُوبَةً فِي الْمَشْيِ.

- **البُشَلُّ الدِّمَاغِيّ الرَّحِيّ:** يتمثّل هذا النّوع من البُشَلِّ في انعدام التّوازن وعدم السيطرة على الحركات فيسير المصاب بحركات غير منتظمة ومتردّدة ممّا يؤدّي إلى خطر سقوطه أرضاً.





# Founder's Day

The Legacy of our School Founder



# Reading Week



"Who is Ignatius IV?" He was once asked in a recorded TV interview. "He is a human being who wants to be very simple and clear, and above all wants to serve others without any reservation or discrimination", Patriarch Ignatius IV Hazim replied.

With all that he experienced throughout his life; from living in a modest family and not managing to get a proper education in his early years in his hometown in Syria, but then becoming a judicious Patriarch and the founder of BAC and the Balamand University, he still saw himself as an ordinary man. Patriarch Ignatius IV Hazim studied in Lebanon then moved to France for further education. When he came back from Europe, he became a teacher at "Ecole Des Trois Docteurs", before pursuing his dream of building the Beirut Annunciation Orthodox College and becoming its first principal.



Patriarch Hazim saw the school as a tool to teach manners, respect and tolerance. He believed that developing a moral platform is more important than mastering subject matters. He dreamed of a society that embraces diversity with citizens that exemplify love and respect in their daily lives.

As we stand today in this school witnessing all the constant evolution in our knowledge, we must carry the legacy of Patriarch Ignatius IV Hazim and celebrate education as an approach for attaining a peaceful, loving and educated community.

Jad Tutunji  
Grade 8 - A



## Reading Rituals



*"Reading gives us some place to go when we have to stay where we are."*  
--Mason Cooley

We are creatures of habit. We follow routines and rituals in our daily lives like brushing our teeth, saying a prayer before a meal, reading a book before sleeping... These routines become so engraved in our daily lives that we tend to do them automatically and without effort. Therefore, a ritual is a series of actions done by someone that becomes a part of his or her life.

In order to stimulate the love of reading from an early age, we need to create reading rituals that motivate children to adopt this habit. At school, learners are encouraged to keep logs or journals of books they've read. Many learners keep track of all the books they read by accumulating titles on the list year after year, even well after graduating, thus maintaining this ritual throughout their lives.



Moreover, reading throughout the day and having a book at hand at all times is one ritual. Grabbing a blanket, pillow, stuffed animal and a book right before going to sleep is another ritual that some may follow. Props, locations and interesting topics may help create reading rituals for children. Always ask the child to choose a book on his own and let him or her know that anytime during the day is a right time to start reading.

To encourage learners to develop and maintain their own reading rituals, this year during the reading week, Grade 1 and Grade 2 learners engaged in a fun and educational activity pertaining reading rituals. During the activity, learners enjoyed a quiet, cozy reading session with stuffed animals and all-time favorite story books on a prepared set. This setup exposed them to the whole process of bed-time story reading starting with picking and agreeing on a book with a reading partner (whether a human or a stuffed animal). This was only accomplished after careful consideration of story titles, cover pictures, illustrations, authors, and other details that sparked their interest when they checked out or discovered the books. Learners concluded the activity with inspiring ideas and great plans for their own reading rituals.

Always encourage children to read since,  
*"The more you read, the more things you will know.  
The more that you learn, the more places you'll go."*  
--Dr. Seuss.

Ranime Rizk - Carole Markarian  
English Teacher - LE Division

## Reading Week

### Out of the BOOK!



Avid readers encounter a myriad of experiences in which they get immersed in a book and become the protagonist's advocate and secret-keeper! During reading week, on Character Day, the story characters literally came alive and visited the classes. Third and fourth graders brought their characters to light by picking their favorite story characters and impersonating them. Matilda, Cat in the Hat, Mal, Harry Potter, Captain Flint, Robin Hood, Easter Bunny, Geronimo Stilton and many more characters walked hand in hand, made their challenges and personal accomplishments known to public, and had their characters appealing to the mind and heart of the audience. Not only did they glow in our greet-and-



meet time, but also they dazzled and bewitched all the spectators by the magic, charm, and uniqueness of their characters. Leaving everyone speechless, they marched on a parade in the school playgrounds and hallways where they brought joy, laughter and entertainment. This character day has instilled in all learners a passion for reading with a variety of book recommendations to choose from and urged them to commit to their reading habit that serves as an escape into a fantastic world!

Ghada Kanaan - Grade 4 English Teacher  
Lara Fawaz Komeiha - Grade 3 English Teacher



# Stay Tuned



## Appreciation Day



"For beautiful eyes, look for the good in others; for beautiful lips, speak only the words of kindness; and for poise, walk with the knowledge that you are never alone." Audrey Hepburn.

On a hovering day in February, the learners' committee in our division initiated an "Appreciation Day" in which each one of us participated by writing a spirit-lifting letter to a classmate, friend, teacher, or staff member. Ink being used, papers being folded, and letters being slipped through slots anonymously, the initiative was executed wholeheartedly. Kindness fulfilled its own motive, and school spirit was embellished upon us with excitement. Alas, the day had come! Eyes sparkled as each received anonymous letters with sincere words. Unexpected kindness is indeed the most powerful agent for human change!

Suha Mortada  
Grade 7 - A





## Memories are Stitched with Love



It is said that sometimes you will never know the true value of a moment until it becomes a memory. We all get flashbacks of memories and wish we could keep these treasured memories in a safe place. Rewinding unique moments bring us satisfaction and paint beautiful portraits on the canvas of our memories. Try to recall the time when your mom offered you a long-lasting hug after an arduous day or the time you finally managed to ride your bike successfully. What about the time when you washed your worries away and spent a quality time with our family? Wouldn't you wish you could turn back the hands of time and relive these moments more profoundly? Allow our fourth graders to take your hand and travel across time. Fourth graders embarked on a journey to revisit their past and create a memory box to keep safe their once-in-a-lifetime memories with their families. Bearing these thoughts in mind, fourth graders reminisced their childhood and were in constant pursuit to fish for their pleasant memories. What an exquisitely sentimental recreation of their favorite memories did they represent! They started off as inquirers who collected their photographs and most prized miniatures. Moving on, they interviewed a family member to touch upon their milestones. Subsequently, they collected and placed all these memories in an artistically crafted memory box that they dedicated to that family member they admired. This nostalgia has surely molded us to grow into being more grateful and aware of the strong and irreplaceable family bonds. Home is where the love and warmth of our family members reside. Erica Hepper, a lecturer in the school of psychology, believes that we should make deposits into the nostalgia bank that we can draw on when we need a boost in the future. Hold on to your memories, cherish them, and let this mark the inception of a life marked with meaningfulness, optimism, and abundance. Next time, if your inner voice craves for a fond memory, give in and pause the moment!

Ghada Kanaan  
Grade 4 English Teacher



## News Broadcast Project



Patience, Persistence and Perspiration Make an Unbeatable Combination for Success. Shining bright comes from the heart of effort and determination. This is exactly what Grade 6 learners experienced while working on the news broadcasts projects during the English sessions. Presentations and broadcasts evolved for one whole week, and the outcome was flabbergasting. Learners transformed a school project into a career path and a significant work of art. It all evoked when an altruistic teacher announced the breakthrough of a new project that required all learners to work on their own news broadcast. Learners, with all their mighty will, started working adequately and considered the news broadcast as their fundamental focus. Ideas were scrambled on papers, some of which were counterproductive. However, learners had the



required persistence to elevate their projects to a new dimension. They even had their prim apparel on to live the role flatteringly. Finally, their endeavor came into place, and the tide turned. When each group went on stage, hands quivered, hearts pounded and skipped a beat, but that definitely did not cease the lips from moving and excelling. Learners had the confidence and ability to fulfil outstanding presentations where a great roar of applause broke out to reward the overachievers for their distinctive performance. Learners put on quite a memorable show! They felt like bursting stars because they had the will, and if there's a will; there's most certainly a way.

