



# Inside I.C.

Winter 2016

## Learners Want to Code

Nowadays, computer science enhances teaching computational thinking and improves problem-solving skills. The coding logic motivates students' curiosity and triggers their thirst to learn.

At Ain Aar, Grade 2 students participated in the One Hour Code, an activity that took place worldwide. In one hour, guided

by their teacher Mrs. Katrib, practiced logical programming. They discovered that computer science is easy, fun, accessible, and challenging.

Our goal is to keep learning through discovery and play where students have access to a large library of code blocks and other computer science concepts. ■



## Positive communication as opposed to verbal aggression



In the PSE program (Personal Social Education) at Ain Aar, students of 1st middle/6eme are exposed to the important issue of communication and more importantly how ones inconsiderate mode of communication orally and on social media, can have devastating consequences. Students defined verbal aggression and shared their thoughts in a level assembly. They

role-played situations in which verbal aggression was used, and discussed the consequences of its inappropriateness. The topic is tackled during three consecutive advisory periods and will culminate in assemblies in which students will share their findings and recommendations about the importance of positive and responsible communication. ■

## Green Learning

Once again, the RB Middle School Environmental Pioneers with the help of IBSAR- AUB organized a nature-based, educational planting trip. The destination this year was Hamana; Club members planted 40 wild pears, 50 cedars, and 60 oregano plants. During the trip, they discovered that the color of soil reflects its fertility. Yellowish soil is infertile but it can change with time if planting is to take place. Dead leaves and twigs fall on the ground and improve the quality of the soil as they

decompose. That is why they planted areas close to trees and shrubs. They also learned that wild pears, cherries, and apples are the origin of the currently cultivated pears, cherries and apples.

They ended their trip with a short hike. At an altitude of 1400m, they were stunned to find clam fossils!

As one student reflected, "It was so cold in Hammana that I thought I would get hypothermia. But knowing that I am making a difference warmed my heart." ■



## Rencontre littéraire

Une rencontre littéraire eut lieu entre certains élèves du secondaire, dans le but d'échanger des points de vue personnels sur les romans inscrits au Prix Littéraire des Lycéens. La discussion fut très animée, notamment celle qui tournait autour du roman de Salma Kojok *La maison d'Afrique*. L'IC a invité l'auteure à un débat autour de son livre et une autre rencontre aura lieu, cette fois-ci avec Shérif Majdalani, l'auteur de *Villa des femmes*. ■



## Water Shortage Assembly



The Ras Beirut Middle School director, Mrs. Wadad Hoss, gathered the students for an assembly to share with them the water saving community service project that is underway and to highlight the need to preserve water resources. Her presentation included statistics about the water shortage around the world and the projected magnitude of the problem if we continue abusing and squandering our resources. The water collection and water saving project at IC showed that 450 liters of fresh drinking water was collected from discarded drinking water bottles in classrooms over 8 weeks! ■

## Social Enterprise presentation

Professors Rida Elias Farah and Bassam Farah gave a presentation to Middle Schoolers focusing on social entrepreneurship characteristics, and the difference between entrepreneur and social entrepreneur. The session was interactive and lively. The students then viewed a video showing students of their peer group in Canada living the experience of becoming social entrepreneurs through designing and implementing a social entrepreneurship project. Thank you Dr. Rida and Dr. Bassam! ■



## A vos actions, prêts, partez

Dans le cadre du thème « Comment nous nous organisons », les apprenants du CM1 et du Gr. IV de Ain Aar ont participé aux activités menées en classe, aux conférences données par des représentants de différentes ONG et à la visite à SESOBEL. Ils ont compris que toute ONG a un rôle à jouer dans la société et des services à offrir, et qu'ils ont des responsabilités vis-à-vis de ces ONG. Dans l'objectif de contribuer à l'amélioration

de notre société, et d'aider deux ONG locales, tous les apprenants ont décidé d'organiser le « Jour J » où ils ont vendu des objets qu'ils ont fabriqués eux-mêmes. Cette action nous a permis de collecter une somme d'argent qui a été donnée à SESOBEL qui s'occupe d'enfants à besoins spécifiques et à IRAP qui est un institut de rééducation pour les enfants sourds muets. Main dans la main, nous réussissons merveilleusement! ■



