

INSIDE



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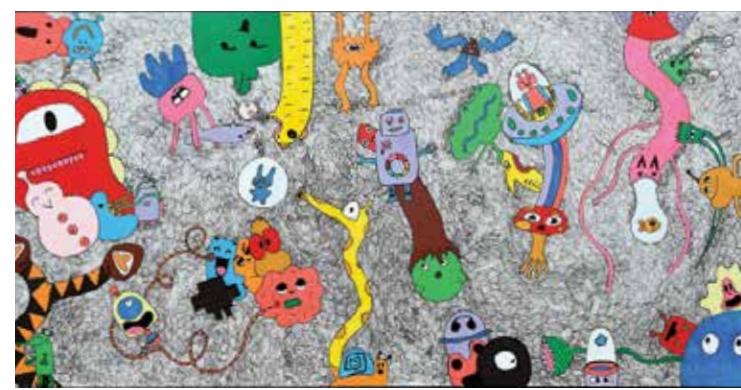
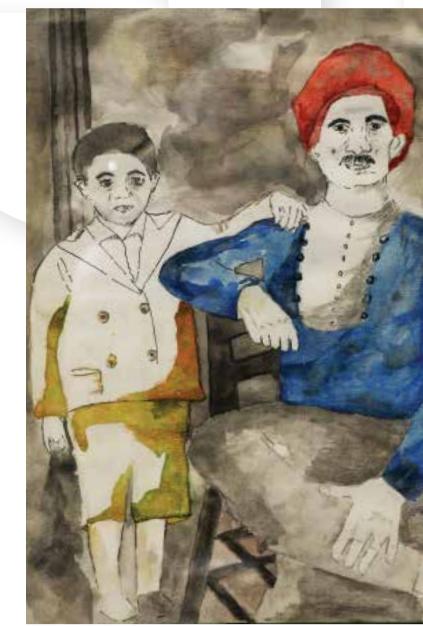


IB Exhibition 2022

The IB DP 2022 Visual Arts exhibition, which took place from the 16th till the 18th of March, revealed an abundance of amazing talent. Moving from one student artist to the other, the display of emotions and profound expressions were obvious from arts' deep, fluid brushstrokes, and their passionate connection

to their artworks. Their varied concepts had led them into using a wealth of media, be it paint, photography, pastels, glass, wire, copper, ink, and much more. Many of their artworks were jaw-dropping, leaving their audience in awe.

Take a look for yourselves, you will be amazed!



Preschool and Lower Elementary - Ain Aar

A One-of-a-Kind Orchestra

After inquiring into and watching different orchestras, the KG2 and GS students were able to transfer their understanding and organize themselves to form an orchestra. They all had different roles and responsibilities to make this organization a successful one.



Les petits en action

Dans le cadre de notre unité de recherche "Le Partage De La Planète", les élèves de la Petite Section à Ain Aar ont appris comment les animaux s'adaptent à leur habitat afin de se développer et de survivre. Ils ont fait des recherches et ont

utilisé toutes leurs facultés sensorielles afin de relever les détails de chaque habitat. Par la suite, ils ont coopéré et réalisé des dioramas dans lesquels tous les détails étaient visibles (l'habitat, la nourriture....).



Preschool and Lower Elementary - Ain Aar



Le 100ème jour d'école

Comprendre qu'avec dix chiffres seulement, on peut écrire tous les nombres et que dans un même nombre chaque chiffre a une valeur positionnelle différente, est loin d'être simple. Pour l'enfant, comprendre le concept du nombre n'est donc pas une chose facile !

Les élèves sont sensibilisés aux nombres dès les premiers jours de classe, ils comptent les jours, les élèves, les objets... Ils les comparent, les associent à des quantités, les représentent, les écrivent, etc...

Nous avons célébré le 100ème jour d'école avec les élèves du CP à Ain Aar. Durant cette journée, les élèves sont venus à l'école déguisés en personnes très âgées et différentes activités ont été mises en place telles que : décorer une couronne et des lunettes, compter et écrire de 10 en 10 jusqu'à 100, regrouper des pailles (par dizaines) pour en avoir 100, dessiner une personne âgée... Les élèves ont vraiment eu beaucoup de plaisir à effectuer toutes les activités mais surtout ils ont très bien compris le concept du nombre 100.