Aya Bassam and Karim Bitar  
Grade 6 - A



## The Artist in You

### Art Works



Anwar Moumneh - KG3 C



Celine Shaar - Grade 3 B



Karim Bitar - Grade 6 B



Juliana Hossary - KG3 A



Yara Jaber - Grade 2 A



Asma Sleiman - Grade 3 C



Celine Ladki - Grade 3 A



Karim Bitar - Grade 6 B



Mohamad Abou Nasr - KG3 B



Karim Bitar - Grade 6 B



Adam Fares - Grade 2 B



Tia Zein - KG3 A



Joya Nammour - KG3 A



Omar Mneimneh - KG3 C





وهي التي تظهر كنور مُضيء في الظلمات لترشد أولادها إلى الطريق الصحيح. إضافة إلى كل ما سبق ذكره، فلقد تميّز هذا الحفل ببعض المُتعلّمين الذين عزفوا على آلات موسيقية تعبيراً عن فرحهم بحضور أمهاتهم فعمّت التّهجّة أرجاء المَدْرَسَةِ وعُتِرَت كل أم عن سرورها بدموع الفرح التي انهمرت على الوجوه المُبتسمة. كل عام وأنت بخير يا أمي، قَلَمَةُ أَحَبِّكَ قليلة جدًا أمام هَامَتِكَ العالِية.

مونیکا جروان  
معلّمة اللغة العربيّة

## هي الحياة بأكملها

الأمّ كلمة رائعة، عظيمة ومُعَبِّرة تشعّ دفئًا ومحبّة. كلمة تُحرّك رياح المُشاعر في التّفوس والقلوب. كلمة مُفعمة بالمحبّة الصادقة، ومهما حاولنا أن نُعبّر عمّا بداخلنا من أحاسيس، فالكلمات والخروف لن تكفي لتصف نورك الساطع يا أمي وعطاءك المُتحدّد الذي لا يحفّ.

تكريماً للمّهات متعلّمينا في مرحلة الرّوضات، نظّمت مَدْرَسَةُ البشارة الأرثوذكسيّة في الواجد والعشرين من شهر آذار حفلاً مُميّزًا لمُعابِدَتِهِنّ من خلال أنشطة ترفيهية مُتنوّعة، فغتنى المتعلّمون ورفصوا على وقع أنغام موسيقية حماسيّة كما قاموا بلعب أدوار تجسّد التّضحيات التي تقدّمها الأمّ لعائلتها. فهي التي تحيا من أجل بناء أسرة مُتواصِلة ومتراپطة،



## إبداعٌ وخيالٌ

لوحات مزجوا فيها الألوان كفتانٍ اختير الرّسم منذ سنوات.

ولم يكتفوا بالرّسم فقط، إنّما أفسحوا المجال لمخيّلتهم وودّحوا أفكارهم، ليصفوا هذه المشاهد بأجمل ما بكنة عقولهم من أفكار وعبارات، فجمعوها ورّبوها في فقرٍ وصفيّة تنبع من مشاعر صادقة لا تكلف فيها.

هكذا أنجز المتعلّمون نشاطهم المُرتبط بالوحدة الثّانية، وذلك ضمن مجموعات عملت بحماسة لافتة ويتضامّن مُتكامِل بين أفرادها، لتحصل على أعمال فنيّة غنيّة بمكتسباتهم اللّغويّة الجديدة.

أخيرًا، نستطيع القول إنّ لغتنا العربيّة قيّمة، فواجب علينا أن نزرع محبّتها في قلوب متعلّميننا، والفنّ وسيلة فعّالة يمكن الاستعانة به لغرس هذا الحبّ فهو، كما قال بابلو بيكاسو، «يَمَسُّحُ عن الرّوح عُبار الحياة اليوميّة».



تُعبّرُ الفنّون بشكل عامّ حالة ثقافيّة تعبيريّة، وذلك لأنّ التّفنّس تنوّق إليها لتهدّب ما يخالّجها من مشاعر، وتُخرّجها بشكل أعمال حضاريّة تُنْشَل في العُقول والقلوب، وتترك أثرًا يلامس الرّوخ بشغافيّته وصدقته.

ومن الفنّون التّعبيريّة نذكر الرّسم، هذا الفنّ السّامي الذي يجسّد الجمال والإبداع والرّفقيّ في التّعبير عمّا يحول في التّفوس والخواطر.

هو وسيلة ممتازة لترجمة مشاعرنا، فكيف لا نلجأ إليها ونرشد متعلّمينا لاستخدامها في نشاطاتهم؟ وبما أنّ اللّغة العربيّة تتألق بالتّعبير المُنمّقة والمُزخرفة، ارتأينا أن نجتمع بين هذين العملاقين وأن نجسّدهما في عمل واحد يمزج الرّيشة والألوان بالمجاز والخيال. فبادر متعلّمو الصّفّ الأساسيّ الثّامن برسم لوحاتٍ تعبّر عن أفكارهم كمراهقين، وجمعوا مواهبهم لينتجوا أعمالاً قريبة من الإبداع: لوحات مرسومة بأنامل مبدعين، فاخ منها عطر لمساتهم البريئة،



## ما أجمل سَكَلنا!

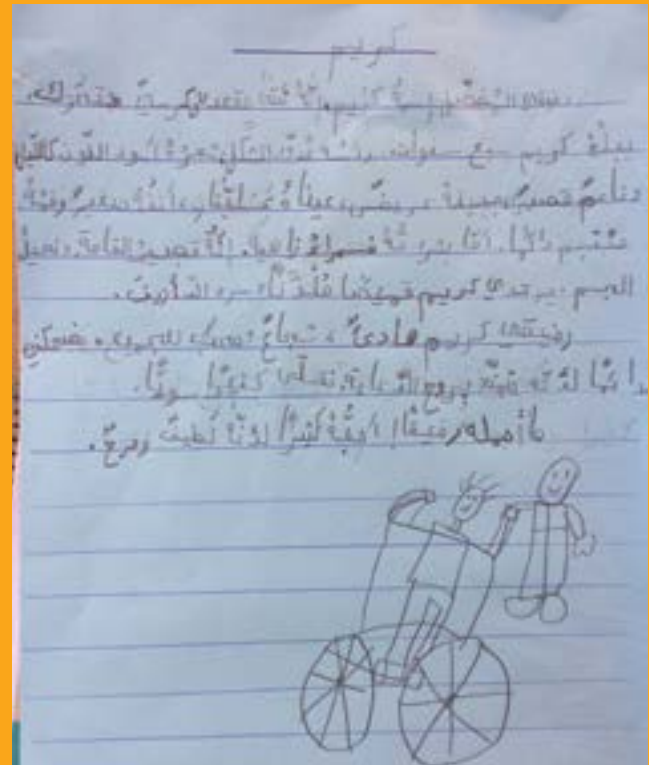
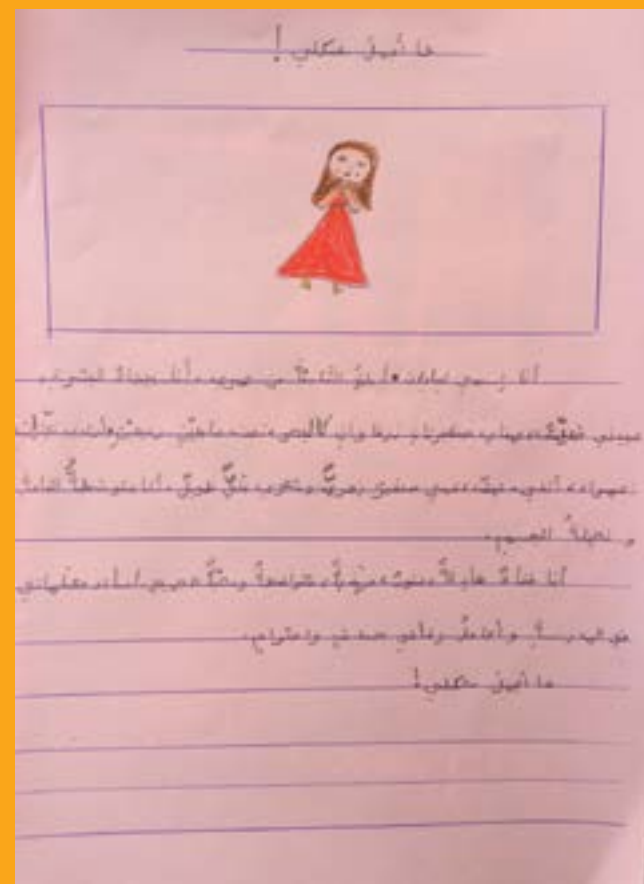
يُعبّرُ البعض أنّ الشّكل الخارجيّ للإنسان هو بمثابة بوابة عبور وتعارف إلى صفاته الداخليّة من أخلاق، طباع وتصرّفات ولكنّه ختمًا غير كافٍ. فكم من فرد خلّقه الله وميّزه عن غيره في شكله وفي قدراته ومهاراته.