## A l'usine de savon



Dans le cadre du thème transdisciplinaire "Comment le monde fonctionne" les élèves de MS ont visité une usine de savon à Saïda. Ils ont observé le changement de la propriété des matériaux et ils ont compris que la manipulation de ces matériaux a des buts bien spécifiques; ici, l'obtention du savon. Une élève de moyenne section partage ses nouveaux apprentissages en nous expliquant que: "pour faire du savon on met de l'huile puis de l'eau et du sel. On ne voit pas le sel parce qu'il a fondu. Le monsieur a mesuré pour voir combien il faut mettre. Après il a mélangé tous les ingrédients. Puis il a mis le mélange dans des moules. Il nous a dit que demain, ça va être prêt et ça va se transformer en du savon. Ça a changé deux fois, avant c'était liquide, jaune, et après c'est devenu du savon blanc et dur. Très solide. Il avait un grand savon, il l'a coupé en 6 carrés puis il a enlevé le blanc à la machine. C'est le sel en trop. C'est devenu propre et puis c'est fini." ■

## L'ombre et la lumière

Dans le cadre du thème transdisciplinaire « Comment le monde fonctionne » avec pour idée maîtresse : « L'exploration de la lumière aide les gens à l'utiliser pour leurs intérêts et leurs besoins », les élèves de G.S. ont présenté à leurs parents les résultats de leurs recherches et de leurs expériences. Certains l'ont fait en arabe, d'autres en français. Ils ont également récité un poème en arabe, avec des marionnettes opaques ou transparentes à l'appui, fabriquées par eux. Certains enfants ont même fait des expériences chez eux, pour s'amuser ou explorer. ■



## Jouer

C'est en jouant ensemble que les enfants apprennent à coopérer. Voici Jad, Malek, Zain et Joud, des enfants de Petite Section (RB), qui développent quotidiennement leur imagination à travers le jeu. Maintenant ils sont capables de construire seuls un bateau : il s'agit de communiquer avec l'autre, d'écouter son avis, d'accepter ou non ses idées, pour aboutir à un projet commun et le montrer en toute fierté aux autres. ■





## Mindfulness

When emotions run high or challenges arise, the way to help students pay better attention, perform better in school, and be more aware of themselves and others is through practicing mindfulness. The KGII Green Group (RB) share tips they've practiced to calm emotions and strengthen feelings of connection.

1. Create a quiet place by pausing for a few moments, resting in our seats, and settling in quietly.
2. Pay attention with purpose to whatever is happening in the present moment in the environment around us (like sounds or sights), and in our bodies (like sensations or emotions).
3. Pause and notice the breath by bringing attention to the sensations and movement of the breath in our body. We explore the breath by noticing the movement of the chest or belly as the breath moves in and out of our body.
4. Practice gratitude by taking a few minutes to pause, pay attention, and reflect on the good grateful things that happened during the day. ■



## Art Abound

During the past few months, Grade 2 and CE1 students have been busy creating colorful and thoughtful works of art, both on canvas and on computers. For the unit, "Who we are", students used oil pastels to create an image of their healthy snack using Matisse's Still Life style. As the learning journey continued on to the topic of neighborhoods in "How we organize our self", the budding artists used water colors to create images that reflect the people and buildings around their homes. The final piece of art also focused on houses, but instead of paint and brush, the students used PowerPoint and computer-generated shapes to create colorful images in a style pioneered by Paul Klee. We hope you enjoyed the students' artwork during the parent/teacher report day. ■



## Harvard Comes to International College



Harvard aims to "Change the World" through education! With this as their aim, Harvard's new Doctoral of Education Leadership program is sending candidates to different countries to help them explore and obtain a more authentic "hands on" picture of education worldwide. The Elementary School had the privilege to receive four doctoral candidates on an exploratory visit of schools in Lebanon. The visitors revealed how impressed they were with the school, the students, and the learning. ■

## Sursock Museum Simply Spectacular

The RBE Grade 3/CE2 classes visited the renovated museum at Nicolas Sursock's previous residence and were truly wowed by what they found. The permanent exhibition consists of artworks -both historical and contemporary- and other items of national heritage. As part of their PYP Unit of Inquiry How We Express Ourselves, this visit helped the students understand and appreciate Lebanese culture. ■