Preschool and Lower Elementary - Ain Aar

Préservons la nature



“L'amour pour toutes les créatures vivantes est le plus noble attribut de l'homme”. ~ Charles Darwin

Dans le cadre de notre unité de recherche “ Où Nous Nous Situons Dans l'Espace et le Temps”, une présentation animée par l'Association pour la Protection de Jabal Moussa a eu lieu le 11 mars 2022 à Ain Aar. Le but était de sensibiliser les élèves du CE1 et du Grade 2, à la préservation de la planète et la protection des différentes espèces d'animaux en danger et en voie de disparition, parmi lesquels, le fameux “Tabsoun” ou “Daman des rochers” qui est une espèce endémique et bien protégée grâce aux petits soins de l'Association...

Les enfants sont devenus des acteurs et ont participé à cette initiative:

Ensemble, nous avons pensé à l'action suivante : l'achat d'un album Tabsoun qui décrit d'une façon attrayante et éducative le développement de cet être vivant en voie d'extinction et des dangers qui le menacent.

L'argent collecté est au profit de l'association de la protection de Jabal Moussa.

Peace maker et peace breaker

Mme Manale Dagher, notre psychologue scolaire, a introduit la notion du “peace maker et peace breaker”. Des échanges fructueux ont eu lieu et les élèves ont décidé de créer LA MARCHE SUR TAPIS ROUGE. Ils ont noté les actions qu'ils vont réaliser afin de devenir des peace makers en société.



Preschool and Lower Elementary - Ain Aar

Les petits ingénieurs en herbe !

Durant le thème transdisciplinaire "Comment nous nous exprimons" les élèves du CP de Ain Aar ont été au laboratoire afin de construire des machines simples. Ils ont découvert et observé le matériel présent dans le laboratoire. Par la suite, ils ont créé des poulies, des engrenages, des leviers. Durant la deuxième visite au laboratoire, les élèves ont créé leur propre machine complexe en utilisant des machines simples. Leur création était magnifique ! Un grand BRAVO à nos petits ingénieurs !



Preschool and Lower Elementary - Ain Aar



Une journée pas comme les autres!

Après avoir exploré et travaillé la notion des algorithmes, nos petits chercheurs en MS/KGI ont fait le lien avec leur vie quotidienne et leur environnement, et ils ont été à la recherche des algorithmes à l'école et à la maison.

Ils ont même organisé une journée "algorithme".

Le but ? Venir à l'école vêtus d'un vêtement ou bien munis d'un objet sur lesquels on retrouve des motifs répétitifs !

Ce qui a été le plus remarqué et répété ? Les fous rires entendus lorsque les élèves se sont rencontrés, tous d'algorithmes, habillés !

شُكْر وتقدير



بمناسبة عيد المعلم، أراد معظم متعلمي الصف الأساسي الثالث «ب» في عين عار شكر معلمة أثّرت بهم ولن ينسوها أبداً، فعبرّوا كتابياً عن امتنانهم لها بعفوية وصدق. أمّا بمناسبة عيد الأم، فقد كتبوا جملًا بأحرف أسماء أمّهاتهم، معبرين عن تقديرهم ومحبتهم لهنّ.

Preschool and Lower Elementary - Ain Aar



Visit to the School Nurses

Grade 3 Girls visited the school nurses! It was lovely to visit with them and learn more about daily hygienic routines. The girls inquired into what routines help them look fresh and healthy! One routine they found very interesting was to always wash their hair accessories and change them often!

Mothers' Day and World Poetry Day

"World Poetry Day is celebrated on 21 March, and was declared by UNESCO in 1999, "with the aim of supporting linguistic diversity through poetic expression and increasing the opportunity for endangered languages to be heard".

Poetry can change the way people view the world, inspire us, mend the bonds between people, and create harmony in our lives.

"However, poetry, to some, is considered a dying art in a world filled with technology, fast-high resolution imaging, and more advanced ways of conveying messages of art and beauty.