وانطلاقًا من هذا المبدأ، وفي إطار تعلّم التّميّظ الوصفيّ، قام متعلّمو الصّفّ الأساسيّ الثّاني بوصف أنفسهم ورفاقهم من خلال إنشاء تصوّص وصفيّة مُتنوّعة لآثارهم مدرّكين تميّزهم، قرادتهم



واختلافهم عن بعضهم البعض ومُتنبّلين أنفسهم والآخرين فرسّخوا في أذهانهم أنّ الصّفات الدّاخلية للإنسان أكثر أهميّة من صفاته الخارجيّة وأيقنوا أهميّة عدم الحُكم على الإنسان من شكله الخارجيّ بل الحُكم على جَوْهره. فما أجملنا بتفَرّدنا وتَميّرنا!

ريتا ملحم  
معلّمة لغة عربيّة - الصّف الأساسيّ الثّاني



# The Writer in You

## Schools... The Last Possible Saviors of Our Society

Our school was founded by the late Patriarch Ignatius IV Hazim in 1953. It was a regular and boarding school until 1983, when it closed to harbor war refugees. It re-opened in 1998 with a determined focus on cross-curricular integration and transferable competencies, abilities, and skills, as well as values. Such direction allows our school to build well-prepared pupils who will later on unfold into successful adults and leaders.

Leadership development is essential for students... In fact, none of the modern day famous figures, such as Einstein, Hassan Kamel El Sabbah, or Mother Theresa would have gotten to the stage of influence and inspiration without having leadership embroidered into their personalities. Students spend a thousand hours at school yearly; therefore, schools are the perfect place for initiating the formation of a student's leadership identity. At school, we, students, develop permanent habits, nurture and equip ourselves with a moral system that is imperative for inducing positive change within the society we live in today.

Schools are one of the last possible saviors of our society since they have the power of building adults who will set the foundations of our future. We are now reaching an era where development is fundamental for our survival in the world in which we have lived for thousands of years, yet we remain ignorant of most of its mysteries. It is time that schools commit to building strong student leaders who are well equipped to build their communities and nation. As we have learned from our school's founder, such commitment does not only rely on curricula, but also on morphing strong emotional states and tranquil minds, as well as focusing on human values. It is time to spread the legacy of our father Ignatius.

Xena Al Moukaddem  
Grade 9 - B

## World of Food

If I lived in a world made of food, I would eat without getting out of my seat. I would also play and eat at the same time. If I would be in a world of food, I would be a ginger bread girl. I could eat my hand and then make it reappear. I could also play with my friends with food. I love living in a world of food!

Adriana Bazerly  
Grade 3 - C

## La guitare, ma passion !

Avez-vous déjà essayé de jouer d'un instrument de musique? Il peut vous sembler facile et divertissant, mais il est également difficile.

La guitare est ma passion !

Bien entendu, la maîtrise de la guitare ne se fait pas en un claquement de doigts : il faudra travailler de manière rigoureuse et régulière pour parvenir aux résultats escomptés. Mais le plus important pour devenir un bon guitariste est d'être passionné et sans y prendre de plaisir à chaque étape.

Ahmad Humayed  
Grade 6 - A

grande passion pour la guitare, et quand ma mère me l'a offerte comme cadeau d'anniversaire, j'étais très enthousiaste et heureux. Je ne pouvais pas attendre d'apprendre tout sur la musique et les guitares.

Enfin, je conseille les gens qui aiment et s'intéressent à la musique de réaliser leurs rêves et se rappeler que la musique a beaucoup d'avantages : elle permet de se concentrer, de s'entretenir avec les autres et de collaborer et travailler en équipe.



### مَدْرَسَتِي

أَيُّ الحروف تستطيعُ وصفُك بل أيّ صَفَحات أحتاُجُ مِنْ كُتّاب هذا الزّمن لملء ما سوف أدوِّثُه عنك يا بيتي الثّاني.

وَضَع حِجْرُ الأساسِ لمدرستي منذُ سِتَّةِ وسِتّونَ عامًا. بينَ جُدرانِ هذا الصّرحِ العَليميِّ الرّاقِي أَقْضِي مُعْظَمَ وقتي وبينَ مقاعِدِه أتنقّل وأُكتسِبُ المَعلوماتِ والمعارفَ والمفاهيمَ... فَكُرْتُ في ما أَكُتُبُ وعَمّا أَكُتُب! فَوَجَدْتُ نَفْسي حائِزًا بينَ عِلْمٍ وثقافَةٍ وأهلٍ واحتواءٍ وانتِماءٍ للوطنِ والأرضِ وضائِعًا في تفاصيلِها التي أَحَبَّتْ في وجداني الرّحمةَ وعَزَّزَتْ في داخلي قِيَمًا سامِيَةً كالْمُسامحةِ وتَقَبُّلِ الآخرِ المُخْتَلِف... فكانتِ الرّائدةُ في مجالِ التّربيةِ والثّقافةِ والأولَى في نشرِ تعاليمِ المحبّةِ والعطاءِ، آمَنْتُ بالمُساواةِ وكأنتِ ولا تَرَالُ صُدَّ العنصرِيّةُ والطّائفيّةُ إِذ خَضَعَتْ الجميعُ تحتِ جناحِها واحتوتْ كُلَّ الطّوائفِ لأتّنا شعبٌ يَنتمِي إلى وطنٍ واحدٍ اسمُه لبنان. .

في ربوعِها نهلْنَا من عِلْمِها الوفيرِ ومن ثقافتِها المُنفِحةِ، وقد جَرَدْنَا من مشاعرِ البُغْضِ والكراهيةِ ورَعَعْنَا فينا حُبًّا للآخرِ إيمانًا مِنّها بالمبادئِ الإِنسانيّةِ الجامعةِ، ومَدَّتْ لنا ذراعَ العونِ كي نعبُرَ طريقنا نحوِ مستقبلٍ واعدٍ، رَعَتْنَا رعايةَ الأبِ الصّالحِ لأولادِه فجمَعَتْ كُلَّ طاقاتها من أَجلِنا للوصولِ بنا إلى غَدٍ مُشرقٍ، فأخرَجَتْ من قدراتِنا الفرديّةِ، والتي تميّزُ كُلَّ واحدٍ مِنّا، الطّبيبَ والمُهندسَ والمحاميَ والرّسامَ والموسيقيَّ والجنديَّ... وبالحقيقةِ هي خَرَجَتنا بربيّةِ إنسانٍ يؤمّنُ بوطنه لبنان ويُخلِصُ إليه.

