



## IB2 students and clay

As part of the Art IB program, students are encouraged to try different mediums.

IB2 students with their teachers Joumana **Bou Khaled** and Carine **Arayssi** took part in a 3-hour pottery workshop at the Sursock Palace in Ashrafieh. The workshop was given by LAU ceramics teacher Nour Ali.

They kicked off the workshop with clay. Nour informed the students about the sources of red clay in Lebanon. She also described the techniques of pinch pots, coil building, and slab building.

The workshop was followed by lunch in the garden.



# INDEPEND

## International College Celebrates

### Independance day through the eyes of preschool students



During art class, preschool students painted and drew traditional Lebanese houses and self-portraits inspired by Lebanese artists Georges Serhal and Raouf Rifai.

## Koullouna lil watan

Dans le cadre de la célébration de la fête de l'indépendance, les élèves de la Moyenne Section B ont planifié des ateliers en relation avec cette occasion.

Ils ont donc représenté le drapeau Libanais en utilisant différents matériaux et différentes techniques: la pâte à modeler, la peinture, le déchiquetage et le collage.





# ANCE DAY

## Red, white and green, our favorite colors

On November 22, KG2 students showed up to school wearing red – one of the colors of the Lebanese flag. They prepared a 'colorful' Lebanese red, white and green breakfast: labneh, cucumbers, and tomatoes!



## Oh Liban ma patrie

Pour la fête de l'Indépendance, les élèves de GS-A ont décidé de décorer le grand panneau avec des dessins inspirés par notre joli pays.





## Why do people migrate?



As part of the transdisciplinary theme "Where We Are in Time and Place", CM1 students worked on migration. They learned about migration throughout history, why people migrate and the effects of migration on communities, cultures, and individuals. They listed the reasons, understood the impact of migration, and conducted interviews with IC president, Joel Peinado, and other foreign hire French teachers.

## Walking to Baskinta



In an effort to understand immigration in regard to a country's history, laws, and plights, Ain Aar Gr4 students conducted an inquiry into the reasons that people leave their birth lands. They chose the example of the Armenian immigration to Lebanon and the reception of the Lebanese to its new refugees. They were fortunate to meet an Armenian family who told them personally about a family member who, with his son, fled his village in Sason, Turkey and walked for a month until they reached the Lebanese village of Baskinta.



## From Russia to Beirut

Mrs. Anastasia Sawma visited us to share general information of her country of origin, Russia. She migrated to Lebanon when she met her future husband. She learned Arabic from her in-laws. Wife, mother of three, and professional interpreter, Ms. Sawma is living in Lebanon and spends her summer vacations with her family in Russia. At the end of her visit to IC, we all enjoyed the Russian treat, Pirozhki, delicious potato stuffed buns.



## Stories of Picasso's paintings



Under the transdisciplinary theme "How We Express Ourselves", The KG1/MS students visited the Picasso exhibition at Sursock Museum on Friday December 6, 2019. The children had the opportunity to see twenty of Picasso's paintings, drawings and sculptures and explore the stories behind them.



## Les histoires des peintures de Picasso

Dans le cadre de notre thème transdisciplinaire « Comment nous nous exprimons » les élèves de la Moyenne section ont eu l'opportunité de visiter l'exposition de tableaux de Picasso située au Musée Sursock. Cette sortie avait pour but de permettre aux enfants d'identifier les différentes formes d'art comme la peinture, la sculpture etc. Ils ont aussi pu observer plusieurs tableaux du fameux artiste Pablo Picasso ainsi que des tableaux d'artistes libanais.



## Quoi de mieux que d'apprendre en s'amusant !

Au CPB, la devise « jouer pour apprendre et apprendre pour jouer » est au centre de nos activités ! Par exemple, pour réviser les lettres de l'alphabet ou certaines syllabes connues, nous en avons déposées quelques-unes par terre et, au signal, les élèves ont repéré le plus rapidement les lettres ou syllabes désignées pour, ensuite, les associer avec celles de l'enseignante, les regrouper, les nommer, les lire etc. Autant de situations qui permettent de coder et lire en s'amusant. Nous avons aussi fait des associations avec les différentes écritures comme la cursive. Nous nous sommes bien amusés ... et avons bien appris !





