



Ali Ghandour Center Students' Fundraising Event

The Ali Ghandour Center Students organized a fundraising event on Friday January 31st, at the Irani Auditorium.

The movie CAPERNAUM was followed by a Q&A session with the Director, Actress, and Activist, Nadine Labaki.

Proceeds of the sales went to support the Smart Start Education project designed and managed by the Ali Ghandour Center Students at IC participating in the Social Global Leaders - Sustainable Development Goals Competition in collaboration with AUB - The Neighborhood Initiative.

The project's aim was to provide homework support and basic education to vulnerable children around the IC community in Beirut.



INSIDE

Council of Student Leaders

The new SRC (Student Representative Council).

Some changes took place to the SRC in the secondary school. The secondary school is made up of three grade levels; Grade 10, Grade 11, and Grade 12.

Each grade is comprised of many different classes. This year from every class, students elected two student leaders; one boy and one girl. In order to be a candidate for the election, students were required to submit a written application to their advisor before they ran for the Student Leader Position. Each candidate presented a short speech to their class before the voting took place. With 40 classes, this gives us 80 student leaders. This whole group is now known as Council of Student Leaders (CSL).

The student leaders of all the Grade 12 classes formed the CSL Leadership Group which will be shared on a rotating basis and will plan the overview of events for the year. There will be no President or Vice President positions in the CSL.

The full council of all student leaders is now divided into committees.

Each committee will take charge of the initiatives or events planned for the year. Leadership will become a much greater focus in the CSL and the responsibility for making things happen will be much more distributed.

So goodbye to the old SRC and welcome to the new CSL.

As delivered by Bruce Knox, Secondary School Director (www.ic.edu.lb/school-life/src)

Grade 10



Grade 11



Grade 12



Résultats de la ligue AEFE-UNSS Proche-Orient



Le samedi 1er février a eu lieu le Gala d'ouverture de la ligue AEFE UNSS Proche-Orient au Collège Protestant Français. Pour ce premier événement, ce sont 200 élèves de 4ème et de 3ème issus de 16 établissements du réseau qui ont partagé et vécu les valeurs du sport à travers deux tournois de basket-ball et un relais en natation.

Merci aux jeunes organisateurs, aux jeunes reporters internationaux, aux équipes présentes et aux accompagnateurs pour cette belle journée qui en annonce d'autres !

Les résultats

Le Challenge de la ligue:

Le Challenge de la ligue AEFE-UNSS récompense la meilleure équipe ayant participé aux trois épreuves. C'est l'International College qui remporte le Challenge 2020.

Relais de natation:

L'épreuve consistait en un relais mixte de 2024 mètres, clin d'œil aux prochains Jeux Olympiques parisiens de 2024.

Le prochain rendez-vous de la ligue AEFE UNSS Proche-Orient sera réservé aux élèves de CM1, CM2 et 6ème. Il aura lieu à la fin du mois d'avril et consistera en un relais athlétique appelé Ekiden ! Nous espérons que vous serez nombreux et que vous répondrez à l'appel avec le même enthousiasme et la même énergie !

Athletic Trips Updates

During the week of the 3rd of February, three teams represented IC at the NESAC schools sports conference.

IC's JV boys basketball team (grades 9&10) traveled to Dubai under the leadership of Mr. Omar Shmaitilly and Coach Reem Assaf. The tournament was hosted by the Universal American School (UAS) in Dubai with schools joining from Dubai, Abu Dhabi and Lebanon. Representing IC on this trip were Chafic Kotob, Fouad Chafic Sinno, Adam Khalil, Khaled Machmouchi, Tarek Alayli, Karim Machaka, Ryan Mezher, Jad Jadayel, Samer Khattab. IC won first place in the tournament.

IC's Varsity boys and girls football team (grades 11&12) travelled to Loutraki, GREECE under the leadership of Mrs. Tamara Khalil and Coaches Noel Bou Abboud and Rabih Idriss. The tournament was hosted by the American School in Kuwait (ASK) with schools joining from Dubai, Greece and Lebanon.

