



**EDUVATION**  
SCHOOL NETWORK

**ETD**  
Ecole des Trois Docteurs  
مدرسة الثلاثة الأعمار

**BAC**  
Beirut Annunciation Orthodox College  
مدرسة البشارة الأرثوذكسية بيروت

**SMOC**  
Saint Mary's Orthodox College  
ثانوية السيدة الأرثوذكسية

# Gazette

Dec 2014 | Issue 03

**WE EDUVATE...**

[www.eduvation.edu.lb](http://www.eduvation.edu.lb)

## Chief Editor's Message

Christmas pervades our human hearts and stirs numerous sublime feelings and emotions. The thoughts, memories, hopes, and customs linked with Christmas embrace the religious, social, and patriotic sides of our nature. The presence of the Christmas tree, the habit of giving gifts to those we love, the superstition of Santa Claus, all combined, make Christmas the most longed-for universal holiday.

In our day, the spirit of giving gifts plays a large role in living the Christmas season, and we have a valid explanation for that since Christmas is about giving the most precious to our dearest people. However, aren't the greatest presents those you cannot wrap? I wonder if we might profit by asking ourselves the following question: what gifts would God have me give to Him or to others at this precious season of the year? The most common thing I would think of is that He would ask us to give of ourselves: for we are all rich in our inner self.

Being close to our loved one is where it all begins, and our first gifts are for the caring people around us. Let time be our gift; our presence next to our loved ones and the precious time spent with them during this holy season is the real needed gift. We are all so engulfed in the rapid pace of living that we tend to forget the beauty of simple things endowed on us from God.

I once tried to count my blessings, literally, through creating a list of all the things I have been able to achieve or do because of the support of my family, friends, and colleagues and the result was splendid. As we are approaching a new year, try to count your blessings before you make new resolutions for the year to come. Let the first page of the new upcoming chapter of your life include ways to positively touch the hearts of others. Try to think of ways to spread positive and motivational vibes by probably just sharing a fruitful



**Let the first page of the new upcoming chapter of your life include ways to positively touch the hearts of others.**

advice to a friend, trying to resolve conflicts without anger, or simply saying a Thank you to a very simple deed done.

Finally, please allow me to ask you never to let your emotions cloud your decision. For when your emotions take over, you will not be able to think straight and you might not be able to control your act. Try to live life patiently, think logically, and be grateful to God for the blessings you have. For these are the tools that will keep you strong, and will empower you with a strong force so that you can always live life moving forward.

Merry Christmas and Happy New Year

**Chief Editor**  
**Joëlle Waked**



Work prepared during the Environmental Activity Hour

## Editorial

"We already have - thanks to technology, development, skills, the efficiency of our work - enough resources to satisfy all human needs. But we don't have enough resources, and we are unlikely ever to have, to satisfy human greed." A saying by Polish sociologist Zygmunt Bauman at the European Reggae Festival that conveys a lot about the greedy nature of mankind. For ages, humans roamed the Earth in search of food, water, and shelter and would settle down once they acquired them. However, even when those basic needs were attained man was never fully satisfied. Curiosity would relentlessly drive us in search for answers about everything that surrounds us. Our thirst for knowledge has lead us to access our mental capacities in order to quench this thirst, a thirst that puts man on a quest to search for answers and explore possibilities.

Generations preceding ours were successful in working on making life easier. Our needs are easily catered for with the click of a button and this is where our role kicks in. The torch of several generations' work has been passed down to us in order to improve the quality of living, find answers, and satisfy our hunger for knowledge, and thanks to the facilitation brought by technology in all its forms, this is now possible.

Nevertheless, one question remains pending. Have we used our full potential? The answer to that question is stimulus enough to set a plan and act accordingly. Why not put this potential into effect instead of taking it for granted and treat all these advances as mere trophies collecting dust on a shelf? Instead of thinking about what's next, why not think about how we can make use of all this now? Why not think forward in order to benefit our now??

A perfect example of this would be Malala Yousafzai, a 17 year old Pakistani activist, author and Noble Prize recipient. Despite of all the hardships facing Taliban and being shot in the head consequentially, Malala's vision and persistence that tomorrow is another chance to survive, another chance to change, and another chance to think was enough drive for her to invest in herself and in her plan for tomorrow. She did everything she could irrespective of her surroundings to fight for and provide education for girls in Pakistan.... and that was exactly what she did.

(Continued on page 2)

**Nadim Khoury - Grade 12 LS - BAC**



## لولا فسحة الأمل.....

وهكذا أمضينا أوقاتًا ممتعة تعلّمنا من خلالها أهميّة مشاركة الآخرين فرحة العيد وبأنّ البهجة لا تكتمل إلّا من خلال العطاء والمحبة.

كل هذا أبهج قلوبنا وزرع الفرح من حولنا وحقّقنا لمتابعة درنا بالرّغم من الصّعوبات التي تحيط بنا وكما يقال «ما أضيق العيش لولا فسحة الأمل».

**فيوليت أبي سعد**

**مدرّسة اللّغة العربيّة في الرّوضة الثّالثة**  
**ثانويّة السيّدة الأرثوذكسيّة**

الرّوضات المشاركة في التّحضير للنّشطة متنوّعة تمهيدًا للاحتفال بهذه المناسبة السّعيدة. فبدأت هذه الورشة بتزيين أبواب الصّفوف لتضفي جوًّا من البهجة والحماس. وعلى أنغام التّراتيل الميلادية، قمنا بتحضير هدايا رائعة لتقديمها إلى عائلتنا الحبيبة. كما قمنا في الروضة الأولى بتحضير الحلوى والشّوكولا بهدف تبادل الرّيارات بين الصّفوف وتقديم ضيافة العيد فيالتّفكير بالتّخر تكتمل فرحتنا. كذلك لم ننس تحضير الشّموع في الروضة الثانية فقد صنعناها بأيدينا، هذا بالإضافة إلى زراعة وردة الميلاد الحمراء في الروضة الثالثة. وبالنّسبة إلى الرّبّنة، فقد ربّنت شجرة العيد ووضعت علب الهدايا حولها. كما تمّ تحضير مسرحية تختصر معاني العيد وقيمه عرضها المتعلمون في الرّوضة الثالثة لأصدقائهم في المراحل الأخرى.



## VIVE NOËL !

AVEZ-VOUS DEJA COMMENCE VOS PREPARATIFS DE NOËL? EH OUI, L'EB6 EST DEJA EN PLEINE PREPRATION PARCE QU'ON AIME CETTE FETE!

Par où commencer? Les cadeaux, les cartes de Noël, les décorations , les tenues, les chansons ... Ouf ! Ça fait toute une liste!

Pourquoi ne pas commencer par les choses que nous préférons? De cette façon, il sera plus facile de nous retrouver dans l'ambiance des Fêtes. Chez nous, la première activité est la décoration, et puisque chez nous rien ne se perd et tout se transforme chez nous, les ornements sont des produits de recyclage ! On met de la musique de Noël et on y va!

De plus, et en vue de répandre la joie chez les apprenants du cycle I, et de vivre l'esprit de Noël, les apprenants ont commencé tout au long du mois de novembre à apprendre des chansons de Noël en arabe, anglais et français.

Enfin, il ne faut pas oublier que Noël est une période durant laquelle il faut toujours penser à autrui, alors les actes de bienfaisance, de générosité, d'amour et de charité, feront certainement partie de nos préparatifs: les apprenants ont recueilli

une modeste somme d'argent pour l'offrir à une famille défavorisée afin de rendre cette période plus agréable ! Joyeux Noël !

**Aline Jaalouk**  
**Enseignante de français - EB6 - SMOC**



Grade 6 - SMOC



EB5 - ETD

ما همّ لو انشغل العالم كلّه بأنانيّته وانصرف نحو «اللامعقول» فنحن، الأطفال ، هنا في عالمنا الخاص الذي قد يبدو خياليًا للبعض، هو أكثر فعاليّة من عالم الكبار.

فنحن نزرع فيه بذور الأمل والرّجاء التي ستتمو لتتحوّل إلى فرح وسلام وثقة لبناء مستقبل مفعم بالازدهار والأمان.

يكفي الاستماع إلى الأناشيد الميلاديّة التي تملأ الأجواء بالإضافة إلى التّمتّع بمشاهدة الرّبّنة في كلّ مكان لتنتحسّ بهجة الأعياد التي تعمّ قلوب الجميع.

وبمناسبة الأعياد المجيدة، قرّرنا في صفوف



### Editorial (cont. of page 1)

Unquestionably everything we have achieved in life is a result of life changing events borne of the decision to think ahead of time, to think beyond the apparent, to just think forward. These thoughts have driven people beyond their limits to find answers, invent, and innovate. All of this entailed a much easier present day for all of us which we, in turn, should take advantage of and replicate the acts of other generations in the hope of finding answers to many unanswered questions and consequently creating new questions with answers yet to be found.

I aspire that in our quest we'll always bear the other in mind and work together not to satisfy our greed but to lead a better life where forgiveness and hope prevail over ruthlessness and despair.  
Merry Christmas

## Thank You for Helping Me

First grade learners at BAC wanted to show gratitude and appreciation to the helpers on their floor. Each one of the helpers tend to the learners in various ways whether filling their water bottles, cleaning their classrooms or selling them snacks and sandwiches at recess time. Therefore, a special THANK YOU card has been designed, decorated, and signed by the first graders. Since each individual in our community helps us in many ways and contributes to make our lives easier, it is important to teach our children to always show respect and gratitude to those who serve us.

**Tala Beydoun**  
**English teacher - Grade 1 - BAC**



## Un cadre à photo recyclé

Le recyclage est un procédé de traitement de déchets qui permet de réintroduire des matériaux qui composent un produit final créatif.

L'objectif de cette approche est d'apprendre à nos enfants que le recyclage permet de réduire la pollution et de préserver les ressources naturelles dans le pays. Le mardi 28 octobre, les apprenants de la moyenne section ont bénéficié des talents de Mme Kodsi pour réaliser un cadre à photo avec du papier recyclé.

Au début, les apprenants ont déchiqueté le papier en petits morceaux et l'ont versé dans un robot culinaire avec un peu d'eau, de la colle et de la peinture. Ensuite Mme Kodsi a actionné le mélangeur

pour obtenir une pâte lisse et onctueuse. Avec la serviette, elle a pressé la pâte pour en retirer l'eau puis elle a plongé dans la bassine le cadre souhaité pour le tamiser et laisser égoutter la pâte à papier. Il faut surtout laisser le cadre sécher dans un endroit chaud ou ensoleillé.

Les enfants ont été émerveillés par cette activité surtout quand ils ont décoré le cadre à photo avec des épis de blé, des fleurs sèches et des pommes de pin. Bravo ! Les talentueux de la moyenne section.

**Joumana Saad**  
**Enseignante de français**  
**Classe de MS - ETD**



## الفعل المضارع

في تحوّل جميل، اختارت لنا معلّمتنا نشاطًا مرحًا سهّل علينا دراسة الفعل المضارع، فقسّمت الصّفّ فرقًا حيث يعمل كلّ منّا على مشروع محدّد.

لقد حضّر الفتيان لنا سلطة الفتّوش وشرحوا طريقة تحضيرها معتمدين على الفعل المضارع، أمّا الفتيات فقمّن بتقطيع ومنج الفاكهة وحضرن لنا سلطة فاكهة لذيذة ومغذية، بالإضافة إلى نوع من خلطات اللبن يُعرف بـ «Smoothie» بطرق سريعة وسهلة.

بعد ذلك، قام فريقان بتقديم نشرة جيّية، حيث بدأ الفريق الأوّل بعرض النّشرة مُستعينًا ببرنامج الـ “Power Point” لعرض الصّور وإبراز المعلومات الشّبيّقة. أمّا

**نور حجازي وعبد الله جعفر - الصف الأساسي السابع**  
**مدرسة البشارة الأرثوذكسيّة**





Dans le but de développer le goût de la lecture, les apprenants de la grande section ont bénéficié d'un moment de lecture en plein air.

