

GAZZETTE **BAC**

Editorial

Message of the principal



Life is a play whether we're willing to admit it or not. At times we are actors and actresses, but at other times we are script writers and directors. Through our different roles, and on our destinations, we constantly see different faces. They never look alike, and little do we contemplate about what is underneath these faces. Every face conceals behind it a hidden one; one that encloses emotions, thoughts, and deep ponderings about life.

In our daily life, we see faces smiling, faces too sorrowful, and faces filled with rage. What we see is a reflection of the hidden face. Even though we try to hide that reflection, it's going to show. I may sometimes be feeling sad, but I would make a conscious choice not to walk around with a frown on my face. However people- and especially the people closest to me- are going to notice that my smile is fake.

The faces that we see might be masks to our personalities; a girl can have a very pretty "mask" but she may have only feelings of jealousy, hatred, anger, and envy. It is painful to admit that we do live in a society where many people do not have the time or keenness to cross the superficial "masks" and dive deeper into the ocean of an individual's personality.

Let us make a conscious choice to always go beyond the face. Let us take the chance to discover every person's hidden face; the face imprinted within the heart, rather than the face that we face by solely looking at their features. Then the world will be a better place where each one of us will be a brother and not a foe.

Adham El-Saabi - Grade 10

Dear parents, learners and colleagues

Among the many rituals that we carry at this time of the year is the one related to setting goals and making resolutions for the coming New Year. We have done so in the past and will keep on doing it in years to come convinced that in the coming year we'll have the determination and commitment to reach the set goals; and the hopes get high.

This ritual keeps our minds focused and makes us dream enthusiastically of a better life. For what is life without goals and dreams? However, will we be able or were we able to achieve those goals and fulfill those dreams? It all depends on how realistic we are in setting them and on how much urge we have to realize them. Being realistic means founding our goals on our actual potential and skills, keeping in mind that we can always work on growing the latter. As for the urge, it is that spark that lights inside us and keeps us working with eagerness to attain our dreams. In order to keep that spark ignited we have to nourish it with altruism rather than selfishness, with modesty not arrogance, with gentleness rather than violence, with assurance not fear, and with confidence rather than timidity.

Altruism is a virtue where we put our selfishness away for the welfare of the other. Coupled with modesty it leads us to nurture love in our lives and reflect it in our actions and when making connections. Gentleness, assurance and confidence are essential requirements to reach peace and serenity which result in our bliss and happiness. In order to keep our peace we have to get rid of the most destructive element in the human mind: fear, of a crippling influence when it is too intense: anxiety, and of something that only breeds itself: violence.

At this time of the year we have the habit of exchanging gifts. We put down long lists and spend much time buying presents to the ones we love, but rarely we do buy a present to ourselves. Let us include in our resolutions then for next year each a personal gift and it being keeping the spark ignited in ourselves. This spark will help us appreciate the different faces around us; appreciating thus God's creation and making us eventually ready to realize His face.

Merry Christmas and Happy New Year!

Laura Rizk



Effective study habits

Having effective study habits is an invaluable asset that we need to develop in order to achieve to our utmost potential. The term «study habits» encompasses a broad range of skills and abilities: time management, research and analysis, coping with exam anxiety and effective communication. In order to become more confident, efficient, and productive, learners should develop these skills, set a positive mood for studies and continuously evaluate personal progress.

• Take responsibility for yourself.

Recognize that in order to succeed you need to make decisions about your priorities, your time, and your resources! Follow up on the priorities you have set for yourself, and don't let others or other interests, distract you from your goals.

• Take your studies seriously.

Invest both time and energy into your studies on a continuous basis. Studying a few hours today and then nothing more during the rest of week is not considered as continuous. Treat your studies as if it was a profession, be

committed and dedicate a specific number of hours to your studies on a daily basis.

• Make a plan.

Putting things down on paper has an extraordinary effect on people. Don't just think about your goals, get it down on paper. Make sure you know what you want to accomplish with your studies. Furthermore, don't hesitate to compile a coherent study plan that you try to follow strictly.

• Discover your key productivity periods and places.

Morning, afternoon, or evening? Find spaces where you can be the most focused and productive. Try to study at the same times each day, as it establishes a routine that becomes a regular part of your life, just like sleeping and eating. When a scheduled study time comes up during the day, you will be mentally prepared to begin studying.

• Start studying when planned.

You may delay starting your studying because you don't like an assignment or think it is too hard. A delay in studying is called «procrastination.» If you procrastinate for any reason, you will find it difficult to get everything

done when you need to. You may rush to make up the time you wasted getting started, resulting in careless work and errors.

• Work on the assignment you find most difficult first.

Your most difficult assignment will require the most effort. Start with your most difficult assignment since this is when you have the most mental energy.

• Consider yourself in a win-win situation.

When you contribute your best to a class, you, your fellow learners, and even your teacher will benefit. Take good notes during classes. Be an active participant who engages in discussions and asks questions. Remember to constantly evaluate your own understanding.

• Enjoy it.