We, at IC Ain Aar, revived that art and rekindled its power to transport and transform us. On Tuesday, March 22nd, we celebrated, our way, World Poetry Day together with Mother's Day. We invited our parents, students, and teachers to join us in an online poetry reading session. The students shared a poem for Mother's Day, listened to others sharing theirs, and let us all revel in the beauty of language and the images it conveys! A bundle of risk-takers, communicators, and caring learners!



Preschool and Lower Elementary - Ain Aar

SHADOWS!

The KGII learners at Ain Aar inquired about their shadow and what causes it. They used the sun as their natural source of light. They traced the shadow of their friends and the shadow of a figurine. Not to be forgotten that we tried to catch our shadow, who knew that catching a shadow would be so much fun!



Preschool and Lower Elementary - Ain Aar

What Can We Do with Broken Crayons?

What can we do with broken crayons? What can we do with broken crayons? This question sparked great interest in the KG1 classroom as students noticed that some of the class crayons were broken and sad. This came about during the unit of How the World Works as students were discovering and learning all about materials. So, students decided to be little experimenters to research and discover what happens to the crayons when they change. They first decided to break them into small pieces and crush them together. After observing the product so far, a student asked "what would happen if we 'made' something with them?" Students were thinkers and brainstormed ideas, until finally deciding to explore what would happen if heat was added. The broken pieces of crayons were baked in the oven, thus discovering that they could melt! After letting them cool, the crayons became hard again, but this time,

the final product was NEW crayons! The KG1 students not only discovered properties of materials but were able to apply the knowledge further to reuse and turn something old into something new!



KG1 Pattern Day Fashion Show

The KG1 students are active learners in Math as they continue to inquire into the concept of patterns. To better understand and get an up-close look at patterns, they excitedly participated in a Pattern Dress-Up Day where they came to school wearing anything and everything patterns! To make the day extra special, and to further explore patterns, the students participated in the KG1 Pattern Dress-Up Day Fashion Show. They each took turns modeling

their patterned attire, walking down the classroom runway, and taking a final pose to identify and explain their patterned outfit. Students then had to determine different ways of naming the patterns and were able to find similarities between the patterns they saw. The fashion show proved to be a great success as students enjoyed the experience and were able to apply their learning in an engaging and meaningful way! The best part.... the KG1 students were learning with style!

Preschool and Lower Elementary - Ain Aar

The Cedar Tree



Grade 2 and CE1 happily hosted Ms. Salpi Simithian, the author of The Little Cedar Tree book. She took them down memory lane, way back to the Phoenician time, the Roman period, the Ottoman occupation, and finally, the French mandate through the presentation of some of the book's amazing illustrations. The children were very engaged. They loved the Cedar Tree character and enjoyed answering Ms. Simithian's questions. They also asked her plenty of questions as they were trying to know more about the history of Lebanon. They closed their eyes, visualized the Lebanon they dream of, and agreed to write her a letter explaining the actions they will take to make that dream image a reality.



Learning Does Happen Outside the Classroom

We are so lucky on Ain Aar campus. Beauty surrounds us from all sides. Green woods, serene nature, and the mesmerizing Ain Aar Square. Grade 2 and CE1 children decided to take a walk up to the square as they are exploring the following central idea: History and geography contributes to people's understanding of their identity. Once there, the children made some amazing discoveries about the traditional Lebanese architecture, including the red tile roofs, mandalouns, rock bricks, and balconies. They also had many wonderings about the silk factory. They observed Mrs. Raphella, their art teacher, sketch a house from a certain angle. Then, each chose a house and sketched it beautifully from a different angle.

"We're so happy" was resounding and echoing on the way back.

Preschool and Lower Elementary - Ain Aar



Un chantier de construction

Pendant deux mois, les élèves de la classe de CE2 ont été des apprentis ingénieurs. Ils ont identifié, nommé et tracé des points, des droites, des segments et des angles. Ils ont pu aussi reconnaître, décrire, construire, reproduire et classer des figures planes avant de construire les patrons des différents solides. Ils ont participé à plusieurs activités (en individuel ou en groupe) en utilisant un matériel varié (règle, équerre, compas, géoplan, lego, cubes,...) à l'école et à la maison (La chasse aux angles droits, reproduire des figures plane et calculer leur périmètre, tracer des gabarits afin de construire des solides,...)