La classe a été répartie en groupes de trois. Chaque groupe a choisi un livre pour le feuilleter tout en émettant des hypothèses sur son contenu à partir des illustrations afin de pouvoir vivre un moment privilégié, de partager et de renforcer leurs talents d'observation.

Ensuite, Madame Jamaledidine, la bibliothécaire, a fait découvrir aux enfants un album qui les a captivés et a suscité leur intérêt. Suite à la lecture

de cet album, les enfants ont exprimé leur point de vue avec leurs propres mots.

Enfin, les jeunes écrivains en herbe se sont amusés à créer leur propre livre, après avoir agrafé des feuilles pliées en deux et ils ont illustré une petite histoire inventée par toute la classe.

C'était un atelier d'écriture très intéressant mêlant l'utile à l'agréable. Courage !

**Roula Shamseddine**  
Enseignante de français - GS - ETD

## Building a Bookshelf

As a wrap-up to the story "Sammy and the Stacks of Books", Grade 3 learners constructed a simulation of the bookshelf that Sammy built for the librarian as a means of helping her to make her job easier in organizing the books. With the help of their teachers, they cut the Styrofoam boards into three large pieces to form the pyramid representing the body of the shelf and then cutting out many smaller pieces to make the shelves. After that, they worked in groups decorating the shelves before assembling the final product together. Once they were finished, they taped the pyramids using masking tape. Then they used paper clips to hold the shelves in place.



Learners had a lot of fun doing this activity. Additionally, they learned to follow directions, wait for their own turn, and work cooperatively in groups. They were very enthusiastic about this hands-on activity as it reminded them that having fun can be achieved through simple hands-on activities and not only through using electronics.

**Lara Komeiha**  
English Teacher - Grade 3 - BAC



## Recherche sur la vie de Charlemagne

Pour rendre l'apprentissage motivant et actif, il a été demandé aux apprenants de l'EB3 de faire une recherche sur le fameux empereur Charlemagne.

Ses apprenants ont ainsi pu récolter les informations suivantes :

**Qui est Charlemagne ?**  
Charlemagne appelé aussi « Charles 1er le grand » est issu de la dynastie carolingienne. Il est le fils de Pépin le bref et de Berthe de Laon. Il est né le 2 Avril 742 en Neustrie (Belgique) et est décédé le 28 Janvier 814 à Aix-la-Chapelle (Allemagne actuelle). Charles était gros, robuste et de grande taille mais bien proportionné. Il avait le sommet de la tête rond, les yeux grands et vifs, le nez un peu long et de beaux cheveux. À la mort de son père, Charlemagne est devenu, à son tour, roi des Francs et plus tard un grand empereur d'occident. Il a dirigé beaucoup de guerres et a remporté de nombreuses victoires, ce qui lui a permis d'ajouter plusieurs pays à son royaume. Il s'est marié six fois et a eu 14 enfants.

**Pourquoi a-t-il inventé l'école ?**  
Contrairement à ce que dit la célèbre chanson « Qui a eu cette idée folle un jour d'inventer l'école ? » Charlemagne n'a pas inventé l'école parce que celle-ci existait depuis l'Antiquité mais il l'a beaucoup favorisée et a encouragé son peuple à se cultiver davantage.

Charlemagne, lui-même, ne savait pas écrire pourtant il avait reçu une bonne éducation ; ce qui l'a poussé à instaurer, dans son royaume, des écoles libres dont l'accès était gratuit afin de rendre l'éducation accessible aux garçons qu'ils soient riches ou pauvres. Il voulait instruire son peuple afin d'avoir de bons fonctionnaires capables d'administrer son immense empire.

Les matières enseignées dans ses écoles étaient : la lecture, l'écriture, le calcul, la géométrie, l'astronomie et la musique.

Charlemagne a été le moteur d'une véritable Renaissance Carolingienne.

**Patricia Safi**  
Enseignante de français -EB3 - SMOC



## Ideal Music Class

Learning music is an activity that starts, first, at home. Parents transmit to their child an oral selection of traditional songs and rhymes. Nevertheless, we still can find many generations that have not experienced this diffusion. As for school, the purpose of having music sessions is to develop singing and movement skills in young children in order to preserve the rich repertoire of traditional and folk literature.

Learning music at school has three main purposes; at the beginning, learners will experience the music; during the classroom activity, they will react to the songs through dancing, singing, listening etc. and they will find out the tonality, the meters, the styles and the timbres. Once they have experienced the music, the learners will



**Creating and Improvising rhythms:** Improvising helps learners at a young age to be more creative; one of the activities is to help them create and improvise new rhythm patterns.

study the parts of the music, and they will learn specific vocabulary of tonal and rhythm patterns. In this stage, they will start their music reading (rhythmic and tonal). When the experience and the study merge together, learners will understand the music. They will sing the song, and they will read its musical parts. Understanding music will be more observable when they can improvise and create new patterns, or when they can start playing on instruments and apply what they have learned. The photos show the various activities that learners do during the music sessions. The captions below each photo explain what is happening in the photo.

**Nathalie Abou Jaoude**  
Music teacher EB5 - UE - BAC & ETD



**Reading and singing notes:** Learners are reading and singing music notes by following the upbeat and downbeat.



**Playing percussion instruments:** After reading notes and reinforcing rhythms, learners apply theory by playing percussion instruments.

## The 11 Scientific Debate Competition

Who doesn't wish to live a life without committing any fault at any time? We all do, but unfortunately, moral perfection is one of the hardest yet impossible things to attain. However, Benjamin Franklin accepted this challenge many years ago and contrived different methods to achieve this ethical flawlessness.

A small debate competition was held in one of our English sessions on Franklin's methods to reach perfection. We were given two topics; the first was about overcoming natural inclination, customs and company to attain moral perfection, and the other was about whether Franklin became a better and a happier

man while he was trying to achieve his goal. Each round consisted of two opposing groups: the affirmative group supported the topic, while the negative group refuted it. In addition, two judges graded the contestants' work according to given criteria.

Yes, moral perfection is the most difficult task to be accomplished, yet we can't deny the fact that trying to reach it makes the person better and happier. Yet again debating moral perfection can be even harder than attaining it, but we were up to the challenge.

**Hiba Jabal** - Grade 11 S - BAC

## The Time Machine

Grade 6 learners had a chance to use the Journal Writing session to write a story that would allow their imagination to soar. Hussein Mallah, an avid learner, chose to write a fictional story about the time machine that took him back to the dinosaur age. What made his writing special was the fact that he had memorized all the names of the dinosaurs giving them precise attributes. Here is the story that turned out to be as much educational as it was entertaining.

**Sarine Nano**  
English Teacher - Grade 6 - BAC



One day my friends and I went on a school trip to The Wayne Labs; where I came upon the most ingenious of the many inventions that the scientists had come up with: the time machine.

The idea of the time machine was one that interested me deeply as it allowed traveling to eras that were of importance in history. After taking a look at their newly invented gadgets and devices, I was offered a trial in the time machine, and I took the opportunity handed to me. I had my doubts at first, but then I decided to be brave and I embarked on the journey to the past- the age of the dinosaurs. Into the time machine, I went, and into the arms of the past, I landed.

As I opened my eyes, I saw the marvels I had only dreamt of before. There, in their green environment were the mammoth Ankylosaurus, the enormous Diplodocus, the spiky Spinosaurus, the humongous Giganotosaurus, and the deadly Dilophosaurus. I tried to move, but all I could do was stare and feed my eyes with that beautiful sight until I came back to the present. The scientists brought me back to my life and my daily routines, but I was promised another trip down the past. I will definitely take the next chance to explore the age of dinosaurs further.

**Hussein Mallah** - Grade 6 A - BAC





## Peindre à la manière de Vassily Kandinsky

Kandinsky est un peintre russe considéré comme l'un des artistes les plus importants du 20ème siècle. Il est l'un des fondateurs de l'art abstrait. Pour lui « peindre une œuvre c'est comme créer un monde ».

Et c'est en adoptant la technique de ce grand peintre et en utilisant les aquarelles et les feutres, que les apprenants de la classe d'EB4 ont réussi à concevoir une œuvre d'art personnelle. Ils ont d'abord observé et analysé les tâches de couleurs qui flottent dans un milieu indéterminé, puis les lignes qui impulsent un rythme à la toile et enfin les formes géométriques et organiques comme par exemple : une étoile molle à cinq branches, une coquille d'escargot, une fenêtre à neuf carreaux, un arc épais avec sa corde fine, etc.

Ainsi, ils ont réalisé une peinture abstraite qui reflète leur humeur et leur joie en maîtrisant la technique de Kandinsky.

**Carole Turk**  
**Enseignante des arts plastiques - ETD & BAC**



Lea Nour



Lara Arakelian



Joanna Semaan

## باللغة نحقق ذاتنا

قد احتلّ التعبير مكانة مهمة في الوحدة التّعليميّة الأولى، ضمن محور الأفاضيص، في تجسيد مكتسبات متعلّمي الصّفوف الرّابع والخامس اللّغويّة، من حيث امتلاكهم القدرة على نقل الفكرة والإحساس إلى الآخرين شفهيّاً وكتابيّاً، وذلك من خلال نشاط كتابة أفاضيص وإخراجها في شكل كتّيب.

استهلّ التّشاط بقراءة الصّور الّتي تعكّس فكرة مرئيّة عن مضمون النّصّ وتشكّل مدخلًا سهلاً ومشوّقًا إليه، مرورًا بالعنوان الّذي يضاهيها أهميّة، وصولًا إلى لحظة مثول الرّواة أمام زملائهم لتبدأ مسيرة السّرد. فمنهم من نسج قصّة من خياله متأثرًا بما حرّنت ذاكرته من أحداث، وبعضهم أنعش ذاكرتنا بصور أبطال الطّفولة وقصص تروي مغامراتهم، ولكن بقالب جديد، وأسلوب اتّسم بالوضوح والإثارة والجمال. ولم يكتفوا بذلك بل عمدوا جميعًا إلى تبديل التّمكّنة والزّمنة، وقلب الأحداث ليُصار إلى استخلاص العبر لتبقى بمثابة الدّروع الواقية لهم في مسيرة حياتهم.

عسى هذا التّشاط، الّذي تمّ تفعيله في حصص اللّغة العربيّة، أن يحثّ متعلّمينا على التّواصل الشّفهي والكتّابي باللّغة العربيّة الأم، وينقي فيهم الخلق والخلُق، فباللّغة يعثر الإنسان عن ذاته ويتبادل خبراته مع محيطه ومجتمعه.

**كارلا بربزنسكي بو سليمان**  
**مدرّسة اللغة العربيّة**

**مدرسة الثلاثة الأقمار -مدرسة البشارة الأرثوذكسية**

### التّلميذ الجديد

في أوّل يوم من أيّام المدرسة، دخلنا إلى الصّفّ أنا ورفاقي فنفاجأنا بوجود تلميذ جديد. كان شادي اسم التّلميذ الجديد. كان مرثّنا ولكّنه كان سميثًا جدّا وقصير القامة. وكان يضع نظارة سميكة جدّا فوق أنفه الطّويل.