Representing IC on this trip were Thalia Bou Malhab, Sara el-Horr, Rhea Khoury, Mona Nouredine, Leila Safieddine, Emily Nassar, Ivana Maria Mansour, Gida al Barazi, Raffaella el Khoury, Sophia Hajali, Emma Sader, Yasmine Nouredine, Zeina Jaber, Karim Makki, Gady Makki, Atef Oueidat, Mark Yeretzian, Samer el Sahely, Mario Bouzakhm, Karim Kandil, Karim Hamdan, Karim Ghandour, Talal Selman, Raed Cheaito, Youssef Hakim, Issam Zantout, Assaad Zayek. IC girls won first place and boys second place in the tournament.



يوم اللغة العربيّة العالميّ

أحييت دائرة اللغة العربيّة في المدرسة المتوسطة يوم اللغة العربيّة العالميّ، بسلسلة من النّشاطات التي تهدف إلى تعزيز حبّ اللغة العربيّة، وتثمين دورها عند التّلامذة والجسم التّعليميّ، فشارك التّلامذة في أنشطة لغويّة كالألعاب والحزازير وأعدّوا اللّوحات الجداريّة التي تعبّر عن أهميّة اللغة العربيّة وميزاتها، كما تعرّف الأساتذة إلى معلومات حول اللغة العربيّة عبر مجموعة من الحزازير وأنشدوا الأغاني التّراثيّة باللغة الفصحى .



Open House at Ain Aar!

On February 12th, the IC Ain Aar Team hosted an open house in its Preschool! Our student Tiffany Saade, addressed the families and the audience by telling her endearing story at IC and how her teachers and IC prepared her to face the world, equipped with knowledge, skills and values! President Peinado and Director Mouchantaf presented a snapshot of IC's mission and vision as well as its educational beliefs and focus on Learners and Learning. IC teachers and parents also shared their stories then visitors went into classes where teachers welcomed them and answered their queries! "An IC education is your second passport to life!" said proudly alumnus and parent Edmond Morcos.



Des problèmes « ouverts » !

Par petits groupes, les élèves de la classe de CE1 B cherchent la meilleure stratégie pour résoudre une situation problématique qui ne ressemble pas aux problèmes mathématiques habituels (1 solution possible) :

« Mark veut inviter 12 de ses amis à son anniversaire: des garçons et des filles. Trouve quelques combinaisons possibles ».

La réflexion est faite en grand groupe. Plusieurs stratégies sont proposées. Les enfants imaginent des possibilités différentes : faire des dessins, écrire des phrases, faire un tableau à double entrée et réfléchir à plusieurs.

Finalement, la classe choisit la stratégie la plus claire et la plus facile à interpréter : la solution est présentée sous forme d'un tableau à deux colonnes.



Problème 4 :

Mark veut inviter 12 de ses amis à son anniversaire : des garçons et des filles. Trouve plusieurs combinaisons possibles.

Fractions, Fractions, Fractions!



Can fractions be fun? Grade 3 Ain Aar students thought so while putting together and making a fractions gallery walk. What better way to learn and understand fractions than by students teaching each other and using their creativity to engage their classmates!

Each student displayed two fraction models, using manipulatives, one with a given descriptor revealing the answer, and another left blank for fellow students to solve.

The gallery walk proved to be a success and left students actively thinking about why fractions are important and how to understand them outside the classroom and in everyday life.

Le solfège en couleur



En musique, les élèves du CE1 de Ain Aar ont découvert le solfège à l'aide des couleurs. Ils ont exploré les tuyaux sonores "Boomwhackers" puis associé la couleur de chacun à une note de musique pour former la gamme de « do majeure » en suivant le rythme et le tempo.

Après plusieurs exercices de solfège, sur la portée, ils ont décelé la connexion des « Boomwhackers » avec d'autres instruments mélodiques comme le xylophone, le métallophone, le carillon et le piano. Enfin, en groupe, ils se sontentraînés à lire, chanter et jouer leur partition sur des instruments de leur choix. Un excellent exemple des « Approches de l'apprentissage » appliqué en musique !