At the end of the day if you're not truly enjoying what you're learning you won't be able to achieve much. Remember to always put things in perspective, if your studies are as important as you hold them to be you will be able to strive much harder.

Nayiri Kalayjian - English teacher



Agriculture at our School

Every year, we make several exciting activities in agriculture. Usually these activities are related to the science lessons where they help us understand them more.

One of the activities that we did this year about animals was hatching quail eggs using an incubator. Quail eggs need seventeen days to hatch. We put around thirty eggs in the incubator and we regulated the temperature and the humidity. We turned the eggs constantly since normally the mother quail turns them regularly. To look at the development of the embryo, the teacher broke one egg after nine days. We could see the beak and the eyes of the embryo. After seventeen days, the eggs hatched and we saw the little birds moving and jumping over each other. It was a very interesting activity and all of us were very glad since we had the chance to participate in the birth of new birds.

Another activity that we enjoyed was about planting different kinds of vegetables. We went with Miss Kodsi to the agri area which was already plowed into several rows. We planted seed plants such as spinach, sweat pea, fava beans, coriander, parsley, radishes,



and seedling plants such as lettuce, cabbages, chicory, chard, cauliflower, and broccoli. Also, we planted many potato tubers and onion bulbs. This was followed by watering the plants carefully and cheerfully. At the end we prepared a scarecrow from natural materials and put it in the agri-area.

All the agriculture activities that we did were exciting, unique, and creative. They taught us the importance of protecting, respecting, and caring for nature.

Maya Jrab - Grade 6 A

Lea Rifai - Grade 5 A



ندوات لتفعيل التعاون بين الأهل والمدرسة

خلال العام الدراسي المنصرم تم إعداد ما يزيد على العشرين ندوة أخذت شكل لقاءات بين مجموعة من الأهل وبين مسؤولين في المدرسة عن دوائر وبرامج مختلفة. في كل ندوة كان المسؤولون يعرضون لمجموعة الأهل الحاضرين مضمون وأهداف وطريقة العمل في الدائرة أو البرنامج موضوع اللقاء. وهكذا، تم توضيح أمور كثيرة هي في أساس العملية التربوية لكننا تبقى غير ظاهرة أو معروفة. ومن أبرز ميزات هذه اللقاءات أنها كانت تتم على صعيد ضيق، الأمر الذي أفسح المجال أمام الحاضرين بعرض أفكارهم وآرائهم وتساؤلاتهم بشكل مباشر وفاعل وبناء. ولأن هذه التجربة كانت ناجحة، وبهدف نشرها على عدد أكبر من الأهل، سوف تستمر هذا العام أيضاً مع مجموعات مختارة جديدة لعرض مواضيع عديدة توضح فلسفة المدرسة التربوية ورؤيتها المستقبلية، بحيث يزداد التعاون مع الأهل ويتوطد من أجل تفاعل مستمر هو في صلب الحياة التربوية.

إيلي ضعون-منسق البرامج التربوية

البرنامج الثقافي



عيد البربارة

احتفل المتعلمون في مراحل الروضات كافة في مدرستي الثلاثة الأقمار والبشارة الأورثوذكسية بعيد البربارة. لقد شعروا بمعنى العيد. شعروا بحب بربارة لله. شعروا بعمق الإيمان والمحبة وذلك عندما هربت القديسة بربارة واختبأت في حقول القمح. وصار الناس يدافعون عنها من خلال مساعدتها في التنكر كي لا يعرفها أحد.

لقد تنكر المتعلمون وكذلك المعلمات. ودخل الجميع إلى مسرح المدرسة. جلسوا في أماكنهم. ثم فوجئوا بالأنوار تختفي. وظل هناك على الخشبة بقعة نور مخصصة لراوية قصة القديسة بربارة. وبعد لحظات راحت تنف من النور تلتهمع هنا وهناك. كانت تنعكس على صفحات الأفئدة التي وضعها الأولاد كأنها تنشق من الصدور لتفرح ببربارة. تنكرت الراوية مثلما كانت تفعل القديسة فبهت المتعلمون وتلاأ الفرحة في عيون لا تمل المحبة. بيد أنها اليوم نهلت من المحبة الصافية الأبدية. جرعت من الحب الإلهي. حب القديسين لله.

تابع الجميع تلك الراوية بلهفة ومحبة وشوق. غنت أغنية المناسبة فغنى الكل معها. ولوحوا بأيديهم الصغيرة فصدحت حناجرهم بألحان عذبة. ولم يعد النور مشكلة بعد ذلك. لقد أضاعت قلوب أطفالنا الفرحة. كانت معهم الأفئدة والأغنية والإيمان. لقد كان معهم العيد وكان يحرسهم الرب.

رفاه عيتاني - معلمة اللغة العربية



برز في المنهج الدراسي لصفوف القسم الثانوي برنامجاً أسبوعياً في حياتنا المدرسية فتح لنا آفاقاً في إجراء محادثات. ومناقشات. وحوارات حول مواضيع مختلفة تتمحور حول الشعار السنوي وسواه.