حازَتْ مدرستي على جوائزٍ وتكريماتٍ عدّةٍ وذلك بفضلِ مثابرتهاِ وثقافتِها وإصرارِها على مبادئِها وفلسفتِها التّربويّةِ المُرتكِزةِ على التّربيةِ المُتكامِلَةِ. ونحنُ، كمتعلّمينِ نشاركُ يوميًّا في اكتشافِ المعارفِ ونحرصُ أن نعيشَ خِبراتٍ لا شكَّ في أنّها ستُساعدُنا في حياتِنا المُستقبليّةِ.

عاشت مدرسةُ البشارةِ الدرنوذُكسيّةِ وإلى المَزيدِ من التّطوُّرِ والرّقيّ، دمتْ لنا عَزًّا وفخْرًا وشموخًا. فحَبِّك بينَ ضلوعِنا يسكنُ، فليُرباكِ الرّتبُ يا مدرستيِ الحبيبةِ وليحفظِ المُعلّمينَ والإداريِّينَ وكلُّ العاملينَ في مجالِ التّربيةِ والتّعليمِ.

جميل عويدات

الصّفّ الأساسيّ الثّاسع «ب»

## Being a Famous Rock Star

Once upon a time, I decided to be a famous rock star. First, I took courses about how to play the electric guitar. Then, after few years, I finally became a rock star and I was very excited about the coming day to get up on stage with my band. The next day, I dressed up and I got my electric guitar and went up to the stage. I was very excited. At the end, everyone clapped for me and my band.

Lina Abou Rawi

Grade 3 - A

## If You Invent a Machine

I choose to invent a machine that helps blind people to see. It helps to save other peoples' lives. The machine looks like a hat. The blind person wears it on his head. It works by reflecting the images in front of the blind person into his brain to help him see.

Noura Zahraa Al Takash

Grade 2 - B

## One Day...

One day I woke up and looked out the window. To my surprise, I saw that my house was floating up high the sky. I quickly ran to my room trying to find a way to get out of the house. Suddenly, I remembered that I have wings. I opened the window and flew up high in the sky like birds. "Layla wake up, it's time to go to school." I wish it was not a dream.

Layla Kourani

Grade 2 - C

## رحلةٌ بَيْنَ أَحْضانِ الطَّبيعةِ

في أَوَدِ الأيَّامِ، قُضِدْتُ أنا وأُختَيِ البرّيّةِ للرّفيهِ عَن أنْفُسِنا قليلاً من أُنْعابِ الحياةِ وهُمومِها. بَيْنَما كُنّا نَتَنَزَّهُ بَيْنَ أَحْضانِ الطَّبيعةِ، سَمِعْتُ أُختَيِ وهي تُصْرُخُ: «الْجَدَّةُ! ساعديني يا أُختَيِ».

ما إِنَّ التَّقَتْ تَخَوَّها حَتّى رَأَيْتُها وهي ملقاة على الأرضِ مع جُرْحٍ واضحٍ على ركبتيها. لا أنكرُ أنّي للوهلةِ الأولى شَعَرْتُ بتوتّرٍ وَغَرٍّ، لكنّني اسْتَنْطَعْتُ أَنْ أواجهَ خوْفي وتَمَكَّنْتُ من غَلِيهِ. فَقُلْتُ بِصَوْتٍ هادئٍ وخنونٍ: «لا تَقْلَقِي يا عزيزتي، سوف أفكّرُ في علاجِ يُناسِبُ جرحك، قَتَمَاشِكِي قليلاً يا حبيبتِي». وبعدَ تفكيرٍ طوِيلٍ، تَدَكَّرْتُ علاجًا طَبيعيًّا وهو عبارة عن حامِضَةٍ ومحرمَةٍ فقط. فَعَضَرْتُ الحامِضَةَ على المَحرمَةِ، وما إِنَّ مَرَرْتُ بالسَّائِلِ على جِرحِ أُختَيِ حَتّى صَرَخَتْ بِقُوَّةٍ قَرَّلَزَل صَوْتُها المكانَ.

ما هي إلّا لحظاتٍ، حَتّى هَدَأْتُ أنا وأُختَيِ وَخَفَّ التَّوَرُّفُ وتَظَهَّرَ الجِرحُ. شكرْتُني أُختَيِ قائلةً: «شُكْرًا جَزيلًا يا أُختَيِ الحنونِ». ثمَ أَطْرَقَتْ قَليلاً وتابَعَتْ كلامَها مُتَعَجِّبَةً: «حقًا، إِنَّ الحامِضَ الكاوي تَمُرُّ عَجيبًا! شَعَرْتُ بالفخرِ تجاهَ نَفْسي. فقد أَتَيْتُتُ لي تلكَ الحادِثَةُ بأنَّ لكلَّ مُشْكلَةٍ حَلًّا بَدِيلًا ومُناسِبًا يُساعِدُ على تحسِينِ الإِحوالِ. أَمَلٌ أن أَقْصِدَ الطَّبيعةَ مرَّةً أُخرى مع أُختَيِ لكن من دون أن يَعرِضَ أحَدُنا للأذى.

حلى قلعجي

الصّفّ الأساسيّ الخامس «ج»

## رسالة

بيروت في ٢١ آذار ١٩ . ٢

أُمِّي الغالية رانيا،
أبعثُ إليك رسالةً حُبٍّ وتقديرٍ، يا رمزَ العطاءِ، ونبعِ الحنانِ، يا خُصَنًا دائمًا أَلبًا إليهِ عندما أشعُرُ بالخوفِ. أنتِ تعلميني القراءةَ والكتابةَ، وتهتمّين بأدقِّ التّفاصيل. أشُكركِ يا أُمِّي على تعبكِ وسهركِ اللّيلالي كي أَكونَ الأفضلَ أمامَ الجميعِ. أنتِ دائماً تُساعديني في تحقيقِ أحلامي. أحُبُّكِ في قُسوتكِ لشعوركِ بالخوفِ علينا. أنا فخورٌ جدًّا لأنّكِ أُمِّي، فأنتِ إمْرأةٌ عظيمةٌ يعجُزُ لبساتي عن وصفكِ.

كُلَّ عيدِ أمِّ وأنتِ سالمة. سنة بعد سنة نحتفل معًا يا أغلى ما في الكونِ، أحُبُّكِ كثيرًا.

**ولذلك المحبّ عبد الله شاهين**  
**الصّفّ الأساسيّ الثّالث (ب)**

**الأُشرقيّة في ٥ نيسان ١٩ . ٢**

صديقتي العزيزة ميس،
أبعثُ إليك هذه الرّسالةَ لِأُخبركِ عن قريتي المُفضّلةِ وهي «عينُ الفَخّارِ». إنّها قريةٌ والدتي وأنا أذهبُ للعيشِ فيها في فصلِ الصّيفِ.

تتميّزُ « عينُ الفَخّارِ » بمناخِها المعتدلِ في الصّيفِ والمثلجِ في الشّتاءِ. منازلُها الجميلةُ معظمُها مصنوعٌ من الحجرِ الكبيرِ والقرميدِ. أمّا أهلُها فهم أناسٌ طيّبونَ ويحبّون الصّياغةَ. يُنتِشِري الحليبَ الطّازجِ، اللّبنَةَ البَليديّةِ، والقربِشَةَ من السّبدَةِ هيامَ التي تصنعُ ألذَّ أنواعِ المونةِ. أمّا حقولُ «عينِ الفَخّارِ» فهي مَزرُوعةٌ بأنواعِ مُختلفةٍ من الكُزُرِ، والرّزّتونِ، الثّينِ والعنبِ. أنا أحبُّ هذه القريةَ وأنتظرُ بفارغِ الصّبرِ فصلِ الصّيفِ لأذهبُ ولأُعبِ مع أصدِقائِي وأتَنَزّه في حقولِها.

أتمنّى تشريفكِ لنا في « عينِ الفَخّارِ »، مع قبلاّتي.