## Performance task

Throughout the “How We Organize Ourselves” planner, Gr1 and CP learners inquired into the interconnectedness of human-made systems and communities (specifically the school community). They used their thinking and research skills to explore different ways that they can enrich their community. They brainstormed together, then they each decided on a means to carry out their ideas. They sought the help and support of their classroom teachers, as well as the single subject teachers. Then, they were divided according to their areas of interests (Music, P.E, Art) to work on executing their ideas. They were able to build on their personal strengths and interests in Physical Education, Visual Arts and Performing Arts. The students cooperated and worked together with other students in their grade level on the same project. The group that had interest in P.E prepared 5 training stations and invited all KG2 level classes to come and participate. Moreover, the students who had an interest in Visual Arts added a touch of creativity and brightened a dull wall at the top entrance of the school. During the morning assembly, the students who had an interest in Performing Arts decided to make the Alma Mater sound better by playing musical instruments while other students sang along.

### Art



### Music



### P.E.

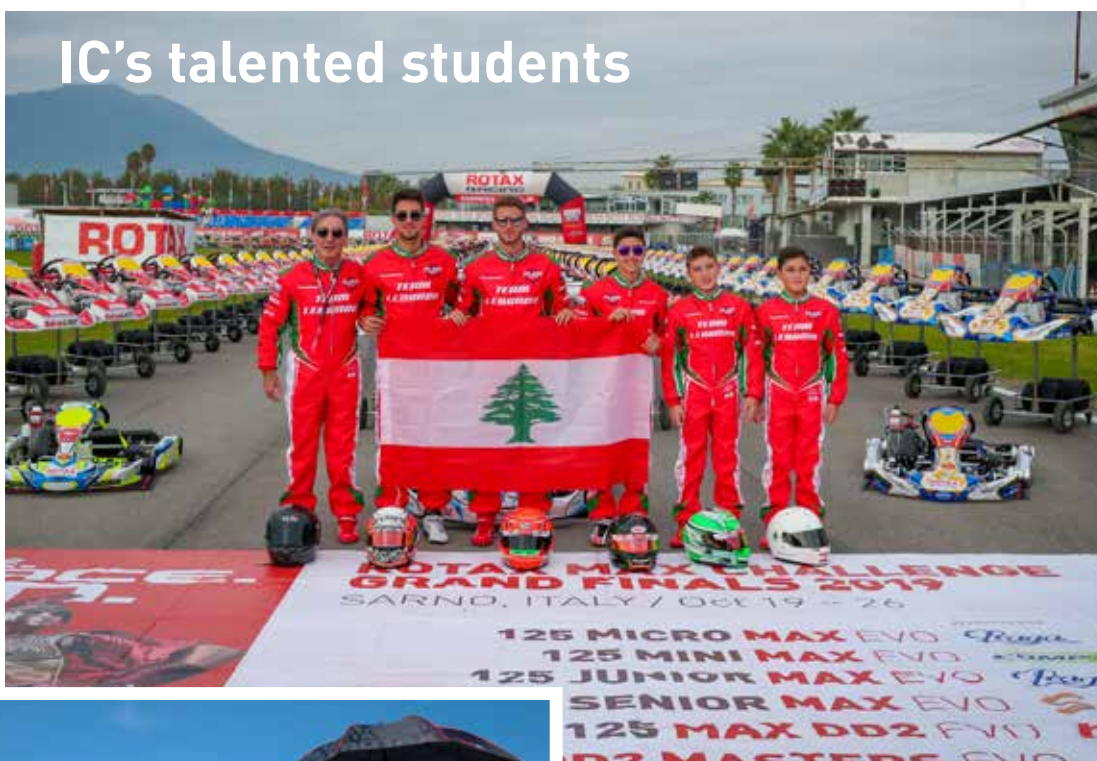


## Research and thinking skills in action!

Armed with their research and thinking skills and with an enthusiasm for learning, KG1 explorers went on a walk around the school hunting for various colors. Each member of the group had a specific role: photographers, note-takers, investigators, and timekeepers. Back in the classroom, learners sorted their findings and created their own sorting book using book creator.