يتخلل أسبوعنا حصتين تكون محطة إجتماعية حيث يتم استقبال ضيف يطرح مواضيع مختلفة تشكل غذاءً فكرياً وثقافياً. وقد عولجت خلال هذه السنة أمور اجتماعية حياتية تناولت الرسم والنحت اللذين يتجسدان عبر تنفيذ لمشاعر وأحاسيس تخرج من الباطن الجوهري وترسم حقيقة مادية تكون نافذة لتواجه الأعين وتترك فسحة ليفهمها



الآخرين. ولا يمكننا أن ننسى الشخصية البارزة التي تكلمت عن التاريخ الموسيقي فأتاحت لنا التعرف إليه عبر احتكاكنا بشخصيات على معرفة وبينة من الموضوع لنقل الأثر الذي خلفه عباقرة التاريخ. كالرحابنة. الذين شكلوا جسر عبور حتى يومنا الحاضر. كل ذلك في سبيل تسليط الضوء على وجهات نظر تسهل إدراك مفهوم الشعار السنوي.

وهذا البرنامج الثقافي يُخولنا كسب خبرات تُتيح لكل منا إكمال طريقه للوصول إلى هدفه الأكبر. فهو يضيف على حياتنا لمسة اجتماعية تجعلنا عناصراً فعالة في المجتمع. حيث يتم تقسيم



المشاركين إلى مجموعات تتولى بمساعدة أحد المشرفين تقديم موضوع أو بحث. يوصلنا في نهاية المطاف إلى اكتشاف مهاراتنا الذهنية فيترؤد منه باقي المتعلمين فينمو حس النقد الفكري عندهم وحس البحث والتدقيق وبذل المجهود بغية الوصول إلى الهدف المنشود.

لذلك تعتبر مهمة البرنامج الثقافي في الدرجة الأولى فتح آفاق جديدة في حياتنا اليومية من خلال الإحتكاك المباشر بالعالم الخارجي بهدف الإنضمام إلى طاقم العالم الواقعي بمختلف تشعباته وصعوباته بعد سنوات من الجهد في عالمنا المدرسي الصغير.

شارل نور - الصف الثاني عشر

Youth Stewardship Program

Stop for a Minute

As a learner in one of the Beirut Orthodox Schools, I surely had to finish around 150 hours of Community Service, and choose an organization that I think could benefit from my help. This is part of a program that has been running for years in the Secondary Division, it is the YSP.

After consulting with Mrs. Said, the Social worker, for options, I chose an organization called Libami; it is an organization for children with low standards of living and who do not have their daily needs merely provided for.

A main part of the organization's yearly plan was a 10-days summer camp, and I chose to be responsible for children between the ages of five and seven years. I was assigned to be a monitor for a group of nine innocent and dreamy kids.

Our day usually started at 8 in the morning and ended at 6 in the afternoon. It was quite tiring and an experience that taught me the most of all the experiences I had so far in my life. Before the camp started we held a couple of meetings in order to prepare the program beforehand and organize everything the kids would really enjoy; from the breakfast to the activities to the snack, without forgetting the prizes. My first day was long and tiring and I actually thought it would not end, but to my surprise it all ended up to be very fruitful.

This experience has taught me to enjoy and appreciate the simplest pleasures of life. It is really sad to know that those pure children have so much to give, but do not have the mere appropriate circumstances to let things out and experience what other children their age have the chance to experience.

It may not be about the money you donate to help or anything of those materialistic things that come along; simply spending time with those kids, doing what they want to do most every once in a while and remembering them on occasions, would mean the world to them...

Finally, I would like to add that I believe it takes us more time to sit back and think of all the heart-aching phenomena we live close to, than the time it takes us to do something about it.

Sarah Bitar - Grade 11

Vers une autorité parentale structurante...

L'autorité parentale suffisamment bienveillante, éloignée de toute tyrannie et de toute frustration, est le meilleur garant de la structuration de la personnalité de l'enfant. Elle est la soupape qui garantit l'apprentissage du bon et du mauvais et la parole qui assure l'enveloppe et le contrôle sécurisants durant les premières années de la vie. Ce fonctionnement parental systématique et régulier permet à l'enfant d'intégrer et de généraliser les lois et les limites à partir de la 6ème année, âge du début de l'apprentissage.

L'abus d'autorité serait par contre une des plus graves erreurs éducatives qui oblige l'enfant à se plier aux règles et à accepter les limites imposées par peur d'une sanction qui serait pour la plupart des fois infligée d'une manière

sévère ou violente. Les uns, soumis aux désirs de leurs parents, intègrent mal les limites et essaient, lors de l'adolescence ou même avant, de transgresser à tout prix cette parole provenant d'une source, devenue mauvaise, car non-contenante et non-tolérante et qui n'est souvent pas à l'écoute de leurs besoins et désirs. D'autres, adopteront la soumission et le repli, réprimant ainsi tous leurs désirs et envies afin de satisfaire à ces images d'autorité avec lesquelles ils seront toujours à la recherche de preuves d'amour surtout que l'autorité abusive est très souvent confondue avec le rejet ou la haine.