**صديقتك المخلصة أدريانا بازرلي**

**الصّفّ الأساسيّ الثّالث (ج)**

**فرن الشّبّاك في ٢١ آذار ١٩ . ٢**

أُمِّي الحبيبة،

أكتبُ إليك هذه الرّسالةَ لِأُعبّرَ لكِ من خلالِها عن حُبّي وتقديري. لو جمَعْتُ يا أغلى النّاسِ كُلَّ القِبلاتِ فينبغي أن توضعَ في مكانٍ واحدٍ فقط، وهو رأسُكِ.

أنتِ حملتِني تسعةَ أشهرٍ وكنيتَ تَنتَظِرينَ يومَ ولادتي بفارغِ الصّبرِ، وكُم تحمَلتِ متاعبي وأنا في العالمِ الخارجيّ.

أُمِّي الحبيبة أنتِ عبيدي وآيامي كُلّها. لذا أسألُ الله أن يحفظكِ ويُدِيمَكِ لنا.

**ابنتكِ الحبيبة أسمى الحاج سليمان**

**الصّفّ الأساسيّ الثّالث (ج)**

**الأُشرقيّة في ٥ نيسان ١٩ . ٢**

عزيزي رامي

تحية طيبة،

يسعدني أن أكتب إليك هذه الرّسالة لأخبرك عن قريتي الجميلة « كفرصير». تقع قريتي في جنوب لبنان وتبلغ مساحتها ١٥٠٠ كلم٢ . هي قرية سكنية حيث يصل عدد سكانها إلى ١٢٠٠ نسمة. تتميز بفخامة بيوتها الحديثة المحاطة بحداثق واسعة وجميلة. أمّا مناخها فهو بارد وماطر في فصل الشّتاء، ومعتدل ودافئ في فصل الصّيف. إنّها قرية سياحيّة، يمرّ بها نهر اللّيبانيّ الشّهير، ويتهافت عليها سكّان المدينة صيفًا للإستمتاع بالمناظر الطّبيعيّة الخلّابة والرّشّول في منتجعاتها الشّياحيّة. قريتي يا رامي هي قرية مميزة ونظيفة تضمّ مركزًا لمعالجة النّفايات الصّلبة للمحافظة على نظافة البيّة، بالإضافة إلى أنّها تحتوي على أراضٍ زراعيّة واسعة لزراعة الرّزّتون والقمح والتّبغ. أحبّ قريتي كثيرًا لأنّها جميلة ونظيفة وأتمنّي أن تزورني هناك مع أهلك لتتسلّى وتُلعِب ونفُضي أوقاتًا ممتعة.

أودّعك الآن على أمل اللقاء القريب هناك، مع قبلاّتي.

**الحسن خريس**

**الصّفّ الأساسيّ الثّالث (أ)**

# Be Aware



## Chemistry in Real Life



Carbon Food Print

A food's carbon footprint is the CO2 released into the environment by growing, rearing and even eating or disposing food. This might seem like a joke, but the simple act of enjoying a meal can have consequences on the environment we live in. The problem can simply be solved by regulating what we eat. Although, the simplest possible way is to just cut down from red meat, it isn't the only option. We also have to return to organic foods, which keep the heart healthier, and increase our intake of raw food to reduce heat emissions. These changes can slow global warming and reduce pollution. The effects that result from the carbon footprint are disastrous but a subtle change in diet can make a huge difference.

Marwan Sarieddine

Grade 9 - A

Does Plastic increase the risk of cancer?

We do not live in an orderly cleansed environment. Numerous toxins everywhere, starting with the water we drink to the food we eat, encircle us. The Food and Drug administration in the United States of America has declared that when heated in the microwave, the plastic separates into more than 60 different chemicals. These chemicals will mix with the food and can lead to polycystic ovarian disease, breast cancer and many more. Therefore, two main safety measures people are required to undertake when it comes to consuming food and drinking are: (1) relocating water storage from plastic bottles into glass bottles, and (2) avoiding heating food in plastic storages.

Loulwa Naji

Grade 9 - B

## Bon Appétit

Parched? What better way to cool down than a cold healthy drink? Making a smoothie is easy, especially a healthy one.

Vital elements include:

- One or two cups of liquid to create the consistency of your smoothie such as fruit juice, water, milk, iced coffee, green tea, or coconut water.
- Green vegetables like kale, spinach, or cucumber.
- Boosters (optional) like cinnamon, ginger, cardamom, turmeric, or saffron.

Some healthy smoothies we recommend:

**BANANA GINGER SMOOTHIE:**

An interesting fact about this smoothie is that it soothes digestion, and prevents heartburn, nausea and other stomach troubles.

**Ingredients:**

- 1 sliced banana
- 200 gram of vanilla yogurt
- 1 tablespoon of honey
- ½ teaspoon of freshly grated ginger

\*Per serving: 157 calories, 1 gram of fat, 0.8 saturated fat, 57 milligram of sodium, 34 grams of carbs, 28 grams of sugars, 1.5 grams of fiber, and 5 grams of protein.



**ORANGE SMOOTHIE:**

A great source of vitamins and minerals.

**Ingredients:**

- 1 peeled navel orange
- 50 grams fat-free yoghurt
- 2 tablespoons of frozen orange juice
- 1/4 teaspoon vanilla extract
- 4 ice cubes

\*Per serving: 160 calories, 3 grams of protein, 36 grams of carbohydrates, 0.5 saturated fat, 60 mg of sodium, 3 grams of fiber, 28 grams of sugar and 1 gram of fat.

**Sources:**

www.prevention.com

Raed Fidawi

Grade 10



**عصير الأفوكادو والبقدونس والخيار الصّحيّ**

**المكونات:**

موز حجم صغير - عدد ١

نصف حبّة أفوكادو

كوب خيار مقطّع إلى دوائر

نصف باقة بقدونس على أن يكون مورّقًا ومغسولًا

برتقال مقشّر ومنزوع البذور - عدد ٢

كوب عصير جوز الهند

**خطوات التّحضير:**

وضع كلّ المكونات في الخلّاط الكهربائيّ ومزجها جيّدًا حتّى تتجانس.

**طريقة التّقديم:**

سكب العصير في أكوابٍ وتقديمها مباشرةً على المائدة.

**عمر شومان**

**الصّفّ الثّانوي الثّاني**





Activity for Longevity

An active lifestyle will lay the foundation for a healthy life. To ensure proper physical development, children need to be active and eat a variety of healthy foods. In a time when children spend a lot of time on screens and less time playing outside, it is highly important that we encourage an active lifestyle.

Physical activity would help children with:

- Healthy growth and development
- Better self-esteem
- Stronger bones, muscles and joints
- Better posture and balance
- A stronger heart
- A healthier weight range
- Social interaction with friends
- Learning new skills while having fun
- Better focus and concentration during school.

To stay healthy or to improve health, young people need to do three types of physical activity each week depending on their age level:

- aérobic exercises
- exercises to strengthen their bones
- exercises to strengthen their muscles



Children and young people aged 5 to 18 need to do at least 60 minutes of physical activity every day – this should range from moderate activity, such as cycling and playground activities, to vigorous activity, such as running and tennis. Being active for at least 60 minutes a day is linked to better general health, stronger bones and muscles, and higher levels of self-esteem.

Examples of activities that require moderate effort:

- walking to school
- playing in the playground
- cycling



Examples of activities that require vigorous effort:

- swimming
- running
- gymnastics
- football
- martial arts, such as karate



Examples of muscle-strengthening activities:

- rope or tree climbing
- sit-ups, press-ups and other similar exercises
- gymnastics
- football
- tennis



Examples of bone-strengthening activities:

- jumping and climbing
- running
- gymnastics
- dance
- football
- basketball
- martial arts



So, what happens to our children when they do not engage in enough physical activity?