## We can express ourselves



In How we express ourselves, RB Grade 1/CP students were open-minded and thinkers when they explored and researched many celebrations from around the world. Then, they showed creativity and cooperation when they planned their own celebration to present in front of their parents.(Adventure Day (1C), Sports Day (1B), and Vegetables and Fruits Day (1A). The students danced and sang about celebrations from around the world (Eid al Fitr, Mama Paquita, Mother's Day, and Christmas)■

## Making the PYP Happen for Staff

As part of the RBE's mission of PYP, it is important for all members of our school community to understand the philosophy of the Primary Years Program. An all- staff information session was held on the topic of "Making the PYP Happen". Much like what our new teachers go through in being introduced to the Primary Years Program, so were all the staff members of our school. The presenters walked the participants through the I.C. Guiding Statements and the PYP Learner's Profile attributes. From bus drivers to engineers, all were inquirers and knowledgeable communicators in their thinking in order to be more balanced, principled, caring, courageous, and reflective members of our school. ■



## Assessing -Hand in Hand, Together We Can



Making a point to meet regularly and work closely with parents is a mark of a vibrant, collaborative school community. The school was abuzz with eager parents who had come to hear about the progress of their children. These progress reports tell a more complete story of student progress than do traditional report cards. They provide parents with an accurate, meaningful description of their child's learning through anecdotes, reflections, and observations. Parents and teachers alike have a lot to gain from such interactions, but it is the students, ultimately, who benefit the most, as we shall experience in the coming months. ■



## Sustainability is the winner

This year's essay entries into the Trust for Sustainable Living international competition were once again of a high standard! All the students who participated should be very proud of their efforts, especially committing two of their recesses to the cause each week. We are pleased to announce that two of our students, Jana Karnib and Sabine Khaled, received "honorable mentions" for their essays and another student, Yara Kharat, made it to the final round and has even been judged to be in the top 10 entries out of 281 from around the world. Competing against countries from Pakistan to Philippines and from the UK to Uruguay, it has been a truly rich experience for all our essay writers. ■



## Artful Waste

"How do we manage waste and conserve resources?" The AA Grade II students have realized that with their creativity, they can use household waste and transform it into innovative, fun objects that they can reuse. Guided by their Art teacher, Lara Mansour, and fueled by their sense of responsibility towards the environment, they transformed waste into art! ■



## At the Theater

"Ya Amar Dawwi Aal Nas" and the moon shined over our AA KG2/ GS students, at the Sunflower Theater. Through this play, the students familiarized themselves

with the use of light and shadow in theater and acting. They were able to reflect on the play by drawing its characters upon returning to class. Needless to say, our

young learners put their personal skills and attitudes to test: they were disciplined and showed appreciation! ■

## Apple TV

Having an Apple TV in class makes everyone wonder of its use and educational benefit. AA grade 3 students teachers explored the advantages, and now they enjoy the active control of presentations from the iPad and have increased mobility in class. Mirroring the iPad image allows more interaction and helps the teacher focus on small group assistance without the need to be standing at the ActivBoard. Students are now more confident using this device and do not hesitate to show their work right from their seat on the board's big screen. ■



## How can we support our children?

When our children come to school, they are faced with many changes one of which is adapting to a society where each member has a different background, different home values and rules and diverse personal opinions. At IC, we plan for engagements to create common essential agreements for all situations and discuss arising conflicts between our children. Director, teachers and the student support team address these matters through assemblies, daily classroom life and an initiative that started last year to organize advisory mini lessons that explore concepts such as friendship, play, dealing with conflicts... Through her session with grade 3/CE2 students, Student Support team member at IC Ain Ar Manal Harfouche, discussed respect dynamics, both physical and emotional between children through open discussions, role play, as well as oral and written activities. She engaged the children in a reflection on the difference between friends and classmates and how respect is key in human relationships. ■



## “ Dans la peau de Cyrano “, de et avec Nicolas Devort

Ce n'est pas facile d'être " différent ", surtout lorsqu'on est à l'aube de l'adolescence. Colin a 12 ans et il bégaie depuis la disparition de son père. Il entre dans un nouveau collège et se retrouve, malgré lui, dans un cours de théâtre ; lui qui ne voulait pas y participer par peur du regard des autres, se retrouvera finalement " dans la peau de Cyrano." C'est un spectacle que tous les élèves de 2nde ont pu voir et apprécier à sa juste valeur, au théâtre Monot.