Dans le but d'équilibrer et de réguler cette autorité, il serait important de valoriser et de féliciter l'enfant ou l'adolescent pour ce qu'il réussit plutôt que de souligner ce qui ne va pas. Il serait de même recommandé d'ignorer parfois ses provocations et de discuter avec

lui un comportement insupportable récurrent en proposant des solutions qu'il accepte. Si l'arrangement ne tient pas, on pourra alors envisager certaines sanctions faciles à tenir. L'autorité parentale sans dialogue étant une impasse, il est alors impératif d'être ferme dans les situations ayant trait à sa sécurité physique ou affective et de dialoguer pour toutes les autres questions liées aux règles de vie du quotidien, aux devoirs scolaires ou encore à l'avenir.

L'autorité parentale doit cependant donner l'exemple, faire confiance à l'enfant ou à l'adolescent et se faire respecter tout en le respectant à tous les niveaux (rythme, espace, corps...). Afin de se sentir rassuré, encadré et épanoui, l'enfant a donc autant besoin de «directives» qui le sécurisent, que de liberté pour se forger sa propre expérience de la vie.

Maya Bou Khalil - Psychologue scolaire - OGC

Facing the future: To be or not to be

In an era where breaking discoveries in Math and Sciences are taking place every day and where humanity is overcoming challenges in the fields of renewable energy and communication, one wonders about the characteristics that the person ought to develop to ensure the conservation of his individual uniqueness on one hand and the efficient engagement in this overwhelming process on the other hand.

We read about theories that address the "nature" of knowledge and its role in helping the individual develop the characteristics that lead to success. We hear claims stating that knowledge perishes quickly and thus one must focus on developing the ability of creating knowledge and transforming knowledge (Theory of organizational knowledge creation) rather than on simply acquiring explicit knowledge. An interesting challenge at this point is to identify the relationship that should be built between knowledge acquired through formal education (school, university ...etc.), and the knowledge built up through exposure and personal traits developed through experience and practice. This explains the evolution of the new concept of "knowledge management" where learners are not only expected to acquire knowledge from various resources and different contexts but they are also highly urged to develop the skills and the competencies that lead them to manage the acquired knowledge efficiently.

In his book *"The global Achievement Gap"*, Harvard professor Tony Wagner identifies what he calls the seven survival skills for career, college and citizenship. The first skill that he discusses is *"critical thinking and problem solving"*. It is imperative that we provide our children with the chance to experience real life problems at home and at school. Let your child help you

in tasks such as assembling a present, planning an event, fixing a broken object. When the teacher assigns a homework or a project, resist telling the child the solution and don't over help. Instead, provide support by asking the questions that allow him to analyze the problem in order to find the solution. The second skill is *"collaboration across networks and leading by influence"*. The ability to work effectively in a group and to lead a team is an essential skill for success. Encourage your children to join teams and work in groups such as clubs. Most important when the child encounters a problem with a teacher or a team member, help him in practicing what should be said but allow him to say it so that he learns how to advocate for himself in the future. *"Agility and adaptability"* is the third skill mentioned by Wagner. Flexibility is an important skill in a rapidly changing world. When faced with the unexpected, one should be able to think and find alternatives. Model flexibility and teach your child to think on his feet instead of getting upset because the world does not end when plans change. The fourth skill is *"initiative and entrepreneurialism"* which reflects the importance for children to be active and to think beyond the task given to them. Once your child finds his way into an activity, help him take it to the next level, discuss with him his initiative, allow him to plan it appropriately and to build it on solid basis. Help your child build *"effective oral and written communication"* skills. These skills are extremely important in every career. Assist your child in becoming clear and precise in verbal and written communication by allowing him to engage in debates, social gatherings, and presentations. Have him write thank you notes, greeting cards, read his work and give encouraging comments. The ability of *"accessing and analyzing information"* is of major importance for success and leadership. Nowadays, computers and

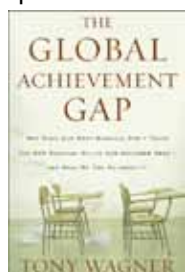
The 7 survival skills for career, college and citizenship from "The global Achievement Gap":

- *critical thinking and problem solving*
- *Collaboration across networks and leading by influence*
- *Agility and adaptability*
- *Initiative and entrepreneurialism*
- *effective oral and written communication*
- *Accessing and analyzing information*
- *curiosity and imagination*

smart phones provide a glut of information, the challenge is to be able to differentiate between the "gems" and the "garbage". Research with your child in order to find the answers to his questions and discuss the findings by asking about the source and by talking about the markers of good information. The last skill discussed in the book is *"curiosity and imagination"*. Encourage in your child the ability to ask good questions. This is important in building an inquisitive character that helps the child keep up with today's changing world.

