

# GAZZETTE

## BAC

### Editorial



Life is like a play; each of us a character, having our entrances, words to say, acts to put, and ending with unique exits. However, our creativity resides in transforming our roles into missions.

As days pass by, we encounter many roles that we need to play, thus giving birth to the different ages of a man. We experience these ages by going forward, moving from one to another, while learning from each.

First comes the infant, a little baby crying, drinking milk, sleeping all day long, unaware of his surroundings. Then, the schoolboy annoyed of homework and formulas, not wanting to study, not willing to wake up in the morning. Then comes the lover, he is a bit more passionate about life, caring, having feelings to give to the world, heartbeats to share; a teenager seeking to feel free and liberated. Then comes the grown man, hard work is required. We are forced to make decisions, take actions, as new challenging doors open. The older we grow, the more we let go of the child within. As one reaches old age, one wishes to go back to simple pleasures of childhood, joy in small things, counting blessings. It is ironic to look at the stages of life; each stage with drumbeats of its own, all harmoniously breeding the whole.

My advice to all would be to live every moment; we are granted the greatest gift of each moment, and the decisions we make for each and every moment mark the path of our lifetime. Let us enjoy the drumbeat of every stage for the simple fact that we are all characters living once, and forced to exit as the play reaches its end. Explore your talents, discover yourself, let your thoughts grow, let your imagination flow, and most essentially, make use of every moment! In the end, nothing remains but the drumbeats one's life leaves behind...

God created each and every one of us as unique. However, our uniqueness adds flavor to the world when we learn to live in harmony respecting our creator's masterpiece and dealing with each other in acceptance and forgiveness.

Aya Itani - Grade 10

### Message of the principal

The illiterates of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn (Alvin Tofler). The more we learn, the more we discover how deep our ignorance is. Yet we keep on learning and getting more educated. However, the aim of education is the knowledge not of the fact, but of the values. Values; a small word that encompasses many dimensions governing our lives. Living in a pluralistic society, the challenge remains how to keep and transmit our values while our society is invaded by foreign trends and bombarded by unfamiliar values. Our youth is lost and wants to shake away their roots and head towards the freedom they think resides in these unfamiliar values. We can preach them and correct the mistakes they make, or we can coach and encourage them to discover themselves, their talents and appreciate their uniqueness. Correction does much, but encouragement does more.

Living in this pluralistic society we need to learn how to accept our differences in order to build on our commonalities. We should look to the "other" as a human being; accept him as he is and not as we wish him to be and most importantly see him with our hearts. In doing so we have to practice our humbleness, for only the humble can admit the existence of the other; our obedience, for only the obedient can suppress his desires for the welfare of the other; our acceptance, for only by accepting we can be elements of change; our forgiveness, for only the one who can forgive can enjoy life and dream of a better future. This process might be painful, but many instances out of pain joyful outcomes emerged.

We, educators and parents, play the major role in educating our youngsters. This lays on us the responsibility of transmitting to them the knowledge of values in order to hope with them for a flourishing future. So let us stop and reflect on whether we know how to do so. If we do not know, let us learn. And once we learn, let us relearn in order not to be counted among the 21st century illiterates.

Happy Easter!

Laura Rizk



## It's Easter Time!

Fun, excitement, and pleasure were some of the thousands feelings that overwhelmed our home "BAC School".

To celebrate this great occasion, our hallway was filled with pictures of our little BAC and ETD angels where their purity was shown by their innocent smiles, their sweet faces, and their charming eyes.

Education is not only about letters, words, and sentences; as a matter of fact it's about life. To some people, decorating our boards with our kid's pictures is a way to celebrate this fabulous occasion. To us, "the Preschool family," when walking through the hallway and seeing our little kids in every corner is a valuable message to everyone who walks by, who hears about it, and whose kids' pictures are posted on the boards; the message is that we are a **Family**.

Feeling with one another

Aiming to reach the same goal

Motivating each other (being learners, educators, HOD's, and principals)

Integrating important values in our daily routines

Loving one another

Yearning for knowledge, creativity, and enthusiasm

Our celebration didn't stop here. To enhance team work and creativity between the educators a competition was started under the title of "The Biggest Egg" to see who can do it and win! Teachers brainstormed, looked into books, and asked their friends to find different ways to make their egg the biggest. The special aspect about this activity was the fact that it got teachers closer and reminded them that one of the most important principles that our school is based on is "Team Work".

The Eggs filled the hallway; teachers were proud of their work and kept looking around to see if their egg was the biggest. What they saw was a world of color, joy, and respect. Even though it was a competition, the respect that teachers had for one another grew stronger and stronger with each and every day that passed by.

We continuously learn with every experience we face in life whether it's a small or a major one. Let's take a moment each day to appreciate where and who we are, what we have accomplished and will accomplish, and spread love among the people around us. In the end, the secret of our success lies in three words: love, cooperation, and trust!!

Magda Salam - KG2 Teacher



## The Butterfly's Drumbeat of Life

Cyclic change is a fundamental part of life and is evident in the natural world. Seasons change throughout the year in a continuous cycle. Humans, animals and plants experience cyclic changes as well. They begin life at birth, go through childhood then adolescence and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms. The life of a butterfly is amazing and magical as the life-cycle of a human being. Starting the life in as an egg, then larva feeding on his preferred food plant and then turns into a pupa to become a butterfly, feeding on nectar only which is love produced by flowers as a gift to nature and mankind. After being a larva eating like carnivores on fleshy plants and leaves, the larva then turns into pupa for several days. The Butterfly state of pupa is nothing else but a state of deep meditation resulting in a total transformation from a plant eating larva to a nectar eating, angel like being. The pupa stage transforms behavior and form of the original being - a full transformation in behavior and appearance, like a re-materialization. We have again a similarity to human life cycle development. We humans too start our physical being as egg, then turn



into mostly carnivores to eat flesh or other living beings such as plants, salads, vegetables, etc - later in our final steps of spiritual development we go into a state similar to the pupa... we meditate and turn into mature adult beings. After which, we marry, raise a family and eventually die. Yet, our life cycle is full of changes and transformations throughout the different life stages, making the drumbeat of life of each individual unique, special, full of meaning and in harmony with the drumbeats of the rest of humanity!

