



# Gazette

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**WE EDUVATE...**

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## Chief Editor's Message

We have barely crossed the mark of one decade into the new millennium; yet, we are witnessing and are partners in transformation and revolution, which were unimaginable prior to their materialization.

We are part of innovations and evolutions that are touching every walk of our lives. Our schools' contributions to this road of progress and development, in addition to our own growth and advancements, are manifested and clear in countless areas around us.

As a school, we have always encouraged to share the creative and educational contributions of both our learners and educators with the parents. The Gazette is one of the many tools we use that serves this purpose. The publication of the Gazette has become a tradition in our schools which has started almost 20 years ago. Before the Christmas and the Easter vacation we all wait in anticipation to check out the pictures and read the articles. All of which reflects the school's ethos and the spirit of our daily life in our schools. Through this Gazette, teachers, learners and parents alike come to know more about the learners and their achievements. So this tradition is for sure worthy of keeping.

This issue will mark the beginning of a new trend in the Gazette. You will notice that there will be only one Gazette for ETD, BAC, and SMOC and which will serve as an umbrella for the EDUVATION School Network.

**SEE some moments  
of our school life and  
LISTEN to the joy of  
our heart beats.**

However, this blend will continue to reflect the spirit of each of the three schools. Between the pages and in every picture in the Gazette, the touch of each school will keep its imprint and will be conveyed to the readers.

As we present to you this new bouquet of colors from ETD, BAC, and SMOC, we hope that the words and pictures of this edition will help you SEE some moments of our school life and LISTEN to the joy of our heart beats.

We finally pray that this year's Christmas season brings with it all that is beautiful to fill your hearts with warmth and your lives with the blessings of God.

**Chief Editor**  
**Bissan Issa**

## Editorial

Everything in this world has dimensions, our thoughts, our reflections, even everything we see is considered in 3D (rhyme not intended). Sometimes, it becomes hard to realize which side we shall perceive first, what dimension we shall pick, and what is the best for us. The reality of things becomes distorted if we do not realize those several sides, and the question that startles our multifaceted minds is, how many sides can an image (physical or not) have? How interlaced can these sides be?

**Some say the universe  
plays a song that we get  
to listen to through our  
surroundings**

A visual passes through the human eyes and gets processed by our brains as means of recognition. Yet, sometimes we fail to recognize that one image can be as lengthy in value and meaning as a whole film, and sometimes films can represent philosophical ideologies or interpersonal reflections while we just recognize the little scenario put in front of us in a series of split second images. And if we reflect upon that very thought-provoking fact, we realize that an image is not only what we see or what we identify; an image is a collaboration of meanings and thoughts between the creator of the image and the people looking at it; it is a notion of what the creator is trying to tell you, and what we are planning to make of it. So in short, an image is a form of relationship between the several sides of its process of creation and perception.

Considering the very complexity of this relationship and in order to understand it fully, we should accept all its sides, even the ones that do not seem relevant at the beginning, for the ones that are not evident may be as important as the more obvious aspects portrayed on the surface of things. While we find trouble understanding what is being portrayed to us, we should realize that we are being reductive in our means of observation, sometimes we need to see things that are heard, and most of the times it is the other way around. Some say the universe plays a song that we get to listen to through our surroundings (the images given to us by a creator of the universe). For instance to the naked eye, mountains are but a fair measure of rocks (Continued on page 15)

**Majd Shidiac - 12SE - SMOC**





Here Comes Christmas!

"At Christmas, play and make good cheer, for Christmas comes but once a year!"

The BAC and ETD learners were entertained with an amazing and outstanding play that their teachers performed in order to spread the Christmas spirit as well as to highlight major moral values among all. The stage was brightly and remarkably decorated for this play, and the teachers were dressed with lovely and attractive costumes.

Love and care were the most essential values shown during the play scenes. A group of friends decided to celebrate the Christmas holiday by preparing Christmas carols, gifts, and cake and give them to all the neighborhood children in order to let them feel rejoiced. To do that, the children needed some help from others, so the bird started teaching them songs, one of the children's grandmother prepared the cake, and a beaver built the stage for them. The story revealed how the friends care for each other when they encouraged one of them to overcome his shyness in order to sing and be the representative of the ceremony. Moreover, they decided to donate their toys to other children, showed respect to their neighbor the bear, and promised not to annoy him with their loud voices again.

Not only were the learners delighted by watching this play, but they also explored and discovered some scientific evidence about animals' food saving for the long cold winter. Wishing you all Merry Christmas!

Nahrin Boutros - KG2 Teacher - BAC

"At Christmas, play and make good cheer, for Christmas comes but once a year!"



ووضعها حول الشجرة. أما في الروضة الثانية، فقد انهَمَكوا في التحضير لصنع المدفأة.

وهكذا أمضى متعلّمونا أوقاتًا ممتعة أيقنوا خلالها أهمية مشاركة الآخرين فرحة العيد، وكيف أنّ البهجة لا تكتمل إلّا بالطاءء والمحبة.

فيوليت أبي سعد  
مدرسة اللغة العربية  
في الروضة الثانية  
ثانوية السيدة الأرثوذكسية



فلنتشارك فرحة العيد

كما تتضافر عناصر الطيبة وتتخصّر متناغمة لحلول فصل الشتاء، هكذا يكفي الاستماع إلى الأناشيد الميلاديّة التي تملأ الأجواء، إضافة إلى التمتع بمشاهدة الزينة في كل مكان لتتحسّس بهجة الأعياد التي تعمّ قلوب الجميع.

وفي مناسبة الأعياد المجيدة، قرّر متعلّمونا في صفوف الروضات المشاركة في التحضير لأنشطة متنوعة، تمهيدًا للاحتفال في هذه الهناسية السعيدة. فبدأت ورشة عمل كخاية نحل نشيطة ومتكاملة. منهم من أنشد التراتيل الميلاديّة باعثة جوًا من الفرح بين الجميع، والبعض الآخر حضّر الحلوى لتبادل الزيارات بين الصفوف، وتقديم ضيافة العيد، لتحفيز المتعلمين على التفكير في الآخر فتكتمل فرحتهم. أما بالنسبة إلى الزينة، فقد رتّب متعلّمو الحضنة شجرة العيد، كما اهتمّت صفوف الروضة الأولى بتحضير علب الهدايا



Worldwide Christmas Dishes

Just like so many other festivities, Christmas is celebrated differently around the world. Songs, traditions, and even food are just a few of the variations that exist. Yet in spite of these differences, family, togetherness, and sharing remain a common entity regardless of the language one may speak.

After researching the different Christmas dishes, that are either cooked or baked all around the world, BAC Grade 2 learners decided to bake traditional holiday shortbread cookies from the United States and to make chocolate Caliente from Mexico in the spirit of celebrating Christmas at school.

Below are the recipes that were done at school as a culinary activity. We hope that you will try them and enjoy them as much as we did.



Chocolate Caliente (Mexico)

**Ingredients:** Makes 6 servings  
6 cups of milk  
6 ounces sweet chocolate  
6 ounces semi-sweet chocolate  
1/2 teaspoon vanilla  
dash of cinnamon

**Directions:**  
- Heat the milk over medium flame. Break the chocolate into pieces. When the milk is hot, dissolve in it the chocolate pieces and stir constantly until everything is dissolved. Increase heat and let the mixture slowly boil.

- Add the vanilla and the cinnamon. Continue beating until frothy.  
Serve immediately and enjoy!



Holiday Chocolate Shortbread Cookies

**Ingredients:** Makes about 4 1/2 dozen  
1 cup butter, softened  
1 1/4 cups powdered sugar  
1 teaspoon vanilla extract  
1/2 cup Cocoa  
1 3/4 cups all-purpose flour

**Directions:**  
- Heat oven to 300 degrees F. Beat butter, powdered sugar, and vanilla in large bowl until creamy. Add cocoa; beat until well blended. Gradually, add flour, and stir until smooth.  
- Roll or pat dough to 1/4 inch thickness on lightly floured surface or between 2 pieces of wax paper. Cut into holiday shapes using star, tree, wreath, or other cookie cutters. Reroll dough scraps, cutting cookies until dough is used. Place on ungreased cookie sheet.  
- Bake 15 to 20 minutes or just until firm. Cool slightly; remove from cookie sheet to wire rack. Cool completely.

Enjoy & Happy Holidays!

Lara Komeiha  
Grade 2 Home Room Teacher - BAC

Les cannes de Noël

Le nouveau module de français « le texte injonctif », qui coïncide avec la période des fêtes et des festivités a donné aux apprenants de l'EB2 l'opportunité de réaliser en classe des recettes de cuisine et de gâter leurs papilles !

Après avoir écrit ensemble la liste des ingrédients nécessaires pour pouvoir réaliser la recette, les apprenants ont concocté, comme de vrais pâtisseries, de bonnes cannes de Noël : Ils ont commencé par mélanger les ingrédients dans un grand bol, puis ont divisé la pâte en deux morceaux pour mêler un colorant alimentaire à l'un des morceaux et ont pétri la pâte avec leurs mains pour qu'elle soit bien imprégnée de rouge. Le façonnage était l'opération la plus délicate . Pour chaque canne, ils ont façonné un rouleau de pâte rouge et un autre de pâte blanche, puis torsadé les deux rouleaux délicatement et recourbé l'extrémité de chaque rouleau pour former une canne.