عند استراحة الغداء، لاحظت أنّ الجميع ينظر إليه ويسخر منه. أمّا هو فكان يجلس على الدّرج يبكي بخجل وحزن. اقتربت من رفاقي وسألتهم: «لماذا يبكي شادي ولماذا لا تلعبون معه؟» أجابوا: «شكله مضحك فلماذا تلعب معه؟»

غضبت منهم لتفكيرهم الطّائش ولتصرفاتهم المؤدّية. اقتربت من شادي وقلت له: «لا تبك يا

### 3... 2... 1... Impro !

Qu'il soit spontané ou institutionnalisé, l'oral des élèves doit s'améliorer et se complexifier tout au long de leur cursus scolaire. Les activités orales ont donc toujours été présentes dans notre programme d'enseignement. Prendre la parole et affronter le public sans peur est une aptitude primordiale. C'est en partant de cette idée que nous avons demandé aux apprenants de la classe d'EB8 de participer à un jeu de rôle qui leur permet de se plonger dans différents contextes de la vie et d'utiliser la langue seconde pour adopter un nombre incalculable d'identités différentes. Il leur fournit de plus une certaine matière à réflexion, leur permettant ainsi de mieux saisir la relation entre leur comportement verbal et les rôles joués. Le jeu de rôle est un stimulus qui pousse nos apprenants à créer, à suivre une structuration et à obéir à des critères spécifiques pour n'importe quelle activité. Donc, cette activité répond parfaitement à nos objectifs: il nous a semblé, d'une part, intéressant d'organiser explicitement et avec des compétences bien déterminées, un enseignement de l'oral pendant lequel nos apprenants auront à s'exprimer et à s'écouter. D'autre part, nous nous sommes intéressés particulièrement à la pratique de

### Les moyens de communication du passé à nos jours.

Comment communiquait-on dans l'ancien temps ? Voilà un problème que les apprenants ont travaillé en EB1.

En abordant le module « Des nouvelles pour tous » et d'après des contes lus, ils ont reconnu le facteur avec son uniforme, sa sacoche, son képi et ont observé des timbres postaux de différents pays.

Une petite lettre collective a été écrite en classe à un ami de promotion exprimant leur hâte et leur enthousiasme à le voir prochainement. Cette lettre sera postée à la poste afin d'être livrée au destinataire.

Mais comment envoyait-on des lettres dans le temps ? Après une recherche faite en classe en plusieurs séances,



#### Victor Hugo

Dans le but d'enrichir notre culture en littérature française, nous, les apprenants de la classe d'EB6, avons fait une recherche sur l'un des plus célèbres écrivains français : VICTOR HUGO. Ensemble, nous avons découvert la vie de ce romancier, ce dramaturge français.

En faisant une étude approfondie de son poème intitulé « Demain dès l'aube », nous avons remarqué

ce jeu vu son importance dans le développement de la confiance en soi et dans la libération de la parole des apprenants. Durant cette activité, les participants ont fait preuve de savoir, de savoir-faire et de savoir-être, ils se sont montrés créatifs et motivés. Félicitations !

**Rachelle El Lameh**  
**Enseignante de français**  
**classes complémentaires et secondaires - ETD**



### The Battle of Words



Learning new vocabulary words can be a mundane task if explained through traditional methods; therefore, good spirited team competitions should be employed in class from time to time to overcome our boredom. Creating a competitive atmosphere both motivates us to learn more words and provides a positive atmosphere in the classroom.

Last week an essence of excitement filled our class when our teacher took a colorful wheel out of her bag. The ultimate vocabulary competition was at hand. The contestants were divided into pairs. Each pair had to spin the wheel. We felt the motivation of the participants as they heard that the arrow landed on the gaining two points card. On the other hand, we could feel their devastation as the arrow landed on the losing the two points card. Points trickled down, an answer was coming from here, and another answer was coming from there. Feelings of anxiety, exhilaration, interest, and excitement overwhelmed all the learners, even those who were not participating.

As the clock ticked on, it became a two-horse race. Some teams were harshly doomed by the wheel, while other teams were proud of their victory.

Everyone had fun! After the names of the winners were announced, Karim Dahabi and Marianne Bazzi competed against Lyn Farhat and Mounir Hakim in grade 9 A. The whole experience was nourishing especially that we all felt like winners- the anticipation, the cheers and the encouragement made it all worthwhile!!!

**Hiba Daoud & Raed Gillam - Grade 9 B**  
**SMOC**

**Michel Ziadé et Hassan Alti - EB6 - ETD**

nous avons pu constater que la poésie concerne tous les peuples et toutes les époques; c'est une des plus anciennes formes littéraires à partir desquelles les poètes peuvent exprimer leurs sentiments au moment où ils écrivent et traduisent leurs pensées en vers.

A la fin de ce projet de recherche que nous avons effectué avec plein d'enthousiasme et de motivation,



Presenting Cells

It is finally that time of the year again; we, Grade 8 learners gathered around in pairs to share our ideas in order to search for ways to make this project wonderful and exciting. The project consisted of creating a model of a plant or animal cell, so it was like giving someone a brush and telling him/her to draw! We went to the extreme as we used new creative ways to enter the world of science. Some of us used craft items while others used ceramics, and some even used food! It



surely was an interesting new insight to the mysteries of science. The project taught us all about teamwork, and it even improved our understanding of the lesson. Moreover, the activity was directly connected to the theme of the year: THINK FORWARD since we had to think about creative ways to make our projects unique.

Reina Dib & Reem Dennawi - Grade 8 A - BAC



A Picture Says More Than A Thousand Words

Many theories of aesthetics discover how we engage with and react to sensual experiences and objects, endeavoring to explain how we come to judge that one thing is 'beautiful' or another is 'ugly'. An aesthetic experience, being sensory rather than conceptual, is difficult to retrieve in words. For example, we are able to agree that a painting or a sunrise is beautiful but fall short on words that explain what makes it so.

Literature and visual art have been considered to go hand in hand in relation to one another since the distant past. They both share essential elements, vital in creating stimulus to the visual and creative departments of our minds. While literature was argued to have been sometimes tainted with political purposes, visual art was able to remain uncontaminated.

Our main concern here is to embark on an adventure where literature is more than just words assembled together to convey meaning, and visual art is more than just strokes of colors that express a vision. It is an adventure where those same words of literature take charge of the same paintbrushes to create a scene exclusive to the eyes of those seeing it. We all see with our eyes, but each perceives differently, and

this is what makes the portrayal of literature into visual art a manifold of experiences.

In Grade 12, we decided to put this theory to test. Two pairs of learners from the SE and GLS sections have taken on that task to interpret words into images. Those beautiful words belonged to an extract from the Anglo-Saxon epic "Beowulf" and four of William Shakespeare's Sonnets.

Lana El Turk - Grade 12 teacher - SMOC



Creative Myth

After learners read several Myths and analyzed the selection, The World on the Turtle's Back based on the Iroquois Myth, they were asked to sit in groups and write their own Myth.

**Purpose:** It is human nature to question and search for answers about life, death, and the events that impact daily living. Often a myth offers an explanation – be it sensible or preposterous.

Kershofskia: The Way It All Began

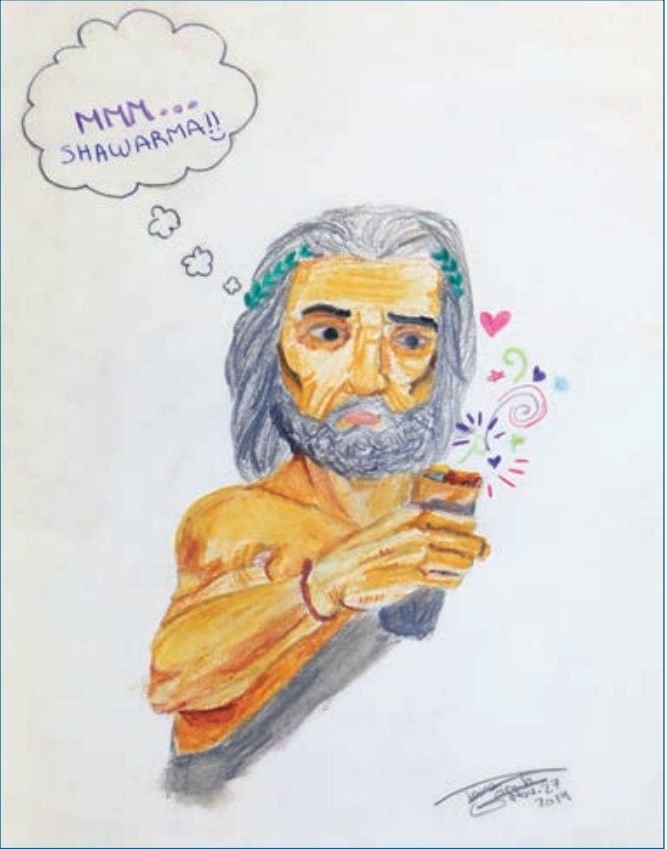
Nadrovsky is a being that had Nadr'obesity, and he lived in the Sky World. Nadrovsky used to eat his favorite meal every single day which was cornflakes and milk, but that has caused something bizarre. His kersho exploded, and the huge pressure of kersho caused an unbelievable explosion of cornflakes that turned into planets.

Nadrovsky's head was a main part of this creation, and it fell on a planet called Earth. His brain cracked and split into two halves. A butterfly suddenly appeared, gave birth to the most magnificent creatures, and spread rainbow colors, which resembled peace. On the other hand, the snake, which resembled injustice, hissed its way out of the brain and unleashed with it an army of devious wicked animals. And from both too, the human race came into existence; each believing that it had created the purest creatures that are to roam the planet.

Each of the snake and the butterfly had human followers. The snake had evil ones, while the butterfly had peaceful ones. Although both sides fought, a woman from the peaceful clan fell in love with a pacifist from the opposing clan. The couple got married secretly, and the woman gave birth to a child. The moment the child was born, balance between the evil and the good instantly occurred. No one got the chance to understand what happened.

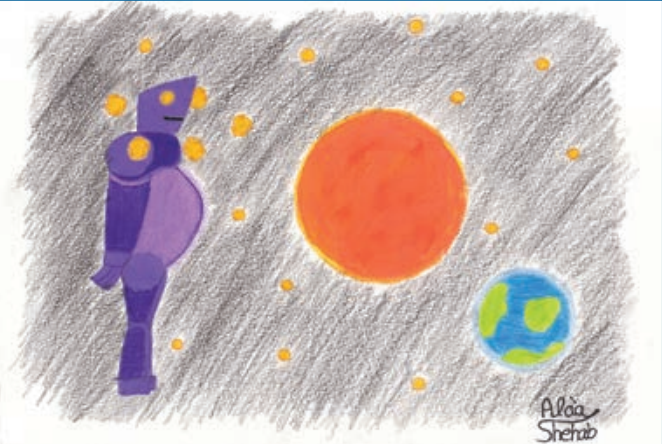
It had all started; life and every aspect of human nature.

Reina Ghalayini – Ala'a Hasbini – Talal Raad Nader Harb – Tala Mashmushi - Grade 11 SB SMOC



The Origin Myth

Long ago, humans thought that before Chaos there was nothing. The fact of the matter is, that there was already a group of extraordinary creatures called the Guardians. They were behind the creation of both the Titans and the Gods. At that time, there were no other creatures; the Guardians were the only ones around. They tried using their special gifts to create other creatures but each effort was rewarded with negative results, for each creature only lasted a few days. The guardians grew tired of their failed attempts at creating life and decided to meet up to come up with a solution for their problem. They decided to combine all their special gifts together and give them to one guardian. It was decided that Cleitius would take all the combined power to create another species. But one Guardian; his name was Acacius, grew envious of Cleitius and decided to kill him. But when Acacius killed Cleituis, the combined powers burst out of his body and created Chaos, who then created the Titans, where after came the



Gods, and finally, the creation of other creatures. In a desperate attempt to contain Chaos, the Guardians decided to seduce the creatures with gifts so that they can remain superior. Each Guardian visited a group of creatures. Only one group of creatures was not visited, since both Acacius and Cleitius wanted to claim them as their people. Once they arrived at their land and saw the beautiful sceneries, it was decided that they would get to choose who their guardian and they were then given the best weather in the world, beautiful mountains to surround them, a great sea to look upon, and edible clean meat and vegetation to enjoy.