In order to help children understand the process a butterfly goes through in its transformation from egg to butterfly, the Grade 2 teachers at BAC asked the learners to act out each part of the process: they begin in a curled up position (egg), hatch into a larva (stretch out long and straight), the larva eats (wiggle around munching leaves), it forms a pupa (kneeling with hands above head for hanger) pupa opens (butterflies take flight). Throughout the different stages the learners use different material like blankets, ribbons, crepe paper and construction paper ...to disguise themselves into the proper butterfly life cycle stage. This will not only help the learners to comprehend the life cycle of a butterfly in a more thorough level, but it will

also allow for them to express their knowledge through the use of drama in the classroom. The learners will also, be able to make a connection between the life cycle of the butterfly and the life cycle of human beings who have different and unique drumbeats of life and go through many phases and stages in life just like the beautiful butterfly!

Tamara Nassif - Grade 2 Teacher

### قصة الأولى

انطلاقاً من الأهداف التربوية التي تسعى إلى تحقيقها في تدريسنا اللغة العربية، وضمن التشجيع على المطالعة وقراءة القصص، قام متعلّمو الصف الثالث بعد نهاية محور القصص بكتابة قصص شخصية تتضمّن خيالاً واسعاً. نتمنى أن تكون قد أنشأت كتاباً صفار يحترمون الكتاب ويغذّون الفكر.



### البطة والأرنب

ذات يوم، كان أرنب صغير ولطيف يتحدث مع صديقه البطة، على ضفة النهر. كان الأرنب يريد أن يقطع النهر، ولكن لا يعرف كيف يسبح. فأخذا يفكران بطريقة تمكن الأرنب من قطع النهر. ثم قالت البطة: «أنا أعرف! يمكننا أن نصنع مركباً صغيراً لأسحبك إلى الضفة الأخرى من النهر. سُرّ الصديقان وذهبا ليركبا المركب الصغير من أغصان الشجر. عندما أنعيا العمل به وضعا في النهر وفقر الأرنب عليه وسحبته البطة إلى الضفة الأخرى. عندما وصلا، رآيا أصدقاءهما ينتظرونهما. فشعرا بالسرور وذهبا ليحتفلا في الغابة.

ماريا نقور

### قصة وحكمة

في قديم الزمان كان ملك اسمه «صالح»، وكانت صفاته مثل اسمه لأنه كان صالحاً وحكيماً. وكان للملك ولد اسمه «فيصل»، ولد مدلل يحبه الجميع ولا أحد يرفض له طلباً. عندما أصبح فيصل في السابعة من عمره، أحضر له والده معلمين ومدربين ليعلموه، ولكن الولد رفض أن يتعلم. كان فيصل يقضي وقته في اللعب. وفي يوم من الأيام أخذه الملك معه إلى الصيد في الغابة المجاورة، واضطر الملك أن يغيب قليلاً عنه، فترك فيصل قائلاً له: «انتظرنني هنا قرب هذه الشجرة الكبيرة لن أتاخر».

انتظر فيصل قليلاً ثم ملّ الانتظار، وسار في الغابة حتى وصل إلى طريق ضيقة ورأى لافتة مكتوب عليها: «خطر لا تقترب، هناك تماسيح مفترسة». لكن فيصل لم يتعلم القراءة بعد لذا لم يفهم مضمون اللافتة. فدخل إلى هذه الطريق وتفاجأ بتمايح نائم وآخر يمشي نحو البحيرة. فبدأ يصرخ ويولول ويركض والتمايح تلاحقه. فسمع أحد الجنود صراخ الأمير فأخبروا الملك وهرعوا لتجديته. وفي طريقهما إلى القصر كان فيصل يفكر بما جرى له، لأنه لم يستطع قراءة اللافتة، وفي اليوم التالي اعتذر من أبيه لأنه كان يرفض التعلم ويضرب المعلمين. ومن ذلك اليوم بات فيصل يجتهد ويتعلم ويدرس حتى أصبح عالماً وطبيباً تحبه الناس جميعاً.

جنى اسماعيل



### Everything Changes, Nothing Stays the Same

During the second term, G1 learners read a book entitled "An Egg Is An Egg." It was read so many times as it was one of the learners' favorite books. This made me stop and contemplate on the themes in this book; growth and change. The first lines caught my attention:

*An egg is an egg*

*Until it hatches*

*And then it is a chick...*

*Nothing stays the same.*

*Everything can change.*

Everything changes; nothing stays the same. As the seasons are changing and spring is around the corner, we decided to take G1

learners on a stroll to the "Jésuite Park". They walked around noticing the changes that were taking place in the nature. The trees had small buds on them, the shrubs needed trimming, and the air was getting warmer. Later on, the learners were asked to hunt for colored eggs hidden around the park among bushy shrubs and green grass.

The learners demonstrated a few of the skills they have learned in class: respecting others, working cooperatively in groups, and sharing others' feelings and ideas... They were divided into groups and were asked to collect as many eggs as possible. It was mesmerizing to watch the dynamics of the relationships among the learners, as some took charge of matters and acted like leaders, dividing the search zones and the work among their group members. Others worked cooperatively as they tried to help other group members carry the eggs to the collection point while some selflessly offered their eggs to those who couldn't find any.

At the end of the day, all learners cheered for the winning team. No pouts or frowns were to be found. Some things do stay the same, like the friendship bonds that the learners created in their small community; their classroom.

Zahraa Ghabriss and Jihan Matar



### Teachers' Day Lunch: A Tradition in Transformation

March 8, 2010: An uncommonly warm day for the winter season, unusually short for an academic week; unaccustomed hairdos, make-up and overabundance of flowers for the people working on the school premises.

As noon approached the last signs of a working day dispersed with the dust in the air, and the festive atmosphere took over. The hair loosened and well-groomed, the clothing fitted, the members of the growing BOS family assembled at Burj Al Hamam in Broumana for their yearly reunion on the occasion of Teachers' Day. The brightness of the day, the natural beauty of the premises, and the scrumptiously laid out tables could only be outshined by the radiant appeal of all those who had gathered to pay one another tributes of gratitude. Thus, the drums were beat for the teachers and staff who had been unremitting about furthering the schools' mission and to the officers who had committed themselves to education for a quarter of a century, namely Mrs. Haifa Massaad and Mr. Elie Daoun.