Perla Abou Abdallah  
Enseignante de l'EB2 - ETD



Les vœux de Noël

"Les noms propres désignent des forces, des événements, des mouvements et des mobiles, [...],des lieux et des moments, bien avant de désigner des personnes." Gilles Deleuze

À l'approche de Noël, les apprenants des classes d'EB4-EB5 ont eu le plaisir cette année de transmettre des vœux qui, non juste donnent de la joie aux cœurs, mais émanent d'une conscience pure qui s'accroche à la réalisation de ce qui entoure; voire à ce qui revient de manière insistante dans l'Être. Avec un air joyeux et créatif qui soufflait sur ces classes et tout en imposant une vraie singularité à cette fête, les apprenants ont bénéficié d'un soin remarquable dans sa reconstitution en faisant l'éloge de "On n'est pas dans le monde, on devient avec le monde [...]."Gilles Deleuze

Voici quelques extraits de ce que les apprenants ont souhaité:  
" Je souhaite que tous les pauvres aillent à l'école et qu'ils aient de la nourriture."  
Mahmoud Sidani, 4A

"Je souhaite que tous les gens offrent des cadeaux aux enfants démunis". Sarah Saoud, 5A

"Cher Papa Noël, cette année, je demande que le Liban soit un pays sans pollution ni guerre."  
Layana Takieddine, 4B

"Pour Noël, je souhaite que les gens aient du plaisir dans la vie". Nour Rabah, 5A

"Je souhaite à Noël que ma grand-mère guérisse et redeviennne comme avant et que tout le monde vive en paix et bonne santé". Mariam Alawieh, 5A

"Mon voeu est que chacun ait des amis".  
Aya Yateem, 5B

"Je veux que tous les enfants aient de maisons".  
Hassan Mrouweh, 5B

"Je veux que tous les petits qui n'ont pas de parents trouvent une vraie famille". Nour Beydoun, 5B

Maya Khalifeh  
Enseignante du cycle primaire 2 - SMOC





## Circle of Friends

The theme, "Friends Together", stressed on the importance of companionship through a variety of appealing activities that helped KG2 classes get more in touch with the true meaning of this precious bond. First, the assigned topic was introduced through movies that highlighted the nature of the relationship among genuine friends. Learners were then invited to share their preferred moments along with their buddies. Throughout the theme, inspirational stories were an essential method not only in developing communication skills, but also in portraying fundamental values in relation with the subject. All classes were entitled to entertaining games such as "That's Me," where everyone discovered elements they have in common with their peers.

**"Walking with a friend in the dark is better than walking alone in the light."** Helen Keller



Moreover, in "Friendly Interviews", learners turned into reporters and interviewed their classmates about their favorite things. Even mathematical skills were targeted as the interview answers were later used to create pictographs to show the group preferences. Furthermore, dramatic activities and role-plays provided a training ground in order to familiarize the learners with tough situations. Learners would, then, have to think and make sound decisions to come up with sound solutions when faced with conflicts. During Art sessions, everyone used their vivid imagination and their artistic hands in order to decorate children shapes to represent their friends. Culinary activities were also on the menu as KG2 "Little Chefs" got together and engaged enthusiastically in preparing a mouth watering "Friendship Mix" combining dried fruits, nuts, and cereals. Finally, the theme was concluded by a picnic that pinpointed the importance of cooperation between team members in order to complete tasks. It was truly the perfect ending to this unforgettable adventure.

As the theme, "Friends Together", comes to an end, we can only hope that this unique experience helped learners become more aware of the necessity behind having friends. Friendship is never a luxury; it's a must...

Wafaa Kebbé - KG2 Teacher - SMOC

## Animal Mask Day



Integration among subjects is one of the top activities that pave the way to grasp new concepts in lower elementary. Grade one learners have been introduced to the five groups of animals in the science session, but the adventure had begun in the oral communication period where each learner had to wear an animal mask, act its sound and movement, and mention its characteristics using proper English language. The learners were eager to see their friends' masks and listen to their presentations in the classroom. This mask day was very interesting and beneficial for grade one learners since they felt

that they went on a safari journey in the jungle! Moreover, they gained lots of scientific information about animals. They learned that animals are classified into 5 groups: mammals, amphibians, fish, birds, and reptiles. Each learner had the chance to present and share important facts about animals. This boosted their self-esteem and encouraged the learners to speak up in front of an audience. Finally and the best thing about this activity is seeing lots of smiley faces in the classroom!

Zeina Saoud - English Teacher - SMOC

## أنا لبنانيّ

إنّهُ الثّاني وعشرون من تشرين الثّاني، إنّه يوم لبنانيّ، عيدُ الإستقلال!

في هذا اليوم، ومُنذ الصّباح الباكر، علّت أصواتُ الأغانيّ اللّبنانيّة في ممَرّاتِ قسم الرّوضات. وأيضًا كان متعلّمو كلّ صَفّ منهمكين في تحضير العلم وتزيينه. وفور الإنتهاء من العمل، أضّاءتِ الأعلامُ الممَرّاتِ بألوانها الثّلاثة: الأحمر رمز التضحية، الأخضر وهو الأرزة رمز الضّمود، والأبيض رمز الحرّيّة.

وفي هذا اليوم اللّبنانيّ، توجّه متعلّمو كلّ صَفّ إلى الملعب، حيث كانت في استقبالهم سيّدة قرويّة ترتدي الرّيّ القرويّ، وتضِعُ إلى جانبيها الصّاخ والعجين. حضّر المتعلّمون بكلّ نشاط وسرور خبز «المرقوق» ومن ثمّ التّهنؤه مع اللّبنية والبندورة الطّازجة. أه ما أشهى هذا الفطورا!

بعدها توجّه الجميعُ إلى المسرح حيث كانت في



## Les huit planètes du monde

L'intégration entre les matières à travers l'enseignement interactif est une des méthodes d'apprentissage indispensables grâce auxquelles l'apprenant s'active et s'implique dans le travail.

Au premier semestre, « Les huit planètes » étaient le sujet d'intégration entre les différentes matières enseignées en EB4.

Les apprenants ont collecté les informations. Ensuite, en groupe, ils ont sélectionné les idées à écrire et ont procédé à une mise en commun de leur projet. Ils ont recopié leurs textes en respectant la mise en page du texte informatif/explicatif, le type étudié en français.

Le travail de groupe a créé une ambiance d'échange d'idées entre les apprenants qui s'entraidaient avec enthousiasme.

Ce travail a été fait en anglais et en arabe comme en français afin de fixer les informations dans le cerveau

## Vivons ensemble

Apprendre en s'amusant est toujours intéressant pour les petits apprenants. Au cours de ces deux mois, le préscolaire d'ETD a exploité un projet intitulé : « Vivons ensemble ».

Ce projet avait comme objectifs de : Favoriser la collaboration dans le groupe classe, développer l'autonomie et inciter les apprenants à être responsables. Durant cette période les apprenants ont exécuté diverses activités attrayantes et motivantes. Ces activités étaient tantôt collectives et tantôt adressées à chaque section.

En **petite section**, une grand-mère a rendu visite aux apprenants et leur a raconté l'histoire « Attention à la maison » pour les aider à être prudents et identifier ce qui est dangereux. Ce jour- là, la classe est devenue un coin chaleureux où tout le monde était assis confortablement par terre autour de la grand-mère. Une discussion a suivi l'écoute de l'histoire. À la fin et pour remercier la grand- mère, un diplôme de "Meilleure Conteuse" lui a été décerné.

Dans le but d'initier les apprenants de la **Moyenne Section** à la lecture de la recette, enrichir leur lexique culinaire, découvrir des saveurs et développer leur sens artistique, une activité gastronomique intitulée "Le jardin de délices" a été conçue. Le jour de l'activité, les coins de la classe étaient aménagés différemment pour accueillir les mamans qui sont venues participer à la préparation d'un bon dessert: « Pain de mie au chocolat ». Tout d'abord, une maman a présenté la recette en montrant aux apprenants les ingrédients nécessaires: du pain de mie, de la crème au chocolat, des bonbons, des bâtonnets de biscuits fourrés de chocolat, des pommes et des bananes. La présence et la coopération des mamans ont motivé tous les apprenants qui ont participé avec enthousiasme et



de l'apprenant et de lui permettre de mieux les assimiler. Les apprenants des deux sections EB4 se sont présenté le travail et ont finalisé le projet pendant la période d'Art. Ils ont regroupé les papiers et les ont rassemblés dans des mini-magazines. Des documents réalisés par les mains de nos petits génies !

Pascal Ikhtiyar - Enseignante de Français - BAC



habileté à l'activité. C'était vraiment délicieux, tout le monde a dégusté avec appétit. Pour remercier les mamans, des diplômes de "Meilleure cuisinière" leur ont été décernés

En **grande section** les apprenants ont inventé une comptine à la manière du vers suivant <Tonton goûte un bonbon>. Avec cette comptine, ils devaient apprendre qu' il y a des différences entre les prénoms, illustrer l'importance des 5 sens, et montrer qu'ils étaient capables de produire des rimes en se servant de leurs prénoms.

Les apprenants de la grande section étaient très fiers et l'ont faite écouter aux petits et aux grands :

**Comptine des cinq sens**

Tonton goûte un bonbon  
Stéphanie voit un canari  
Adrien touche le chien  
Talía sent un dahlia  
Jacques écoute la musique  
Jad goûte une limonade  
Serena touche les ananas  
Nadine goûte une mandarine  
Emilia écoute du piano  
Corentin voit du thym  
Rami touche les spaghettis  
Janette sent les crevettes

Respecter les membres de la famille, accepter autrui et apprendre à vivre en communauté demeurent des objectifs primordiaux en maternelle.

Mira Abou Issa, Joumana Saad et Roula Jabbour  
Enseignantes du cycle préscolaire - ETD



## Biology can be Fun

My class mates and I felt exuberant and excited as we waited for our turn to present the model we have been working on for the past two weeks.