Lara Abdallah - Diana Gorab - Lama Khoja Bilal Dahdouli - Walid Sakr - Grade 11 SEB SMOC

We are Opening our Own Fitness Center

During our Biology and PE sessions, we planned to open our own fitness center. Our teacher divided us into 5 groups; each group was responsible to open a fitness center that caters for a certain case such as obesity, diabetes or overweight. At the end of this performance task, we had to prepare a pamphlet and present our work. Our group was assigned to open a fitness center for people suffering from obesity. Our pamphlet had to include the causes and effects of obesity and the food diet that the obese people have to follow. We also had to include the type of exercises that best suit such cases. We had to resort to the internet as well as to our Biology and PE teachers to find the needed information. Each group had to do the same work for its case. Finally we presented our work in class and we were graded according to rubrics that we already received. We had a very entertaining and educational experience

while preparing these pamphlets. We were able to put the information we learned in Biology during the digestion lesson into practical use. We also learned that not all exercises can be done by obese people. We also learned the negative effect of obesity on health. Believe it or not we are ready to open our fitness center sooner rather than later!

Nizar Daou & Joelle Sheikh Ali - Grade 9 A SMOC





Bûche de Noël au Nutella

Avez-vous envie de préparer une délicieuse Bûche de Noël ?

Voici une recette facile !  
Régalez-vous !

Ingrédients

- 5 c. à soupe de Nutella
- 4 œufs
- 120 g de sucre en poudre
- 40 g de farine
- 1 pincée de sel

Préparation facile:

1- Préchauffez le four th. 6 (180°C).

2- Cassez les œufs et séparez les blancs des jaunes. Fouettez énergiquement les jaunes avec le sucre afin que le mélange blanchisse. Ajoutez la farine.

3- Dans un autre saladier, ajoutez une pincée de sel aux blancs d'œuf, puis montez-les en neige. Incorporez les blancs en neige progressivement à la préparation. Mélangez délicatement.

4- Étalez la pâte sur une feuille de cuisson, mettez-la au four et laissez cuire 10 min.

5- Sortez le biscuit du four, roulez-le délicatement dans un torchon propre et humide. Laissez-le prendre sa forme pendant quelques instants.

6- Déroulez-le et tartinez-le de Nutella. Roulez-le bien serré.

7- Nappez le dessus de la bûche de Nutella en lissant avec une spatule.

8- Découpez les deux extrémités du roulé pour avoir un fini parfait et décorez selon vos envies.

Bon appétit !

SMOC



Ahmad Baltaji - Grade 12LS - BAC

Holiday Gumdrops



Stack gumdrops, dot them with sprinkles and other candies in creative ways, and watch the colorful confections come to life as snowmen, Santas, and other icons of the season. Wrap the candy pops in cellophane bags, and then attach them to gifts or slip them into stockings. Or create a holiday display: Partially fill a large glass jar with sanding sugar, and stand the figurines on flower frogs in the sparkling "snow." Slide gumdrops onto candy sticks to create body of each pop. (Use leaf-shaped gumdrops for holly pop.)

**For Tree:** Use 1 flattened gumdrop for base of tree. Use 1 small gumdrop for trunk. Cut sides from 1 gumdrop; press sides around top of stick, for treetop. Flatten 1 gumdrop; using an aspic cutter, cut out star. Insert sprinkles for lights.

**For Snowman:** Trim top of head; top with 1 candy wafer and half of 1 small gumdrop for hat. Using a skewer (see "For Santa"), place nonpareils for eyes, mouth, and buttons. Insert sprinkle for nose.

**For Holly:** Use halves of small gumdrops for berries.  
BAC

Gift Monogram

Recycle holiday cards as labels for presents. With a pencil, kids can draw (or stencil) the recipient's initial onto a card and cut it out. Punch a hole in the letter, and tie to gift with yarn or ribbon.



Devinettes de Noël

- 1- Comment nomme-t-on un chat tombé dans un pot de peinture le jour de Noël ?
- 2- Comment fait-on entrer deux pères Noël dans un réfrigérateur ?
- 3- Pourquoi le Père-Noël porte-t-il des bretelles noires ?
- 4- Qu'est-ce qui a 4 jambes, 9 têtes et 2 bras?

Festive Envelopes

Kids can make handmade envelopes from magazine pages or leftover wrapping paper. With a pencil, kids can draw (or stencil) the recipient's initial onto a card and cut it out. Punch a hole in the letter, and tie to gift with yarn or ribbon.



- 5- Pourquoi le Père-Noël pleure-t-il?
- 6- Pourquoi le Père-Noël sanglote-t-il?

Anthony Nader – EB8 - ETD

1- Un chat peint de Noël. 2- Impossible, il n'existe qu'un seul Père Noël. 3- Pour tenir son pantalon. 4- Le Père-Noël et ses rennes. 5- Parce que personne ne lui a offert un cadeau. 6- Parce que le courant est coupé et il a peur de retourner chez lui dans le noir.

Cupcake Paper Carnations

Baking liners make sweet gift toppers for Mother's Day, or anytime. Nesting pastel papers in different sizes - petit four, mini muffin, and cupcake - creates fluffy blooms that will add a flourish to beribboned presents.

Materials:

- Cupcake liners
- Awl
- Brass fasteners
- Hot glue

Preparation:

Step 1: Separate and set out liners.

Step 2: Fold them in half.

Step 3: Nest folded liners inside one another. (If using a variety of sizes, stack from largest to smallest.) With an awl, poke a hole in the center near the folds.

Step 4: Send the stem of a mini brass brad through the hole. Pierce an unfolded cup with the brad. Spread brad to secure. Fan out liners to create ruffles.

Step 5: Rotate each folded liner about a quarter turn,



and overlap each one with the next until you've formed a flower shape. Hot-glue the liners directly to a gift or ribbon.

BAC

Happy Holidays Word Search



BAC

P	O	J	A	H	S	E	N	A	C	Y	D	N	A	C
R	S	S	H	O	P	P	I	N	G	M	F	K	A	S
E	E	H	W	L	J	B	L	X	M	A	F	L	H	O
S	I	I	E	I	K	C	F	N	M	D	F	F	G	S
E	V	R	R	D	L	P	O	I	M	A	P	O	S	N
N	O	T	T	A	M	O	L	I	W	L	O	N	X	O
T	M	U	Y	Y	N	Y	U	K	E	O	O	U	A	I
S	O	L	U	S	B	L	W	H	T	I	L	N	T	T
C	H	R	I	S	T	M	A	S	T	I	O	S	N	A
M	P	J	O	W	V	K	A	A	T	U	J	A	A	R
J	A	N	P	Q	L	Q	C	O	O	K	I	E	S	O
B	G	G	Z	I	C	A	O	L	A	T	A	O	P	C
S	X	N	M	S	V	Z	F	R	I	E	N	D	S	E
L	U	D	J	D	Z	M	P	H	O	W	M	P	M	D
F	M	S	K	Y	P	P	A	H	I	E	N	D	S	W

See how many of these words you can find in the puzzle. The words can be forward, backward or diagonal.

- |              |                |                 |            |
|--------------|----------------|-----------------|------------|
| 1. Happy     | 5. Family      | 9. Shopping     | 13. Santa  |
| 2. Holidays  | 6. Friends     | 10. candy canes | 14. Songs  |
| 3. Christmas | 7. Presents    | 11. Cookies     | 15. Movies |
| 4. Vacation  | 8. Decorations | 12. Milk        | 16. Fun    |

Gifts from the Heart

Christmas is the perfect time to let your family and friends know how much you care for them. It's hard to imagine celebrating this special occasion around the world without thinking about gifts. But, have you ever thought about the meaning of this ancient tradition. Offering presents to loved ones is one way of expressing our feelings towards them. Nevertheless, this special occasion shouldn't turn into a commercial occasion with a materialistic vibe. You can't put a price tag on love; therefore, one must look carefully for gifts with sentimental value rather than buying expensive items to show affection.

Below are some excellent and easy homemade Christmas gift ideas that kids can make. With a little effort, you can make fun and personalized Christmas gifts that will be cherished for a long time. So, this year, as you prepare for the kind of gift you want to give, remember that what is truly memorable and often most meaningful usually comes from the heart.

SMOC

Handprint Ornament

This gift will leave a memorable imprint on trees and hearts as well.

Cover the child's hand with a thick layer of white paint. Then, ask him to hold the ornament as shown in the picture. Once the paint dries, have him decorate the fingerprints as snowmen and to write his name on the palm print at the bottom of the ball.

SMOC



Snowmen Candle Holder

These cute snowmen will surely brighten your wintery nights.

Turn glasses upside down. Then, draw different snowmen using acrylic paint. Finally, place a small candle on top of each glass.

SMOC





## التّقاليد اللّبنانيّة الشّهيرة

من في هذا الكوكب لا يعرف اللّبنانيّ؟ فنحن مشهورون بغرابتنا، ظرافتنا وجبّنا للحياة. عاداتنا وتقاليدنا وأخلاقنا هي ما يوحّدنا ويربطنا في ظلّ هذه الصّعوبات المختلفة التي يعيشها لبنان.

أينما ذهب اللّبناني يشيرون إليه بالأصابع، هل اللّهجة الفريدة من نوعها أم القبلات الثّلاثة التّرجيبيّة هي ما يدلّ الآخر على هويّته اللّبنانيّة؟ اللّهجة اللّبنانيّة مختلفة «عجّد» عن اللّهجات العربيّة الأخرى، فهي أسهل، وحاول الجميع أن يقلّدها «بس» لم ينجحوا في ذلك.

اللّبناني مشهور بجنّته للحياة والفرح والرّفص ولا يخلو الأمر من الأعراس الّتي ترزّن ليالي لبنان، حيث تعلو أصوات الرّغاريذ بعد قطع قالب الحلوى، ويرقص الجميع الدّبكة بعدما يرقص العروسان الرّقصة الأولى. ولا شك أنّ العريس هو من يتحمّل نفقات العرس كاملة بالإضافة إلى الدّهب الّذي يقدمه للعروس.

تتمدّد التّقاليد كذلك إلى ولادة الطّفل، فاللّبنانيّون يذهبون إلى المستشفى لتهنئة الأم ومن ثمّ إلى المنزل حيث يحضّر المغلي «والملبّس» وطاولة مليئة بما لذّ وطاب من الحلويات. ولا يخرج الرّائر من المنزل فارغ اليدين أبداً، بل يأخذ معه تذكّار المولود وهو عادة أرزق للضّبيان أو ورديّ للبنات. إضافة إلى ذلك، يحضر أهل المولود حلوى للمقرّبين عندما يحصل على سنّه الأوّل، فتكون «السّنينيّة» على رأس لائحة الحلويات. يرثي الوالدان اللّبنانيان طفلهما على قيم الاحترام والمحبة والثّقة بالّنفس وقبول تنوّع الآخر وأن يعمل صالحاً لخيره وخير مجتمعه.

هذه هي التّقاليد اللّبنانيّة والأخلاق، راقية وفرحة ومحبة للحياة! لن تجد مثل لهجتنا في بقعة أخرى من هذه الأرض وتقاليدنا هي الّتي تشكّل شخصيّتنا وتحدّد هويّتنا اللّبنانيّة. لا تظنّوا يوماً أن الّذي نراه في التّلفاز هو تعريّف لهذا الشّعب، بل هو جزء لا يعكس صورتنا الحقيقيّة كما هي.

#### جويل البطل - الصف العاشر مدرسة البشارة الأرثوذكسيّة

##### China

When a baby is one month old, a celebration takes place, gifts are mainly red dyed eggs that symbolize the changing life.