L'étude de la géométrie leur a facilité l'appropriation



de la vision de l'espace. Ils ont tout de même appris à raisonner en observant, construisant des figures et en argumentant leurs productions.

Ils ont été initiés aux aspects culturels et esthétiques de la géométrie et ont spontanément transféré leurs apprentissages en arts plastiques pour fabriquer les maquettes des premières villes de l'antiquité au sein de l'unité de recherche « Où nous nous situons dans l'espace et le temps ». (Le ziggourat, le colisée, les bateaux phéniciens, les temples,...)

La géométrie est nécessaire d'un point de vue scientifique mais aussi pratique et culturel.



Middle School - Ain Aar

Mélangier? Dissoudre? Séparer?



Les élèves de la classe de 5ème apprennent les différents types de mélanges et les techniques de séparation des constituants de ces mélanges.

Les élèves à l'œuvre !

A vos marques...prêts...partez !



Des expériences au laboratoire



Que se passe-t-il entre l'acide et le fer?
Pourquoi est-il interdit de transporter les solutions dans des contenants métalliques?

Les élèves de 3ème B, vont répondre à toutes ces questions par des expériences au laboratoire.



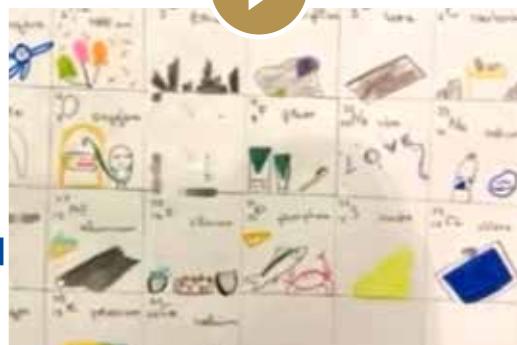
Un laboratoire scientifique à la maison

Saviez-vous que notre maison est aussi un véritable laboratoire scientifique?

Les élèves de 3ème B vous emmènent en cuisine pour vous apporter un peu plus de réponses.



Middle School - Ain Aar



Apprendre la chimie en chantant

Les élèves de 4ème vous présentent comment mieux retenir les symboles du tableau périodique en chimie. Vous verrez que dessiner et chanter peut parfois vous permettre de mieux apprendre.

Les enjeux énergétiques

Suivez nos élèves de 3ème B et découvrez comment en modélisant et manipulant on apprend à mieux comprendre certains enjeux énergétiques.



Math, Science and Technology Fair

Middle School - Ain Aar



Sortie des élèves de 6^{ème} A et B

Dans le cadre du cours de SVT de la classe de 6^{ème}, une sortie pédagogique a été organisée, le 31 mars 2022, pour compléter les apprentissages du chapitre 2 : « Des enjeux liés à l'environnement ». Durant cette sortie, les élèves ont visité :

1. Les carrières de Abou Mizan
2. Le site de « Marbad » à Qornet Chehwan

Arrivant aux carrières de Abou Mizan, les élèves ont pu apprêhender l'ampleur de l'impact négatif de l'homme sur son environnement et proposer des moyens de remédiation.



Au « Marbad », les élèves ont exploré un écosystème forestier méditerranéen typique, à double étage de pins et de chênes, et ont compris sa dynamique.

Ils se sont familiarisés avec la notion de services écosystémiques en observant et en analysant les différents services rendus par cet écosystème aux hommes. Dans ce site, les élèves ont réalisé l'impact positif et l'importance de l'aménagement humain dans un espace naturel et ont saisi la notion de développement durable.

Suite à cette sortie, les élèves produiront des vidéos de sensibilisation sur l'importance de la conservation des espaces naturels situés au cœur des régions urbaines, en accordant une importance au site du « Marbad » à Qornet Chehwan. Ces vidéos seront postées sur les réseaux sociaux de la municipalité de Qornet Chehwan et sur ceux de l'école.