Amidst the welcoming address, the acknowledgements, the highlight of the afternoon

remains the precious presence of the parents' committees and their unprecedented endorsement of the event. In addition to their contribution to the organization of the event, they granted generous lottery gifts and offered memorabilia to all attendees.

The Teachers' Day lunch has cast light, once more, on the crucial role of parents in maintaining our institution's lead in the educational domain. Hence, a final thank you note is due to all the parents of our learners whose involvement continues to play up our schools' symphonies.

Rania Maghzal - IEN Outreach Unit Supervisor



### Season's Stances With A Sprinkle Of Magic

Spring, stands, social relief... what do they have in common? Their initial letter? Undoubtedly; but more certainly, the satisfaction they spread. The lively hues of spring, just like social welfare deeds, heighten spirits and soothe hearts. As to exhibition stands to be set up at SMOC and BAC on the occasion of Mothers' Day and Easter, they will surely bring smiles to many faces, especially that the benefits will serve to support the schools' social contributions. In this context, the members of our community will unanimously be taking part in this season's symphony: the members of the orchestra, led by Mrs. Ketty Kudsy, who have tuned up their time and talent to make sure that the exhibition is a sweeping success, and all those who will join them in beating the drums of giving in the season of giving life!

So how have our schools attuned spring and stands to the heartbeat of society? The answer will be clearly displayed on the exhibition stands in the form of peachy yet practical items made by the learners of the Upper Elementary Division in the context of the environmental program activities. During the activity hours, the learners molded their motivation with shredded paper, peppy paint, and some glue into artful calendars, bookmarks, and greeting cards. They also turned cocoons into flowers thereby giving the "transformation process" always advocated in our schools a touch of their magical innocence. So did the young enchanters who brought life to inert blocks of glycerin soap: out of inert opaque and transparent wax, fish, seashells, and stars were born! They also made candles which will light up the faces of friends and family, without any flames! As to the Grade 6 magicians, they took on the more elaborate endeavors: they deftly decorated mirrors which reflect the depth of their feelings rather their own image. They, too, cast their artistic spells on soap and transformed it into beads... and slippers, to tickle all tastes!

In addition to the soap and candle sets, as well as the stationery made from reused and recycled material, the exhibition will feature savory home (school undoubtedly being one) made chocolate and marzipan. The sweet delights are packed in boxes, designed to embody the spirit of the season: tough yet yielding, just like the shells of eggs and mothers' love, which potently protect the precious life in them, only to allow it to break free in due time!

Rania Maghzal - IEN Outreach Unit Supervisor



## ١- كيف أغنتك هذه التجربة؟

**مروة السوري:** اعتبر هذه التجربة مهمة جداً ففيها الكثير من الفوائد. فقد تعلمت وأدركت مسؤولية إدارة العمل. كما أنني أنهيت مواهبي في التمثيل والغناء. وشعرت بأهمية التعاون ومدى تأثيره في كافة الأعمال. وعرفت أهمية العمل المسرحي خاصة أنني أساهم في نجاحه.

**ريم السيد:** أغنتني هذه التجربة بتعلمي أشياء جديدة لم أحظى بتعلمها من قبل كالغناء.

**ليلى حكيم:** أغنتني هذه التجربة بتحسين أداء صوتي.

**جويل جبور:** أغنتني هذه التجربة بمعرفة أن العمل الجماعي والالتزام هما طريق النجاح وشجعني على التواصل مع الآخرين.

**جويل البطل:** لقد زودتني هذه التجربة بشجاعة وجرأة كبيرة وعززت ثقفتي بنفسي.

**إيليا دامر:** أظهرت قدراتي من خلال العمل وقد تفاجأت بها شخصياً.

## ٢- كيف تقارن بين هذه المسرحية ومسرحية الليل والقنديل؟

**مروة السوري:** مسرحية الليل والقنديل كانت من أهم التجارب التي كان شرفاً لي أن أمثل في عمل مسرحي رحباني كبير. قد لا تكون مسرحية "كتاب زهير" مثلها تماماً. لكنني متأكدة من نجاح كبير لها عند تقديمها لما نبذله من جهد.

**جويل البطل:** إن مسرحية الليل والقنديل تعتمد على موهبة الغناء فقط. أما هذه المسرحية تجمع موهبة الغناء مع التمثيل لتشكل عملاً فنياً متكاملًا وذو مغزى كبير.

## ٣- ما هي الجوانب السلبية لهذا العمل؟

**مروة السوري:** لا أرى جوانب سلبية لهذا العمل بل أرى جوانب إيجابية فقد تساعد هذه التجربة في الترفيه عن التلاميذ ومساعدتهم في إدراك أهمية الأعمال المسرحية وتوسيع أفقهم التي تتعلق بمواهبهم الشخصية المتنوعة والفريدة من نوعها.

**جويل البطل:** الجانب السلبي الوحيد. ولكنه ممتع بنفس الوقت هو الالتزام بالوقت والتضحية بعطلة الفصح ولكنه ممتع بنفس الوقت.

**إيليا دامر:** عنصر الوقت كان سلبياً جداً وقد تراجعت علاماتي بسبب تمارين يوم السبت.

## ٤- هل تتوقع أن يحظى هذا العمل بنجاح كبير؟ لماذا؟

**نور فرح:** نعم لأنها مسرحية جميلة وممتعة جداً.



**مروة السوري:** إن العمل لكثيف والجهد الكبير الذي نبذله لهذه المسرحية يؤكد لي نجاحها الكبير والمؤثر في العاملين والمشاهدين وأنها ستكون إنجاز لكل منا.