## IC's talented students



### Rotax Grand Finals 2019 Micro FINAL Classification - Official

Pos	No.	Driver	Team	Laps	Time	Gap	Time %
1	1	Jay Urwin	NEO URWIN	15	1:45.219		0.018
2	20	Marcel Bishop	DAN HOLLAND RACING	15	1:45.207	0.018	0.018
3	8	Stefano Trindade	THOMAS SALVADOR	15	1:45.201	0.002	0.004
4	14	Aydon Perez	HARVEY PEREZ	15	1:45.407	0.106	0.009
5	29	Fabrizio Van Der Straete	MARTIN VAN DER STRAETE	15	1:45.912	0.309	0.008
6	25	Deydas Gudolovicius	HAZAS MOTORSPORT	15	1:46.040	0.427	0.004
7	18	Thiago Falcão	DAVID KALVINE	15	1:46.009	0.040	0.013
8	7	Griffin Pedersen	SHO JAPAN	15	1:47.224	2.005	1.086
9	21	Vicente Garcia	GUSTMAN GARCIA	15	1:47.418	2.199	0.004
10	4	Adam Brickley	AI COMPETITION	15	1:47.519	2.300	0.011
11	33	Musa Kavak	SHIRACING	15	1:47.502	2.283	0.009
12	26	Adem Al Ashari	AL ALI RACING	15	1:47.500	2.285	0.007
13	30	Rayan Mneimneh	LEBANESE KARTING TEAM	15	1:47.518	2.300	0.009
14	19	Rafael Baltzer	SOLE KART RACING TEAM	15	1:48.000	2.481	0.019
15	6	Max Moller	AI COMPETITION	15	1:48.100	2.881	0.019

Rayan Mneimneh, 6ème, named the 'Lebanese karting champion for the year 2019' was selected as one of the drivers to represent Lebanon in the World Championship "Grand Finals" in Italy in October. It was 10 days full of racing and despite the many mechanical problems he encountered, Rayan competed in the final race with a selection of best international young drivers. He showed great talent and finished the final race in position 13 just 2.6 seconds away from the first position... that is very close! For that, he is now ranked 13 in the world for the year 2019 for his age group.

Karting is Rayan's favorite sport and he is looking forward to more championships. He hopes to keep on representing Lebanon in the future.



## Ali Ghandour Center

### Who said debate trainings can't be fun?

Through its collaboration with AUB's Office of Student Affairs, AUB 3D Club President, Ms. Meriem Hani, trains AGC (Ali Ghandour Center) students on debating skills as they prepare for the 2020 Regional Qatar Debate Championship that will be held in March.



Students participating in the International Global Goals Competition, on the SDGs (Sustainable Development Goals), meet with their new partner, the Municipality of Bennay-Aley.

As they work out their plans for Global Goal project, AGC students assess educational needs of Syrian refugees in a building in Hamra.



AGC students take brainstorming business very seriously!

# CHRISTMAS

## International College Celebrates

### Christmas jam



There's no better way to start off the holiday season than with some Christmas tunes. On Tuesday December 10, the IC band performed a Christmas-themed Jam at the entrance of Rockefeller Hall, much to the delight of students and teachers alike. With Christmas blues and rock and roll, the jam put the whole school in a very festive mood.



### Christmas caroling



Students, parents, siblings, faculty, and staff joined the Middle and Secondary schools choirs on December 13 in celebration of the festive holiday season. Held at Rockefeller Hall, the choirs marked their first community-building activity at IC.

### AA GS/KGII students and AA junior choir



On Tuesday, December 17th and on Wednesday December 18th, Carols were sung by our talented KGII/GS students and junior choir led by our brilliant musicians Mrs. Celine Abou Rahal and Mr. Rabi' Natour to help spread joy and cheers in our community.

Our children's voices propagated positive light and peace!





## It's all about harmony!

To express unity and hope for a brighter tomorrow, IC students joined the Beirut Vocal Point and 800 other voices under the direction of Jan Marie Hagard at The Carol Celebration at American University of Beirut on December 11. They then joined hands together to light AUB's Christmas tree.



# CHRISTMAS

## International College Celebrates



### AA lower school giving tree

How do we show gratitude to the world around us?  
How do we show thankfulness for all the beautiful things that surround us and the joy that we feel?

Our students had the answer in the most beautiful way. "We give back" they said!! And so, our annual Giving Tree is launched again this year and the joy of sharing and giving fills our hearts once again.

With Christmas carols in the background and a sense of gratitude in our hearts, we painted, colored, glued and prepared our Christmas tree ornaments!

With our community's donations, we will help families in need and share in the spirit of giving and joy that we are privileged to have.

### Food drive

1ère French Baccalaureate classes organized the Food Drive, a campaign that drove and mobilized the Secondary School community to donate food products made in Lebanon in order to help Lebanese families in need, as well as, support the Lebanese economy. Students worked on their research to assess the Lebanese products, designed the posters and produced a video to raise awareness.