- Stress Increases
- Mood Swings
- Lack of Sleep
- Reduced School Performance
- Increased Risk of Disease

What kind of snacks are good for a healthy body?

- Yogurt (Yogurt is an excellent snack for kids because it is a good source of protein and calcium. Calcium is especially important for kids' developing bones.)
- Popcorn (You might consider popcorn to be a junk food, but it is actually a nutritious, whole grain food.)
- Celery with Peanut Butter and Raisins
- Nuts (Nuts are high in healthy fats, along with fiber and antioxidants).
- Oatmeal (Oatmeal is a healthy breakfast for kids, and it also makes a great snack.)
- A Piece of Cheese (Cheese is mostly made up of protein and fat, and it's a good source of calcium.)
- Fruit
- Raisin Snack Packs
- Baked Sweet Potato Fries
- Pickles
- Olives
- Apples and Peanut Butter Dip

Léa Abou Jaoude  
Sports Teacher

Solarium Vs .Tanning

It is starting to feel like summer and people cannot wait to hit the beach and get their tan on. Many a time people face a dilemma whether to tan naturally or save time and hit the solarium clinics. The choice should be a no-brainer for a tanning bed might as well be your coffin!

Tanning by solarium is much more dangerous than tanning in the sun. The ultraviolet (UV) radiations from a solarium bed are a leading cause for skin cancer. In addition to irreversible skin damage, and irritation like rashes, blisters, redness, dryness, and premature aging, the UV radiations are also very damaging to the eyes. When eyes are exposed to those harmful radiations, the cornea (the transparent layer in the front of the eye) and conjunctiva (the mucous lining of the white part of the eye and the eyelids) may become inflamed; thus, damaging sight and increasing the potential for cataracts and temporary blindness. Also, radiation from a solarium has been shown to cause changes in the body's immune system.

Natural tanning is a safer choice when it is done correctly; for UV rays coming from the sun have the same effect as the one aforementioned. To achieve this tan, the following steps must be followed:

1) Exfoliate your body

Before leaving for the beach, apply lotion to your body to moisturize it and ensure that you would not be left with dehydrated skin at the end of your day.

2) Know when to tan

Sitting all day under the sun will leave you looking bronzed for a few hours, but after a few hours, you would be left with itchy and swelled skin. Therefore, make sure to spend not more than 20 minutes in one sitting under the sun and take a dip in the water to cool off. Also, give your skin time to relax before going to the beach again.

3) Wear hats and sunglasses

Eyes are sensitive to light so ensure that they are well covered and purchase right sunglasses. Before buying any pair, check for the labels: "UV absorption up to 400 nm" or "Meets ANSI UV Requirements" which means the glasses block at least 99 percent of UV rays. However, be mindful of falling asleep with your sunglasses and don't forget to wear your hats to protect ears, forehead, scalp, and nose all at once.



4) Drink Water

A day spent under the sun puts you at risk of dehydration. Make sure to provide your body with water every hour or so.

5) Know how to choose your tanning creams

Opt for food-based creams with little chemicals; coconut oil and carrot-based creams are a great choice since they leave you with healthy tanned skin.

6) Avoid creams altogether

This is not to say that creams are not beneficial, but sometimes choosing to apply sunscreen of SPF 30 and above every two hours sounds like a better choice. This would still allow people to get a tan, but a lighter one.

7) Snack on the right food

An antioxidant found in tomatoes, and other red and orange fruits and vegetables, can boost your sun protection by 33%. One of the best sources is tomato paste – did someone say spaghetti? Green tea, fish, and dark chocolate should do the trick.

Overall, your health is at stake so be careful when handling how you tan this summer. You may sport a tan for a few month but you would sport a disease a whole while longer.

Reference: [betterhealth.vic.gov.au](http://betterhealth.vic.gov.au)

Aya Hassanieh  
Lynn Abou Mrad  
Romy Khoury  
Hala Abboud  
Grade 11

Do It Yourself



Ready? Aim!

DIY or "do it yourself" is the activity of decorating, building and applying repairs at home by oneself rather than employing a professional. As members of the DIY club, we have conducted several projects with our peers throughout the scholastic year.

One of our favorite projects was building a table top catapult using wooden dowels, rubber bands, ping-pong balls, and spoons or stemmed plastic cups.

We started our project by putting two dowels together in a capital- T shape; the leg of this T would become the catapult's throwing arm. Then, we put three other dowels to finish framing the square base, attached two to the top of the T (from step 1) and used the third to connect them; forming a square. At each corner of the base, we affixed a dowel (four total) that stuck up vertically and connected a horizontal dowel to the tops of the two vertical dwells on either side of the throwing arm. Then, between the two vertical dowels on the other side, we connected a horizontal dowel, a couple centimeters below their tops. At that point, we leaned together the structures to form a triangle and connected their tops with rubber bands, wrapped rubber bands around the throwing arm and used them to affix another dowel that extended several centimeters past the end of the first. Consequently, we used another rubber band to tie a spoon at the end. Finally, when the design was complete and ready to shoot, we put a ping-pong ball in a spoon, braced the base, pulled back the arm and released to fire.

It was an unforgettable experience. Despite our several failing attempts, we didn't lose hope as we were determined to make it work. It just takes practice, patience, and willpower to accomplish a successful DIY!

Reference: [www.popsoci.com/catapult](http://www.popsoci.com/catapult)

Shahed Taha  
Yasmina Turk  
Grade 10



# Bits & Pieces

## Connect The Dots



Sudoku

8			9	3				2
		9						4
7		2	1				9	6
2								9
	6						7	
	7			6				5
	2	7			8	4		6
	3					5		
5				6	2			8

					6		8	
		9	1		5	3	7	2
	8		7				1	6
							3	4
				3	5	1		
7	3							
6	1				8		2	
8	2	3	9		4	6		
	7		6					

8	3			2	9			
	9		7					6
4				1		2		
	4	8			2		1	9
		9				4		
1	2		9			3	5	
		4		6				7
	5				1		2	
			3	5			4	1

Solution :

Solution :

Solution :

Word Search

WEATHER

RFYDRIZZLERDCVS  
EMWYBRCEXWZDFUU  
DOILAWCXFBHOKN  
NRNYDGYLBGFTGES  
UCDSXERUOPASEDH  
HAWRTMNJUUKMNB I  
TJIKORPMNBDCEWN  
XQAZBOMJYHGSFRE  
ALIGHTNINGTYHUL  
FMTXWSLPDXZERTL  
QDMXTHITWTRDWVP  
ZVNJR DQSGKJOBGF  
CMISTPUOFCNESXZ  
BGT RFCDRWSXZAQW  
MLPIUGFFWSAHAIL

SUNSHINE SNOW WIND  
CLOUDS MIST LIGHTNING  
DRIZZLE HAIL FROST  
FOG THUNDER STORM

TIYHVYSMFFGPIPTW  
MOVZXSMRDCFRIGB  
ZXSBNCEFOPLSIWC  
FGBONKXSODRNLAZ  
PVMRDMLIHXWDO  
TJRETXDP TSMXLWF  
TUNHJLNNINIHGTIV  
ERFSGHAFWOBZVOX  
NMECDGNWROKIJL  
IBNWKNUNWNWIRMYH  
HDESPAFORERXSCDCU  
SEGLFGBLBDYNN  
NKHFBALFXCMVLIOD  
UNOKHCEWXYMWE  
SVCLEDRIZRIYAS

إشتقنا لك يا بيروت

نبضُ العاصمة

منطقة الحمّيزة، التي تقع في قلب بيروت، تشكّل نبض العاصمة من خلال تاريخها وشوارعها القديمة والحياة التي تنبض بها. إنّ شارع الحمّيزة من أقدم شوارع بيروت وأطولها. اكتسبت هذه المنطقة أهمّيتها من سحر تاريخها الذي لا يزال ظاهرًا من خلال شوارعها العريقة المتميّزة ببيوتها ذات التّوافذ العالية التي تتدلّى منها نباتات الدّرو وأجواض الرّهر، إضافة إلى العديد من الأبنية الأثريّة الشّاهدة على الحقبات التي مرّت بها البلاد مثل بقايا بيروت العثمانيّة والمملوكيّة والصليبيّة. تاريخ هذه المنطقة عريق إذ يُحكى أنّ جمال باشا سكن قصر ليندا سرسوق وكان السكّان يصعدون الدّرج ليُرافقوا تحركاته أثناء الحرب العالميّة الأولى.