**ريم السيد:** أتوقع النجاح لهذا العمل لأننا تمرنا وجهدنا وأعطينا من وقتنا كثيراً في التدريب للنجاح.

**ليلى حكيم:** نعم. أتوقع أن هذا العمل سينجح لأننا عملنا على تحضيره بكل جدية ومسؤولية.

**جويل جبور:** نعم. لأن القيمين على هذا العمل لديهم الخبرة.

**جويل البطل:** نعم. أتوقع أن يحظى هذا العمل بنجاح كبير لأنه عمل مسرحي شامل وذو هدف نبيل.

**إيليا دامر:** لدينا النص الجيد الذي يؤكد نجاح العمل.

## ٥- هل لديك أي خبرة (قصة، فكرة...) تود مشاركتنا بها حول تجربتك في هذا العمل؟

**مروة السوري:** تجربتي في هذا العمل تعني لي الكثير فهي نجاحي لهذا العام الدراسي على أمل أن تلحقها نجاحات أخرى كبيرة ومؤثرة.

**ريم السيد:** أحببت المشاركة في هذه المسرحية وأود إعادة هذه التجربة.

**جويل جبور:** أتمنى أن تتاح الفرصة أمام الجميع بدور منفرد ولو بسيط كي تكون المشاركة فعلية باظهار مهاراتهم الخاصة.

**جويل البطل:** إن التعاون هو أساس النجاح لكي ننجح في أي عمل متكامل وهادف لتوصيله إلى المجتمع بأفضل صورة.

**إيليا دامر:** لم أكن حاضراً يوماً في الوقت المحدد وكنت أوبخ من قبل السيدة مرشيدلان.

## Mothers' Day

ياسراج بيتي وأركانته

وأسن مدايمكم وبنائنه

يا ترانيم الطير وألحانه

ومديل الحمام وأشجانه

يا نبض القلب وديانه

وروض الجنّ وحسانه

يا مآقي الغوايا وحنانه

وشمن الأصيل وأحزانه

يا كنز الذهب وصولجانه

ومعدنأيراقص ألوانه

يا عندليب العزّ وسلوانه

وربيع الكمال وبركانه

يا مراد المرء وعنوانه

ومنى القلب ووجدانه

يا ساء الربيع وتيجانه

وقل الورد وجنانه

يا فطر الندى وشطائه

ودمع الحراب وغمده

يا حريق العنبر وريحانه

وورد الجوري وأحضان

يا قواهي الشعر وأوزانه

وإحباء صور وديوانه.

سارة ماضي - الصف الثامن الأساسي



نفسها من أجل أولادها، وتسعى دائماً لتربيتهم بطريقة سليمة وصحيحة، ليصبحوا أشخاص صالحين تفتخر بهم في المجتمع. وتسمر على أولادها عندما يمرضون، ولا تفارقهم حتى يشفوا، كما لا تغفوا أبداً، إلا عندما تشعر بالراحة والأمان يغمرا نعم. ولا يرتاح بالها، حتى ترى جميع أفراد أسرتهما هاتين وفرحين. هذا إلى جانب فضائل عديدة أخرى تتمتع بها. لذلك هي تستحق كل التقدير والاحترام لأنها عنوان المحبة والحنان.

في النهاية، أعايد جميع الأمهات في العالم لمناسبة هذا العيد، وأطلب من الله أن يطيل أعمارهن لكي يتغنن بجانبتنا دائماً. وألف تحية وسلام لك يا أمي، حفظك الله وأدامك لنا.

فانيما الحويك - الصف الثانوي الأول

## تحية ربيعية إلى أمي

فلنمُحِبِّ بالدمع، ينضج حلاوة وعذوبة، وينسكب رقة مغموسة ببريق نور منسدل من السماء، عندما يراني أكتب شعراً، ينثر لوحات الربيع، ويفوح بعطر الأمومة.

عيد الأم، عيد عالمي، تحتفل فيه الدنيا بأسرها كل عام، في الحادي والعشرين من آذار، تعبيراً عن فضل الأمهات علينا. فالأم هي رمز التضحية والحب والعطاء، ومن الطبيعي أن نكرم الأم أسمى وأعز مخلوق على وجه الأرض ونستحق كل التكريم.

ينتظر كل منا قدوم هذا اليوم المميز من السنة، يوم الوفاء للأمهات، لنعترف لهنّ بامتنا لنا لما فعلن لنا طيلة هذه السنين. إن الاحتفال بهذا العيد، ليس سوى تعبير بسيط عما نكنّه لهنّ من عرفان الجميل والاحترام. فهو يسمح لنا بشكرهنّ لبقاتهنّ قربنا، ومساعدتنا في أوقات الضيق التي مررنا بها، كما فرحن لغرحتنا ونجاحنا.

بالعقاب يتسارع الجميع، صغاراً وكباراً، لشراء هدية للأمهات لهذه المناسبة، كعربون محبة ووفاء. كما تقام الحفلات في المدارس لهذه المناسبة المهمة، حيث يقوم المتعلمون بإلقاء أجمل القصائد الخاصة بالأم وتضحياتها...

فمعما شكرنا أمهاتنا لا يمكننا أبداً ردّ الجميل لما قدّمته لنا. إن الأم تمثل كل معاني الحياة، من حبّ وحنان وتضحية ووفاء وعطاء... فهي بطبيعتها تحرم



## كتاب صغير

اقتربت ساعة الصفر، واكتملت التحضيرات للحدث الأكبر على صعيد مدارسنا لهذه السنة فاحتفالاً بمرور ١٧٥ سنة على تأسيس مدرسة الثلاثة الأعمار، وتبويجاً لسنة بيروت عاصمة عالمية للكتاب، تم التحضير لمسرحية غنائية على مستوى هذين الحدثين. وإلى أن يحين موعد اللقطة على المسرح يوم ١٨ نيسان القادم، كان لنا هذه الأحاديث مع معدي هذا العمل المكثف والكاتبة الأنسة كلوديا موشيليان، أحد الملحنين ومدير الكورال لتينور غيبرال عبد النور، مديرة فرقة الرقص الأنسة نهى الصليبي ومصممة الديكور ومديرة تنفيذ السيدة نانسى سلاموني. كما كان لنا حديث مع بعض المتعلمين من المدارس الثلاث عن تجربتهم

### ١- كيف أغنتك هذه التجربة؟ ما هي مقومات نجاحها؟

**لك. مرشيليان:** من العوامل التي ستنتج هذا العمل هو كونه محتوياً وليست مجرد مسرحية نعاية العام الدراسي. كما أن الجمع بين محترفين مثل الملحن إيلي شويري والموزع عبده منذر من جهة، وبين عبوية المتعلمين من جهة أخرى سيكون له أثر إيجابي أيضاً. هنا بالإضافة إلى رسالة المسرحية التي تتكلم عن الكتاب.