Parents and educators have a vital role in bringing up the best in children by giving them the right mix of challenge and support combined with thoughtful adult mentoring. With the rapid transformations we are witnessing, our kids need to be comfortable with complexity, they must be able to see the past and the present, connect the dots, and think about the future and act for making it better.

Bilal Basha and Maha Makki



Le pouvoir de la parole

La littérature se définit comme étant «un ensemble d'œuvres écrites ou orales fondées sur la langue et comportant une dimension esthétique». Aujourd'hui, la littérature est surtout associée à la civilisation des livres. Or, elle concerne aussi les formes diverses de l'expression orale. La langue française est parlée et écrite. «Ce n'est le cas que de 5% des langues répertoriées, dans le monde». Mais, malgré la présence de cette double caractéristique, on ne peut pas nier que le français parlé est celui que la majorité des gens utilise. En fait, ils communiquent beaucoup plus par la parole que par l'écrit, surtout dans ce monde où les moyens de connaissance et de communication se sont beaucoup développés.

L'expression traduit l'être, elle le caractérise, d'où son aspect individuel. L'individu s'exprime et par là-même se libère. L'expression a aussi un aspect social, puisque l'être humain établit en permanence des rapports étroits avec son milieu humain, spatial, et temporel, d'où l'importance du mot «communication». Si l'on se réfère aux origines de ce mot, «le verbe latin *communicare*, c'est partager

mais aussi recevoir». Le sens actuel de ce verbe : «entrer en relation avec quelqu'un» va lui donner une portée plus générale. Deux êtres humains peuvent communiquer s'ils partagent le même système de communication, et s'ils montrent un certain désir de faire partager par la parole leurs idées, leurs émotions et leurs pensées.

Il est nécessaire, donc, que le pédagogue porte une attention particulière à l'expression orale. Celle-ci doit être un objet d'apprentissage, d'éducation, d'entraînement et de perfectionnement. Elle influence plusieurs domaines de la vie quotidienne : la qualité de nos relations humaines ; notre manière de nous exprimer fonde le jugement que nos partenaires portent sur notre personnalité, la mise en valeur de notre compétence professionnelle, notre propre développement personnel, comme notre équilibre psychique. C'est en ce sens que «la parole est un pouvoir, c'est une intelligence en acte».

Ceci a un intérêt pédagogique extrêmement important. Un entraînement méthodique à l'expression et à la communication verbale contribue à l'éveil et au développement cognitif de l'individu, de même qu'à l'entre-

tien du tissu social par le développement de ce que Piaget appelle : « l'intelligence communiquée ». Ce qui doit nous pousser à introduire dans nos classes une pédagogie de l'expression orale. Celle-ci, comme l'expression écrite, fonde une discipline nouvelle : celle des techniques d'expression.

Ces techniques d'expression orale utilisées dans nos classes ont pour objectif de consolider les habiletés de communication orale et par suite d'entraîner les apprenants à converser dans des situations authentiques. Elles prennent surtout appui sur des supports écrits authentiques et sonores considérés comme étant un catalyseur ou un guide à la production orale. Mais dans quelle mesure ces documents peuvent-ils créer des situations d'expression qui aboutissent à une compétence de communication ? L'expression orale doit être un objet d'apprentissage et d'éducation pour que les individus cessent de s'enfermer dans leur propre pensée et essaient de transmettre leur réflexion en la communiquant de façon cohérente et intelligible.

Ghada Daou - Enseignante de français

Welcome to Educals YouShare board...

When one of the UE learners was asked why he wouldn't post on "YouShare", he said that he is frankly afraid of "what might happen". When asked what that was. He had no answer! He was just afraid, being a learner and sharing on his school's website.

As Ralph Waldo Emerson once said "Fear always springs from ignorance". Therefore, we decided to start an exposé on the issue and ask questions that might help the learners know more, to share more.

If you log in to any of the Beirut Orthodox schools' (BOS) websites you will find a message on your right hand side that says "YouShare Board", if you click on the help button you will read the following welcoming message:

Welcome to Educals YouShare board...
It's a place where logged in users may share info with other educals users/visitors.
The shared content may be of any kind: text, photo, video, music, documents... etc.
In order to share an item, you may Login to Educals then click the "I'd like to share..." button.
Once an item is submitted, it will be subject to the board administrator approval before being published.
Enjoy sharing!

Internet is no more a place where we just receive information; it became a public space where we can exchange as well.

In an attempt to bring the school community members closer together, the creation of the "YouShare" platform, where users can share whatever they want freely, was brought to live. "YouShare" is a copyrighted program that

was developed specifically for the BOS. It had a soft launching on the 13th of September of this year. Any staff member of BOS, learner or parent can now share his thoughts, idea or any type of media file that interests him on "YouShare".

In order for parents to share, they have to log in with their child's username and password. After the vacation each learner's parents will be given their own username and password. This would help them publish things under their own name instead of doing so under their child's name.

How to share?