For our biology project, we got the chance to express our creative ideas and understand our first chapter better by working in groups on two different models: representing the plant cell and the animal cell.

Our group chose candy and sweets to substitute for the cells and their organelles. We used jelly signifying cytoplasm, m&ms and sprinkles to signify lysosomes and ribosome, a peach and its core to indicate the nucleus and the nucleolus, licorice to represent the endoplasmic reticulum, and contrasting gummy bears to indicate the rest of the organelles.

In front of our classmates, we stated the functions of each organelle, showing them their color, shape, and size while explaining the differences between the animal cell and the plant cell. Other groups utilized dough; some used cardboard. One group in particular had a quite extraordinary design which was using a pizza and its toppings! (Vegetables and tomato sauce)

Such activities are essential and fun at the same time. The main goal is to help us observe and discover things on our own; also it helps us accomplish the objectives in an interesting way.

Sara Abdel Malak - Grade 8 C - SMOC

## Variety and Beyond



"Having fun at school!" may sound weird, but it is actually true, specifically during English sessions which are extremely joyful and enthusiastic. Learning new vocabulary words and grammar lessons, reading stories, and writing essays have become easy and fun due to the various activities done in class. For example, last week, to master the new words we learned, we drew illustrations of the words and we were able to fully understand them. Moreover, after reading the biography of Equiano, a slave who survived tough conditions by a miracle, we got the chance to work in groups on acting specific parts of the story. In addition, when we had to take a stand on vegetarianism, we did colorful posters to reveal our viewpoints and supported our arguments with evidence in an authentic and funny way, which made our task much simpler and joyful. This is not it! We also wrote an anthem, created recipes for achieving goals, and did impromptu speeches on original and whimsical topics, such as creating a story using an animal, a famous person and a random object. Learning English this year is definitely enjoyable; my classmates and I hope that English sessions will continue to be fun till the end of this scholastic year.

Jihan Madi - Grade 11 S - BAC



## Speak Creatively

Teaching speaking is a crucial part of second language acquisition. In order to improve our learners' communicative skills and teach them how to speak efficiently, it is essential to create an interactive classroom environment and implement various creative speaking activities to enhance their creativity and promote their critical thinking and quick decision making skills. In Grade 7, learners undergo fun speaking activities. For example, in groups of three, learners were provided creative topics such as "Tell a short tale about how tadpoles got their name." Then, learners worked on their topic cooperatively for a given time period to present their work in forms of role-plays, simulations, and short stories. At the end, the class decided on the winning group that presented the topic most creatively and collaboratively.

Such activities always enrich the learning process in our English classroom with variety, excitement, and action.

**Hiba Daoud**  
**Grade 7 English Teacher - BAC**

## Ideas with a Difference

Many of the values that are ingrained in our minds are acquired from our experiences and active participation in school activities. These activities, such as the Youth Talk program, give Intermediate learners the opportunity to discuss their thoughts about various topics and learn many values that are generally related to the theme of the year. As a result, learners in the Intermediate Division engage in school activities to provide different types of help in the school community. Hence, the purpose of these activities is to involve learners in real- life experiences that foster cooperation and allows them to play an active role in society.

Helping someone lights a spark in every learner; actually that's what we are trying to achieve through the social activities in the Youth Talk program. This Term, Grade 9 learners at BAC brainstormed and planned social projects such as: fixing a destructed house with the help of the Red Cross and helping out in Baabda Christmas Festival. The next step, the application phase, will take place soon after all projects are presented in front of a panel of judges. Even though the winning project will be implemented, all of us are actually winners because everyone will take a role in the application phase.

We all hope that this social activity becomes a contagious idea transferred to all schools and all minds because hope, love and care are the heartbeat of the soul. God bless you all!

**Joelle El Batal - Grade 9 A - BAC**



## Math Stories

Jane Yolen said: "Exercise the writing muscle every day, even if it is only a letter, notes, a title list, a character sketch, a journal entry. Writers are like dancers, like athletes. Without that exercise, the muscles seize up."

Grade 5 learners exercised their writing muscles by creating their own Math Stories using their imagination in the four stories booklet that included mathematical operations: addition, subtraction, multiplication and division. The purpose of this activity was to help our learners develop their knowledge in the concepts taught through imaginative and creative way which can help in broadening their cognitive skills.

This activity was an integration of Math and English subjects. It helped learners to improve and practice their language skills and encouraged them to take the initiative and write their own stories. Least, but not last it developed their imagination and creative writing. And I assure you, we have promising authors in the future.

In conclusion, this activity was really a successful one where learners demonstrated good writing skills and reflected their good understanding of the mathematical operations by connecting these concepts to real- life-



experience. I encourage you to read them.

**Mrs. Rima Houssami**  
**Upper Elementary Math Teacher-SMOC**

**Learners' reflection about this experience:**

In the math session, we were learning about problem solving. So, we had to do a small project where we had to make up our own problem solving exercises. Everybody got excited because it was an activity that integrates English and Math and which help us express our thoughts and develop our imagination. All the learners tried to make the story book a special one. Some printed their covers and others designed them in a very artistic way that reflected realistic drawings. We all designed this project in our own way and wrote four problem solving exercises. In Christmas, we are planning to exchange our problem solving stories where each one of us reads his/her friend's story and solves its problem. This experience was really fun and creative and most importantly, it improved both our math and writing skills and at the same time helped us apply what we are taught in English during Math sessions.

**Reina Jawhar and Celine Mahdi**  
**Grade 5 - SMOC**



experience. I encourage you to read them.

## يوميات في أجواء من الفرح

أنهينا إعدادها حتى رحت ألتهمها بشهية. كان يومًا ممتعًا جدًا.

**الثلاثة ه تشرين الأول ٢٠١٣**  
في هذا التّهار استيقظت باكراً، جهّزت نفسي وأنطلقت برفقة العائلة إلى مركز تجاريّ. هناك لعبنا مع الشّناغر والتّقطنا صورًا جميلة . بعدها قصدنا قلعة أثرية، فامتطيت حصانًا أسود اللون. ما أجمل هذا التّهار!

**الاثنين ٢٥ نيسان ٢٠١٣**  
قصدت قرية «قرنعون» الشّهيرة هناك قمت بأنشطة مختلفة كصنع العجين وغرس الشّتول ومن ثمّ امتطاء عربة الحصان. حينها لم أكن أجريّ على البوح بما كنت أحسّ به من فرح وخوف في آن معًا.

كلّ هذا حصل في جوٍّ من الفرح والمرح والتّسلية.

**فاديا صعب**  
**معلّمة اللغة العربيّة - الحلقة الأولى**  
**مدرستي البشارة الأرثوذكسيّة و الثلاثة الأقمار**

استهلينا العامّ الدّراسيّ بمحور غير بعيدٍ عن أجواء العطلة والرحلات والتّلعاب، لـ «نستدرّج» متعلّميّنا بفرح إلى صفٍّ يتعلّمون فيه بمتعةٍ وانطلاق، فيرون في شخصيّات النّصوص رفاقًا لهم يشاركونهم اهتماماتهم، ويحملون تساؤلاتهم، ويواجهون مشكلاتهم، فيقبلون على العمل بحماسةٍ. وفي سبيل تحقيق هذه الغاية، أصغى متعلّمو الصّفّ الأساسيّ الثّالث في مدرستي «البشارة الأرثوذكسيّة» و«الثلاثة الأقمار»، إلى إرشادات المعلّمة وتوجيهاتها، فعلّت أصواتهم بهجة، وانتفضت عروقهم حماسةً، وانكبّ كل فرد منهم على كتيّبه يلصقّ عليه صورًا له، أو يزيّنه بالرّسوم والألوان المناسبة، ومن ثمّ يدوّن يومياتّه. فراحوا يسترجعون ذكريات حصلت معهم وتركت أثرًا في أنفسهم. منهم من اختار أن يتحدّث عن صورة تجمعه بالعائلة، ومنهم من أراد أن يتحدّث عن نشاط قام به برفقة محبّيه «يذكره ولا ينساها أبدًا». هذه نماذج عن يوميات بعض متعلّميّنا:

**الجمعة ٥ حزيران ٢٠١٣**  
ذهبت برفقة العائلة إلى «الكيدر موندو» حيث تعلّمت فنّ الطبخ، فصنعنا الحلوى اللّذيذة. ما إن

## خطوة نحو الإبداع

الغاية، ذا قوّةٍ وعزيمةٍ. قبل مرور السّنين كان الأسد احتجز المدعوّ «ثعلوب» في السّجن، لمحاولته سرقة طعام ملك الغاية بسبب فقره وجوعه.

- «لا تخافي، لا أريدُ أن أُؤذيكَ».



أجابتها «فيولة»: «كيف ستساعديني وأنت صغيرة جدًّا؟»

- «أنا أقدرُ أن أعصّ أغصانَ الأشجارِ بأسناني القويّة».

وبعدَ وقتٍ، استطاعت الفأرةُ «فيفي» أن تُخرجَ الفيلة الصّغيرةَ من بين الأغصان المُتشابكة.

ومنذُ ذلك الحين، أصبحت «فيولة» وفيفي» رفيقتين تلعبان معًا وتتنزّهان معًا بفرح وسعادةٍ.

**تالين نابلسي - الصف الأساسيّ الرّابع**

بعد سنتين اثنتين، أطلق «ثعلوب»، فاتّجه مباشرةً إلى منزل الدّئب قائلًا له: «صديقي العزيز، هل في إمكانكَ أن تُعلّمني كيف أعيّش في هذه الحياة؟» فردّ عليه الدّئب قائلًا: «بالثّأكيد يا ثعلوب. هيّا اتبعني».