**ن. سلاموني:** اندفاع التلاميذ وحبهم للعمل هو من أهم عوامل النجاح.

**ع. عبد النور:** إن العمل متكامل لأن الكاتبة لديها الخبرة والملحن لديهم تجارب عميقة في مجالهم كما أن الكورال ليس جديداً ويعمل كفريق. كل هذه العوامل تجعلنا نذهب نحو النجاح.

**ن. صليبي:** التجربة «كثير حلوة». قبل المدرسة كنت أعمل في فرقة استعراضية كما كنت أعمل مع متعلمي مدارسنا في مهرجان الرقص الشعبي في الجامعة الأمريكية في بيروت لسنوات عدة. لكن الممتع في هذه المسرحية وتدريب المتعلمين على رقصات مختلفة في آن واحد مثل الفالس، الرقص التعبيري والرقص الأنطلسي...

### ٢- ما الفرق بين هذه المسرحية ومسرحية الليل والقنديل التي قُدمت عام ٢٠٢٠؟

**لك. مرشيليان:** ليس هناك من وجه مقارنة بين العامين لأن الليل والقنديل كانت مسرحية معادة ومقلدة بينما هذه المسرحية جديدة.

**ع. عبد النور:** ليل والقنديل مسرحية معادة مع توزيع موسيقي جديد ولكن كتاب صغير هي عمل جديد مكتوب خصيصاً لمدارسنا.

**ن. سلاموني:** الشخصيات في العمل السابق كانت مجسّمات مضحكة ولم يكن هناك تمثيل حقيقي. الوضع مختلف الآن.

**ن. صليبي:** كانت لدي تجربة مع مسرحية «الليل والقنديل» على مسرح فرطاجه سنة ١٩٨٤ وقد نقلت الفكرة للمتعليمين الرقص في تلك المسرحية كان الديكوه وهي من التراث أما في هذه المسرحية فتوجب علي شرح خلفية كل رقصة للمتعليمين لإثارة فضولهم وحبهم لها.

### ٣- ما هي الصعوبات التي واجهتك؟

**لك. مرشيليان:** الصعوبات الرئيسية التي واجهتنا هي أن الأولاد لا يملكون تجارب سابقة بالإضافة إلى ضيق الوقت.

**ن. سلاموني:** كان هناك الكثير من العمل المطلوب لإنجازه في وقت قصير.

**ع. عبد النور:** الصعوبات كثيرة ومتنوعة منها التمارين التي تلخذ وقتاً طويلاً بالإضافة إلى التحضير الدقيق مع الملحن الذي يحتاج إلى معرفة صوت كل متعلم مشارك. وهناك التوزيع الموسيقي ومن ثم التنفيذ. لا نستطيع أن ننسى الوقت الذي يحتاجه الجوق للتدريب على الأغاني.

**ن. صليبي:** من الصعوبات التي واجهناها كانت حادثة فريق العمل، ما أوجب علينا التدريب المكثف.

### ٤- بحسب خبرتك، ما هي ردة فعل الجمهور المتوقعة؟ لماذا؟

**لك. مرشيليان:** القصة تتوجه إلى كل الأعمار. لذا أتمنى أن يكون التجاوب كبيراً خاصة أن هذا العمل تميزت به مدارسكم ولا نجد عملاً متكاملاً مثله من قبل.

**ن. سلاموني:** نحن متحمسون جداً وننتظر بفارغ الصبر أن نرى ردة فعل الناس.

**ع. عبد النور:** أرجو أن ينجح هذا العمل. لم يخذلني الجوق سابقاً. وهذه هي السنة العاشرة التي تعمل فيها سوياً. السنة الماضية نالوا درجة ممتاز في مسابقة الأستاذ زكي ناصيف في الجامعة الأميركية.

**ن. صليبي:** المتعلمون ألبوا بالعمل من كل جوانبه. كما أنهم أحبوهم وهم شركاء في المسؤولية.

### ٥- كيف هو مستوى الأشخاص الذين عملت معهم وهل بينهم نجوم للمستقبل؟

**لك. مرشيليان:** بالرغم من عدم توفر الوقت الكافي للتمارين إلا أن المتعلمين يقومون بمجهود كبير لإنجاح العمل بدون أخطاء. رأيت أن لبعض الموهبة وبالطبع هم بحاجة إلى صقل هذه الموهبة وتنميتها.

**ن. سلاموني:** كان المتعلمون ملتزمون بالوقت وشاعرون بأهمية العمل وصعوبته في آن. برأي، جميعهم فنانون إذ يملكون موهبة وشغفاً لتنميتها.

**ع. عبد النور:** شهادتي مجروحة في هذا الموضوع. لقد قصدت إظهار الطاقات الأوبرالية التي نادراً ما تظهر في هذا العمر هناك بعض المواهب التي تحتاج بعض التنمية لتتمكن من الاستمرار، ممّا لا شك فيه أن الشغف الفني موجود وهذا هو المهم ولكنه يحتاج إلى ثقافة وسماح وجهد وصبر.

## Whose Drumbeat Of Life Do You Admire?

**Youssef Saklawi - G10:** Drumbeat, drumbeat, a word we have been hearing too many times this year. Drumbeat, a word that frequently creates in our mind the thought of loud noise, but after thinking about the matter of whose drumbeat I admired, I found it really ironic, that there was another type of drumbeat; a silent or peaceful drumbeat. One of the most intriguing icons in our history is a person who has achieved peace in a really controversial manner, carving himself in history as exemplary and ideal, till this very day. This person has changed our ideas, and broadened our horizons; he has made us realize that there is more than one manner through which we are capable of achieving the same purpose. This person is Mohandas Karamchand Gandhi, or known as Mahatma Gandhi.