Cette représentation a été suivie d'un débat entre Nicolas Devort (seul en scène et qui a interprété avec virtuosité tous les personnages ) et les élèves. Ces derniers ont cherché à savoir comment l'acteur réussissait si bien à se mettre dans la peau d'autant de personnages et avec une aisance exemplaire. Chapeau! Vive la Francophonie et la culture Française que l'IC ne cesse d'encourager ! ■

## Outreach Workshops at IC

IC's first 2016 Outreach Workshop took place at Ras Beirut with 266 teachers from 73 private and public schools. 14 sessions dealt with incorporating technology into classes such as Math and Science, Movie Maker and the Interactive Board, and workshops on classroom management, strategies for learning, visible thinking, inquiry, reading in Arabic, Leadership and art. Participants found the information useful and immediately applicable, learning different ways of looking at their lessons to engage students and help them develop curiosity and critical thinking. One participant commented, "Incorporating yoga with storytelling! The time flew. Thank you for a very informative day." ■



## Students shine when they go the extra mile

Such is the story of Michelle Shukri. Within their chemistry course, RB grade 8 students watched assigned videos on how our ideas about the structure of the atom developed historically. Starting from Greek philosophers, students learned that clues to the structure of the atom were gathered by scientists indirectly and through various experiments. Among the earliest was the 'cathode ray tube experiment' performed by the British physicist Joseph John Thomson in 1904 and which led to his discovery of the electron and an ensuing Nobel Prize in physics.

Michelle presented what she learned about the cathode ray tube placed on display in her home! She recounted what her father, radiologist Dr. Shukri, had patiently explained to her about its many current uses Michelle's initiative enriched what she and her classmates learned in chemistry. ■



## Busy Again

The college counseling offices organized two events for grade 11.

The first one took place with Randa Soubaih when a panel of alumni students from LAU, AUB, New York University, Boston University, and Yale addressed the college application process and their personal experiences. It was a great opportunity for our undergrads to hear the news straight from the horse's mouth. The session ended with Q&A that ran well into the lunch break.

The second one was led by Marie Assir, who showed the students a video to help them stay on track. ■



## Literary Café

After the spectacular success of our first literary café, students came to Ms. Bartlett clamoring for another one sooner than the schedule had allocated. Very enthusiastically, a new date was set and the turn-out was equally satisfying. Teachers and students shared their own poems, stories, songs, or read/dramatized poems by famous poets. More coming! Join us. ■

## Stage AEFÉ à l'IC



L'IC a eu le plaisir d'accueillir le stage annuel de formation continue pour les professeurs de Sciences Economiques et Sociales du bac français, animé par M. Jean-Paul Houvenaeghel, professeur de SES et formateur de l'Académie de Créteil et M. Frantz Killius, professeur de SES avec mission de conseil pédagogique sur la zone Proche-Orient de l'AEFE. L'objectif du stage était d'améliorer l'enseignement de la méthodologie des épreuves de SES de type Baccalauréat. ■



## NDU at IC

Dr. Vivianne Nakhle of NDU addressed our 11th graders during their advisory period. Her main emphasis was the programs that are offered uniquely at Notre

Dame University, such as a Law Degree in English. NDU also welcomes student visits and allows for shadowing. The College Guidance Office has an initiative

to diversify the options available to students when applying to colleges. ■

## TOK Students at CERN

“Although brief, this exhilarating trip to Geneva with our teacher Felipe Carrasco was most Our tour guide, experimental physicist, Dr. Wahid Zabi, talked about particle physics and the experiments in the research center, and took us underground to see the Compact Muon Solenoid (CMS). At a hundred meters below ground in a pressurized room, this enormous contraption, almost 22 m. high and 15 m wide, is the smallest detector in the center. The Large Hadron Collider (LHC), where the particles are accelerated, generates approximately 25 petabytes worth of information with each collision on each detector including the CMS. That is enough information to fill almost 5 million CD’s. In fact, given the need to share such a vast amount of information, CERN scientists did nothing less than invent the World Wide Web back in 1989.