The procedure is as simple as 1, 2, 3. First, you log in, then you click on "I'd like to share..." and you share! It is as simple and direct as that. After a document is submitted, the "moderator" checks the shared item and either approves it, or asks that it be modified. The job of the moderator is that of control not of surveillance. The items that are rejected are either not aligned with the schools' policy and procedures or are faulty (incomplete song or an ambiguous picture). As soon as the item is approved, it is uploaded to the website. There is no comment option on the shared items, only the school advisor may include a small note to clear something that may be vague.

What's shared?

If you check you will find that the most shared items are either documents or opinions. You can share any song, photo or text you would like the school community to get to know. For spreading knowledge and curiosity YouShare provides the learners with a safe environment to share without the fear of being judged by others. It also might help shy learners who do not like to express themselves in the class-

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room, yet have a lot to share. The "sharer" can also choose an expiry date for his item.

Why share?

Simply to HAVE FUN!!! You can log in and just try it; uploading any type of media file that you like; a picture that touched your heart, a movie that cracked you up or a song that has a meaning to you and a group of friends.

What is next?

There was "The News", now there is "YouShare" and after the joyous Christmas vacation there will be "The Forum". It will be an exchange forum like any discussion forum on the web; where users would be able to discuss specific given topics that are related to the theme of the year, a specific topic taken in class...

We interviewed the Head of the IT Development Department, Mr. Marwan Azar; two Analyst-Programmer, Mrs. Norma Yaacoub and Mr. Michael Azar; and finally, the Supervisor of the Communication & Audio Visual Department, Miss Celine Khairallah to gather information about this new application. Enjoy sharing!

Zahraa Ghabriss - The Editing Committee



Shining star biscuits

- For about 24 biscuits, you will need:
- 60g soft brown sugar
- 60g soft margarine
- Half a small beaten egg
- 125g plain flour
- 1 teaspoon ground mixed spice
- Solid boiled sweets
- Large cutter
- Small round cutter, slightly bigger than the sweets
- Baking tray lined with baking parchment for drinking straw

- 1- Mix the sugar and margarine really well, getting rid of any lumps.
- 2- Mix in half of the beaten egg, a little at a time. You don't need the other half.
- 3- Sift in the flour and the spice. Mix it really well with a blunt knife.
- 4- Squeeze the mixture together with your hands to make a firm dough.
- 5- Roll out the dough on a floured surface until it is 5 mm thick.
- 6- Press out star shapes. Use a fish slice to put them on the baking tray.
- 7- Make a hole in each star by pressing the straw in one of the points.
- 8- Use the small cutter to cut out a shape in the middle of each star.
- 9- Bake the stars on the middle shelf for five minutes. Take them out of the oven.
- 10- Drop a sweet in each middle shape.
- 11- Bake for five more minutes. Leave the stars on the tray until they are cold.
- 12- Thread a thin ribbon through each hole to hang the biscuits.

Find 8 differences between the 2 Santas below



Christmas tree cake

For about 15 cakes, you will need:

- 100g self-raising flour
- 100g soft margarine
- 100g caster sugar
- 2 eggs
- Paper cake cases
- Baking tray with shallow pans
- Assorted sweets
- For the butter icing:
- 50g butter or margarine, softened
- 100g icing sugar, sifted
- Food dye
- Squeeze of lemon juice or a few drops of vanilla essence

- 1- Sift the flour into a big bowl. Add the eggs, margarine and caster sugar.
- 2- Stir everything together until you get a smooth, creamy mixture.
- 3- Put the cases in the baking tray. Half -fill each one with sponge mixture.
- 4- Bake them for about 20 minutes. Leave them on a rack to cool.
- 5- To make the butter icing, stir the butter until it is creamy.
- 6- Stir in some of the icing sugar. Mix in the rest of it, a little at a time.
- 7- Stir in a few drops of food dye and the lemon juice or vanilla essence.
- 8- Spread icing on top of each cake. Put sweets on top to make a pattern.



Christmas Play At BAC

In an attempt to nurture the family atmosphere that overwhelms our school, the teachers at the Preschool Divisions at BAC and ETD gathered their effort to create a play dedicated to celebrate the Christmas holiday. The spirit of cooperation filled the place, duties were divided, and everyone was set to work to make this special event stand out. The Preschool hallways were filled with the enthusiasm of teachers and the classrooms witnessed their collaboration from working on the script till preparing the costumes and stage decorations.

On the day of the event parents accompanied their excited children to the auditorium where the play took place.

Amir and his friends went to the woods to find a beautiful tree to decorate; the kids gathered the decorations and decorated it. The next day all the leaves of the stunning tree became yellow. The kids went to get water and vitamins hoping that this will help their special tree get well, and wishing for the leaves to be green again. What they didn't know is that the tree was missing its family back in the woods.

The tree got help from its friend Rudolph who overheard it talking to itself and crying, and he advised the tree to tell the kids what it needed. When the kids got back with all the things they were sure that their tree needed; they heard a voice coming from behind, it was the tree! The kids started running; they were so scared. Since the tree misses its family a lot it asked the kids to be returned to the woods.