Middle School - Ain Aar



Preschool - Ras Beirut

Igniting Spaces



As part of the KG2 transdisciplinary unit "How we organize ourselves", the students and their teachers turned their pretend play areas into different learning spaces/areas/organizations. We now have a hospital, restaurant, airport, and a spa. With the guidance of their teachers, the students co-designed the spaces, researched the different jobs in that area, reflected on the different responsibilities of the employees, and analyzed the interdependence among the employees.

As students designed those spaces and then engaged in play, they also developed various skills, including their literacy abilities. Students had to write the labels, cost of the material, menus, fill in travel tickets, look at maps and explore the globe, add numbers, take food orders, etc. As we observed and documented the students learning, we could not help but notice the rich and purposeful learning that students are acquiring through well designed and consciously planned playful learning experiences. Truly the environment is the "third teacher".



مسرحية ألف وردة ووردة

تلاميذنا يكتسبون عبارات، ومفردات جديدة، ويقدّرون جمال هذه اللغة وسحرها.

كما أنّ هذا النشاط أتاح للتلاميذ فرصة تتميمية حسّ التذوق الفنيّ وإغناء معارفهم بفنون ومستلزمات العرض المسرحيّ بالإضافة إلى تداخل اللغة العربيّة بالمسرح. ما أروع أن نستوقف شريط حياتنا لبرهة، ونتأمل لحظات سحر مجسّدة بحكاية على المسرح!

لم يكن يوم الخميس الواقع فيه 3 آذار، يومًا عاديًّا في حياة تلاميذ صفوف الروضات في مدرستنا.

فقد أمضى التلاميذ ساعةً من حياتهم يُشاهدون مسرحيّة "ألف وردة ووردة" للمخرج "كريم دكروب". غاصوا في حكاية المسرحيّة وتفاعلوا مع كلمات الأغاني وألحانها، وصفقّوا مهليّين للدمى التي لم تكن مجرّد كائنات جامدة على خشبة المسرح. مسرح الدّمى باللغة العربيّة، جعل

Preschool - Ras Beirut

Jour et nuit

De la manipulation à la représentation, voilà comment les enfants de la PSD ont construit leur apprentissage des rythmes en maths.

Durant la première phase, les enfants ont visionné une vidéo qui montre la succession du jour et de la nuit. Pour mieux comprendre ce concept, ils ont essayé de verbaliser ce qu'ils ont vu en donnant un nom à chaque unité ; jour et nuit.

Durant la deuxième phase, les enfants ont manipulé les cartes qui représentent le jour et la nuit de la même vidéo et ont accompagné leur manipulation par une verbalisation. Ici, nous avons repris la vidéo pour vérifier la bonne succession du jour et de la nuit.

Durant la troisième phase, un support visuel a été introduit : le cercle accompagné d'une flèche afin



de les aider à mieux comprendre le concept de rythme d'où la succession du jour et de la nuit. Ici, les enfants ont placé les cartes et ont verbalisé le rythme en s'aidant de la flèche.

Finalement, c'est la phase de la représentation. Les enfants ont reproduit le rythme. Ils ont collé sur le cahier de trace écrite les cartes du jour et de la nuit sans aucun support visuel. Ici, ils ont lu leurs rythmes seuls.



Loose Parts Play

As part of the "Sharing the Planet" unit, the KG1/MS students have been going on various nature walks, collecting different items from nature and adding them to their loose part center. In KG1B, students have been interacting with loose parts since the beginning of the year. It is a learning experience that allows them to explore the world from the perspective of "what if" and "what can I do with an idea".

Loose Parts Play encourages students to respond, explore, examine, hypothesize, and create as they develop their emerging autonomy and sense of agency.

Watch the video to see how the students used loose part to recreate images.

Preschool - Ras Beirut



Observational Drawing

Why is drawing from observation important?

As part of the STP unit, and after responding to Georgia O'keeffe's paintings depicting oversized flowers, KGI and MS students began to notice different lines, shapes, shades of colour, texture and parts of the flower when drawing and creating a flower from observation.

Observational drawing supports the children in slowing down and really learning how to record what they actually see, rather than what they think they see. Through noticing the details, the children's

understandings deepen, and further questions are provoked.