As a person, he needs no introductions, born October the second, 1869, now the international day for non-violence; Gandhi has made his journey through a life of patience, prisons, and fasting, to ultimately reach his goal of establishing independence for India.

Mahatma [great soul] Gandhi was a pioneer; he gave birth to a new philosophy, a philosophy of fighting for your rights with total non-violence, using just the concept of civil disobedience. The Mahatma deserves this name, as he single-handedly led a country of 350 million to an independence without the flicker or sound of a single shot.

Gandhi has taught us lessons of patience, peace, and perseverance, lessons that can be derived simply from the steps he has followed on the trail of his life. He has added a drumbeat different than any other, one that makes the world a better place. Let us remember, even silence can be loud sometimes, the loudness of a drumbeat...

**Tarek El-Kaissi - G9:** The drumbeat of every individual's life is unique. However, I believe that every person's drumbeat can be admired in some way. I admire the drumbeat of any human being from whom life flows allowing him to shine in a distinctive manner. The uniqueness of every individual forms a beat, producing a harmonious drumbeat that governs our life. Every day, I discover new beats from new people I encounter, finding a new thing to admire as every day passes. The drumbeat I admire is that made by the diverse notes of the different people whom I encounter every single day of my life, all together forming a harmony that the soul could reach its ultimate bliss.

**Walid Jaroudi - G7:** Every person's life makes a drumbeat of its own, depending on the mood of the person. In fact, a joyful drumbeat of life can be produced in the presence of faith, knowledge, freedom, a clear mind and a healthy society. However, the most important factor that remains necessary for a joyful drumbeat is the ability to survive throughout all times, learn from our mistakes, so we keep the music of our life forever harmonious.

## A Stressful Drum-Beat of Life Affects Learning

"Stress is everywhere; we shouldn't seek eliminating it, but rather living with it".

This is the rationale behind the theory of stress management. This article is neither intended to discuss this saying, nor to present a guide to dealing with stress, but rather an attempt to understand the effect of stress on the brain, behavior and learning.

The article is primarily addressed to parents as the front-line receptors of stress on one hand, and as educators and role-models affecting the life of their children on the other hand. The whole issue stems from the drum beat of the life of every one of us.

As parents, what are our perceptions of our children's potentials? What are the assumptions underlying these perceptions? What are our expectations from our children? Do these expectations meet reality or they represent our wishes and ambitions? What are the values we want our children to grasp? And how can the whole process bear these values?

Usually answers to such questions partially characterize the typical drum beat of the life of a family, and at the same time somehow anticipate the degree of stress this family undertakes. To parents, the difficulty in answering the above questions (and similar ones, of course) is not only determined by the drum beat of the family's life, but also by the extent to which this drum beat harmonizes with the drum beat of the society's life.

Parents ought to be conscious of such a balance and harmony, for any disorder

imposes stress on their children. Social situations can be sources of stress to children (as students) for instance.

Students who are "number one" in their home, for example may face difficulties accepting the fact that they are "one of many" in a classroom. Students who work hard; yet, are always below their parents expectations often find difficulty in building motivation. Students who are often exposed to embarrassing situations are more likely to be stressed in social gatherings. Students who are not often encouraged to talk and express their thoughts and emotions usually face difficulties in building self-confidence.

These are very simple examples of stress children face. According to many researchers, stress may lead, in severe situations, to the inhibition of long-term memory, impairing students' concentration and self-esteem, increase in violent and aggressive behaviors, in addition to other implications that vary from anxiety and restlessness to depression and helplessness.

The role of parents alone is obviously not sufficient yet is inevitably necessary to develop effective learning situations for their children that not only address their children's intellectual capabilities, but also their character, way of thinking and decision-making processes.

There is no doubt that awareness, responsibility and responsiveness of parents are key factors in meeting their family's life challenges and coming up with a unique drum beat of their life that provides their children with a relaxed and inspiring atmosphere conducive to learning.

**Bilal Basha - Head of Math Department**

## Quality Time With Children

*How do you spend quality time with your children at home?*

Our quality time at home is provided in a concentrated dose, since I am a working mother and can only be with my kids three hours before bedtime. However, and thanks to some simple but essential tips, I am able to succeed in my role as a mom.

We start by appreciating what was done in class with a «Wow» from here and an «I'm proud of you» from there, then we move to the everyday homework. Understanding that their best is their best, we go step by step with encouragement and positive approach.

Going back in time and acting like kids, I sometimes play with them. It doesn't matter what we play but the key is to really play and enjoy each other. With a small dinner sandwich, we move to bedtime rituals... Ten minutes of praying and thanking God for the day. That's when I hear a summary of the day at school and in the bus... what annoys them most and what they look forward to. And then... eight o'clock is bedtime! A successful relationship and a successful upbringing.

**Betty Rizk**



Parenting requires a massive amount of patience, time, and most of all participating positively in our children's lives whenever they need us. Being a working couple, we are overwhelmed by what is a must in our life. Therefore, we look forward to spending quality time with our children Layana (four years old) and Mohammad (two years) old, doing interesting activities for both of us. Examples of these activities are reading, drawing, cutting and pasting, making crafts, playing games, sharing stories, watching TV, cooking, going out, etc. Nevertheless, we try to give each child special attention and time to assure our love and care.

**Nadeen Berjawi El Baba**

## Plants' Secret Life

Grade 5A learners performed researches about plants' life in different climates to learn how can plants adapt to their environment and carry out all their life processes on their own.

Plants are very important organisms on Earth since they are the main source of energy for all the other organisms. They clean the environment by taking the carbon dioxide produced by pollution and give off oxygen as a waste of the production of their own food (sugar: glucose). Different plants and flowers live in different climates because each plant has its own adaptation to a specific type of environment.

Plants living in the desert have two main adaptations that help them to stay alive in arid places: they have an economical water management system and can maximize the energy gain from their photosynthesis process.