أما بالنّسبة إلى تسمية الحمّيزة، فهناك روايتان اثنتان. الرّواية الأولى تُردّد الاسم إلى شجرة جَمِيز ضخمة كان يتقيّأ تحتها الرّجال ويتسامرون في لعب الورق وطاولات التّرد ومن ثمّ قُطعت لبناء مَقهى سُمّي بمقهى الحمّيزة. والرّواية الثّانية تقول إنّ أحد الحُكّام قطع شجرة جَمِيز باسقة كانت في المكان لاستعمال حطبها.

الحمّيزة كانت منطقة حرفيّة تنتج أجران الكُبة والصّابون، كما تجدّ فيها أقدم معامل لصنع العرق في لبنان. بالإضافة إلى ذلك، فيها الكثير من المدارس العريقة مثل مدرسة الثّلاثة الأقمار ومدرسة القلب الأقدس (الفريز)، وبُنِي فيها أوّل مسرح في الشّرق وهو مسرح مارون نقّاش. كما أنّ النّادي الأولمبي وهو أوّل نادٍ بحريّ في لبنان كان مقرّه في الحمّيزة.

كما يوجد في المنطقة درجٌ أثريّ قديمٌ يُعتبر من معالم بيروت الأثريّة والذي استُحدث مؤخرًا وهو الشّاهد الملك على حقبات تاريخيّة مهمّة مرّت بها العاصمة في وقت لم يَعدْ هناك إلّا القليل من المنازل القديمة والأثريّة في هذه المنطقة.

وتشتهر هذه المنطقة أيضًا بتاريخ مطبخها اللّبنانيّ العائد إلى ألف السّنين والذي أشاد بحبّه اللّبنانيّون فكشف عن وجه الحياة في بيروت ووسطها التّجاريّ، واليوم، يمزج بين فنّ الطّهي القديم والحديث الرّاقى وهذا ما يستقطب المزيد من السّياح. وأصبحت الحمّيزة تعجّ بأشهر المطاعم الحديثة والمتنوّعة والتي تقدّم أشهر الأطباق الصّينيّة، التّركيّة، الفرنسيّة... كما تجدّ فيها محلاتٍ لبيع القطع الأثريّة والتّذكاريّة. إضافة إلى كلّ ما سبق ذكره من مميّزات لهذه المنطقة لا بدّ من الإشارة إلى الفنادق المُتوقّرة فيها والتي تستقطب السّياح من مُختلف الجنسيّات بسبب موقعها الجغرافي وقربها من مراكز التّجارة ومن الشّركات الكُبرى... ولطالما اشتهرت بيروت بحياتها اللّيليّة المُتنوّعة وتُعدّ الحمّيزة من أشهر مناطق السّهر في بيروت حيث تتوزّع الحانات والمطاعم والملاهي المُتنوّعة إرضاء لجميع الأذواق، وحيثُ يُمكّن للسّاهرين انتقاء ما يناسبهم من موسيقى وطعامٍ بحسب أهوائهم.

ميلاني دياب وليا سكرّبة  
الصفّ الثّانوي الثّاني

# Facts About Chocolate

## A Slice of Heaven



The silky-smooth texture of chocolate that melts in the mouth is a slice of heaven that brings sheer bliss. Wouldn't you crave a rich and dense chocolaty cake where all the flavors of chocolate burst in your mouth? You are surely familiar with the fact that chocolate should be consumed moderately. Here are some interesting facts that you should know.

- Chocolate comes from a cocoa tree; it is made from a seed.
- Making chocolate is hard work. It takes about 400 beans to make a single pound of the good stuff.
- There is a rare fourth kind of chocolate in addition to the classic milk, dark, and white varieties. It is called the blond chocolate.
- Dark chocolate is a powerful source of antioxidants.
- Eating dark chocolate every day reduces the risk of heart disease by one third and improves blood flow and brain function.
- The first chocolate treat was hot chocolate.
- The world's largest chocolate bar weighed 5,792.50 kilograms.
- Soldiers were paid in chocolate during the revolutionary war.
- German chocolate cake didn't originate in Germany. It was named after an American baker called Sam German.
- Chocolate can make dogs and cats ill.

Jad Hammoud  
Grade 4 - A





# Nous, Francophones!

## Célébrons la Francophonie

L'Organisation Internationale de la Francophonie est une institution fondée sur le partage d'une langue, le français, et de valeurs communes. Elle rassemble 84 États et gouvernements. L'enseignement de la langue française dans un environnement non-francophone constitue une donnée fondamentale dans le concept de la Francophonie parce que cette dernière a comme but de promouvoir la diversité linguistique et culturelle. Au niveau linguistique, la Francophonie encourage l'éducation et la formation. Et, au niveau culturel, elle soutient les droits de l'homme en diffusant la paix et la coopération pour le développement durable de l'humanité.

Le département de français a célébré la fête de la francophonie ayant lieu chaque année le 20 mars. La GR1 a reconstruit le puzzle des drapeaux de quelques pays francophones et du drapeau de la francophonie avec lesquels les apprenants ont décoré la porte de leurs classes.

La GR2 a joué avec les lettres pour obtenir les noms de quelques pays francophones. Puis, sur des triangles, les apprenants ont collé le drapeau et les caractéristiques de ces pays. Bannières rassemblées ont formé la décoration de la classe.

Quant aux apprenants de la GR3, ils ont découvert les animaux de la savane d'Afrique avec le petit Kirikou à travers une activité audio-visuelle accompagnée d'une fiche et d'un karaoké.

Les apprenants de la GR4 ont préparé des signets sur lesquels ils ont écrit des messages expliquant les raisons pour lesquelles ils apprennent la langue



française. Et, ils l'ont décoré aussi par le drapeau de la francophonie et des monuments symbolisant les pays francophones. En GR5, les apprenants ont découvert la série de Bande Dessinée « Les aventures de Tintin » et de ses personnages principaux à travers leur description. Les apprenants de la G6 ont célébré la francophonie à travers la musique. Ils ont vécu la joie de chanter ensemble la chanson « On écrit sur les murs » du célèbre groupe francophone « Kids United ». En G7, les apprenants ont découvert à travers des activités ludiques le sens de l'emblème de la francophonie et la biographie de quelques personnalités qui ont marqué l'histoire de cette organisation. À travers leurs créations artistiques, les apprenants de la G8 nous ont communiqué les valeurs de la francophonie « AMITIE, DIALOGUE, PAIX, AMOUR... ».



Enfin, les apprenants de la G10 ont clôturé le mois de la Francophonie par la vente de plats traditionnels des pays francophones et surtout des plats français.

Yolla Kanfoush  
Marie Chami  
Enseignantes de Français

## It's Showtime!

### Les meilleurs films pour enfants ... à voir et à revoir

#### Le Roi Lion (The Lion King):

Au fond de la savane africaine, tous les animaux célèbrent la naissance de Simba, leur futur roi. Tous, sauf Scar, frère cadet de Mufasa, pour qui la naissance de cet héritier anéantit tous ses espoirs d'accéder un jour au pouvoir. La bataille pour la prise de contrôle de la Terre des Lions est ravagée par la trahison, la tragédie et le drame, ce qui finit par entraîner l'exil de Simba. Avec l'aide de ses deux nouveaux amis, Timon et Pumbaa, le jeune lion va devoir trouver comment grandir et reprendre ce qui lui revient de droit.