Material Hunt

KGI students at Ain Aar showed amazing research skills by hunting around the school for different types of materials. The little explorers set off on their journey, taking along whiteboards and iPads to record data and take pictures of paper, plastic, wood, glass, and metal objects found along the way. With great excitement, the students shared their findings in class and used their 'thinking skills' to discuss the objects found. They further reflected on their work and were able to sort their discoveries into the appropriate categories, explaining what makes each type of material important. ATL (Approaches to learning) in action!





Provocations, expériences, réflexion et coopération en MSC AA

Pour lancer notre nouveau thème « Comment le monde fonctionne » quoi de mieux que de proposer des provocations diversifiées pour susciter l'intérêt et l'engagement des enfants ?

Provocation de réflexion, provocation des sens et provocation de fous rires. Un moment inoubliable où la recherche et l'expérience étaient au rendez-vous avec des hypothèses pertinentes telles que : « si on verse l'eau dans un tube : ça devient comme la forme

d'un tuyau ». Puis, des exclamations de tout part : « l'eau est comme un rectangle ! », « Ça devient rose à cause du papier crépon ! », « Je veux mettre des craies pour voir le changement ». Notre séance s'est achevée par une mise en commun riche de réflexions et de connections avec les concepts de « forme » et de « fonction » pour évoquer « le monde autour de nous ».

“Intercultural understanding promotes global citizenship”



Global citizenship is present at the very heart of our Ain Aar CE2 students, who are embarking on a unit of cultural discovery while expressing themselves in English as part of their EAL studies. Students are enthusiastic and eager to learn about different countries around the world and find out what makes them special. In the end, they discovered that each country is unique. CE2 students learned to identify, appreciate, and present various aspects of a culture including traditions, celebrations, food, beliefs, currency, sports, and much more.

Moyenne section B

Dans le cadre de notre thème transdisciplinaire « Comment nous nous exprimons » les élèves de la MS-B ont eu l'opportunité de faire leur portrait à la manière de l'artiste Jean Dubuffet.



Petite section D

Les enfants de la PSD sont maintenant capables d'identifier leurs sentiments, Ils peuvent les réguler en manipulant la boîte à chagrin. Ils sont également capables de résoudre leurs conflits en discutant leurs différentes perspectives, ainsi ils s'excusent, se font un câlin et trouvent bien d'autres façons d'entretenir l'amitié ».

Petite section A

Il n'y a rien de mieux qu'apprendre en s'amusant ! En classe de Petite section, les élèves se font mesurer à tour de rôle. Cette activité permet de faire des mathématiques pour commencer à penser, à raisonner et à abstraire.



KG1 A

It's a new year and time for KG1A students to reflect on their past year's behavior and promise to make a positive lifestyle change by setting small, attainable goals throughout the year!



La douche chaude: pour recevoir plein de gouttes de bienveillance

Un enfant est invité à fermer les yeux sur une chaise au centre de la classe. En silence et à l'aide d'un signal gestuel, chacun de ses camarades s'approche de lui et glisse à son oreille un message positif : un mot gentil, une qualité, un encouragement, un remerciement...

L'enfant assis se concentre « en pleine conscience » sur les voix et les émotions ressenties. Le silence et le murmure instaurent une ambiance intime et chaleureuse.

Une fois que tout le monde est passé, l'enfant riche de tous ces cadeaux peut, s'il le souhaite, partager son ressenti et exprimer sa gratitude.

Dans sa globalité, cet exercice permet d'exprimer une profusion d'émotions positives. Répéter régulièrement, il entretient une ambiance bienveillante et positive en classe. A moyen terme, l'estime et la confiance en soi des enfants est également renforcée. .

بينى وبينك خبز وملح

Our campaign **بينى وبينك خبز وملح** is a community service initiative taken by the middle school students as an essential part of preparing them to take communal responsibility and to become principled citizens. While performing community service, children have the opportunity to see first-hand just how much their work can have an impact on the world. Our students worked in groups to plan and package food boxes. They were responsible for the organization of the activity for their classes, the donations, the distribution in boxes, and the labeling of the boxes.