One of the plants that live in hot climates is the barrel cactus. It belongs to the cactaceae family, and it's characterized by a barrel shape from which it derives its name. Barrel cactus species have a lifespan ranging from 50 to 100 years, but some are known to survive for as long as 130 years. This cactus has a cylindrical shaped stem that works as a water reservoir. In addition, it is characterized by dense spines, which are designed to protect it from heat and animals, facilitate water retention by ensuring minimalistic loss of water in the dry environment. Its root system is designed to

ensure that this plant is able to absorb every single drop of water available in the arid desert conditions.

Plants living in cold places are either characterized by being small and able to grow close to the ground to protect themselves from harsh temperatures and strong winds, or are evergreen coniferous trees. These trees have a conical shape that enables them to shed snow that might break their branches. In addition, they have needle like leaves characterized by a small surface area and a waxy coating that reduces water loss through transpiration. Some colorful flowers can grow in cold climate like the purple star-shaped flowers of the Purple Saxifrage plant. This plant can grow on very rocky ground and it often flowers while the snow is melting. Its leaves are fringed with tiny hairs to capture heat.



Plants living in temperate climates are adapted to these seasonal fluctuation of temperature and to the high level of precipitations. The soil in temperate forests is very fertile and supports a wide variety of plants and flowers. The Tulip flower, which symbolizes love, grows in temperate climate. This flower has the ability to attract the pollinators by its scent and its bright vibrant colors such as red, yellow, orange, purple and pink. To survive during the cold winter, tulip flowers remain dormant and bloom in



spring and summer.

Finally, some plants are adapted to grow in a very rainy climate; they usually constitute rainforests. These plants have made adaptations that help them shed water off their leaves quickly so the branches don't get weighed down and break. To absorb as much sunlight as possible leaves grow very large. Some trees have leaf stalks that turn with the movement of the sun so they always absorb the maximum amount of light. An example of a flower that grows in the rainforest is the Orchid. This plant lives on the bark of trees, and since it does not have access to the wet soil it has developed ways to capture and store water when it rains.



By learning about plants and their adaptations, Grade 5A learners were astonished by the complex life cycle of flowers and plants: they grow, flower, survive in harsh environment, compete with each other and live together. They make food, oxygen, provide habitats for other beings; they make and preserve the soil, give useful products to people, and finally they symbolize beauty, love, peace and life on Earth.

Lama Saneh - Upper Elementary Science teacher



That was seven years ago, when my eldest asked me to be at home when he gets in!!

I felt that I was wired; since his father never asked. It took me a while to understand: "He needs me."

However I realized that true love goes beyond the toys and gifts I used to get for my children. And true love is the arms of one who will always be there.

From that moment, I spend afternoons with my son Liwa and my two daughter's Yara and Mira. We cook together sometimes, we study then we play or watch TV or work on the PC and also we discuss stories or books we read to each other.

Fadia Ghanem Haidar

I start the day by having my breakfast with my children. It's a great time because everybody is well-rested after a good night sleep.

We sing songs; tell stories about the characters on the mugs, the cereal box, the milk box... When I make a cake, I involve my eldest son: he helps me put the ingredients and then mix them.

Of course playtime at home is the best: music, play, race cars, drawing, book reading...

Nadine Abdallah



Being working parents reduces the quality of time spent with our kids (Huda: three years and a half and Rawad: four months); thus we do focus on the quality of time we spend together in the afternoon and in the week-ends. We try to fit the activities with Huda according to her interest and developmental level. Though we do several outdoor activities, playing in her room is the most enjoyable to Huda. We play several things that involve:

- Cognitive skills (games, puzzles, stories...)
- Social skills (role play)
- Emotional skills (taking care of dolls)
- Artistic skills (drawing, painting, music)
- Motor skills (jumping...)

We make the play as enjoyable as possible to have fun and to transfer learning messages. Quality time is beyond play time. Huda is keen to learn from any daily simple normal activity. We encourage all parents to enjoy time with their kids even if they don't get enough of it.

Matilda and Hicham Frem

We, both father and mother, show to Joelle (10 years) and Johnny (7 years) our love not only by hugging and kissing but also by instructing, protecting and showing them how to act when in trouble. Correct and explain when they are wrong, say no to them when necessary, listen to them without interrupting till they finish and we repeat to them what they meant, allow them to express their feeling in any situation, encourage them to be independent. We apologize, forgive, respect each other, and abide by our rules (bedtime, sleeping outside home, using PC during the week, play station...) punish them when they misbehave and reward when needed, encourage Joelle in her piano lesson.

We read stories and watch family movies together, let them sleep beside us when they're sick. I (Liliane) observe, help, teach, sign their tests and stay with them till they finish their homework. They share with us their problems to which we together find solutions especially with the father (George). Attending the church every Sunday and spending the whole day having fun outdoors is a ritual in our family. We help them explore new things under our supervision and let them get dirty when playing but not nasty.

Liliane Saifi and George Jabbour

## La stimulation précoce des enfants

Les premières années de la vie sont très importantes pour la stimulation du cerveau de l'enfant. Cette stimulation doit être efficace et adéquate pour que l'enfant grandisse dans une ambiance pleine de vie. En effet, un environnement riche en situations stimulantes, développe les connexions synaptiques dans le cerveau de l'enfant qui, ultérieurement, se multiplient pour créer un grand réseau neuronal lui permettant d'apprendre et de raisonner efficacement. Cependant, il ne suffit pas que cette stimulation soit seulement intellectuelle, encore faut-il qu'elle soit sensorielle, physique et affective.

*Comment donc favoriser cette stimulation ?*

## How Does the Daycare Prepare Children to School?

Nowadays with both parents working, sending toddlers to the Daycare has become a must. The Daycare has grown in importance to become a bridge that links the home to schooling. The daycare cannot be just a place where children spend time until their parents take them home. Every daycare must prepare the children to an easy enrollment in school, providing them with the necessary prerequisites on all levels.

On the oral language level, the daycare must provide the children with the vocabulary baggage that enables them to express themselves and their needs with fluency and self confidence. Through stories, puppet shows, flash cards, bulletin boards, and discussions, the children will be able to express themselves freely.