Observational drawing develops fine motor skills, improves hand-eye coordination, and promotes creative problem-solving. It is also a way to exercise the connection between what the eyes see and what ends up on paper or canvas. It requires focus as well as attention to detail and the ability to find relationships. The relationship of one object to another and the relationship of those objects in space.

Body Systems



During our unit of inquiry "Who we are", our primary years programme learners inquired into body systems. Starting with the digestive system, learners demonstrated being inquirers and balanced. They also developed their research and thinking skills by using different resources to transfer what they learned about the digestive system to a body system of their choice. Moreover, they reached out to experts in our community to learn more and answer questions they still had about their research. Learners followed the scientific method to simulate the digestive system. Later on, some of them were inspired to create a model to represent a part or all of another body system.



Elementary School - Ras Beirut

Living things interact within their habitats to meet their needs



Our grade 1 PYP students have inquired into the transdisciplinary theme “Sharing the Planet” with the central idea of “Living things interact within their habitats to meet their needs”. They explored what living things are, how they meet their needs and how people act responsibly to maintain healthy habitats. Guest speakers from Global Compact Lebanon introduced our first graders to the Sustainable Development Goals (SDGs) and helped them understand how those goals aid in raising awareness, taking action and saving planet Earth. Our students demonstrated voice, choice and ownership by participating in discussions and sharing ideas of how to save planet Earth.

L’Expansion et la diffusion de la langue française sur les cinq continents

A travers le Programme Français et le Baccalauréat International® (IB), l’International College s’engage à soutenir le multilinguisme en tant qu’élément essentiel de la compréhension interculturelle et de la sensibilité internationale. Organisée chaque année autour du 20 mars, la Semaine de la langue française et de la Francophonie offre au grand public l’occasion de fêter la langue française au travers d’activités ludiques, divertissantes et bien ciblées. Les élèves de l’école élémentaire de RB ont célébré la francophonie à leur manière. Prêts à vivre pleinement cette semaine culturelle et instructive, ils ont participé à plusieurs activités ayant pour but de promouvoir et de diffuser la francophonie dans ses divers aspects. Petits et grands ont entonné et dansé sur l’air des chansons françaises les plus merveilleuses. Photobooth, lecture d’histoires et activités diverses ont pris place à la BCD de l’école, permettant ainsi aux élèves de tout cycle et tout âge de célébrer dans une ambiance festive la semaine de la Francophonie. La semaine fut un grand succès ! Quelle belle façon de donner un bagage culturel à nos élèves. Cette semaine a

témoigné des talents et de la culture de nos élèves qui ont semé la joie à travers des sports populaires en France, des jeux, des saynètes, des dessins, des chansons françaises et de la musique. Le but étant de tabler sur l’expansion et la diffusion de la langue française sur les 5 continents. À l’année prochaine!



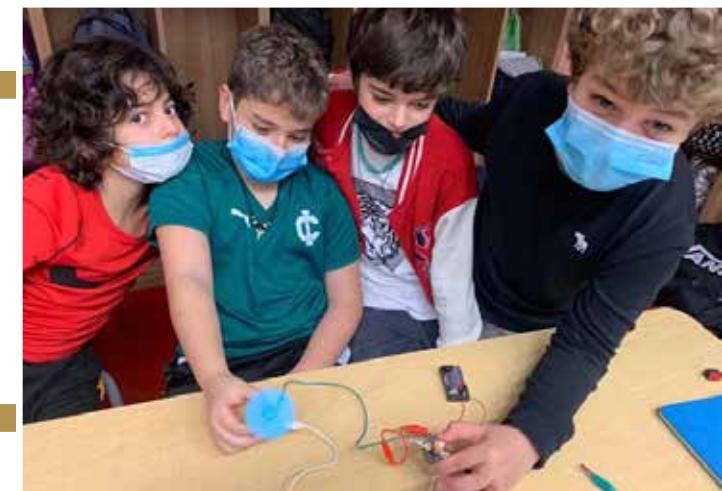
Elementary School - Ras Beirut



Two's Day

February 22, 2022 is 2-22-22! We call it Two's Day! At ESRB we encouraged our students and staff to commemorate it creatively and they delivered. So many twinings, face paint, wearing doubles of articles of clothing and much more. It was a fun day to be had by all.