واتّجها معًا نحو رأس التّلة، وإذا بالدّئب يقول: «هيّا يا ثعلوب، افقر من على هذه التّلة».

- «لكن سأكيسر قدمي».

- «لا تقلق، سأمسكُ بك».

وعندما قفز «ثعلوب» لم يساعدهُ الدّئب. فقال التّلعّب:

- « لماذا لم تمّصيك بي؟»

أجابه الدّئب عندها:

- «هذا أوّل درّيس لك، لا تثقُ بأحدٍ! لا تثقُ بأحدٍ ما لم تختبر حسن نواياه!

ومنذُ ذلك الحين وحتىّ اليوم، لم ينسَ «ثعلوب» أوّل درّيس له، وإن بقيَ يُخطئُ في بعض الأحيان. لكنّه يتعلّم من أخطائه، وينجّ في أحيانٍ أخرى في إكمال مساره نحو حياةٍ أفضل.

**ميرا حيدر - الصف الأساسيّ الخامس «ب»**

### فيولة وفيفي

كانت الفيلة الصّغيرةُ «فيولة» تعيشُ في الغاية مع عائلتها. وكانت لا تحبّ أن تخرجَ من بيتها لأنّها تخافُ من الفأرة «فيفي».

في أحد الأيّام الصّيفيّة الحارّة شعرت «فيولة» بالعطش الشديد، فاضطرّت أن تذهبَ إلى النّهر لتشرب الماء.

فجأةً، ظهرت أمامها الفأرةُ «فيفي»، فصرخت «فيولة» وهرعت مُسرعةً لتختبئَ منها.

## Enseignant et apprenant à la fois... C'est apprendre mille et une fois

Dans le but de nous motiver, notre enseignant de chimie a décidé de nous faire une petite activité dans laquelle nous expliquons nous-même l'unité des polymères par l'intermédiaire de recherches scientifiques, afin de participer au processus enseignement-apprentissage. Dans ce cadre-là, la classe a été divisée en trois groupes. Chaque groupe a pris en charge une partie de l'unité et la recherche des informations a commencé. En premier lieu, les informations recherchées ont été sélectionnées en coopération avec notre enseignant. Cette étape a été suivie par une présentation «powerpoint» respectant les normes d'un exposé oral dont la clarté des informations, l'intonation exigée, l'interaction avec les autres apprenants,... Suite à ces recherches, nous avons déduit la définition des polymères. Ces derniers désignent une substance

composée de macromolécules, c'est-à-dire des molécules géantes constituées par l'assemblage d'un grand nombre de petites unités structurales appelées motifs unitaires. Les polymères sont devenus l'élément essentiel d'un nombre très important d'objets de la vie courante, par lesquels ils ont souvent des objets qui ont souvent remplacé les substances naturelles. En fait, ils sont présents dans de nombreux domaines industriels. Ces matières sont utilisées dans les constructions des maisons, dans l'industrie des voitures, dans les vêtements etc. Citons quelques exemples de polymères de la vie courante : le poly oxyde d'éthylène qui est utilisé dans le domaine de cosmétique et le Nylon, un thermoplastique utilisé dans les textiles. Nombreux sont les avantages des polymères, ils constituent de bons isolants thermiques à basse densité.

## خطوة نحو الإبداع

أسودّ، حرّة، أزهار، أشجار، طبيعة تجلّت في بهائها واقتحمت صفوف متعلّمي الصّفّين الرّابع والخامس، لتزيّن غلاف أقاصيصهم الخياليّة والواقعيّة، في نهايةٍ محور الأقصوصة.

فما كان من كلّ متعلّم إلّا أن امتثل أمام زملائه وقدم إليهم صورًا مشوّقة شكّلت مدخلًا سهلًا إلى أقصوصته المليئة بالمغامرات، وبدأ بسرد الأحداث بلغة فصلى لم تخلُ من الشّوائب لكن الجميع تعاونَ على إيصال المعنى، وغالبًا ما ختمت أقاصيصهم بعبرٍ يستفيدُ منها الصّغار والكبار في الحياة اليوميّة.

ها هم متعلّمونا يبتكرون كتيّبات يَحظّون أحرقها بأيديهم، عساها تولّد عندهم حبّ الإبداع والخلق اللذين يشكّلان ميزةً في كتاب الحياة.

**كارلا بربزنسكي بو سليمان**  
**معلّمة اللّغة العربيّة - الحلقة الثانية**  
**مدرستي البشارة الأرثوذكسيّة و الثلاثة الأقمار**



**حكمة الدّئب**

في قديم الزّمان، كانت تعيش في الغاية أشكّالٌ وألوانٌ من التّياتيات والحيوانات. وكان الأسدُ ملكٌ

De plus, ils sont faciles à mettre en forme et à mouler. Par contre, nous trouvons encore des inconvénients. Certains sont mous, sensibles à la température, susceptible au feu et contiennent un nombre limité de matières premières. De même, ils constituent la source principale de pollution par des matières non-biodégradables. Enfin, cette activité nous a aidés à comprendre l'unité. Notamment en cause, la participation à l'explication et la recherche de nouvelles informations enrichissantes. En outre, elle nous a inculqué une valeur qui s'avère de plus en plus fondamentale : respecter la nature et défier les causes de pollution.

**Nathalie Jbara & Nada Erem**  
**EB11 SE - ETD**



## Notre visite au Salon du Livre

Le salon du livre francophone de Beyrouth a tenu sa vingtième édition cette année. Les apprenants du premier cycle primaire de l'Ecole des Trois Docteurs ont eu la chance d'y aller, accompagnés de leur enseignantes. Cette visite était à double objectif : d'une part, elle a permis aux apprenants de découvrir cette exposition et ses nombreux ouvrages ; d'autre part, elle les a motivés à la lecture.

La visite était d'une grande importance aux yeux de nos apprenants parce qu'ils allaient rencontrer M. Philippe Matter, auteur et illustrateur de la série Mini-Loup, une de leurs séries préférées.

Avant la sortie, les apprenants des classes d'EB1 et d'EB2 ont fait des recherches bibliographiques pour mieux connaître l'auteur et ont préparé une série de questions à lui poser le jour de la rencontre. Quant aux apprenants de la classe d'EB3, ils ont préparé une scène « L'anniversaire de Mini-Loup », et se sont bien entraînés pendant deux semaines pour la lui présenter.

Après la rencontre, les apprenants ont rédigé ce qui suit:

« Voilà enfin le 8 novembre... Nous sommes très excités. Cela fait deux semaines qu'on attend ce jour! Au salon du livre, on a eu la chance de visiter plusieurs rayons

attrayants et colorés. Quelques-uns de nous ont même acheté des ouvrages fascinants. Ensuite, on a participé à une activité préparée par une animatrice : il fallait répondre le plus vite possible à une série de question: eh bien toutes nos réponses étaient correctes ! L'animatrice nous a félicités pour nos connaissances.

Un peu plus tard on est passé dans une salle de conférence où M. Philippe Matter nous attendait. Il s'est présenté, a présenté ses ouvrages. A tour de rôle on a posé nos questions telles que : Comment avez-vous découvert votre talent ? À quoi consacrez- vous votre temps libre ? Auxquelles il a répondu sincèrement.

C'est au tour de notre classe de présenter la saynète "L'anniversaire de Mini-Loup": nous avons bien joué ! Tout le monde a applaudi. Avant de partir, M. Matter nous a appris quelques astuces pour faire de beaux dessins, nous a fait un dessin qu'on a accroché en classe. Enfin, nous sommes retournés à l'école avec le souvenir d'une journée inoubliable. »

C'était une visite éducative teintée de beaux moments.

**Nancy Kayal, titulaire de classe, Sara Arakelian, Peter Sabbagh, Joanna Semaan, Léa Nour, Chloé Farah - EB3 - ETD**



## Lire quel plaisir!

Apprendre à lire sans en être arrivé au plaisir de lire c'est avoir manqué quelque chose. On sait que l'enfant, dès sa naissance, apprend s'il est stimulé. Pour nos apprenants, c'est la même chose. C'est pourquoi une visite à la médiathèque de l'Institut Français a été organisée pour les apprenants de la classe d'EB4 qui l' a décrite comme suit :

«Arrivés à l'Institut français, la bibliothécaire nous a accueillis et nous a faits faire un tour dans la médiathèque pour nous familiariser avec les différents genres de littérature. Ensuite nous avons lu des livres et nous nous sommes promenés dans tous les coins de la grande salle riche en livres, CD, albums, documentaire, bandes dessinées, romans » .

De retour à l'école, chaque apprenant a choisi de rédiger la fiche de lecture du conte ou du roman qui

l'a le plus attiré.

Voici les commentaires des apprenants à la fin de la visite :

«A la médiathèque, il faut rester silencieux, il faut faire attention aux livres et ne pas les déchirer»  
**Ghalia**

«On peut emprunter des livres mais pas les acheter»  
**Sergio**

«Waw, il y a un rayon de musique à la médiathèque!!»  
**Nancy**

**Pascale Ikhtiar**  
**Enseignante de Français - ETD**



## روح رياضية بامتياز



ويترقّب المتعلّمون بطولة كرة السّلة بفارغ الصّبر، التي سيقام في المستقبل القريب بإذن الله، أمّلين في أن تُساهم هذه التّشاطات في تعزيز روح التّعاون والأخلاق الرّياضيّة بين متعلّمين الأعزّاء.