In addition, we were told about the advances in research on anti-matter. According to Dr. Zabi, they are attempting to control anti-matter in order to destroy tumors and ultimately cure cancer without the need for radiation. We were also briefed on the latest research concerning the multiverse and supersymmetry theories. They believe that proving that theory would mean the end of

study of physics as we know it. On the second day engineer Erik Bracke delved into the world of engineering. He explained how the particles are accelerated. The entire thing could be thought of as a 27 Km magnet. Who knew? The largest and one of the most technologically advanced machines is based on one of the simplest of concepts.”

-Ali Chamut (IB II) ■



## History lives on

As part of the Social Studies and English curriculum, an interdisciplinary project was presented by the Ain Aar grade 7 students, who wrote creative scripts and staged performances to represent their understanding of the Roman Empire. Historic figures, important events and cultural aspects were researched. A cast of characters included emperors, soldiers, priests and citizens of Rome! ■



## Assembly on Proper Posture



“It is highly probable that we choose our posture, not our problems.” By T.F. Hodge. Good posture is something we really should work on, but it seems insignificant until our body hurts. Dr. Charbel Rizk, a parent and a physiotherapist, held an assembly for grade 6/6eme students at Ain Aar. He explained the causes that result in poor posture and the precautions that need to be taken. The students also practiced stretching exercises. ■

## The Ain Aar Middle School Girls' Football Team

Over the course of the past four years focused efforts have been made to develop a top notch girls' football team. The girls' team took part in the ACS tournament for girls. The girls won all their matches earning gold medals through skill, team spirit, fair play and the love of the game. Congratulations to the girls and coaches Roy Najm and Jules Adwan. Go Cougar Girls! ■



## Notre visite à la maison de Haute Couture

Dans le cadre de notre unité de recherche « Comment nous nous organisons », les élèves de la M.S groupe bleu (RB) ont visité la maison de Haute Couture de M.Youssef Kammoun. Ils avaient préparé l'entrevue. M. Kammoun a pris le temps de répondre à chaque question en expliquant aux apprenants les rôles et les responsabilités des personnes qui travaillent avec lui. Il leur a même cousu une robe pour la poupée de la classe. Après la visite, les élèves ont fait un compte-rendu qui résume ce qu'ils ont appris. « Les personnes travaillent ensemble. Ils s'entraident pour pouvoir finir les robes. »■

## Improving capabilities



Some of the nursery /petite section teachers (RB) decided to share findings from their personal experience with students in order to encourage them to develop their building skills while playing in the blocks center. This initiative lended itself naturally to the unit "who we are" focusing on improving the students' personal skills and capabilities. By sharing photos of sculptures, taken during a visit to the Sursock Museum, teachers wanted to show students that those sculptures resemble building

with blocks. The aim was to encourage students to develop their building skills, moving from the simple building of "towers" into the construction of more complex shapes that serve a purpose. Towers are easy to build and fun to watch collapse...yet more fun was in the making. The sculpture by Salwa Rawda Chouchair was the most inspiring. After sharing what it looks like and how it was built, students decided to try to do their own sculptures using various blocks in class. ■

## La philosophie à la maternelle

« La philosophie, c'est l'accès à la connaissance par la raison, mais c'est aussi et surtout apprendre à penser par soi-même, être soi-même et être dans le groupe. » Les enfants de G.S., groupe vert de Ras Beyrouth, ont commencé au début de l'année à faire de la philosophie. On réfléchit aux règles de fonctionnement.

On est là pour réfléchir, écouter les opinions des autres et ne jamais porter de jugement. Il n'y a pas de bonnes ou de mauvaises réponses. Chaque idée est écoutée dans le respect des sujets traités et des règles de communication. Le rôle de la maîtresse est juste de faciliter les commentaires, de relancer le débat.