Le monde fascinant des énergies



Dans le cadre du thème "LE PARTAGE DE LA PLANÈTE", les élèves du CM2 ont exploré le monde fascinant des énergies ! Après avoir découvert et assimilé les différentes sources et formes d'énergie, ils se sont intéressés à l'énergie électrique et plus particulièrement au circuit électrique. Ainsi, grâce à des expériences de manipulation dictées par des démarches scientifiques clairement proposées par les élèves, ces derniers ont pu intégrer, en équipe, le fonctionnement d'un circuit électrique. Nous sommes très fiers de nos élèves du CM2 pour leur curiosité scientifique, leur sens du travail d'équipe et leur

esprit analytique qui leur ont permis de réussir à être maîtres de leur apprentissage. Les CM2 ont d'ailleurs fait en fin de thème un pas au-delà des simples théories et ont organisé une levée de fonds au sein de l'école afin de pouvoir contribuer au soutien de l'ONG "Lebanon of Tomorrow" dans leur projet d'éclairage de rues beyrouthines qui sombrent dans l'obscurité chaque nuit. Un grand bravo aux CM2!

Elementary School - Ras Beirut

Taking Action in the PYP

Action, the core of student agency, is integral to the Primary Years Programme (PYP) learning process and to the programme's overarching outcome of international-mindedness. Action is a means for students to show that they have linked their learning to real-life issues and opportunities, and that they are developing responsible dispositions and behaviors towards social and physical environments and to the community within and beyond school. (Primary Year Programme, The Learner, Page 29)

In collaboration with the environmental sustainability programme at International college and in response to their inquiries, our PYP learners planned for and took collective actions to make a difference and bring about positive change.

Grade 1/CP

As part of their unit of inquiry "Sharing the Planet", grade 1/CP primary years programme learners inquired into different natural habitats and learned about the importance of conserving them. Experts in our community helped first graders understand the importance of recycling and become aware of their responsibilities and what they can do to support the United Nations' Sustainable Development Goals (SDGs), mainly SDG 15: Life on land.

The first graders took action during the visual art sessions and helped in building insect hotels.



Elementary School - Ras Beirut

Grade 2/CE1

While inquiring about the life cycles of living things and as part of the unit of inquiry "Sharing the Planet", grade 2/CE1 primary years programme learners discussed the importance of taking care of the

environment in accordance with the United Nations' sustainable development goal (SDG15: Life on Land). They decided to take action by planting at school.



Le daman des rochers



Dans le cadre de l'unité de recherche "Comment le monde fonctionne", une présentation animée par l'Association de protection de Jabal Moussa a eu lieu à l'école élémentaire de RB. Cette rencontre avait pour but de sensibiliser les jeunes apprenants aux dangers qui menacent l'animal "Daman des rochers", un petit mammifère qui a refait son apparition dans la réserve alors qu'on le croyait éteint au Liban, connu sous le nom de Tabsoun.

Les élèves du CE1, altruistes et responsables, ont voulu participer à cette initiative en motivant les gens à l'achat des albums de la série «Tabsoun» qui expliquent l'importance de ce petit mammifère dans le maintien de l'équilibre de l'écosystème..

L'argent versé sera mis au service de la protection de cet espèce animale en danger et à la préservation de la réserve naturelle de Jabal Moussa.

Grade 3/CE2

Our grade 3 PYP learners have been inquiring into our rights and responsibilities in the struggle to share water with other people and other living things. Students of grade 3 decided to take action in accordance with the United Nations' Sustainable Development Goal (SDG 6: clean water and sanitation) to support sustainability of water. They will begin to collect unfinished water bottles to water both plants indoors and outside. Our grade 3/CE2 learners got the chance to visit the middle school and hang their posters all around. We thank the middle school teachers for sharing our learners' initiative with their

students. We encourage the whole school community to help our grade 3 PYP learners collect unfinished bottles of water to support our sustainability of water initiative.