**أحمد علم الدّين - أستاذ الرّياضة**  
**ثانويّة السيّدة الأرثوذكسيّة**



في أجواء من البهجة والفرح، شارك متعلّمو الحلقة الثّانية في ثانويّة السيّدة الأرثوذكسيّة، في بطولة كرة القدم التي نظّمها «دائرة التّربية البدنيّة والرّياضة»، السبت ٩ تشرين الثّاني ٢٠١٣، وقدموا أحسن ما لديهم من مهاراٍ في التّمرير والتّسديد، في مباريات حماسيّة توجّهتها الرّوح الرّياضيّة من البداية إلى صافرة النّهاية.

وأضفى حضورُ الأهل الكثيفُ نكهةً مميّزةً على التّهار الرّياضيّ، فألهبوا المدرّجات حماسةً وتشجيعًا. كذلك فقد تميّزت المباريات بمستوى عالٍ في الأداء، على صعيد المهارات الفرديّة للمتعلّمين، كما على الصّعيد الجماعيّ، من خلال الحسّ بالانتماء إلى الفريق والتّعاون فيما بينهم.

## Une sortie à la forêt de Baabda et Ramlieh

Le jeudi 7 novembre, les apprenants de l'EB2 ont eu la chance de visiter la forêt de Baabda où différentes activités avaient été prévues. Le lendemain les apprenants de l'EB3 ont également visité la réserve naturelle de Ramlieh au Chouf. Les deux classes ont fait presque les mêmes activités mais dans deux lieux différents.

Casquette sur la tête, les apprenants pleins d'énergie ont été divisés en groupes pour commencer la découverte des lieux.

Certains ont assisté à une présentation des animaux qui vivent dans ces réserves et ont découvert les arbres et les différentes plantes qui s'y trouvent: ainsi, ils ont pu



mesurer leur importance dans la nature. D'autres ont escaladé un petit monticule, ont appris à planter des pins et des cèdres, et à prendre soin de ces arbres. Ensuite ils ont assisté à une simulation effectuée par les pompiers. Ils leur ont montré comment ils se comportent en cas d'incendie dans une forêt. Vers midi, tout le monde s'est réuni de nouveau pour un déjeuner convivial, et pour jouer aux jeux disponibles.

Enfin, l'heure du départ pour rentrer à l'école est arrivée. Tout le monde était content, c'était une journée riche en apprentissages de toutes sortes.

**Lina Mansour et Tracy Ibrahim**  
**Enseignantes au primaire 1 - SMOC**



## Exploring Nature

It's widely assumed that escaping the noise and stress of the city to spend some time in nature is good for us. Grade 6 learners lived this experience and were able to appreciate the harmony of nature by visiting one of the most important educational forests in Lebanon; The Mediterranean Forest Development and Conservation Center of Lebanon (MFDCL). Engaging upper elementary learners in fun and educational activities is part of our curriculum, where they enjoy learning, discover nature simultaneously and value the importance of protecting it and conserving its beauty. Here are some of their personal insights:

**Aiya Gilliam, G6D and Adam Najm G6C:**  
It was an awesome field trip where everybody had fun. The moment we arrived there, we were able to smell the fresh mountain air. The affable guide informed us that only 13% of Lebanon's space is a forest. After that, they divided us into groups to do several activities that included, planting, recycling paper, archery, nature walks, and last sky walking; which was a test of courage. And to our surprise, a few students passed it running, whereas we and a bunch of other people froze up there. Walking on ropes and moving logs hanging in the air, was scary, but don't worry, we were tightly secured and couldn't fall. We also had the chance to recycle paper. It was almost like a splash-splash game because half of the group was wet at the end from finger tips to almost shoulder. As a conclusion, it was the best trip ever!

**Mohammad Issa and Yumna Baltaji, G6A:**  
At the beginning of the trip, we thought it was going to be boring, but as the day went by it turned out to be more and more interesting. In the first station, we had to do the sky walk. We refused to do it at first, but when we saw our friends doing it we were encouraged and decided to do it despite the fear that overwhelmed us. It turned out to be stupendous! After that we did several activities including archery. Bursting those balloons was so much fun. Archery requires patience and a great deal of concentration. It was such a fun day!

**Nancy Chehab G6A and Nour Jeha G6C:**  
It took us two hours to get to our destination, but it was worth every second. Once we arrived, we were enchanted by the most beautiful view we've ever seen. We could see the huge mountains and the tall trees all around us. This was a chance for us to get away from the hubbub of the city and enjoy the serenity of the mountain side. The place was simply breathtaking, a trip to remember because it gave us a chance to get off our phones, iPads, computers, and television. It gave us a chance to appreciate nature, enjoy playing outside, and overcome fears.

**Marwa Al Hassan**  
**Upper Elementary Science Teacher - SMOC**





## Raising Readers at Preschool

Several studies have concluded that phonemic awareness is highly connected with success at the beginning of reading experiences. Materials such as letter cut-outs, game boards, and small picture cards are used to help serve this purpose. Moreover, learners are given many opportunities to manipulate words; for instance, they arrange words cards to create a sentence and listen to stories with rhymes and set a list of rhyming words. Also, they learn a large number of sight words that they can recognize instantly in print. In addition to the knowledge of sound-letter relationships, learners are encouraged to use many cueing systems in the reading process. These include using background knowledge and predicting new or unknown words through pictures. Learners also benefit from regular library visits which help them develop reading habits from an early age and promote the importance of life-long learning. During these visits, everyone has the occasion to discover a variety of books and borrow their favorite stories to read them along with their parents.

By the end of kindergarten, learners would have enjoyed their reading experiences and have already developed a strong disposition to engage in literacy experiences.

Zeina Kobeissi  
KG2 Homeroom Teacher - SMOC



## من ألبوم الصّور العائليّة إلى القيم اللبنانيّة!

وتابعت أخرى: «هذه أمّي التي تحنو عليّ وترافقني في دروسي وفي أفكاري. وأمّا هذه الفتاة الشقيّة فهي أختي الصّغرى، التي تارة تُخدّب ورائتي وتلحق بي من غرفةٍ إلى أخرى، وطورًا تجلس إلى جانبي حين أراجع واجباتي المدرسيّة لتحفظ كلماتٍ من شعرٍ».

كيف يمكن أن يبتعد محور العائلة عن الأعياد التي تجمّع ولا تفرّق. ففي مناسباتٍ مباركةٍ كهذه في لبنان، يلتئم السّمّل وتصفو القلوب وتتسامح. الصّغار يلعبون والكبار يتسامرون. أمّا مظاهر المحبة والألفة والمرح والسّعادة والإحترام، فتسوّد أجواء العائلة.

رَبنا المَلحم - معلّمة اللّغة العربيّة - الحلقة الأولى  
مدرستي البشارة الأرثوذكسيّة و الثلاثة الأعمار

## Tips for Better Learning

Parents frequently have the same concern that of how to push their son/daughter to give their best and to apply what they have learned. It is not an easy matter with all the long working hours, the busy traffic, and the endless responsibilities. I read somewhere once that the key to effective studying is not studying harder but studying "smarter". What does that mean? You might ask.

The following are guidelines that will help you set the perfect mood for your children at home for a better study environment that encourages healthy study skills.

### 1. Create a Study Zone

Choose an area where your son/daughter would be seated comfortably and is provided with good light. There should be no distractions surrounding your son/daughter; he/she should get what he/she needs to use only.

### 2. Teach them Responsibility

Ask your son/daughter to be responsible for both the material and the subject matter. He/ She is also to start revising and working on his/ her homework independently. You are only there to guide him/ her with material he/ she needs help in.

### 3. Help them Prioritize

Teach your son/daughter to prioritize. They say, "If you have to eat two frogs, eat the ugliest one first;" this means it might be better to start with the most difficult task then move on to the easier tasks.

### 4. Teach them to Respect Time

Clarify to your son/daughter the importance of time and ask her/him to respect the time set for each assignment. This will take some time and patience at the beginning but will benefit the learners eventually.

### 5. Help them Communicate With their Teachers

If your son/daughter does not understand anything, make him/her understand that he/she should feel safe and confident enough to write his/ her questions down and take them to the concerned teachers.

### 6. Know their Limits

When you feel like your son/daughter is overwhelmed, STOP. Let him/ her rest for a while then continue or perhaps change the setting and mood.

### 7. Review, review and review

The best thing to do when your son/daughter does not have homework is to revise the basics for any subject or do some drill and practice exercises.

You might think that these tips are too simple to work, but consistency in applying them is the key to teaching your child how to be an independent learner.

Zahraa El Murr  
UE HOD - BAC



## Healthy Lifestyle

## Our School Clubs

As usual, our school asks us every year to choose two of the given extracurricular activities that we, as students, would like to participate in. While I was going through the options, I noticed that the school had provided us with a wider range of activities this year, including modern dance, Zumba, and nutrition, but I didn't really question the cause of adding such types of activities. I personally wanted to experience something new this year, so I chose to go with the Zumba activity. After being introduced to this popular dance-based workout, my dance mates and I started to learn the steps and dance to the music.

At this point, I realized that Zumba wasn't just about having fun while dancing with a jolly spirit. Zumba is actually a dance fitness program that burns calories while incorporating Latin American dances and hip hop for fun. It was about promoting a healthy lifestyle without being burdened with difficult nonstop exercises. Moreover, it helps you express yourself through the music. Zumba pops the beat out of your body the way your body wants it to pop out. That is why, each one of us dances differently to the music when free styling.

Finally, going back to the cause of adding such types of sports to our list of activities, we can say that they were not added randomly to this list, but instead there was a purpose behind that. There is a clear indication that the school isn't only interested in helping us express ourselves, but also in acquiring a healthy body and in improving our lifestyles.