##### Canada

A baby shower is held one or two months before the baby's arrival. Women are only invited to the ceremony and baby gifts will be given to the mother to be.

#### Shatha Bayoud English Teacher - Grade 2 - BAC



## طابع بريديّ جديد

لطالما عُرف لبنان بأنّه بلد الحضارات القديمة بسبب موقعه الجغرافيّ المميّز ممّا جعله مركزاً لعدد من الحضارات المتنوّعة الّتي خلّفت آثاراً وبصمات دمغت الحياة اللّبنانيّة. من هنا، تميّز هذا البلد الصّغير بعاداته وتقاليده وتراثه.

وانطلاقاً من محور «ثقافتنا من حولنا» قام متعلّمو الصّفّ الأساسيّ الثّاني خلال حصص الفنون بتخصير طابع بريديّ يبرز الرّأي الثّرانيّ اللّبنانيّ.

أبدع متعلّمو الصّفّ الأساسيّ الثّاني خلال تنفيذهم هذا الشّشاط وأنجزوا طابعاً بريديّاً جديداً يعكس تراث بلدنا الغالي.

وهكذا، تمكّن المتعلّمون من إحياء تراث أجدادهم

## أهلاً بك في لبنان!

«أهلاً بك في لبنان، أهلاً بك في لبنان!». إنّها عبارة راح يرّددها متعلّمو الصّفّ الأساسيّ الثّالث في مدرستي البشارة الأرثوذكسيّة والثّلاثة الأعمار على مسامع بعضهم البعض بعد أن اطلّعوا على العادات والتّقاليد اللّبنانيّة وتعرّفوا إلى القيم المنتشرة في المجتمع اللّبنانيّ. بناء عليه، قرّر هؤلاء الصّغار إجراء بحث يهدف إلى التّعرّف أكثر على مميّزات وطنهم لبنان بالإضافة إلى اكتشاف نواحي الجمال المنتشرة في أرجائه. فمنهم من انصرف إلى التّعقّق في المطبخ اللّبنانيّ والتّعرّف إلى أشهى أطباقه وأشهرها. ومنهم من انكبّ على جمع معلومات تتعلّق بالمهن اللّبنانيّة وتحديدًا عمل الحرفيّين. أمّا البعض الآخر فقد أراد اكتشاف أبرز معالم لبنان الأثريّة من قلاع ومتاحف وأبنية تقليديّة... كلّ هذا حصل في جوّ يسوده التّعاون

وأسلافهم مؤكّدين ارتباطهم بالوطن وبتاريخه العريق.

#### كاتيا أبو رجيلي - معلمة الفنون مدرسة البشارة الأرثوذكسيّة مدرسة الثلاثة الأعمار



وتعّمّه المتعة والسّعادة.

بعد أن أنجز المتعلّمون أبحاثهم القيّمة، أيقنوا أنّ لبنان هو بلد الفنّ والجمال والبجديّة، وكلّ ما يثير المتعة والإعجاب ويذكّي الغيطة والشّرور سواء أكان في نقشة نّحات، أو لوحة رسّام، أو مقالة كاتب، أو قصيدة شاعر، أو معزوفة عازف...

وأخيراً، أدرك المتعلّمون قيمة هذه العادات والتّقاليد الّتي لا تعوّض بثمن وصمّموا على الحفاظ على إرثهم الغالي ليتّم نقله لاحقاً عبر الأجيال.

##### فاديا صعب

##### مدرّسة اللغة العربية - الأساسيّ الثّالث

##### مدرسة البشارة الأرثوذكسية

##### مدرسة الثلاثة الأعمار



## Arrival of a New Baby

In the first unit, learners were introduced to changes in life, and among these changes was how their life would change when a newborn appears in their family. A discussion was held in class about what kind of changes happen, how a baby would make the parents busy, and how a baby draws everyone's attention to him or her.

Some learners also shared their own experiences. It was noticed that all learners were talking about Meghle or Karawya which is a Lebanese sweet that is served to people who come over to see the baby.

The idea started from here, and we all agreed to think of how different countries welcome or celebrate the arrival of a new baby. We decided to sit in groups and research how other countries welcome their newborn or treat infants and toddlers.

The groups then presented these traditions by showing up the country's flag and talking about them.

## رحلة تثقيفيّة الى محميّة «الرّملية»

إن المحميّات الطّبيعيّة تُعدّ إحدى الوسائل الهامّة للحفاظ على التّوازن البيئيّ وصيانة البيئة، لما تحتويه من نباتات وحيواناتٍ سواءَ على اليابسة أو في البحار، كما أنّها تمنع استنزاف الموارد الطّبيعيّة وتدهورها بما يضمنُ بقاء التنوع البيولوجيّ اللازم وحفظه من أجل استمرار الحياة؛ وهي تتركزُ على فكرة حماية أجزاء من البيئات البريّة والمائيّة المختلفة لتكون بمثابة مواقعٍ طبيعيّة خاصّة يُحطّر فيها نشاطُ الإنسان المؤدّي.

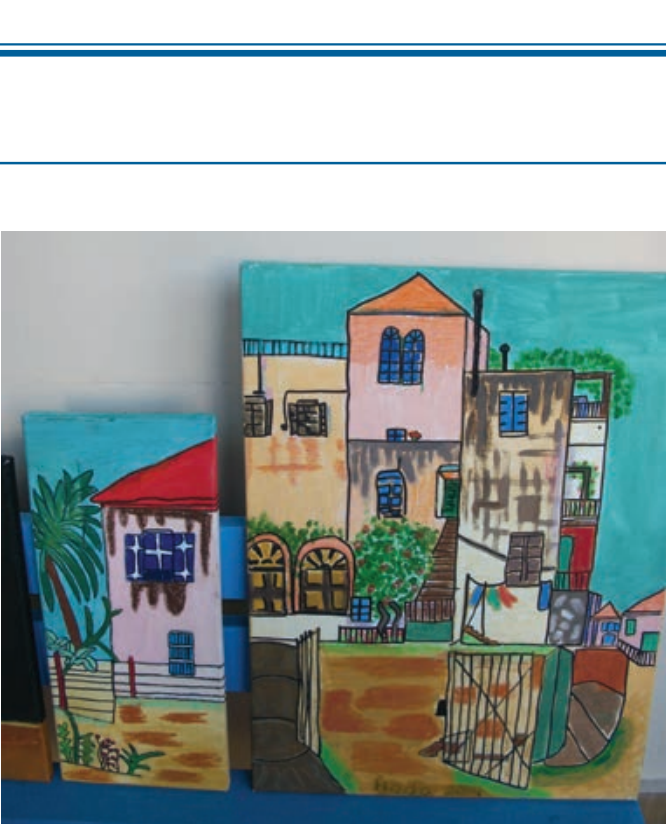
لذلك تعدّ زيارة المحميّات الطّبيعيّة للتّعرّف إلى خصائصها مهمّة جدّاً. كما أنّ هذه الرّيابة اكتسبت بعدًا قيّمًا لأنّها جسّدت التّداخل بين الموادّ الآتية: «العلوم، الجغرافيا واللّغة العربيّة».

قام متعلمو الصّفّ السّادس الأساسيّ بزيارة لمحميّة «الرّملية» حيث تعرّفوا إلى أنواع الأشجار والنباتات المنتشرة وفوائدها، وإلى بعض الحيوانات والطيور الّتي تلجأ إليها هربًا من بنادق الصيّادين. كذلك اكتشفوا خصائص المحميّة وكيفيّة المحافظة عليها كثروّة بيئيّة ووطنيّة. وخلال تلك الرّيابة، قام المتعلّمون بنشاطات كثيرة منها:

١- المشي في الطّبيعة مدّة نصف ساعة للتعرّف عن كثب إلى أهميّة الأشجار وكيفيّة المحافظة عليها من الحرائق وتعدّيات الإنسان الأخرى.

٢- زرع بذور الصّنوبر بهدف التّعرّف إلى أهميّة الصّنوبريات في لبنان.

٣- تدوير الأوراق لحماية البيئة من النّفايات الضّارة.



Some artwork done by learners and presented to the elderly.



## The Elderly Facility

The elderly are often portrayed as sick, tired and boring people, but the trip we took to the elderly facility proved this notion wrong. The elderly are actually interesting; they can be active, sporty, and even modern.

During our visit to “Al Omr El Madeed”, a representative of the facility helped us understand the residents' daily routines and what their lives at the facility are like. She then introduced us to some of the inhabitants who gave us a tour around the area and showed us their fully-equipped gym which was surprising because we did not expect them to be active. They took us to their garden and invited us to take pictures with them. Throughout our stay, they showed us their jovial and humorous nature. Finally, we were led to the lobby where we displayed our talents and entertained them. One of my classmates delivered a poem she had written for this occasion, while others presented their paintings. The elderly appreciated the hard work the learners put into their presentations, and we could tell that they were deeply touched. They thanked us for paying them a visit and bid us farewell.

The visit made us understand their lives and allowed us to relate their story to that of Mrs. Breckenridge, the three-century woman whose story we read in class. Our exposure to that world helped redress the misconceptions we had about the elderly and the facilities that shelter them. We no longer label them as dull and weary; we now know they can be entertaining, funny and lively.

Lea Sukkarieh - Grade 7 - BAC

This is the poem my classmate, Luna Hajjar wrote and delivered:

### الحياةُ المكمّلةُ

إنّ طولَ العمرِ علامةُ العطفِ الإلهي

فأنتم ربّعُ الحياةِ بل أنتم الحياةُ بأكملها

العمرُ لا يُقاسُ بعددِ السّنينِ

والحياةُ المكمّلةُ هي تعبيرُ الشّيوخوخةِ

تعبيرُ عن البركةِ الإلهيةِ

فلكلِّ عمرٍ جمالُه

أنتم الجسرُ الَّذي يربطُ ماضينا بحاضرنا

ومستقبلنا

أنتم من تحافظون على هويتنا وتراثنا

كالكتابِ المفتوحِ لذكرياتنا وتاريخنا

أنتم مصدرُ الخبرةِ والحكمةِ لأنّ الزّمانَ

معلّمٌ كبيرٌ

فالأجيالُ الشّابةُ لا تتقدّمُ في الحياةِ دونَ مُسينِ

يدعّمُه بخبرتهِ

وحكمتهِ

أنتم ثروةُ كبيرةُ

ولكم مَنّي ومن أصدقائي محبةُ

واحترامٌ وتقديرٌ

أدعو الله أن يحفظكم ويعطيكمُ

الصّحةَ والنّشاط، فقد كنّتمُ

وما زلّتمُ

قدوةُ حسنةٍ لنا جميعًا

##### لونا الحجار – السابع الأساسي

##### مدرسة البشارة الأرثوذكسية



## Les sept merveilles du monde

Le monde où nous vivons est un endroit plein de splendeurs et de merveilles. Dans le passé, il existait 7 merveilles du monde choisies par les romains et les grecques entre 300 et 200 ans avant J.C.

Mais il s'est écoulé depuis plus de 2 millénaires et seul un monument sur les 7 existe encore aujourd'hui. Il était donc logique que de nouvelles merveilles soient choisies parmi des constructions plus récentes : ce sont les 7 merveilles du monde moderne.

Ces merveilles, désignées par un vote en juillet 2007, ont suscité la curiosité des apprenants de l'EB3. Elles ont fait l'objet de leur exposé.

Après avoir visionné un documentaire leur présentant les merveilles du monde, les apprenants se sont mis à faire des recherches.

De l'Amérique vers l'Europe et l'Asie, nos apprenants ont presque fait le tour du monde sur internet pour explorer ces endroits extraordinaires. Ils ont découvert pleins d'informations intéressantes qu'ils ont incluses dans leur exposé. Et pour ajouter de l'originalité et de la créativité à leurs projets, ils ont construit des maquettes représentant certaines merveilles.