## Spreading joy and raising awareness

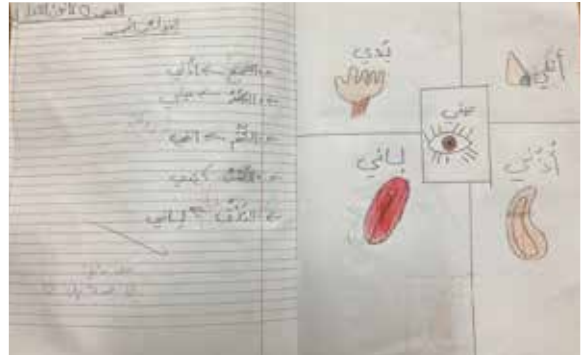
Grade 10 students went on a mission to raise awareness and support the Lebanese economy by buying and offering local food products to people in need. Students spent an afternoon distributing goodie bags and spreading joy and happiness during the difficult times our country is going through.

The initiative is in collaboration with the NGO "Ahla Fawda".



تعرف المتعلمون في الصف الأساسي الأول-عين عار إلى الحواس الخمس وطابقوا كل حاسة بالأداة المناسبة لها ثم رسموا وكان لديهم الخيار (Choice) في عرض عملهم بالطريقة التي تناسبهم. وهذا لفهم الفكرة المركزية في محور «كيف يعمل العالم»: يستخدم الناس حواسهم للتحقيق في خصائص المادة. استكشف المتعلمون عدة مواد وبحثوا في خصائصها ثم استنتجوا أن بإمكاننا أن نستخدم حواسنا كأدوات للتحقيق. في اليوم التالي، إختاروا حاستين على الأقل وكتبوا عن كيفية استخدامهما لاكتشاف إحدى المواد التي تعرفوا إليها مستخدمين المفردات المكتسبة التي يمتلكونها (Ownership).

## الحواس الخمس



## Students are back: It's Okay not to be OK!

After a 2 week-long suspension of classes, students came back to school. To welcome them, Ras Beirut Middle School Counselor, Ms. Diala Itani, held a discussion in every class allowing students to share some of their experiences and highlighting the normalcy of diverse emotions and behaviors that may arise in such a transitional time in our country.

While some students reported a sense of pride, unity, agency and compassion, Ms. Itani emphasized that it's also normal to feel pressured, indifferent, bored, afraid, worried, or simply numb! Similar things can

be said about academic concerns: it's normal to feel a lack of motivation, confusion when it comes to study skills, anxiety regarding attending school, tests, make-up days... It's normal for any existent fears or worries to get aggravated; previous stressors can become more intense, and routine habits such as sleeping and eating may be affected (increase or decrease) ... There is no "appropriate" response in such situations, but counselors are available to help students cope if feeling overwhelmed.

Ms. Itani also cautioned against differences of opinions escalating to personal matches. It's normal to disagree with a person's opinion, but not to reject the person themselves. It's important to express one's point of view while at the same time refraining from bullying others, even if cyberbullying seems trendy. When in doubt, it's healthy to question one's motives and go back to the original cause: fighting for something; not against someone.





## Caring is contagious



- "We fill our buckets by being nice to each other" KGI student
- "We don't push anyone, we just give them a hug and kiss them" KGI student
- "I clean the table with the teacher when it is messy" KGI student
- "I share toys with my friends" Nursery student
- "I help my friends" Nursery student
- "I play nicely and I do not snatch toys and books" Nursery student

### What does it mean to be caring?

We have different perspectives about the word "caring". Some believe that it is bringing out the best in each other. Others see it as looking after each other by being there for them and giving them time and offering help when needed.

We asked our preschoolers what does the word caring mean for them?



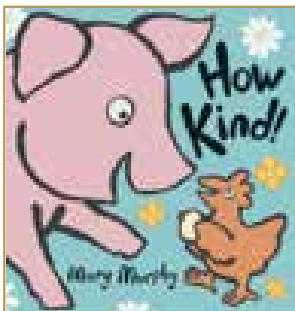
## Ask the counselor

15 alternative questions to ask your child when you have the urge to ask, “how was your day?” or “how was school today?”