قارئ اليوم

تقوم معلّّات اللّغة العربيّة بعدّة أنشطة لتعزيز حبّ اللّغة العربيّة في نفوس الأطفال ومن ضمنها القراءة. في صفّ الرّوضة الثّالثة قسم ب، يختار التلاميذ يومياً كتاباً من مكتبة الصّف ويسردونه لرفاقهم ويتمّ ذلك ضمن مجموعة. الهدف من هذا النشاط هو تشجيع التلاميذ على حبّ القراءة وتحسين التواصل الشفهيّ بلغتهم الأمّ.

Exposition de sciences et mathématiques

Mercredi 5 février, branle-bas de combat à l'école complémentaire à Ain Aar. Les élèves présentent leurs projets pour l'exposition annuelle de sciences et de mathématiques. Nos jeunes scientifiques rivalisent d'ingéniosité. En sciences et technologie, diverses catégories sont représentées liées aux modèles et démonstrations, recherches et inventions. Nos mathématiciens en herbe traitent des problèmes d'abstraction et tentent de résoudre des problèmes inspirés de la situation actuelle au Liban. Le jury composé de membres du collège félicite avec enthousiasme tous les participants.

A l'année prochaine !!



Annual Science and Math Fair 2020

Every year, students of the middle school (Grades /6ème to Grade9/3ème) at IC participate in the Math and Science Fair, where they display projects of various topics related to math and science. Students participating in the Math Fair have the option of working on an abstract problem investigation or a real-world model and demonstration. Those who choose to participate in science work on one of two major categories: science and technology. In science, students either present a model or demonstration of a concept that already exists in an innovative and novel way. In technology, the students can either present a model of an already existing technological model or can come up with an invention of their own. All the projects must have a certain degree of relevance to Lebanon: How could this project help Lebanon become a little more advanced.

This year, the fair took place on Wednesday, February 5, 2020, in the preschool playground.



Some students attempted to investigate real-world problems faced in Lebanon and provide solutions to those problems. For instance, one group tried to introduce the "SmartBin" which sorts out plastic and glass based on the item's encoded information.

Some students, inspired by a few peers who are suffering from Coeliac disease, decided to introduce a gluten-free, school-friendly line into the IC cafeteria. Some took into consideration people with special needs and customized innovative apps and tools that help the blind and the deaf carry out their daily activities in an easier manner.

Science, math, and specialized teachers judge the students' projects. The fair is then opened to the public.

Winners of the fair will receive a participation certificate and a prize at the Annual Award Ceremony. Moreover, eligible winners get to display their projects at the annual AUB and LAU fairs.



Sortie à l'usine de recyclage « Cedar Environmental » (Beit Mery)

Dans le cadre du cours de SVT en 6ème, une sortie pédagogique a été organisée pour les classes de 6èmeA et B afin de compléter les apprentissages du chapitre 2 : « Des enjeux liés à l'environnement » du thème 4 : « La planète Terre, les êtres vivants dans leur environnement ». La sortie a eu lieu le jeudi 30 janvier 2020, à l'usine de recyclage « Cedar environmental » - Beit Mery.

Les élèves ont eu l'occasion de :

- Saisir la technique de tri secondaire des déchets.
- Comprendre les techniques de valorisation des déchets recyclables (papier, plastique, métal, etc.) via le tri secondaire et la fabrication de nouveaux objets.
- Comprendre la technique de compostage des déchets organiques.

Appréhender l'ampleur de l'impact de l'homme sur son environnement et les moyens de remédiation.

Cette sortie s'inscrit également dans le projet « Zero Waste » porté par l'IC, dont l'objectif est de contribuer à une gestion optimale des déchets produits à l'école.





“Zero Waste” Project Launch at IC Ain Aar

In its endeavor to initiate positive actions towards the environment and in an effort to raise awareness amongst students, IC has been focusing on integrating sustainable development in all areas and establishing a common culture of sustainability within the school. Thus, a pilot project on sustainable waste management was launched at the Ain Aar campus. The “Zero Waste” project engages the whole community (students, teachers, parents, and administrative personnel) of the Ain Aar pre, lower, upper elementary, and middle schools.