Voici quelques informations décelées par nos petits chercheurs :



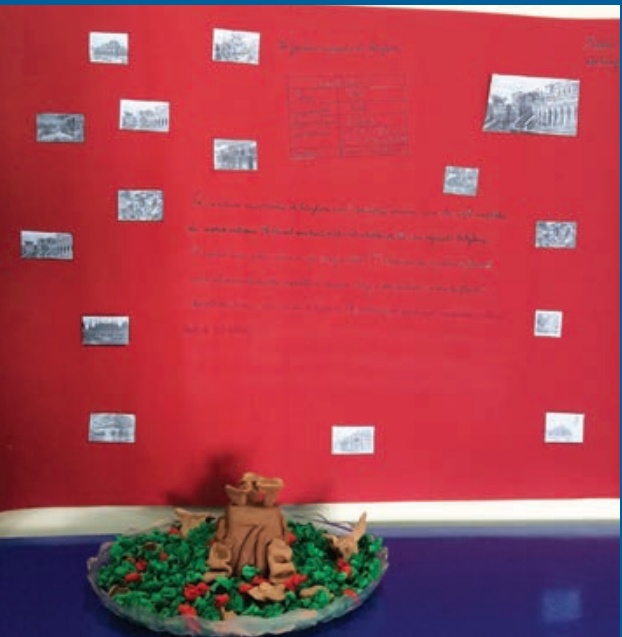
- La Grande Muraille de Chine est la plus grande structure architecturale construite par l'homme en termes de longueur, surface et masse.  
- La Grande Statue du Christ Rédempteur, dominant la ville de Rio de Janeiro, était un cadeau offert par la France au Brésil. Avec ses 38 mètres de hauteur, elle est l'une des œuvres les plus majestueuses de son genre.

- Le Colisée est un amphithéâtre situé dans le centre de la ville de Rome. Pouvant accueillir entre 50 000 et 75 000 spectateurs, il était utilisé pour les combats des gladiateurs et autres spectacles publics.

- Le « Taj Mahal » qui signifie en indien « Palais de la Couronne » n'est pas un palais. Il s'agit en fait d'une splendide tombe construite à la demande d'un empereur indien en mémoire de son épouse.

Ce travail a permis à nos apprenants de développer leurs compétences linguistiques orales et écrites et de présenter leurs idées avec confiance et originalité. En plus, il leur a donné la chance de réfléchir à la volonté, la persévérance et la collaboration des personnes qui ont pu réaliser ces merveilles. Ainsi ils ont conclu que « qui veut peut » et que « l'union fait la force ».

**Nadine Nasrallah**  
Enseignante de français - EB3 - ETD



## Extracting DNA

We have done many experiments in the past two years, some on plants, some on elements and even some on small animals. However, this experiment was unlike the other ones we have done.

Our new experience began the moment we reached the lab. On our benches, we found kiwis, salt, soap and alcohol. We knew we were going to be doing a different experiment like no other. Mrs. Mardini, our Life Science teacher,

asked us to blend the salt, kiwis and soap together. Then we placed the blended kiwi in a test tube and the alcohol in another test tube. As we poured the mixture into the alcohol, we began to notice tiny mobile molecules. We discovered that these were the DNA molecules we have been studying for the past weeks. We learned that mashing the kiwis with these substances allowed the lysis of cells and the extraction of DNA.

Extracting DNA, was a very interesting and fruitful

## Density Meter Construction

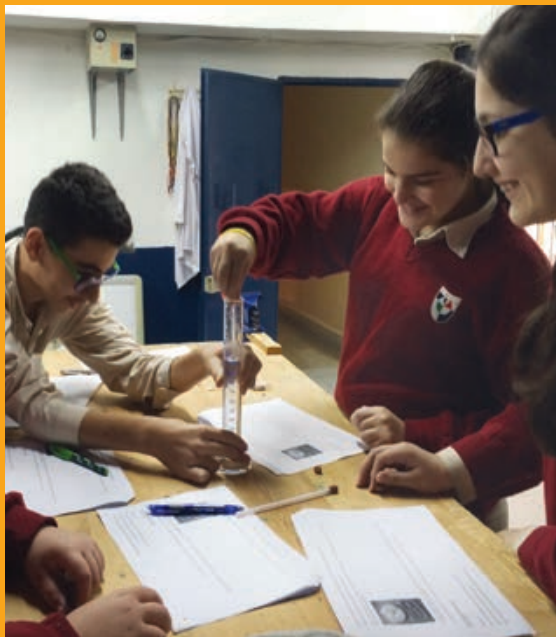
Technology sessions use inquiry-based approach for learning. Moreover, through hands-on and minds-on activities, learners improve their skills of intellectual engagement and develop deeper understanding.

Technology and Physics sessions are highly integrated. Working in groups, learners perform activities related to concepts discussed during physics sessions. Collaboratively the learners build, test and reflect on their learning.

During Term 1, as Grade 7 learners are learning about density meter in physics classes, they visited the technology lab and worked in groups on building a density meter. The learners had the chance to use the density meter for measuring the densities of unknown liquids, using material from the workshop.

Including these kinds of fun activities into the unit plans gives the learners an excellent chance to engage and experience their studies.

**Shaghig Chaparian**  
Teacher - Grade 7 - SMOC



lesson. It helped us to visualize a molecule that we heard a lot about. We have always heard about DNA but now we were able to see it. We decided to repeat this activity at home since it was very interesting, safe, and the ingredients are accessible at home!

**Yorghi Sayegh - Grade 8 B - SMOC**

## La visite de l'infirmière



L'infirmière de l'école Mme Rita Yazerly est venue dans la classe de "Grade 4 (A/B)" pour un entretien avec les apprenants autour de la santé qui est le thème étudié durant le premier trimestre.

Elle a expliqué comment rester en bonne santé, comment soigner leurs dents, comment prendre soin de leur hygiène et comment avoir de bonnes habitudes alimentaires.

Elle a aussi expliqué aux apprenants l'importance de chacun des repas durant la journée, notamment le petit déjeuner qui devrait être équilibré et bien varié.

"Ce premier repas nous donne la force et l'énergie nécessaire pendant la journée et nous évite les maux de ventre et tête" affirme l'infirmière.

Les apprenants ont aussi appris l'importance des protéines, des produits laitiers et des vitamines pour la bonne croissance des os, des dents et du corps humain. Enfin, l'infirmière a prévenu les enfants des inconvénients des sucreries au cas où ils en mangeraient trop.

Elle a aussi appris aux apprenants la meilleure technique du brossage des dents pour se débarrasser des caries, les pires ennemis des dents.

Les apprenants ont posé des questions qui les intéressent et ont été très motivés par cette activité. Ils ont posé les questions suivantes:

**Que faut-il manger le matin?**

Mme Rita leur a expliqué qu'il faut manger des laitages, des fruits et boire du lait.

**Combien de fois faut-il se brosser les dents?**

L'infirmière leur a conseillé de se brosser les dents 3 fois par jour en leur expliquant la façon de le faire.

**Pourquoi et quand faut-il se laver les mains?**

Il faut se laver les mains pour ne pas transmettre les microbes. On les lave avant et après les repas.

**Combien d'heures faut-il dormir la nuit?**

Les enfants doivent dormir 9 heures pour que leur corps se repose.

**Pourquoi faut-il faire du sport?**

Il faut faire du sport pour rester en bonne forme et avoir de bons muscles.

A la fin de la séance, les apprenants ont fait une récapitulation de tout ce qui a été discuté. Ils ont promis de suivre les conseils de l'infirmière afin d'avoir une vie saine et équilibrée.

**Samar Melki et Ralph Tawitian**  
Enseignants de de français- Primaire 2 - BAC

## Cleanliness Day

Hygiene is one of the most important practices for a clean and healthy environment. It is linked to both public cleanliness and personal cleanliness. It is vital for children to learn about cleanliness, hygiene, sanitation, and the various diseases that are caused due to poor protection from bacteria and unhygienic conditions.

Habits that are learned or adopted at a young age get implanted into one's personality. One should start to follow certain habits like washing one's hands before and after meals, brushing one's teeth daily, and bathing on a daily basis from a young age.

It is essential to maintain certain good practices like keeping our surroundings clean, avoiding littering in public places, and many other good behaviors. Children should realize the importance of cleanliness and personal hygiene to protect themselves from the many diseases that could be

easily avoided by just being hygienic.

KG 1 learners were introduced to the importance of cleanliness in class. The teachers decided to dedicate a day to raise awareness about cleanliness. This was done through various interactive games.

That's not all! Mrs. Katie, showed the learners how to make soap! Every learner contributed in this hands-on activity. Additionally, as a souvenir, the learners took home a soap bar they had made themselves.

Furthermore, learners became aware that it is important to take a bath daily, to wash our hands before and after meals, to trim our nails as frequently as needed, and to wear clean clothes.

**Danielle Sabbagh**  
KG1 Teacher - BAC



## Think Green to Keep it Clean!

There are several types of pollution, and while they may come from different sources and have different consequences, understanding the basics about pollution can help conscious people to reduce their contribution to pollution. There are many sources of pollution in the world; some of which are; littering, smoking, and traffic. These sources have a negative impact on nature as well as human beings.

In the Youth Talk we, Grade 7 learners, researched the causes, effects, and solutions concerning pollution. In order to facilitate the delivery of our research, we created models to represent Earth. One of the groups made an interesting model that represented earth before and after being polluted. These models explained to us that if we continued being careless about pollution, our forests, seas, and nature would vanish.

Nevertheless, it is not our planet alone that is affected; we are too because many diseases are caused by pollution. Some of which are: hearing loss caused by sound pollution, lung diseases caused by air pollution, and poisoning caused by water pollution. In conclusion, we need to raise awareness about pollution and start taking action in order to save

our planet by encouraging recycling, using filters for factories' chimneys, and working on the traffic systems. We also need to stop using chemical products, do campaigns in order to increase bicycle use etc...

After all, Earth does not belong to us; we belong to Earth.

**Mia Maghzal, Gaby Joe Farah**  
 & Lea Succarieh - Grade 7 - BAC & ETD





Sticks and Stones Might Hurt My Bones But Words Will Never Hurt Me Again



Be a Buddy, Not a Bully

The plan of the day in grade 5B was preparing for the talent show that will be presented by grade five learners as a wrap up of the theme "Give It All You've Got". Eventually, it turned out to be an Anti-Bullying session. Rehearsals were about to start, learners were busy finding partners and deciding on which will be the most apparent and stunning performance they will reveal on stage. Some of the learners seemed to be hesitant and refused to participate. When asked about the reason, one of them replied "I don't think I'm good enough, and I'm sure others will laugh at me". Teacher: "What makes you so sure? Did this happen before?" After a pause of reluctance, hands started rising up and almost everyone had a story to share. Then we decided to write the causes down in a table and tried together to find solutions to each of them:

When do others make fun me?	Possible Solutions suggested by learners
1 - When they are jealous	1 – If others are jealous of me, it's their problem and not mine. All I have to do is ignore them or help them overcome their jealousy
2- When I'm not good enough in something such as sports, dancing..	2- No one is perfect in everything, and all of us have strengths and weaknesses even those who are making fun of me. Their most obvious weakness is that they make fun of others and all they want is getting our attention and making us hurt; so we will choose not to give them what they want by ignoring them
3- When I make fun of others	3- I should stop making fun of others so others will stop making fun of me.
4- When they think that the way I look is not cool ex. " I have dark skin unlike others", "I put on eyeglasses"	4- Everyone has a unique appearance. I should realize that this is about the bully and not really about my appearance. It's about the unattractiveness the bully feels inside him- or herself. Instead of working on improving their image, the choice he/she makes is to take it out on me instead. This helps me to have some pity for the bully and should also help strengthen me not put up with such nasty taunts.
5- When the group leader laughs at me and says that the group members should not play with me.	A good leader is someone who motivates, inspires and is always ready to help group members. If a leader laughs at others this means he-she should not be a leader in the first place. The best solution is to move to another group that does not include silly leaders or followers. Instead, we could form a group where all group members are leaders and are always willing to help, listen, and cooperate with each other.