Grace Saoud - Grade 12 LS - SMOC

## Health, Health, Health

Our school offers several academic, athletic, and recreational activities. One of these provided activities is the Nutrition activity. As participants, we enjoy acquiring new information regarding our diet, lifestyle and health. The material we learn is not too simple, but rather it is thorough. We find ourselves having fun and we remain interested while completely understanding the materials at hand. Our monitor is a dietician and a physical therapist; hence, the advice she gives is something we truly respect and take into consideration. Most of the material we learn during the activity is essential to lead a healthy lifestyle, whereby it discusses the human body, its flaws, and its vital needs to function properly and keep us fit. It concerns information about everything we eat (vitamins, minerals, proteins, carbohydrates...) and proper exercise depending on different body types. A lot of the information is not only interesting but also presented through entertaining methods such as games, activities, presentations.

The overall atmosphere we are part of during the activity is very cooperative, informative and entertaining. It definitely helps us achieve a sense of balance by gaining information and practicing healthy life skills. For maintaining a healthy and active lifestyle leads to a happier life. Personally, I hope the school continues with this activity for the upcoming years and takes it to a broader scale as it is always needed for us to stay healthy and fit.

Jana Tabaja - Grade 11 Sc - SMOC

## Energy Drinks

Based on the survey that Grade 8 learners conducted at BAC in Youth Talk, teens consume energy drinks because of their need for energy. The main ingredients in these drinks are sugar and caffeine. However, caffeine provides only a temporary energy boost. A new study published in the journal Pediatrics examined the risks of consumption of high caffeine energy drinks on children and young adults. The study reveals that these drinks lead to high pressure, cardiac arrest, insomnia, and even death. Mixing energy drinks with alcohol is even more problematic. Both energy drinking and alcohol are dehydrating which can prevent your body's ability to metabolize alcohol and will surely increase the toxicity. As a result, several countries restricted energy drink sales and advertising.

**The study reveals that these drinks lead to high pressure, cardiac arrest, insomnia, and even death... As a result, several countries restricted energy drink sales and advertising.**

Energy drinks have no therapeutic benefits, so if you are constantly fatigued, try to consider a healthier way to boost your energy.

Hadi Nasser - Grade 8 B - BAC

## Fast Food

Grade 7 learners had to present a youth talk project about the advantages and disadvantages of fast food. After extensive research, learners figured out that even though fast food isn't very costly and can be easily prepared, it has many side effects. Most of the meals, such as, hamburgers and coated chicken are deeply fried. Such meals are very unhealthy and may lead to health problems such as diabetes and heart or liver damage. Moreover, our bodies need 2000 calories per day, but if you eat fast food on daily basis, your calorie intake will extremely increase.

It is also worth noting that even though the Lebanese cuisine is known to be healthy, we are still exposed to various types of fast food besides the traditional western types. Some of the common Lebanese fast food includes the famous shawarma, falafel, and pastries.

In conclusion, the fast food we are eating is cheap but isn't healthy especially if we eat it uncontrollably. Therefore, if you are a person who craves fast food, eat it moderately.

Sabine Timani - Grade 7 A - BAC



**Such meals are very unhealthy and may lead to health problems such as diabetes and heart or liver damage.**



## La place de l’éducation psychomotrice en Maternelle

«La pratique psychomotrice ne s’adresse pas à la motricité en tant que telle, mais à ce que la motricité représente c’est-à-dire à la personnalité en action», J. De Ajuriaguerra.

Le terme «psychomotricité» exprime l’ensemble des liens entre les aspects affectifs, cognitifs et moteurs de la personne.

L’éducation psychomotrice est une méthode thérapeutique visant à stimuler les processus normaux de développement afin de favoriser l’intégration harmonieuse des fonctions psychomotrices.

Ainsi l’importance de l’éducation psychomotrice en maternelle, réside dans le respect du besoin fondamental des enfants de bouger. En outre, l’éducation psychomotrice contribue chez l’enfant à l’élaboration d’une image positive de soi, à son intégration dans le groupe et l’aide à investir les apprentissages. En effet, c’est à travers le mouvement, la construction et l’intégration du schéma corporel, la perception, la connaissance de la structuration spatio-temporelle que l’organisation psychomotrice s’affine et permet d’aborder les disciplines scolaires telles que l’écriture, la lecture, les mathématiques, l’analyse, etc. En ce qui concerne les activités proposées en éducation psychomotrice, nous relevons que toutes les activités animées abordent et renforcent plusieurs domaines chez l’enfant. Nous relevons essentiellement, trois

grandes rubriques, qui sont la relation à soi, la relation à l’autre et la relation à l’environnement.

Ceci dit, l’objectif ultime de l’éducation psychomotrice en maternelle est d’offrir à l’enfant des situations corporelles ludiques dans lesquelles il pourra développer et renforcer sa créativité, son imagination et son savoir tout en l’amenant à avoir un bien être corporel et une meilleure intégration corporelle par le biais de divers supports et outils lui permettant de multiplier ses expériences sensori-motrices et perceptivo-motrices, source de plaisir et de connaissance.

**Faten Sbeity - Psychomotricienne**  
**SMOC - BAC - ETD**



**“La pratique psychomotrice ne s’adresse pas à la motricité en tant que telle, mais à ce que la motricité représente c’est-à-dire à la personnalité en action”**  
**J. De Ajuriaguerra**



## Media

Media gives out, through one way flow, events and information to audience. However, youth don't possess enough awareness to prevent the incorporation of invading thoughts the media tries to serve them. Thereby, extrinsic ways of thinking and behaving are influencing the young generation's values, fashion, and life style.

TV is the most preaching of media means. In fact, TV programs reveal specific information about celebrities such as their weight, height, and life style. But adopting these ideal standards tends to weaken youth's health and causes psychological disorders to persons who fail to assimilate that international celebrities aren't the right role models to follow. Neither their behavior nor their beliefs are appropriate for a teenager in our society. On the other hand, how many times have you used TV to watch shows that expose you to useless gossip rather than a program that stimulates your intellectual abilities or enriches your general knowledge?

The internet, the media mean that has the largest audience and sharing space, is designed to share ideas, play games, communicate, and get information of any kind. In fact, some of these ideas might not be suitable for the receivers, in the sense that they might leave a negative influence on them. Why don't we make benefit of the internet for researches or for playing useful games rather than violent aggressive ones?

Finally, the problem is not the media; however, it's the misuse of this rich resource. You choose the purpose of the use of the media; media doesn't choose what to serve you.

**Ghida Hout - Grade 11 S - SMOC**

## The Annual Reunion

Today, we write with one tip of three pencils. We have grown so fond of each other that completing one another's sentences became a mere recurrence. The merger between BAC, ETD, and SMOC students that usually happens at grade 11 turned to an advantage for us. Not only cultures were combined, but also inspiration and thoughts were passed on.

“One year ago, it felt like a burden to be hosts to newcomers, yet at the same time I was somewhat excited.” reflected Maher, SMOC student, at the day before the merger. Simultaneously, BAC student, Gabriella was disappointed to discover that she would not be spending her last few years at her old school. The gates opened at the first day of the previous scholastic year only to increase the bitterness to everyone's perception of their school life. Finally, we still hadn't noticed the third ingredient of the union until the first sports session and it was the latter that made us notice that ETD students were amongst us.

The year passed by very lightly, yet in the simplicity we found our delight. We kept exchanging each other's traditional jokes until we formed ones of our own. We danced to any beat we'd hear and sang along with every

harmony. We listened to the others thoughts and fears and saw beyond our differences and made the best of them. All of these contributions generated the strongest moments of our bonds, the tears unclogged by the idea of our separation, and, most importantly, our unity versus the segregation of 12 graders. Our insisting to remain together throughout our last scholastic year is the consequence of all the tears and love our actions grew loyal to.

Today, we go back to the moment when the three pencils still were estranged. We were worried that we would not be compatible, that our ideals and principals would not match. Well, they did not have to match for them to get along after all.

We go back to that day one year ago; it turns out, we had nothing to worry about. For the years to come, other troupes of hopefuls will carry on the reunion of great minds.

**Maher Sinno - Grade 12 GS - SMOC**  
**Gabriella Dona - Grade 12 GS - BAC**  
**Mohamad Dana - Grade 12 LS -ETD**

## Surfing Online with Upper Elementary

**Diala Kisserwan**

I would like to invite all my friends to visit this educational website [www.ezschoool.com](http://www.ezschoool.com). It's extremely beneficial since it helps learners develop their English, Math, and Science skills. In addition, you can print plenty of worksheets for different activities.

**Mariam Alawieh & Ali Ismail**

Do you want to be a mini-Einstein? We encourage you to visit this interesting website [www.eduplace.com](http://www.eduplace.com) because it helps you gain more knowledge about different subjects including Math, Science, and English.

**Reem Kabalan & Nour Ali Younes**

We would like to invite my friends to visit this fun and educational Math application [www.IXL.com](http://www.IXL.com). It's suitable for learners from Nursery till grade 7.

**Nour Rabah & Jad Issa**

You can improve your math skills by visiting this website [www.mathplayground.com](http://www.mathplayground.com). Go ahead upper and lower elementary learners.

**Yara Yaacoub**

I invite all preschoolers to check this website [www.starfull.com](http://www.starfull.com) because there are a lot of fun and educational games

**Rachelle Aoude**

If you use this website [www.makemeagenius.com](http://www.makemeagenius.com) you can gain information related to science. It contains videos, pictures, and online games.