#### Dumbo :

Holt Farrier est veuf, père de deux enfants et ancien vedette de cirque. Il est engagé par Max Medici, propriétaire d'un cirque itinérant, pour s'occuper d'un petit éléphant prénommé Baby Jumbo. Mais les choses tournent mal lors de la présentation au public du nouveau-né l'éléphanteau qui est séparé brusquement de sa mère, la célèbre Madame Jumbo. Racheté par le propriétaire du Dreamland Circus de New York, il se retrouve pris au piège et obligé de voler grâce à ses oreilles démesurées.



#### Yéti et compagnie (Small Foot) :

Au sommet de l'Himalaya où vivent les yétis, Migo, le fils du sonneur de gongs, tout comme son père et les membres de sa communauté, respectent les lois des anciennes pierres qui régissent la vie des yétis. Quand il assiste à un accident d'avion et découvre pour la première fois un humain, sa vie va en être bouleversée. Mais n'ayant aucune preuve, il est banni de son village. Déterminé à prouver à ses congénères la véracité de ses propos et afin d'attirer l'attention de celle qu'il aime secrètement, Migo se met en quête avec d'autres alliés à retrouver un humain.



## MUN 2019

### Intermediate Division Model United Nations

Model United Nations (MUN) is a fast-growing, competitive activity for many learners across Lebanon... but for us, it meant something more. MUN has helped us grow into leaders, explore our potential, develop self-confidence, and most importantly form lifetime friendships with learners from all over the country. We were united by the strongest bonds of empathy, healthy communication and common interests. It was fascinating to think that our schools' MUN club members, along with the delegates with whom we have debated in the MUN committees, could potentially be the future diplomats, and leaders of our country. MUN has first introduced us to the different United Nations' organizations such as UNESCO, WHO, UNDP, FAO, etc. During the training phase, each member of our school's delegation was assigned to a group. We entered our classes and looked awkwardly at everyone else thinking that some of them will be our future competitors in the final conference; nevertheless, we soon realized that these classmates would become our close friends. The training sessions prepared us for the final conference; and so we learned about the flow of debates, motions and negotiation. We will never forget our break times during which we would all meet to share our notes and consult our learner advisors. Following our last training session, we were sorted into committees and were given the debate topics. We submitted our position papers and accordingly engaged in the final conference mock simulation. We practiced and worked hard for several weeks while approaching the final conference... we were ready to give it all that we had and to invest

all the skills we had acquired in the training sessions. The final conference was breathtaking; it ended with the announcement of results. We have seen delegates jumping out of their seats celebrating, as well as sadness among those who could not make it. Our school has proudly won five Diplomacy Awards. Yet, what is to be treasured the most is the memories we have made throughout this incredible journey; the training sessions we undertook as well as our rich encounters with our friends and exceptional trainers. That night when we finished our final conference, we joyfully celebrated our development and our achievements surrounded by our dear advisors, who coached us throughout this journey. It was truly an amazing experience!

Ahmad Sabra & Joelle Sahili  
Grade 8 - B



### MUN

Our school's theme for this year is 'stamp your thoughts' and extracurricular activities are aiding in doing just that, especially those affiliated with leadership. On the same note, this year's fruitful participation in the Lebanese American University's Model United Nations program for our learners has given them an inspirational push for a brighter future. Regardless of the accomplishments and awards won by our delegates, the program has encouraged all twenty-six participating learners to express themselves and become more aware of their surroundings. The delegates were able to enhance their research, communication, diplomacy, and public speaking skills to the point that they are implementing those skills in everyday life. This stands as evidence behind the delegates' repeated statement; "MUN is a life changing experience".

#### High school delegation winners:

Ahmad Naoura – Secretary General Award  
Lynn Abou Mrad – Position Paper Award  
Aya Hassanieh – Position Paper Award



#### Middle school delegation winners:

Michelle Eshak – Diplomacy Award  
Zeinab Bassam – Diplomacy Award  
Luna Moudallal – Diplomacy Award  
Celine Sukkarieh – Diplomacy Award  
Jad Tutunji – Diplomacy Award

Congratulations to all winning delegates!

Taymour Haydar - Grade 12SE



# Picture Perfect



## كل عيد وأنتم بخير

أقام متعلّمو الصفوف الثّانويّة إحتفالاً بمناسبة حلول عيد الفصح المجيد. وتخلّل هذا الاحتفال ألعاباً متنوّعة وأنشطة ترفيهية. وقد عمّ جوّ من الفرح والسّرور فشارك المتعلّمون بحماسة لافتة ظهرت جليّة على وجوههم الصّغيرة الواعدة بمُسْتَقْبَل زاهر. كل عيد وأنتم بخير.



## Picture Perfect

### Beauty & The Beast



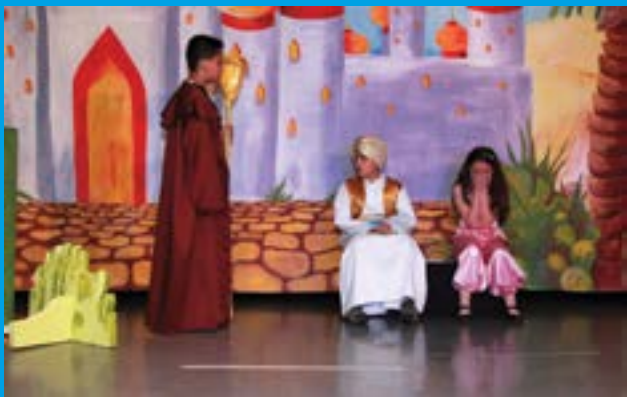
## Grand Finale

What comes to your mind when you hear the word "joy"? Well, to us seniors, joy is what we witnessed and experienced during our festival: The Grand Finale. Games, competitions, prizes, inflatables, children's laughter and talents filled our school with a joyful atmosphere. In fact, we might have had more fun than the audience! The Grand Finale was more than a festival. It is a Proof that HAPPINESS can be created by the simplest things.





## Aladdin



# What's New?



## Jobs and the Economy

Today, we live in a world with an ever-changing job market; where within the span of a decade, one of the most demanded jobs could be completely replaced by machines and artificial intelligence. Numerous jobs are vanishing into thin air. Take calculators for an example; the task used to be a high paying job done by skilled mathematicians, is now being done by cheap machines 100 times faster than any human. Another top example is farmers- for highly advanced machines are now able to milk animals, plant seeds, and trim the bushes. On the other hand, the number of post men is also decreasing at an alarming rate for mails are rarely sent. According to Forbes, the list goes on to reach sewing machine operators, electric equipment assemblers, computer operators, and even petroleum engineers. But, why is that happening? Well, this is where technological evolution comes into play. Many people panic about the mere idea of robots taking our jobs; however, throughout history, new jobs have been created to replace those lost. For example, the invention of cars made carriage drivers, stable boys, and horse groomers obsolete; nevertheless, these professions were replaced by many other ones; mechanics, assembly line workers, and oil rig workers. It is certain that technology will

continue to develop replacing humans by machines. On the other hand, other jobs that are in demand and will remain are information analysts, registered nurses, and computer scientists. To be on the safe side, the youth should be directed towards fields of study that would be arduous to replace. Modern lifestyle has led to the appearance of industrial psychology which is concerned with providing solutions for problems occurring in the work place and enhancing productivity of each employee. New and shocking jobs will also appear such as trash engineer; due to the accumulating amount of garbage on earth that people must get rid of. Moreover, medical mentors will be needed to guide robots through operations. Security repair will also be needed for celebrities, for many have leaked images, videos, and other posts that they wish would be taken off the web. In the end, change is inevitable and humans must embrace it and adapt to it. This is evident through the varying demands of the job market; as such, the youth must know what field of study to follow to ensure their integration in the future.

**Ahmad Naoura**  
Grade 11