They started thinking of a way to realize the tree's wish, when suddenly Rudolph pops in and offers to light their way. The kids returned the tree to the woods where they celebrated their special occasion. In the end Santa joined them and thanked them for returning the tree to where it belongs, and asked them never to cut a tree again because trees belong to the woods.

Finally, with smiles on their faces the learners left the school hoping for another great event to come. I leave you now waiting with great enthusiasm...

Magida Salam - KG2 Teacher

تجديد الموارد

تجديد الموارد (resourcing) يقوم على البحث وتبادل الآراء بهدف تطوير الذات والآخر وهو ما لطالما قمنا به. لكننا اليوم بدل أن نطرح الأفكار شفويًا، نتناقشها ونطرح ذلك كتابيًا، لنوثق ونؤكد ونعزف الآخر إلى ما نؤمن به، والذي يقوم على عدة أسس وقيم يتم اكتسابها وتراكمها من خلال عمل الناس في مؤسساتنا وعيشتهم مهمتنا التربوية. ومن أهم هذه القيم التعرّف إلى الآخر وتقبله كما هو، ثم التواصل معه فيأتي التفاعل بيننا محوّلًا لنا معًا نحو الأفضل.

ومن أجل تحقيق هذه الأهداف التربوية يمكن الاعتماد على طرق متعددة ومتنوعة حسب الأوضاع والحالات، ومن خلالها تحدّد احتياجات المتعلّمين في المجال التربوي والتفسي وتساعدهم على وعي ذاتهم ومحيطهم ووضعياتهم، كما تساعدهم على تخطّي المعوقات التي تقف أمامهم.

استكشاف الطرق والأساليب المتعددة هي واحدة من النتائج المرجوة من خلال إجتماعاتنا والمناقشات التي تتم بيننا. تنوع الأساليب المتبعة يعتبر تحوّلًا شخصيًا لتحقيق ما تهدف إليه التربية.

ومن هنا أيضًا أهمية اندماج ذوي الاحتياجات الخاصة ضمن الصفوف مع بقية الأولاد. فهذا ما يشعّرههم بأنهم ليسوا أقل شأنًا إذ هم يشاركون الباقيين مقاعد الدراسة، ويصفون إلى الشرح من المعلمة نفسها.

لهذا ومن خلال لقاءاتنا الأسبوعية نحاول أن نبني نفوسنا، وأن نؤسس لجيل طموح يتخطّى العقبات والإعاقات، من أجل زرع مستقبل في أرض خصبة تنتج آمالًا وأحلامًا تتحقق. وهذا من شأنه أن يفتح آفاقًا جديدة عند المعلم، وينشط أفكاره، ويشدّ همته. وهكذا تصبح المؤسسة التربوية مجتمعًا مصغرًا لكنه بعيد عن الفساد والرفض وإنكار الذات والآخر، وتساعدنا في تحويل مجتمعنا الكبير، البعيد إلى حدٍّ ما عن القيم الإنسانية، إلى مجتمع يقوم على قيم ترقّي الإنسان وتقربه من خالقه.

سحر نور الدين - معلمة اللغة العربية

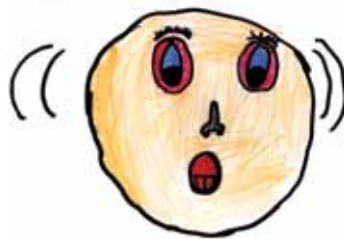
Grade 6 learners reflecting on Grade 2 learners' drawings about the theme of the year "Facing Faces"



Karen Yazerly - Grade 2

There will always come a day when you will feel so sad. You should always remember to have faith in you and everything will be okay.

Linda Karam - Grade 6



Lea Maria Rizk - Grade 2

Sometimes, sadness deep inside our heart makes us stressed-out and shocked from everything going on.

Reem Issa - Grade 6



Joey Iskandar - Grade 2

For some people, crying is an expression of fear. Don't get so sad; be happy, life is good.

Jad abedel Khalek - Grade 6



Yara Haidar - Grade 6



Yasmina Turk - Grade 2

"Smiles" fly everywhere in the sky. They move from place to place and they stand on many faces. These happy smiles stood on this girl's face.

Maya Jrab - Grade 6



Adam Sahyuni - Grade 2

This face is a combination of happiness and embarrassment. This doesn't mean that he is acting in an inappropriate way since he is reflecting sincere feelings.

Yara Haidar - Grade 6

The True Meaning of The Christmas Spirit

Christmas is on its way, decorations are all over the place to herald the commencement of a jolly season. But we should keep in mind that it is not the decorations that make a Christmas spirit, in fact their meanings do!

Have you ever wondered why people set up green trees in their houses? Well, the real reason behind it is because the green color of fir trees remains green all year round, which symbolizes the everlasting hope of mankind.

And why so we place a star above it? It is because the star was the heavenly sign of promises long ago. God promised a Savior for the world and the star represents the fulfillment of His promise!

And as we move deeper, we become fascinated by the meaning of every decoration our tree carries!