Our children are facing new emotional, academic, and many other challenges each day. It's very essential that we (parents, educators or any other caregivers) become aware of them to help them face those challenges safely. Giving our youngsters a chance to speak up for themselves would enhance their self-confidence in the process of building up their personalities.

Elissar Hamzeh  
English teacher - Grade 5 - SMOC

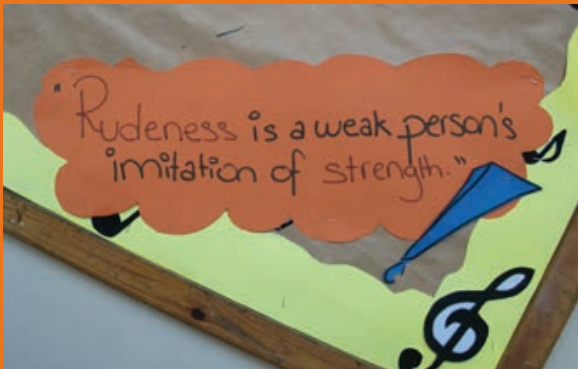
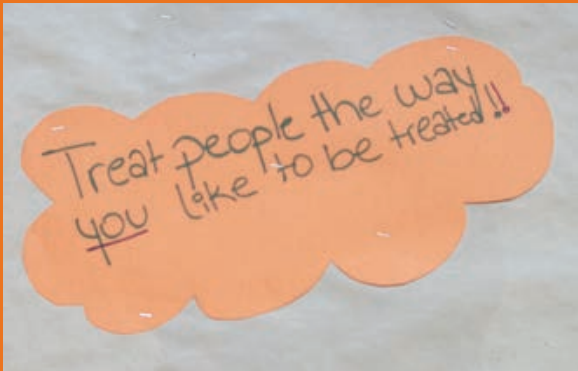
Can Respect be Taught?

Treating people with respect makes your world a nicer place to live in whether it's at home, school, or community. It's easy; all you have to do is treat people the way you want them to treat you. We live in a mixed world, made up of different cultures, languages, and races. This diversity makes our lives a lot more interesting and special, only if we get along with one another and treat each other with respect, kindness, and love.

When we, Grade 11 learners, witnessed incidents of impoliteness exhibited by learners towards some school staff members, we decided to encourage, through different means, kindness and respect towards fellow individuals. As a first step, we posted banners which reflected the importance of using words, such as please and thank you, all around the school's campus. Learners kept wondering about what these banners were for until we took the second step and attended their classes to discuss the main reason behind them. We started with three short sketches, and we imitated the learners in three different situations: in the bus, in the bathroom, and at the tuck shop. Then, each group managed to have a debate followed by a series of questions in each class.

The learners' feedback was great; although our purpose was to educate the younger learners about the importance of manners, we also learned quite a lot about manners ourselves. In fact, this experience deepened our empathy and compassion, as well as the sensation of oneness with our fellow people.

Lynne Taha - Grade 11 S - BAC



The Debate Club

Insights of a Graduate

The past couple of years I spent in our schools were the most valuable and the most enlightening. While I was taking my last steps as a high school student I figured out that there is still a lot I would like to create. Attachment in this case was enough to generate an opportunity. I took notice that in order to be able to leave imprints and make changes in the school, after my graduation, the first step was to have a reason to stay. My reason came from proposing the idea of forming a new club for our students to join in their weekly activity sessions. Why Debate Club? The answer is simple: the idea is new, and the purposes are important. It is vital for our students to acquire good means of communication as members of society. The club assists the students in taking stands and reflecting their thoughts in the most appropriate approaches. We get to share our ideas and diversities, improve our public speaking and communication skills, figure out the significance of body language and gestures, and most importantly find a place to vent out. Notice that I was using the word "We", as in me and the students, and not "They", as in the students only. That's due to a very simple reason; I am given the chance to learn from "the student" as much as they are learning from me, and this is creating a fruitful interaction in our session. I hope that someday, they will get the reason behind me taking such a step, and be inspired to take their own by finding the right ways to keep on making changes and leaving imprints in a place they will always belong to.

Dania Jabal - SMOC alumni



Student's Reflections: Debate Club:

At the beginning of the year, I was one of the "Unlucky" students chosen to participate in the debate club. The truth is, I was greatly disappointed and let-down and I thought this club was a waste of time, but throughout the year, I was proven wrong. I found out that Debate Club isn't only helpful, but also very entertaining. This club opened up millions of new horizons in my mind, and made me aware of things I never knew existed. It broadened my view to life, and made me wiser and more experienced. In addition to that, I found it very amusing to share my experiences and learn from others experiences. All in all, Debate Club is truly amazing, for it shapes its members into becoming new and better people.

Bashar Baajour

I have decided to join this year's Debate Club out of curiosity and have decided to stay out of motivation. I am not only put out of my comfort zone in this club but I'm also enjoying learning new things about myself. Debate Club has been a journey of self

exploration and I personally cannot wait to see the end result of our ride.

Nour Tannir

What is special about Debate Club is that it acts as a platform for self expression. We work on our communication skills as well as dealing with issues that concern us as the public or as individuals directly. It is basically that one hour we all look forward to.

Lynn Sheikh Moussa

The Debate Effect: How can I start when there is no end? During the past few years I was shy and locked up in my small nutshell. This year everything was a new surprise, one of them was the debate club. This club was and still is the force that changed me. I now, in my opinion, broke the glass. I believe that I am now more confident and more open to discussions. All this is thanks to the club and the reason I joined it, Miss Dania who not only inspires you but also forces you to show your real self and get rid of all the misconceptions and restrains keeping you from shining.

Rouba Hilal

The TEDx Experience

It takes a single spark to cause a chain reaction and a few words to ignite ideas in the minds of many. Delivering those words, properly phrasing them, and presenting them in a convincing way to inspire change in others is something many hope to achieve, but only few can. This year marked TEDxBeirut's third year where once again it was very successful.

The audience was completely captured by the entire event. Each talk seemed to pave way for possibilities, and each possibility became an opportunity waiting to be realized. The stage was visited by several speakers who took command of every single word they delivered and made sure not only to give the word "inspiration" another level but to guide our ideas to new horizons and offer different perspectives.

However our experience did not end there. It expanded to reach the social spaces. We had the chance to talk to different speakers who were able to give us a more detailed view of their experiences and who left us wanting to change more in everything around us. Thus came our first joined poetry collaboration, which interpreted our zeal and enthusiasm and brought our "inspiration" into reality.

TEDxBeirut was truly an instigating event that set the building blocks of discovering what really is out there.

It helped us discover a certain need within ourselves, one that has been initially created with the help of our school, but left us with a certain thirst to continuously strive and satisfy that need.

Lynn Sheikh Moussa - Grade 12 SE  
Noor Tanni - Grade 12 HP - SMOC

When it comes to extracurricular activities, we have a wide range of options to choose from. For a few students including myself, Tedx Beirut was our intellectual haven. By volunteering or attending, we broadened our spectrum of thought to include things we had never seen before. As a volunteer, apart of the awe inspiring speeches and emotionally evoking performances, seeing every sweat shed and muscle pull come to life in an exquisite burst of intellect was the true victory and knowing that I was a part of that amazing rapport gave a new meaning and perspective to life.



Similarly, our culture sessions at school. Regardless of the differences between the two, I am proud that these sessions do open numerous ways in which thought and culture are transacted. Knowing that this is my final year in school, one thing I would hope to accomplish through writing this would be a call out for next generations to follow in the footsteps of those who came before them. My call is a request that they invest in their thought and talents, and not fear to think outside the box.

Rayan Hilal - Grade 12 SE - SMOC





Theme Day

The new school theme "Think Forward" highlights the importance of the mind in order to evolve in our daily lives. There are essential elements that are required when aiming to reach our goals: logical thinking, creativity, and determination. In order to introduce learners to the values related to this theme, a "Theme Day" event was organized where everyone was engaged in a variety of fun activities.

KG3 classes participated in a set of thrilling games such as:

1- Off to Adventure: Everyone had to figure out the way through the different stations of a challenging obstacle course (stepping stones, hoop scoop, giant slalom...).

2- Wheel of Questions: Learners were asked to spin the wheel and solve riddles according to the selected color.

3- Puzzle Bubble: The group members cooperated in order to arrange complex puzzles.

4- Treasure Hunt: Each team analyzed and followed the given clues in order to find the hidden treasure.

5- Spot the Differences: Learners, in pairs, found the differences between two pictures and circled them using white board markers.

6- Little Artists Corner: The groups were provided with incomplete animal pictures. Then, they will add the missing part using a variety of Art techniques.

As for KG2 learners, they watched movies related to the class logos (explorers, healthy cooks, inventors, and thinkers). Later on, everyone engaged in a creative art project whereby they prepared puppets representing these characters. Then, different activities were planned according to the class logos such as: the Scavenger



Hunt, Make your Menu, Remember Me, and Shine Bright. Moreover, an interesting science experiment showed learners how ice cubes can be colorful by adding food colors to the water before freezing it. Finally, several games took place as perfect wrap up for this day.

Last but not least, KG1 had their share of fun by taking part in numerous exciting activities such as:

1- Fishing Game: Learners had to catch a fish according to the color of the rod.

2- Build a Clown: Everyone rolled the dice and the group who finished the clown picture first won.



3- Bird or Fish: Learners looked around the classroom for specific animal pictures.

4- Maze: Each found his way in a floor maze.

It was an unforgettable and beneficial day for preschoolers as they got more familiarized with school theme in a fun learning environment.

Wafaa Kebbé & Roula Soubra  
Homeroom Teachers - KG3 - SMOC

Joy Joubran  
KG 1 Teacher - BAC



Learners's Interpretation of the Theme of the Year

The theme of the year; to think forward, is easier said than done. As we all know, it's hard to become a better you; especially if you're not really sure what that means. So, I decided to form a recipe for thinking forward:

1st Step: Look at your past and learn.

Everyone has made many mistakes in their life; therefore, it's only logical to learn from trial and error. The problem with most people is that they don't learn from their history, so they end up repeating it. Take what you've learned in your past and apply it to your today. As Steve Jobs said: "You can't connect the dots looking forward; you can only connect them looking backward".

An important matter to keep in mind is to not become a prisoner of your past; continuously thinking of regrets and what could've been, because that's not helpful to anyone. Soren Kierkegaard once said: "Life can only be understood backwards; but must be lived forward". Meaning that it's crucial to learn from your past (without getting engulfed in it) while moving on to your goals.

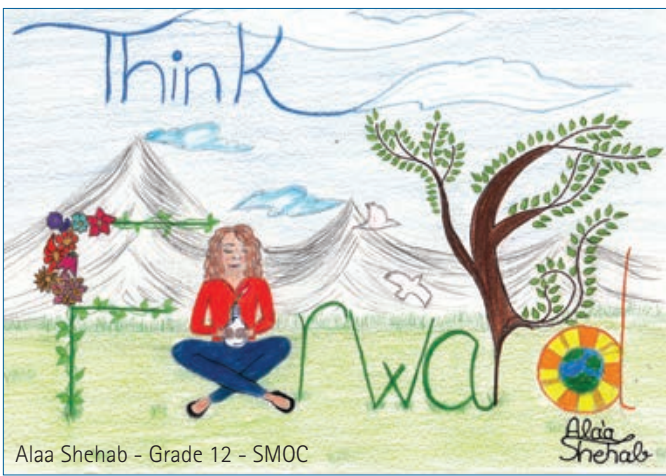
2nd Step: Mother Teresa: "Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin".