On choisit une bougie pour représenter la séance, quand on commence, on l'allume et à partir de ce moment, on est concentré. Quand on éteint la bougie, la séance est terminée et on réfléchit à ce qui s'est passé. ■



## PEACE AND JUSTICE: A RIGHT



Nine of IC students (4 IB students and 5 Middle School Ain Aar) were selected to join SOS Art Liban alongside 130 professional and non-professionals artists. This community art event took place at the UNESCO; its major objective is a Call for Peace and Justice. The program: exhibition, poem readings, a panel discussion about poverty in Lebanon, a movie of Jean Chamoun and Mai Masri on kidnapped citizens, a dance show reflecting the theme of freedom, and an improvised theater by Fighters for Peace, an association of Lebanese ex-combatants. ■

## Special Arabic presentation to parents

Parents came together for a presentation by Mrs. Wadad Hoss on Arabic in the Foreign programs commonly known as special Arabic. One member of the parents' committee said, "The session clarified some misconceptions parents had about the program and the regulations."

The presentation focused on IC's global mission, the importance of learning languages, and the value of the Arabic language as an international communication tool. The presentation also explained the exemption process and outlined the "special Arabic" program as it is being currently taught and the new reform that is taking place. IC's commitment to innovation in the teaching of Arabic and the initiative of developing a series of leveled textbooks authored by IC teachers was presented to parents, who participated actively in the ensuing Q&A session. ■



## A la manière de Michel-Ange



« Madame Raya... quelqu'un a dessiné sous la table !? »  
« Sous la table ? Mmmm...il faut qu'on en discute »  
répond-t-elle.

Peut-on écrire sous la table ? Est-ce dangereux ? Est-ce qu'on a le droit d'abimer le matériel ? Y-at-il un moyen de dessiner sous la table ? Un projet commence à prendre vie en CP. Et si on collait des papiers sous la table et on y dessine ? Les enfants se mettent vite à la tâche sans toutefois oublier la découverte qu'ils ont faite à propos du célèbre peintre, Michel-Ange et les fresques de la chapelle Sixtine. Pour conclure, ils ont fait une réflexion sur leurs chefs-d'œuvre à travers le concept clé « la perspective ».■

## Des jeux à travers le temps

A l'occasion de notre travail sur le thème « Comment nous nous exprimons », les élèves de CE2B à Ain Aar ont découvert que les jeux font aussi partie de notre culture. Une enquête à la maison auprès des grands parents a permis de les interroger sur leurs jeux d'enfant lorsqu'ils étaient à l'école. Afin de faciliter la communication entre les élèves et les parents, la mise en place sur Moodle d'un forum des actions s'est avérée très riche.

Un des élèves a proposé d'inviter son grand père pour qu'il témoigne. Nous avons donc eu le plaisir de recevoir M. Whadi qui nous a présenté les différents jeux

de son enfance avec démonstration à l'appui. Le lance - pierres, le foulard, la voiture construite avec du bois et des bouts de fer, les fameuses billes, et le saute - mouton ont enthousiasmé les élèves.

Ce fut l'occasion pour eux de se rendre compte que certains jeux perdurent et restent bien appréciés dans leur quotidien. Ils ont aussi pris conscience que ces jeux étaient souvent construits par les enfants et tournés vers la nature. Ils permettaient aux enfants de donner libre cours à leur imagination. Nous avons aussi invité M Whadi à venir découvrir les jeux de 2016 pendant la



récréation. Une belle rencontre intergénérationnelle! ■

## Bilingual collaboration



Durant le thème « Comment le monde fonctionne », les élèves du CP.B à Ain Aar sont passés chez leurs amis dans la section anglaise, Grade 1, afin de faire une mise en commun à propos de la méthode scientifique. Après avoir revu la vidéo ensemble, les élèves des deux classes ont compris les étapes de la méthode. Ils se sont mis par la suite deux à deux et ont rédigé dans leur journal d'observation quel est le rôle d'un scientifique.

The students were very excited about this activity and one boy from Grade 1 expressed it by saying: "it's the best day ever because we worked together in the morning, we are going to see them in recess and then we are going to see them again in the afternoon to reflect on what we did in the morning together. I love this activity." ■

## Inquiry into IC policies

In order to better understand the different policies and embed them in the curriculum, Miss Lina Mouchantaf prepared a performance task for teachers. Their task was to present to each other the policy they were responsible for following the model: What is it about ?(Content), Why is it important? (Concept), How do we use it? (Action). Collaboration, discussion, clarification, and more effective use of the policies were dominant in the session. The exit cards the teachers filled showed evidence for better understanding and an appreciation for group work. The visuals created stand proudly in the teachers' lounge. And the learning continues! ■