**Mohammad Ali Reda**

I recommend visiting this website [www.edhead.com](http://www.edhead.com) because it has educational games for each subject. (Hint: it only works on computers).

## The Reality of Electronic Devices

Whether we like it or not, whether we agree or not, our children's attachment to the electronic devices has become a fact that no one can deny or ignore.

Therefore, and in an attempt to clearly see what role these devices play in our learners' life, the second graders were interviewed by their English teachers and were asked the following question: "How would you feel, and what would you do if you are not playing on electronic devices at home for a whole day?" 99% of learners expressed their deep sadness in case they had no electronic devices to play on. One learner even said, "I will not like this day at all!" Another continued, "I will cry for real and I would not be happy although I have many toys but that is not enough..." In addition to feelings of sadness, most learners think they would definitely get extremely bored on that particular day. Nevertheless, only one learner among the three sections said he would feel very happy to rest, give his eyes a

break and to study more. Other learners assumed they would play with their siblings, even visit their relatives in order to escape from boredom. Our learners' answers surely reflect their deep affection to technology and the role it is playing in their daily lives. Playing games using these devices is a source of not only entertainment for them, but also a source of inner happiness.

Technology has certainly served humanity in many ways and most importantly in the medical field and in saving people's lives. But, we should all ask ourselves the following: "Has our technology trapped us in our own mobile private spaces? Have we become addicted to our pleasurable, comfortable environments and lost touch with what is most important to human existence.

**Jacqueline Saydeh**  
**Grade 2 Home Room Teacher - BAC**

## التَّميِّزُ وليدُ الإختلاف

كلُّ فردٍ هو استثناءٌ عن القاعدةِ بحدِّ ذاته...

لذا، فلا أحدٌ يستطيعُ أن يعطيني وصفاً ثابتاً. لا يهْمُنَا أن يكون الوصفُ كاملاً، حيث يكفي أن ينطبق على أكثر من فرد، بالرَّغم من أنه في بعض الأساليب قد يلائم الوصف ألوفاً من النَّاسِ. «إنَّ انطباق الوصف هو جانب من الشَّخصيَّة، أمَّا التَّميِّز فهو الجانب الآخر».

هذا ما توفَّض إليه الباحث في علم النفس جانك عام ١٩٢٣ بعد معاينة ومراقبة مئات الأشخاص والتَّمحيص بعِلوم الإغريق.

وهذا عينه ما عكسَه فيلم «اليوم الثَّامن» إذ أدَّ أنَّ كلَّ إنسانٍ فريدٌ في تكوينه البيولوجي ومسيرته في الحياة.

هذا ما يجعل لكل فرد صفاتٍ خاصَّة به قد تكون غير مألوفة، لذلك أثناء عرض هذا الفيلم على متعلِّمي مدرستي البشارة الأرثوذكسيَّة والثَّلاثَة الأعمار في حصَّة الأحاديث السَّبَّابية، لم يتقبل كما لم يتعاطف معظمُ المتعلِّمين مع شخصيَّة «جورج».

فجاءت تعليقاتهم سلبيةً متأثرةً بالتَّسرع بالأحكام، أو الإستخفاف بالآخر... لكن مع تطوُّر الأحداث في الفيلم ومعايشة جورج عبر جولةٍ في تفاصيل حياته، حُقي تعاطفٌ وارتباطٌ وديٌّ رغم التَّشوُّه البيولوجي الذي يطال شكله. فكان ظهور الوِدِّ والتَّضامن مع شخصيَّته نتيجة هذا التَّميِّز. وقد بَصَّمت المعرفة الحقيقيَّة بجورج في حياة المتعلِّمين درساً جديداً في الإنسانيَّة.

لقد أصبح التَّميِّز مطلوباً كي يكسِر الرِّتابة في العلاقات الإجتماعيَّة، ويكون خروجها الى العلن لتصبح هي المفضَّلة... ولأنَّ لكل نمطٍ في الشَّخصيَّات نقاطاً مضيئةً وأخرى مظلمةً بمعنىً:

«أنتا جميعنا نملك الطَّاقة الكامنة الَّتِي تكفيُنا لنكونَ أفضلَ ما يمكن» جانك.

فإنَّ الإختلاف في أنماط الشَّخصية هو مصدر الغنى في العلاقات والإبداعات، فنحن بالغريرة ولِدُنَا نبحثُ عنَّ نصفنا الآخر المغاير لنا لتتَكامَل مَعَه وتنباري فيما بيننا ونفجِّر الطَّاقات الكامنة في شخصيَّتنا.

لو كان النَّاس كلُّهم متشابهين، لدابت شخصياتُهم وبردتْ مشاعرُهم وقبِلَ الإبداعُ لديهم.

إنَّ أُمْنِيَّة الظَّهور المتميِّز هي مصدرُ الإلهام، والحاجة الى جذب الآخر هي أُمُ الإختراع؛ لذا من الضروري أن يستغلَّ كلُّ إنسان الميزة الفريدة الَّتِي يتميِّزُ بها وينيِّمُها إلى حدودِ توظيفها الصَّحيح لتكون طريقةً نحو التَّجاعِ والإبداع.

في كلِّ متعلِّمٍ فينا نقاطٌ قوَّة يجبُّ تقديرُها وتفعيلُها والبناءُ عليها من أجل التَّوفُّض إلى نتيجةٍ حسنةٍ أو بالأحرى متميِّزة، فيكون محطَّ أنظارٍ، ناجحاً محققاً التَّقدُّم الذي يصبو إليه، وبحثُ الآخرين من حوله للتَّشَبُّه به والتَّماهي مَعَه، فيكون منطقاً، ولو صغيراً لتحويل العالم متكاملًا ومتطوِّراً.

**يارا حيدر أحمد - الصف التاسع**  
**مدرسة البشارة الأرثوذكسيَّة**



## Listen to See

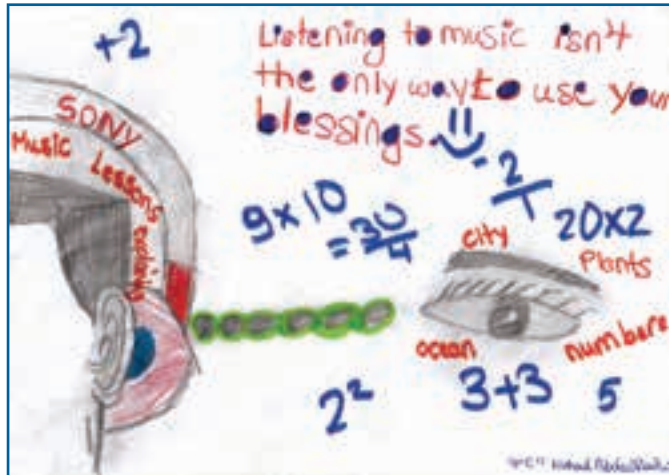
'Listen to See', is not only a theme, but a skill that needs to be developed and nourished to become part of our learners' characters. It's evident that our senses do not work individually; instead, they contribute holistically to create the big picture. The theme teaches our learners to use every sense efficiently in order to understand the world around them. Many activities have been done to prove to learners the importance of listening in our everyday life. They learned that listening can be the beginning of every bond between individuals, while the lack of listening can easily break this bond. They also learned that listening means offering your valuable time for others to express their thoughts, which is an act of caring and respecting. Learners are now able to understand that the difference between hearing and listening is similar to the difference between parroting and expressing your own thoughts. Here are some of our learners' thoughts on what they have learned about the theme of the year:

Diala Hatoum  
Upper Elementary English Teacher - SMOC



This year's theme was important to us because it helped us understand the benefits of listening. We also learned about how to master this special skill. We watched many videos that showed us importance of listening to many people especially blind people. This affected us in a positive way and allowed us to understand things just by using this ability. Many people confuse hearing with listening, but they differ widely. Hearing is to capture a speech or a sound without understanding it while listening helps us see things clearly through focusing and concentrating. Maintaining focus and attention helps us listen and understand even with closed eyes.

Andrew Antun - Grade 6 C - SMOC



Il ne suffit pas d'entendre pour comprendre !! Entendre "c'est passif", écouter "c'est actif". "Entendre" tout le monde peut le faire, mais peu le font vraiment. Ecouter quelqu'un c'est comprendre, prêter l'oreille, savoir analyser les propos de l'autre. C'est à cette condition, seulement que l'on peut communiquer, aider.

Sans écoute c'est un "dialogue de sourds". "Devenir élève" supposant cette éducation à l'écoute, toutes nos activités éducatives intellectuelles et culturelles concourent à développer ce talent sans lequel il n'y a d'apprentissage dans aucun domaine.

Ouvrez vos oreilles, votre cerveau et votre Cœur à l'écoute, chers lecteurs et vous vous rendez compte de la musique des mots de votre prochain!

Haya Shehimi - Grade 8 A - BAC



God gave you the gift of hearing; embrace it; make good use of it and don't underestimate it because through listening you can feel, you can understand, you can know the unknown, you can discover the reality, and most importantly you can see every person's true identity.

Tala Maasarani - Grade 9 - BAC



The theme of the year, "Listen to See", causes students to exhibit creative minds. They listen to be capable of various things in the outer world.

We listen, and we listen carefully to be able to see how things truly are. We listen because we care. We care because we value people around us. We appreciate others because we are mature enough to see one's real thoughts deep in their eyes. Sometimes, silence is more appropriate than talking; perhaps when we talk less, we will gain more and achieve a better grasp of how things around us work.

Listening should eventually be a vehicle that guides us to what's right and allows us to differentiate between the obstacles that we face in life. It is a powerful tool in character building; it also highlights the best in one's personality. That's why our teachers encourage us to listen and to see so that we gain more knowledge to better understand the world.