The project’s launch took place on February 3, 4, and 5, 2020. Waste bags (including only recyclable waste) were distributed in the different playgrounds all over the school. Teachers and parents were aware of this action. This activity disturbed the school’s playgrounds flow and disrupted the students’ daily routines. Students asked questions. Some deliberately collected waste and organized the playgrounds,

while others complained to the administration. The objective was to make students aware of the waste quantity that they can produce in a few days, knowing that almost all of it can be given a “second life” (reused, recycled, valued).

The advisory periods of February 5 and 12, 2020, were dedicated to the “Zero Waste” project. Advisors showed pictures and took the time to question and discuss with their advisors the events in the playgrounds, the reasons behind it, the sources of the trash, the impact of littering on playgrounds, activities, and their well-being. Students worked together to suggest solutions for this situation and learned the proper methods of sustainable waste management (reuse, reduce, recycle) as well as the appropriate techniques of waste sorting.

A morning announcement on Thursday, February 6th, explained the purpose of this initiative while announcing the “Zero Waste” project to the whole community. Students learned that a set of activities related to waste management will be implemented throughout the year in the frame of their different disciplines (math, science, art, French, Arabic, etc.) to establish a common culture of sustainable waste management. As a symbolic sign of commitment to this initiative, the students were asked to sign up to take part in this project and contribute to the sustainability of their school.

Project activities are currently being planned to integrate within the different grades and disciplines (e.g. upcycling competitions in art, dictation competitions on recycling in Arabic, statistics on volumes of produced waste in math, etc.). All along, a comprehensive infrastructural work on sorting bin categories, colors, visuals and distribution, and waste storage and collection strategy, is being done by the project’s steering committee to optimize waste sorting in the school.



A Visit to St. Joseph School

As part of their Community Service projects, and with the collaboration of Caritas, students from 2nde F – through a project initiated by Naya Karnaby, Souraya Matta and Letitia Sleiman – visited the St. Joseph school in Burj Hammoud and threw a Christmas party for elementary school students. The party included plenty of fun-filled activities followed by a scrumptious but simple dinner. The St. Joseph school children had a blast, as did the IC students! After the party, IC students met with the Director of the St. Joseph school to assess the school's needs and see how they could be of further assistance.











Ahla Fawda

Also, students of Grade 10 French and Lebanese programs raised awareness by distributing Lebanese food products. In an effort to spread some joy during the ongoing crisis, IC students joined the team of Ahla Fawda NGO for an afternoon going around Beirut distributing goodie bags and cotillions to people on the streets to spread joy during in the festive season.



Screen Time:

We live in a smart world where smartphones, TVs, and tablets are within everyone's reach. Children can learn and practice how to read, write, listen to stories, and draw among other activities, using these educational applications. We found some applications that children can benefit from while playing on their tablets.

Kids A-Z	Khan academy kids	Home Reading: Learn to read	Epic	BrainPop Junior
				
Kids A-Z alphabet	Kids Phonics A-Z	Zee's Alif Ba	أبجد	Letter Quiz
				

It is crucial to limit the usage of smart devices to foster social interactions and communication skills.

“Teach your children that screens put life on hold” – Psychologist Dr. Greg Kushnick.

French neurologist and psychiatrist, Boris Cyrulnik, explains the dangers of screen time. It is indeed true that we cannot bypass the fact that mobile phones, TVs, video games and iPads are now part of our culture. However, they can get children addicted and their brain development impaired. After all, a screen does not teach interactions, which are crucial to a child's development.

The American Academy of Pediatrics recommends:

- For children younger than 18 months: avoid use of screen media other than video-chatting.
- 18 to 24 months: if you want to introduce digital media, choose high-quality programming and watch it with your children to help them understand what they're seeing.
- 2 to 5 years: limit screen use to 1 hour per day of high-quality programs, and always co-view media with your children.
- 6 and older: place consistent limits on the time spent using media, and the types of media, and make sure media does not take the place of adequate sleep, physical activity and other behaviors essential to health.
- For all children: AAP recommends screens be kept out of children's rooms and turned off for mealtimes.