## Apprenons ensemble



Les enseignantes de Petite Section, Arlette et Zeina, se sont retournées vers leur collègue Nivine, prof d'EPS à l'élémentaire. Et voilà que les élèves de la PS décident de participer au cours de sport des classes de CE2. Vite, ils se rendent compte que leurs capacités physiques sont différentes. Les petits essaient tant bien que mal de jouer au tennis ou de dribbler la balle ! Venant à leur rescousse, les élèves de CE2 interviennent et initient les petits au jeu de tennis. ■

## Le TBI à la maternelle

Nous développons jour après jour des citoyens ouverts d'esprit, communicatifs et chercheurs, dans le but d'ouvrir leurs horizons. Dans cette optique, le TBI dans toutes nos classes porte un potentiel intéressant à élaborer et à évoluer régulièrement dans l'interactivité entre professeur et élève dès la maternelle. M. Jean-Marie Jaouen, Conseiller Pédagogique premier degré auprès de l'AEFE, a dirigé à l'IC, Ain Aar, une séance de formation sur l'utilité du TBI dans notre pédagogie et nos stratégies d'enseignement. M. Jouen nous a invités à explorer davantage le Comment, le Pourquoi et le Pour qui du TBI en éducation. Il a réussi à nous communiquer sa passion pour l'éducation et la nouveauté. Chapeau bas ! ■



## La nature nous attend



Les élèves des classes de CM1, CM2 et grade V de Ras Beyrouth partirent en classe de neige à Faqra, accompagnés de leurs professeurs. Au programme : ski sur les pistes ensoleillées, randonnée à la découverte du pont naturel, bonhommes de neige, jeux de société, bons plats chauds et pyjama party animée. Ce fut en effet, trois week-ends très intenses et l'occasion pour nos élèves de vivre une expérience inoubliable. Résidant à l'hôtel San Antonio, ils furent réparti en groupe de 3 ou 4 dans chaque chambre, apprenant ainsi à se montrer ordonnés, responsables et respectueux les uns envers les autres. ■

## Expressing Ourselves Through Poetry

Grade 5 students recently learned that people can use literature to express themselves. As part of their inquiry, they focused on various forms of poetry and the role that figurative language and literary devices play to

help writing come alive. As a cumulating project, the students published a poetry anthology to showcase their learning. It contained a range of styles poems from free verse poems to the very structured haiku. Through

the project, students gained a deeper appreciation for poetry and learned how to communicate their feelings and ideas in a more creative way. For an example check out Eana Melki's poem on our website. ■

## Learning by Doing-PD with a difference



This was our motto for the PYP In-service Day The teachers spent the morning writing planners for their subject specific curriculum, while the rest of day they ventured out into the many museums in Beirut. Some chose the Wonders of the Sea, The Archeology Museum at AUB, the Science Museum, while others visited the newly renovated Sursock Museum. The teachers had to wear two hats at the same time! First as learners ready and

open to discovering new things within a community of learners, and secondly as teachers considering how they could apply and adapt what they experienced and learned. Teachers made their thinking and understanding visible by using open-ended visible thinking routines such as color/symbol/image, see/think/wonder, as well as using mobile applications to make videos and photo essays. ■

## La robotique à l'élémentaire

Les élèves de la classe de CM2I5 de Ras Beyrouth ont eu la chance de se familiariser avec le logiciel Lego. L'objectif est de construire un robot dont la structure, les éléments constitutifs et les réactions seront liés à son environnement extérieur (luminosité, température, bruits...) de manière à mettre au point et programmer un robot ayant un comportement mimétique avec une grenouille, un crocodile, un lion, un oiseau,...

Un exemple représentatif de cet atelier est celui du crocodile : Un crocodile se repose paisiblement au bord d'une mare. Il entend une grenouille chanter. Il la repère, il se réveille, Il se met à rugir en espérant trouver sa proie. Quand il la voit, il ouvre sa gueule et la dévore.