Lynn Abdallah - Grade 10 A - SMOC

أَصْغَرَ

رَبِّ الْإِنْسَانِ بِالْفُطْرَةِ يَطْمَحُ إِلَى الْكُتْشَافِ أُمُورٍ جَدِيدَةٍ وَمُجْهُولَةٍ، كَمَا وَائِهِ يَسْعَى إِلَى تَحْقِيقِ أَهْدَافٍ وَأَحْلَامٍ. كَيْ يَصْبُو إِلَى مَرَاتِبٍ عَالِيَةٍ وَيَعْدُو إِنْسَانًا فَعَالًا فِي الْمَجْتَمَعِ. لِذَلِكَ عَلَيْهِ أَنْ يَتَّبِعَ التَّسَرُّعَ وَالتَّوَهُُّورَ، وَبِالتَّالِيِ يَنْبَغِي أَنْ يَتَأَنَّى وَيُصْغِيَ إِلَى أَصْحَابِ الْخَبْرَةِ الَّذِينَ قَدْ مَرُّوا فِي تَجَارِبِ الْحَيَاةِ الْعَلِيمَةِ وَالْقَاسِيَةِ، فَيُؤَدِّدُ مِنْ خِلَالِهَا مَذَى تَفَافُهُ مَعَ الْعِقَابَاتِ وَالْمُطَبَّاتِ الَّتِي قَدْ يَؤَاجِهُهَا فِي دَرْبِ الْحَيَاةِ.

وَيَنْتَظِرُ الْإِنْسَانَ مُسْتَقْبِلَ مَجْهُولٍ مُلَيٍّ بِالْأَفْرَاحِ  
كَمَا الصَّعُوبَاتِ، وَالتَّجَاحِ كَمَا الْفَشَلِ. فَإِنَّ فِي الْحَيَاةِ  
اِخْتِلَافَ لِلرَّوَانِ بِالْقَمَحِ، وَالطَّرِيقَةَ الْفَضْلَى كَيْ يَلْمَ  
الْإِنْسَانَ بِبَعْضِ الْمَعْلُومَاتِ وَالتَّجَارِبِ الَّتِي قَدْ يَمُرُّ بِهَا،  
هِيَ فِي الْيَوْمِ إِلَى جَمِيعِ النَّاسِ مِنْ كِبِيرِهِمْ إِلَى  
صَغِيرِهِمْ، عَلَيْهِمْ يُغَيَّرُونَ وَجْهَهُ نَظَرُهُ لِاخْتِيَارَاتٍ أَفْضَلَ،  
وَأَوْ فِي إِطَارِ الْأَعْمَالِ الَّتِي يُمَارِسُهَا فِي الْحَيَاةِ. وَإِنْ لَمْ  
تَنْسَجْ وَتَنْصُغْ إِلَى الْآخَرِينَ، يُضْيِي الْوَاحِدُ مَتْنًا مَحْتَمَلًا  
فِي الْغَدَاةِ، عَارِقًا فِي آرَاءِ الْحَيَاةِ، وَكَأَنَّهُ طِفْلٌ ضَائِعٌ  
إِلَى حُلْكَ اللَّيْلِ.

إِنَّ السَّمْعَ نِعْمَةً مِنَ اللَّهِ، قُلْ مَنْ يَعْلَمُ كَيْفَ يَصْرِفُ فِيهَا. فَالْبَعْضُ يَصْتُونَ إِلَى غَيْرِهِمْ فَيَسْتَفِيدُونَ مِنْ خَبْرَتِهِمْ كَي يَرَوْا مَا لَمْ يَسْتَطِيعُوا رُؤْيَاهُ، وَيَحْقُقُوا أَحْلَامَهُمْ مِنْ دُونِ عَذَابٍ وَذُلٍّ. وَأَمَّا الْآخَرُونَ فَيَسْتَخْدِمُونَ النِّعْمَةَ تِلْكَ، فِي شَكْلِ تَطْطِيٍّ، مَا يَحْدُ بِصَرِّهِمْ فَلَا يَتَجَبَّبُونَ الْمَصَائِبَ الَّتِي تَدْسُ رِثْمًا شَرْقَهُمْ وَكَرَامَتَهُمْ وَأَمْلَهُمْ فِي ذَلِكَ الطَّمُوحِ الزَّائِفِ فِي بَالِهِمْ. فَمَنْ أَصْغَى عَيْنَ بَحْيَاةٍ زَاهِرَةٍ مُشْرِقَةٍ، وَمَنْ تَجَبَّبَ التَّوَكُّلَ عَلَى الْآخَرِينَ، أَضَلَّ سَبِيلَهُ إِلَى التَّجَارِ.

جَاد مصري - الصفّ التاسع «أ»  
ثانويّة السيّدّة الأرثوذكسيّة

إِنَّ السَّمْعَ نِعْمَةٌ مِنَ اللَّهِ،  
قَلَّ مَنْ يَعْلَمُ كَيْفَ  
يَتَصَرَّفُ فِيهَا.



## Fun Day and Calendars

Playing is an interactive way for children to learn while they are having fun. "Learning through play" is a term used in education and psychology to describe how learners make sense of the world around them through playing. Learners can develop social and cognitive skills, mature emotionally and gain the self-confidence required to engage in new experiences and environments.

As usual, this year, and under the theme of the year "Listen to see", the Preschool Division held an entertaining day where the learners learned by rotating among different games. They had to listen, analyze and



think of what they heard. The learners also had to see, choose, and do the right action according to what they saw or heard.

That's not all. The learners, along with the teachers, also prepared a special 2014 calendar which will be used in the classrooms. Each class section prepared a specific month and each month has an image related to it along with a quote related to both the month and the theme of the year. This visual calendar will be beneficial to make your child's day to day and week to week schedule more concrete and help him or her be more organized. Values are our fundamental beliefs. They are principles



we use to define what is right, good, and just. Values provide guidance as we determine the right versus the wrong, the good versus the bad; they are our standards. The value behind the theme of the year "Listen to see" is to help make the learners become better skilled at listening, understanding and analyzing anything they hear in order to be able to see it in the right way.

Joy Joubran and Layan Nammur  
Nursery Teachers - BAC



## Editorial (cont. of page 1)

accumulated over the decades, and seas are but an overload of water dumped in what was once a desert, and when we do not use all our senses to interpret those images, this interpretation might seem very appealing. But if we listen to our surroundings, to the song that's being played through the universe, we realize that mountains are there for us to know that there's always something to look up to, and the supposedly overload of water plays a daunting rhythm in our minds that makes us thankful for all the lows that we do not experience and the warmth we have, although at "the surface of things", we may seem very cold.

Surfaces sometimes mislead us. They trick us into thinking that there is no more to a subject, than what is depicted on its shallow levels, what's revealed on the outside; crooked smiles thrown by politicians, works of art that were "never meant to be understood", and frowns of fathers that mean no malignance.... some things can never really be seen without being heard.





## Seeing is Listening

Photography club: Sana Sayegh and Karim Aswad - Grade 10 - SMOC



The noise produced in a construction will soon be admired with our eyes. Ziad Sayegh - Grade 9 - BAC



Is traffic jam a type of symphony? Gabriella Ghorly - Grade 11 - SMOC



See the learners, listen to their memories. Omar Sheikho - Grade 10 - SMOC

## مركز التوثيق والمعلومات

- إلى تأمينها.
- ثانياً، المشاركة بفعالية في العملية التربوية.
- وثالثاً، تأمين توسع المكتبات وتطويرها على الصعيدين الورقي والرقمي.

أما الغاية الأسمى لهذا المركز فهي الطموح الدائم إلى أن يكون، بواسطة طاقم محترف يعمل دوماً على تطوير ذاته، منتجاً للفكر ومروجاً للقيم التي تسعى مدارسنا على زرعها في إنسان اليوم الفاعل في الغد الآتي.

لذا، إيماناً منها بدورها في بناء إنسان متكامل قادر على الغور في خفايا المعلومات كما في ظاهرها، أوجدت مدرستنا دائرة جديدة هي «مركز التوثيق والمعلومات»، على أن يشكل هذا المركز أرض واقع تتعلم فيه الأجيال، المعلمة والمتعلمة، كيفية البحث عن المعلومة الصحيحة والاستفادة منها.

يضمّ مركز التوثيق والمعلومات مكتبات المدارس الثلاث، بكل ما فيها من كتب ومراجع ومقالات مطبوعة، بالإضافة إلى قسم جديد يهتم بكل ما هو سمع-بصري من أفلام وتسجيلات ووثائقيات. هذا وقد وضع فريق العمل خطة تهدف إلى:

- أولاً، الترويج للمواد التعليمية والتثقيفية كما

أضحى عالمنا اليوم جسماً صغيراً يطفو على بحر لا بل على محيط هائج من المعلومات، منها القيمة البناءة ومنها الرخيصة العقيمة وربما هي أحياناً هدامة. أمّا الإنسان فأمسى عرضة لمدّ هذا المحيط وجزره، يتخبط في ما يبدو له ليلاً بينما هو في الحقيقة قايٍس ومؤذٍ. ولكن...!

بطبيعته، عند شعوره بالخطر، يطور الإنسان نظام دفاع يجعله قادراً على مواجهة ما يداهمه، وبالتالي على انتقاء ما يفيد. النظام هذا، ما هو إلا قدرته على استعمال فكره الناقد الذي تعمل المدرسة منذ سنّ مبكرة على شحذه بحيث يصبح فعالاً في إبعاد برائم المعلومات الضارة إفساحاً في المجال أمام ما هو نافع.