To help you limit the time your kids spend in front of the tablets, you can check the settings of the tablets and "set up screen time".

What you can do instead is spend QUALITY TIME with your children. Children need recurring, scheduled, one-on-one high-quality time with parents and caregivers, this being beneficial for them and having a positive effect on them as they grow. It doesn't matter if you have very little time, it's how you choose to spend that time that truly matters since every little bit of time makes a positive impact! Here are nine tips for busy families:

1. Have a daily "connect" time with your child (create routines in case you don't have time: leaving a note in your child's lunch bag, posting a note by their toothbrush, or writing an encouraging saying on a shared whiteboard in the house...)
2. Create a special ritual for you and your child.
3. Tell your child you love him/her every day.
4. Reinforce positive behaviour.
5. Prepare and eat meals with your children whenever possible (can be very simple meals).
6. Schedule time for doing an activity of your child's choosing.
7. Play with your child.
8. Laugh and be silly with your child.
9. Turn off technology when you spend time with your child.

A Walk Through Ancient Civilizations

Grade 3 students at Ain Aar amazed parents and teachers alike with their end of unit presentations on Ancient Civilizations. What better way to show this than through a live museum (an exhibition which recreates historical settings to simulate past time periods) displaying the Sumerian, Phoenician, Greek, and Roman civilizations! Students researched each civilization in detail, prepared posters, artifacts, models of famous architectures, and paintings of each civilization. They applied the acquired ATL (Approaches to Learning) in research by writing detailed reports that described the eight features of a civilization. Dressed in era costumes, students acted out historical scenes and took the audience back in time. The live museum included information about civilizations through different perceptions and included a play performed in Arabic, mini sketches presented in French, a video showing students participating in Olympic sports, as well as a live demonstration of the impact of art and

its techniques. The unit presentation ended with a grand finale of students performing the zorba dance, highlighting the importance of music throughout time. Great effort and hard work went into researching the different civilizations and creating the live museum. The tremendous work was worth it: the end of the unit presentation was amazing!

شارك متعلمو الصف الأساسي الثالث (Grade 3 AA) بتقديم محور «أين نحن في المكان والزمان» من خلال عرض معلومات عامة عن حضارة الفينيقين وأهم إنجازاتهم. كذلك عرض عددٌ من المتعلمين مشهداً مسرحياً جسّدوا فيه قصة أوروبا وقدموس. كما قدمت تلميذتان قصيدةً شعريةً حول الثقافات المختلفة وعرفت مجموعة أخرى عن طريقة الفينيقيين في صناعة الأواني الفخارية والخزفيات وسط حضور الأهل وتشجيعهم.



INSIDE

Active Digital Parenting

On Wednesday, February 5th, members of the Educational Resource Center as well as counselors and admin at Ras Beirut Elementary School hosted a coffee morning for parents focusing on Active Digital Parenting. Presenters Ryan Mckinnie and Jodi Nielsen shared with parents tips on how to be involved in their children's digital experiences as well as ways to monitor activity and limit usage. As the proliferation of device usage increases with elementary age school children, parents were eager to understand the risks involved with new apps such as Tik Tok, how to monitor and set time limits on app usage, and how they can educate themselves by trying out new apps, games and sites before allowing their children to use them/sign up. Overall, this was an informative session where parents were able to ask questions, receive technical advice and learn about the 7 steps to Active Digital Parenting, which are detailed below:

1. Talk with your kids

- Talk early and often
- Be open and direct
- Stay calm

2. Educate yourself

3. Use Parental controls

- Set content and time limits on your kids' devices

4. Set ground rules and enforce consequences

- Discuss as a family and follow-through

5. Friend and follow but don't stalk

- Social media including chat groups

6. Explore, share and celebrate together

7. Be a good digital role model



Look out for more Active Digital Parenting sessions coming up