Pretty self-explanatory, right? Now is the time; not after you're done watching Grays' Anatomy, not on Sunday night, now. Forget procrastination, make a plan and execute it. You can have as many dreams as you want

A happy person is someone who believes in himself. Someone who has dreams to fulfill and goals to reach. The only difference between this person and everybody else is that he plans his future with confidence. Success, I believe, comes to the one who dares, even after failure, to think positively and look forward. I find the best way to do this, is to think, to have confidence in your abilities, do what you believe is right, and admit your mistakes. We keep moving forward, opening new doors, and doing new things, because we are curious. Curiosity keeps leading us down new paths. A motivated person, who is determined to do what makes him happy, does not dwell on what went wrong. Instead, he focuses on what to do next. You cannot live in the past when there is a future right ahead of you. A future that is full of surprises. You, should learn from your past experiences, enjoy your achievements, be the real you, move forward and not backwards, smile just because you want to, and most of all, enjoy life because it is yours. Your choices, your decisions, yours actions, your responsibilities are what will determine the direction of your life in the end. No one else's choices determine the outcome of your life just as Martin Luther King has once stated; "If you cannot walk, then crawl, but whatever you do, you have to keep moving forward and thinking forward".

Reem Al Sayed - Grade 9 - BAC

The future belongs to those who constantly search for room to improve. We live in a moment where we place our dreams, hopes, and goals in the future, and we often face hard choices and decisions that may build our paths to success or failure. That is why we should think before we act. You would be surprised with how many people do not think about the consequences when they take or do not take a certain step or decision. It sounds easy to let go of the past, but it would be very hard when you regret a certain decision you made back then. That is why, before you speak, remember to think forward. Listen, before you act; think, because you cannot escape



but they're not going to come true unless you work on them, just like Mahatma Gandhi said: "The future depends on what you do today". Constantly working on self improvement is the only way and the gate way is education. As Malcolm X stated: "Education is the passport for the future, tomorrow belongs to those who prepare for it today." And remember, education doesn't end when school does; we are constantly learning and changing in our lives. It is also important to always depend on yourself. According to Gautama Buddha: "We ourselves must walk the path".

3rd Step: Dream Big.

Eleanor Roosevelt: "The future belongs to those who believe in the beauty of their dreams." If you have faith and work hard on anything, you will

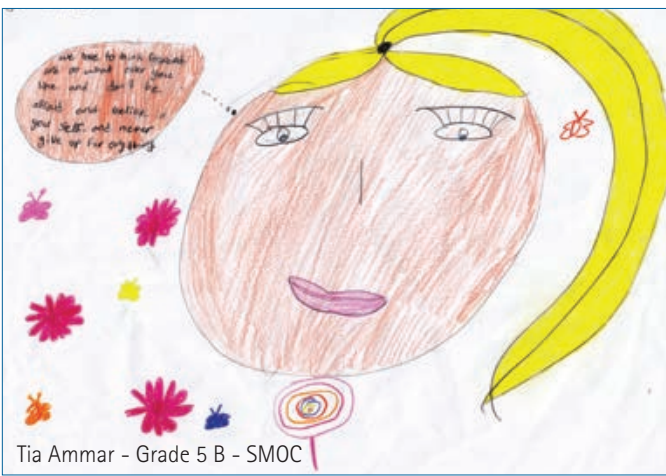


the responsibility of tomorrow by avoiding it today. Thus, always remember to think forward.  
Nour Sabra - Grade 8 A - BAC

Do not live in the past, thinking about mistakes you have made. Think of your life as a book, move forward, close one chapter and open another. Learn from your mistakes, and focus on your future not your past.  
Luna Hajjar - Grade 7 B - BAC

Thinking forward is defined as planning, or tending, to plan for the future; that is "Forward-looking". Those individuals look to the future and think of ways that can make their lives and the lives of those around them better. Whether in the workplace or personally, they must be very successful.  
Yara Harb - Grade 7A - BAC

"Thinking Forward" is to think more than what you think is enough. It's to think about every action and its reaction, it's to think about every decision and every word, about every close step and far step. In other words, thinking forward is looking at what is beyond our reach.  
Tia Ismail - Grade 8A - BAC



achieve it. It can take days, months, or years but it will happen and you shall be rewarded for your efforts. Just as John Guare said: "It's amazing how a little tomorrow can make up for a whole lot of yesterday." The most crucial thing about dreaming big is to have faith in yourself. You don't need to be the best, you just need to do your best. As William Shakespeare said: "It is not in the stars to hold our destiny, but in ourselves." Lastly, don't give up when you think it's too late to achieve greatness. According to George Eliot: "It's never too late to be what you might have been".

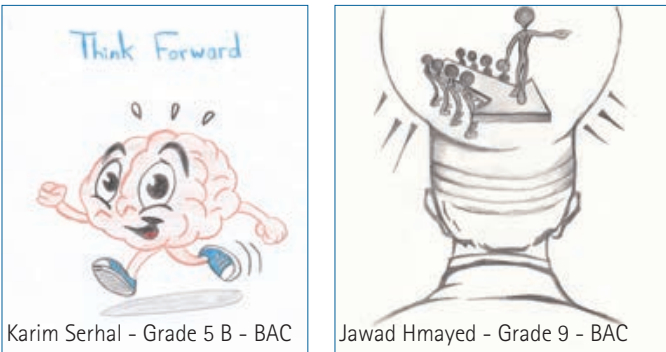
And that; dear reader is how you can attempt to think forward. Thanks for reading!

Diana Gorab - Grade 11 SE - SMOC

A nous de décider

Ça ne vous est jamais arrivé d'être confronté à des situations plus ou moins délicates et de devoir faire le bon choix ? Chacun de nous a dû vivre ce genre de situation. Personnellement, je trouve que les problèmes sont comme un puzzle : en associant chaque détail à un autre, en proposant une solution et en prenant une décision compatible, l'image qui était floue finit par s'éclaircir. Chacun de nous ne doit pas se limiter pas aux options qui lui sont offertes, mais il doit faire un effort pour en chercher des nouvelles. Des pierres seront sans doute placées sur notre chemin. C'est à nous de décider ce que nous ferons : construire un pont ou un mur. RAPPELONS-NOUS, nous sommes les architectes de notre vie.

Said Alti- EB8 - ETD





# Eduvation e-Bōk Series

In September 2012, Eduvation School Network carried out a plan to produce e-Textbooks for Elementary classes. The plan targeted books in iBook format, covering all the components of the Curriculum in terms of subject matters and Cross Curricular Competencies while taking into account and respecting the Schools' educational approach & governing values and the Lebanese culture and specificity.

Our project went through several significant and substantial phases: deep planning, authoring, editing, review and validation, recordings, design, piloting, class preparations, and teachers training. Eventually, the e-bōk book series was born.

In September 2014, we launched the implementation in Lower Elementary Classes. Learners are now working with our e-Textbooks in all the main subjects.

These interactive Textbooks reflect our culture and values and yet, are open to a variety of cultures. The main characters of the books are representative of our classrooms; they behave like our learners, help them identify with the lessons and encourage them to debate, discuss and go beyond these lessons.

On the other hand, on the Academic Level, each subject had its own characteristics, regarding its components, its elaboration and its exercises but they are all written in a way that promotes the holistic education approach which relates knowledge to real life, promotes critical thinking and prepares learners to become problem solvers.

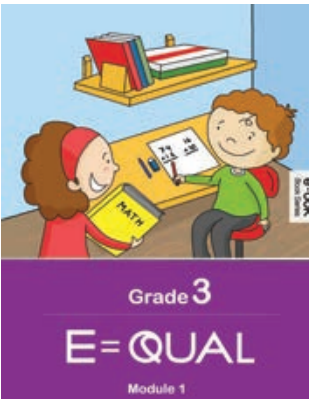
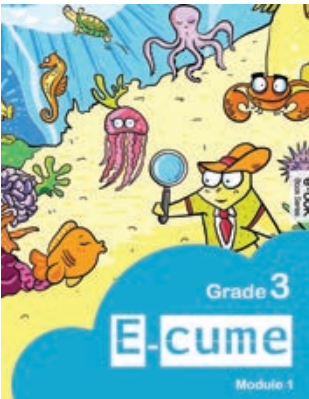
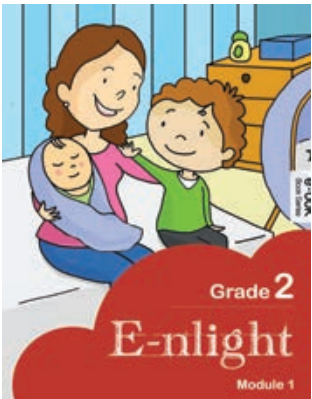
Using the iPad in teaching is a challenge for both

educators and parents. The iPad has unique features that provides interesting possibilities; learners can learn any concept through videos or animations, can highlight the important information, can learn and apply research skills, as well as improve their listening and oral fluency skills through the different texts recorded.

While teaching learners with the most advanced and yet secure tool, we have also provided practice books for the main subjects to help our learners develop their psychomotor skills and apply the different concepts learned.

Despite the challenges, and although it is early to make conclusions about the success of this endeavor, the first weeks of implementation are very encouraging. We are hoping that this project opened the path to a transformation in the way we teach and educate the young Lebanese generations.

## Digital Curriculum Department



# Fitness Trends

Have you ever heard the expression "use it or lose it"? It's true! If you don't use your body, you will surely lose it. Your muscles will become flabby and weak. Your heart and lungs won't function efficiently, and your joints will be stiff and easily injured. In order to avoid these health risks, each year a new fitness trend is invented to keep people who tend to stop doing clichéd workout motivated. Motivation is a critical component of accomplishing your goals for exercise and working out. Without motivation, you have no desire to get off the couch and hit the gym or go for a walk. It is motivation that helps you feel like you have a purpose, as though the actions you take mean something and will have some sort of beneficial consequences.

A couple of years ago, aerobics was one of the most important workouts. Aerobic exercise is a physical exercise of low to high intensity that depends primarily on the aerobic energy-generating process. Generally, light-to-moderate intensity activities that are sufficiently supported by aerobic metabolism can be performed for extended periods of time. These activities are usually done along music and this keeps people more enthusiastic and motivated.

Now, the supreme fitness trend is Zumba. Zumba is a dance fitness program which involves dance and aerobic elements. Zumba's choreography incorporates hip-hop, samba, salsa, merengue and mambo. Squats and lunges are also included. Zumba Fitness, an organization that sells Zumba videos and products, does not charge licensing fees to gyms or fitness centers. Approximately 14 million people take weekly Zumba classes in over 140,000 locations across more than 185 countries.

Lately fitness trainers are working on the newest trend which is the HIIT. HIIT, or high-intensity interval training, is a training technique in which you give all-out, one hundred percent effort through quick, intense bursts of exercise, followed by short, sometimes active, recovery periods. This type of training gets and keeps your heart rate up and burns more amount of fat in less time.

A person who is fit is capable of living life to its fullest extent. Physical and mental fitness play very important roles in your lives, and people who are both physically and mentally fit, are less prone to medical conditions as well. People should always incorporate in their lifestyles new ways of working out in order to prolong their motivation to stay fit.

Sarah Najem - Grade 11 S A - SMOC

# Recommend a Book

## Sophie's World

The book follows the life of Sophie Amundsen, a teenage girl living in Norway, and Alberto Knox, a middle-aged philosopher who introduces her to philosophical thinking and the history of philosophers and their theories. She discovers the world of Philosophy through letters that she receives to her house. The book is split into the events of the fictional story, as well as facts about real philosophers and their thoughts.