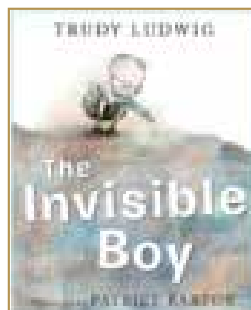
- What is something interesting that happened today?
- Have there been any changes in how you’re feeling?
- If you could do any part of today over again, what would it be?
- What made you smile today?
- What would you like to be different tomorrow?
- How can I make your day easier right now?
- What has been the hardest for you today?
- When did you feel appreciated/understood/loved today?
- Is there anything you want to talk about from your day?
- What were you most excited about today?
- What did you do to take care of yourself today?
- Can you tell me an example of kindness you saw/showed today?
- What do you wish you did a little less of today?
- What do you wish you did more of today?
- What was the hardest rule to follow today?



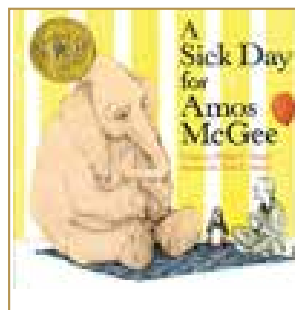
## Books about caring



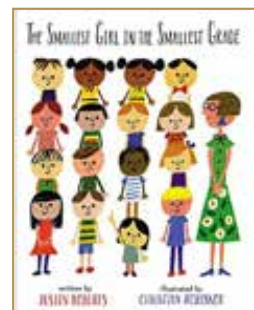
How kind  
(by Mary Murphy)



The invisible boy  
(by Trudy Ludwig)



A Sick Day for  
Amos McGee  
(by Philip C. Stead)



The smallest girl in the  
smallest grade  
(by Justin Roberts)



## Tips to promote caring in children

- Teach words about feelings and emotions. Together create faces in a mirror or on board, and talk about how the expressions make the children feel-happy, mad, sad etc.
- Describe how others are feeling: "Angelo is sad because he lost his ball." This helps children become more aware of their feelings and the feelings of others.
- Gently guide children's play to encourage empathy. Avoid the simple "quick-fix" by solving children's problems or by giving them the comforting "everything will be all right" answer to the way they're feeling. Instead, be a good role model by reflecting what they are feeling: "David is hungry too! He needs some pretend snack on his plate!" or "Is the dolly sleepy? Are you taking very good care of that dolly!"
- Ask open-ended questions to help encourage empathy. By asking, "How can we help Dennis feel better about his broken toy tractor?" children will brainstorm meaningful ways to show kindness.
- Use expressive photographs, drawings and wordless books to provide practice in "reading" nonverbal expressions and emotions of others. Remember that there is no right or wrong answer in these activities. Allow children the safety of expressing what they are feeling and imagining without criticism.



## Tips to promote caring for the environment

- Conserve water: When brushing teeth, turn off the water.
- Flick the switch: Positively reinforce when your child turns off the light when they leave the room.
- Avoid plastic bags in your child's lunchboxes.
- Teach your child to sort and recycle: for instance, have kids put old worksheets in the paper bin, yogurt containers in the plastic bin. Parents can "complete the cycle" by buying products made with recycled ingredients such as paper.
- Reuse: Clean out jam or jelly jars and reuse them as drinking glasses — they're the perfect size for little hands. Incorporate empty paper towel rolls into your youngster's next art project.
- Walk, bike or car pool to school, to friends' houses or to the store.
- Give "experience" gifts: Instead of giving toys that will break or that kids will quickly tire, take them camping, biking or hiking...Let them have some experiences that they're going to remember for the rest of their lives.



## Journée internationale de la langue arabe

Dans le cadre de la journée internationale de la langue arabe qui est célébrée chaque année le 18 décembre, nos élèves du Complémentaire à Ain Aar ont participé à plusieurs projets interactifs très intéressants.

Voici le détail des activités proposées :

### 1. Écriture calligraphique de l'Arabe

Après avoir présenté une vidéo qui s'attarde sur la calligraphie des lettres en Arabe, chaque élève a écrit son prénom selon les codes de l'écriture artistique sur un carton, qui pourra être utilisé en guise de marque page.



### 2. Chanson en langue Arabe

Les élèves ont réalisé des interviews avec leurs camarades, les enseignants ainsi que le personnel administratif pour obtenir leur avis et ont monté les images sous forme d'un court métrage de 3 minutes.

### 3. La langue Arabe notre identité

Les étudiants devront lire un passage qui s'attarde sur l'Arabe littéraire et ensuite ils débattront sur les difficultés de cette langue à l'oral comme à l'écrit.