On the social-emotional level, the daycare offers the child an opportunity not possible elsewhere: the chance to play and socialize with children of his/her same age. The children will learn to share, listen while others are talking, and wait for their turn. Sitting around the dining table and eating properly, using thank you and please, knocking on the door before entering the room, and covering the mouth when sneezing are skills that are also taught in a group.

The children will also discover friendship, playing together, and helping each other. Moreover, the caregivers at the Daycare must always provide an environment conducive to learning, give support and lend a helping hand, and encourage rules and regulations.

On the level of motor skills, the children will develop their gross motor abilities through running, jumping, climbing stairs, and other games that strengthen their muscles and tune their balance.

As for the fine motor skills, the activities done must prepare the child to an early stage of writing. While shredding paper, modeling clay, drawing and painting on big surfaces, the child is strengthening the muscles of his arms and hands whereby, at a later stage, he will be holding a pencil properly and writing.

Contrairement à ce que l'on peut croire, la stimulation précoce peut être favorisée par de simples activités motivantes : les jeux et les histoires qui stimulent la créativité de l'enfant et développent son imagination, les chansons qui favorisent son épanouissement, les activités quotidiennes telles que le moment du bain, une promenade dans le parc qui lui permettent d'apprendre avec joie et les activités culinaires qui enrichissent ses découvertes et lui permettent d'expérimenter des connaissances diverses.

Toute situation de la vie quotidienne de chaque jour peut être stimulante pour le bébé à condition de communiquer avec lui, de lui parler et de lui donner l'opportunité de s'exprimer même par des sons simples ou

des syllabes.. Cette communication doit être toujours accompagnée d'amour et de sécurité. Quand l'attention du bébé est captée par les situations stimulantes, ses sens et ses fonctions cérébrales sont promues et développées.

C'est aux parents, les premiers acteurs dans la vie du bébé, de lui assurer la stimulation appropriée afin de développer son niveau de résistance et sa faculté d'abstraction. La recette n'est pas compliquée ; une stimulation précoce adéquate et des situations enrichissantes accompagnées d'amour et d'affection, contribuent à équiper l'enfant d'aptitudes intellectuelles et psychoaffectives capables de former une personne mûre et autonome.

Nancy Najjar



On the cognitive level, math activities such as matching, sorting, logical thinking, problem solving, recognizing and naming shapes prepare the child to a more explicit level in school.

Specialists agree that the detection of learning difficulties at an early age is very important. The professional team at the Daycare follows up on the child's developmental milestones, and takes notes of his growth and abilities, therefore, has a big role in detecting any difficulty and putting parents on the right track for dealing with it.

At Tendernest, in the perspective of Holistic Education, the child is an entity. Therefore, the integration among the subjects and skills taught does not divide the child according to his personality's aspects. However, it helps him grow and develop as a whole person.

The Daycare provides the children with learning experiences, social encounters, playing time, and multiple adventures. This bridge between home and school must be a place where the children can grow and develop their skills in a secure and loving environment. It has become a necessity to frequent a Daycare as a preparatory phase for school. Most importantly the Daycare must provide a well prepared curriculum that teaches the children the needed skills and prerequisites for a smooth enrollment in school.

If the journey of knowledge starts with one step, then the right one would be at the right daycare.

Nisrine Feghali - Head of Tendernest Daycare



## دور الأهل وتوثيق العلاقات بين المدرسة والبيت

تتميز مدرستنا باعتماد أساليب متطورة «مبنية على البحث العلمي والابتكار والتفكير النقدي»، مادية في هذا إلى تربية متعلمين تربية متكاملة «تحتزم فريدة كل منهم وإبداعه». لذا يتمحور عملنا حول مذهب بطرق البحث عن المعلومات وتنمية قدرتهم على الاختيار بين ما هو خطأ وما هو صواب، بين ما هو نافع وما هو مضيء.

ولأن «تفعيل دور الأهل وتوثيق العلاقات بين المدرسة والبيت لتكميل العملية التربوية» أمرٌ بدعي وضروري في آن معاً، وجدت الحاجة إلى وسيلة عملية يتعرف الأهل من خلالها على مختلف الدوائر الأكاديمية والإدارية والدوائر المساندة لها العاملة في منزل أبناهم الثاني. فواء الكواليس أشخاص كثيرون يعملون في وحدات متناغمة هدفها الأواحد تأمين المناخ التربوي والتعلمي الأفضل لهم. فكان نشاط «الأبواب المفتوحة» حيث يدعى الأهالي لزيارة صرح المدرسة، وللتعرف على الوسائل الموجودة فيها والمؤدية إلى تقديم خدمة محترفة وعالية الجودة تعكس الرسالة والفلسفة التربوية لمدارسنا.

البداية كانت مع أهالي متعلمي القسم الابتدائي - الحلقة الثانية. في اجتماع الأول في العشرين من كانون الثاني ٢٠٢٠، تعرفوا على دائرة المعلوماتية التي يقسم عملها إلى ما يتعلق بالبرامج المستخدمة في العملية التعليمية من قبل المعلمين، وإلى ما هو تقني أي المعدات وأجهزة الكمبيوتر والاتصالات وربطها في شبكة فعالة وصيانتها. أمّا في اجتماع الثاني في الخامس عشر من شباط، فكان موعدهم مع البرامج المعلوماتية التي يستخدمها المعلمون في تحضير السنة الدراسية، بدءاً من خطط العمل السنوية، مروراً بالوحدات الأكاديمية، وصولاً إلى بنك الأسئلة الذي يستعمل لتطبيق نظام التقييم بمستوياته التكوينية، المحورية والتراكمية.

التجربة بدت مفيدة، ما شجّع على دعوة أهالي متعلمين من مختلف الأقسام إلى اجتماعات لاحقة طالت دائرة شؤون الموظفين، شبكة التربية النشطة، دائرة التقييم والتطوير، بالإضافة إلى وحدة التعليم المتخصص. «الأبواب المفتوحة» لم تغلق بعد، حيث تنتظر الأهالي مواعيد مع دوائر أخرى، تمتد حتى نهاية العام الدراسي الحالي.

ريمون الملحم - رئيس القسم الابتدائي - الحلقة الثانية