Les enfants ont pu relever le défi et leur surprise était si grande en voyant le robot réagir à certains de leurs gestes. Cet atelier leur a permis de comprendre un



nouveau langage qui est celui de la programmation robotique. ■

## Our Students Interact with Authors



How do we invest students in not just reading, but the creative writing process? Students of Grade 5/CM2 found that exploring literature as a way to express themselves was interesting and fun as readers. Mountains of wonderful and diverse mentor texts aided the process, and students began to make insightful connections. But creative writing was a bit more difficult to grasp. To make writing a more tangible goal, we were grateful for the help of four people who make writing a part of their lives. Authors Najla Bashour, Diana Bissat, and our own Sana Harakeh talked about their inspirations and their love of the writing process. Majd Shidiac inspired students with a performance of his own spoken-word poetry. ■

## Public Library Visit

The students of CM2/grade 5, went on a field trip to Al Sabeel Public library at Al Bashoura, in line with the planner "How we express ourselves". The libraries, which are funded by the Beirut Municipality have books, encyclopedias, and magazines for readers of all ages. The students learned about the different activities that take place, and that the library depends on private donations either from individuals or companies. They were also aware about the challenges that the public library faces and were eager to take action in the near future. CM2 students initiated action by announcing a book collection that will take place at our school. These students agree that "The best gift in life is giving". ■



## Our French section students are writers in English

The students in CM1 listened to a read-aloud of *The Important Book*, by Margaret Wise Brown. The book's simplicity and repetition drew the students in. The author

uses a patterned verse to describe basic objects like a shoe or an apple. Following the different stages of the writing process, the students drafted, revised, edited

and published the final draft with an illustration each. The students' pages were put together as a class book that they can read and share together. ■

## International Women's Day

On the occasion of International Women's Day, Dr. Thalia Arawi, founding director of the Salim Hoss Bioethics and Professionalism Program, gave a lecture at the Middle School to raise awareness on bioethics issues that face women, including gender violence, IVF, access to healthcare, early marriage, and plastic surgery. This initiative was incorporated within their language program of studies and the students will produce posters and short videos highlighting the issues. ■





# Honoring IC Personnel

On the occasion of Teachers' Day, IC invited the faculty and staff to dinner at the Phoenicia Hotel.

## Retirees

- Mrs. Alissar Abi Haidar - Ain Aar Upper Elementary
- Miss Mona Bachir- Preschool
- Mrs. Hana Bekdache -Elementary School
- Miss Genevieve Boutros - Secondary School
- Mrs. Najwa Haddad Amin - Elementary School
- Mr. Hassan Joumaa-Middle School

- Miss Rita Jabbour - Preschool
- Miss Lina Mouchantaf - Ain Aar Preschool & Lower Elementary
- Mr. Tarek Moussally -All College
- Mrs. Rita Nakhle- Ain Aar Lower Elementary
- Mrs. Youssra Salhab - Business Office
- Mrs. Samar Tohme – Ain Aar Middle School
- Mrs. Maya Zouein - Ain Aar Preschool

## 35 Years of Service

- Mrs. Salwa Ashkar - Elementary School
- Mrs. Lina Bitar - Secondary School
- Mrs. Juliette Bikhazi - Middle School
- Mrs. Najwa Haddad Amin - Elementary School
- Miss May Zaitoon – Bookstore

## AWARDS

- *Edmond Tohme Outstanding Educator Award:* Mrs. Alissar Abi Haidar
- *Randa Khoury Innovation in Teaching Award:* Mrs. Carole Katrib
- *George O. Debbas Staff Awards:* Mrs. Rola Sarrouh - Mrs. Vivianne Toubia
- *Albert Abela Distinguished Teacher Awards:* Mrs. Marina Baltikian – Mrs. Hana Bekdache – Mrs. Zeina Dana – Mrs. Ghada Madhoun – Mr. Tarek Moussally – Mrs. Rita Osta – Mrs.Samar Salem – Mrs. Lama Shihab – Mrs. Mireille Tavitian – Mrs. Samar Tohmé

## 25 Years of Service

- Miss Sawsan Abdel Malak - Middle School
- Mr. Elias Aswad- Ain Aar Middle School
- Mrs. Nawal Haddad- Ain Aar Middle School
- Mr. André Al Hashem - Ain Aar Upper Elementary & Middle
- Mrs. Patricia Isaac - Preschool



The Inside I.C. Team: Pia Andraos, Jocelyne Kobeissi, Hanan Loulou Ouri, Mishka M. Mourani, and contributors from the I.C. family.