Wreaths, for example, have a circular shape

where no beginning or end exists, to symbolize the real nature of love that never ceases. True love is continuous and everlasting!

Furthermore, candles which are the source of light in Christmas, symbolize Christ who is the Light of the world, and who spreads His peace and light into our hearts erasing darkness.

Ornaments; they symbolize the gifts, thus teaching us generosity and the good will in our life, helping the needy persons especially in this cold month of December.

Moving to holly leaves; they may seem only plants, but they actually represent a complex concept of immortality, resurrection and life after death!

Candy canes, which we eat and hang on our trees; they represent the shepherds' crook that helps bring back the strayed sheep, they help bring us back to the fact that we are our brother's keeper.

What about angels? Are they only a religious gesture? In the matter of fact they carry the most important role. They remind us of the glorious news they heralded about the Savior's birth!

Finally, bells; are they just instruments to announce this season's commencement? If we think deeper we realize their role. We recall that bells bring lost sheep back; therefore they symbolize the guidance and return.

Here is how we, step by another, build our tree, a tree that carries the true joyful meaning of Christmas and that is the way we feel the Christmas spirit and echo its brilliance to the people surrounding us. Let us teach our children the real meaning of Christmas, let them celebrate and feel the mark it leaves in our hearts, in our souls, and on our faces!

lerrah.com/truemeaningofchristmas.htm

Marwa al Soury - Grade 10

Facing Face

Life is like a long journey, during which we encounter many faces; some whom we love, others that we don't; some whom we're committed to, and others that we aren't.

But does this mean that some are better than others?

Absolutely not, since we need each other to complete the cycle of life.

In its positive meaning, Facing Faces is to give power to progress, to provide help in solving life problems and to thank God for what we have and for what we will have in the future.

Facing Faces is an essential way of cultural diversity. We learn from each other and from others' mistakes, since we always strive for perfections, and God is perfect.

What other than the face can tell you honestly the truth?!!!

Last but not least, concerning facing difficult situations, I would say as the Chinese proverb said: "You cannot forbid bad birds from flying over your head, but you can forbid them from entering your life and taking their chance there."

Yara Haidar - Grade 6

Facing faces is something we frequently do in our daily life. It is based on people we meet, mirrors we look at, and indirectly God. We tend to face ourselves not only by mirrors but also by the person we want to make out of ourselves. Similarly, we face God, since we know he is present everywhere and is always watching us out even though we might not

FACING



FACES

be standing Face to Face with him.

God created each one of us as a unique individual and gave each one a gift. He gave us a face, so we should learn how to use it.

Some seem to take this face and to wear masks over it just like face painting to hide it. Siblings may resemble each other, and people may look alike from their outer appearance, but when what beyond the face is revealed, it makes all the difference.

Ahmad Itani - Grade 7

When we face someone, we don't just see his face and figure. We can know his mood, feelings or even his thoughts. Variety makes beauty. For example, one person's eyes may be brown, black, green or blue. His face may have freckles. His hair might be curly, straight, wavy, dry, brown, black, blond, red...

Every face has its own expression. If it wasn't for variety, everyone would be the same. How can we tell one's mood, his expression? Being different is what makes the world a better place. So let's enjoy learning our difference by "Facing Faces".

Ranim Chaya - Grade 7

Faces are really important. They show the first image of a person. Physical appearance may not really explain an image of a person, while if you look deeply in someone you will get the image you are searching for.

You can't figure out an image of a person just by looking from the outside. Faces may not be the best and the most beautiful, but this doesn't matter since we shouldn't look at the physical appearance but instead look at one's heart by considering his behavior.

Lyne Taha - Grade 7

شعار مدرستنا لهذا العام ، «لقاء الوجوه» (facing faces) بُني على أساس تقوية شخصية المتعلم، وتعليمه كيفية مواجهة الغير ومشاكله. فهو يهدف إلى ترسيخ الإرادة القويّة في نفس المتعلم ، والصّراحة العارمة لمواجهة النّاس، وحسن التّصرّف معهم.

لقد عمد المعلّمون والمعلّمات، في اليوم الأوّل من السّنة الدّراسيّة، إلى تعزيز روح النّقاش والتنافس عند المتعلّمين، فسوّوا لخلق نوع من المواجهة البتّة بينهم، وذلك من خلال تعلّمهم مواجهة المشاكل والأخر بطريقة لائقة لا تجرح مشاعره أو تعيّر بنقائمه. فإن مواجهة الآخرين هي من أصعب المواجهات، لما تتطلبه من شجاعة وصراحة وإرادة حاسمة لا تليّن.

هذا هو شعار مدرستنا القائم على بثّ الإرادة الجياشة، في نفس كلّ متعلم، وبناء الشّخصيّة القويّة لديه، وتعليمه حسن التصرّف والتّعبير وآداب الكلام، واللياقة في مواجهة الآخر والمجتمع.

سارة ماضي - الصفّ التاسع الأساسيّ



Can you guess where these families come from?