Elementary School - Ras Beirut

Grade 4/CM1

As part of the unit of inquiry "How We Organize Ourselves" about natural resources, our guest speaker Mrs. Rita el Hajj helped grade 4/cm1 primary years programme students learn about quarries and the importance of limestone conservation in Lebanon.

Afterwards, our PYP learners decided to take action and prepared a public awareness campaign to inform and educate about this problem and push people to taking action.

Furthermore, to help our learners understand the importance of sustainability, recycling, and most importantly being change makers in society, the Social enterprise FabricAID showcased the importance of clothes donation from a humanitarian and environmental perspective. Our PYP learners took action and collected items to donate. In return, FabricAid provided them with Mother's day cards and envelopes made from scrap fabrics.



Grade 5/CM2

As part of the unit of inquiry "Sharing the Planet" which focuses on energy, our grade 5/CM2 primary years programme students decided to take an action to demonstrate their understanding of how the increasing demand and unequal distribution of energy sparks conflict and innovation. The fifth graders proposed installing reflective lights and

mirrors in streets around Beirut to ensure riders' and passengers' safety during these dark nights Lebanon is going through. They wrote a persuasive letter to Lebanon of Tomorrow, a local NGO and carried out a fundraising campaign in elementary and middle school to support this initiative.



Excellence Beirut

A qui de droit,
Nous, élèves de CM2 à l'IC Ras Beyrouth, avons le plaisir de vous écrire aujourd'hui pour vous faire part d'une idée de projet que nous avions mis en place, en collaboration avec notre CMO « Lebanon of Tomorrow ».

Dans le cadre de notre programme scolaire, nous avons travaillé le thème des énergies et nous avons proposé une campagne pour sensibiliser les personnes au moyen de solutions énergétiques durables.

Nous avons ainsi compris que les routes libanaises sont souvent très obscures le nuit et début, après plusieurs réflexions et discussions, que le soleil serait un levier intéressant à utiliser dans notre beau pays où le soleil brille la majorité de l'année, pour résoudre ce problème.

C'est comme ça que nos professeurs nous ont proposé de collaborer avec « Lebanon of Tomorrow » à une fois récemment. Ils nous 2,000 piémeaux libanais à Aïn el Zaitoun et Tripoli.

Concurremment, nous avons décidé de tenir une vente de fonds dans le but de soutenir notre CMO dans la construction de plusieurs lanternes pour l'éclairage de nos routes libanaises. Dans cet esprit, une vente de bracelets et d'accessoires, de gâteaux et d'autres produits créés par nous-mêmes sera organisée sur notre beau campus.

Nous sommes convaincus du fait que les idées que nous déclamons, ne suffisent pas à nous aider à atteindre nos objectifs, mais nous espérons que ces idées feront peut-être intérêt pour les autres énergétiques libanais et de notre volonté de contribuer à une meilleure qualité de vie pour nos familles et nos communautés.

Ouvrons à tous la proposition de participation aux projets de Lebanon of Tomorrow, nous espérons vivement que notre initiative vous plaira.

Donnez l'effet de votre réponse.

Confidemment,

Lycée CM2

Middle School - Ras Beirut

يوم اللغة العربية

واختيار بعض الكلمات المستعملة فيه ذات الأصول العربية، وتأليف عرض تضمن هذه الكلمات محمّلة على بساط الريح الذي انطلق من بلد عربيٍ ومرّ بالعديد من البلدان إلى أن حطَّ رحاله في البلد الأجنبيِّ المقصود (فرنسا، روسيا، تركيا، الولايات المتحدة، إسبانيا). وقد تضمن العرض خرائط للبلدان بالإضافة إلى صور تظهر أبرز معالم هذه البلدان، وترافق مع مؤثّرات بصريّة وسمعية، كان لها الأثر الإيجابي في تركيز أهميّة اللغة العربية في أذهان التلامذة كجزء أساسٍ من هويّتنا وثقافتنا.

أحياناً تلامذة المرحلة المتوسطة هذا العام يوّم اللغة العربيّة من خلال المشاركة في أنشطة متّوّعة، كالألعاب التّربوية والحزاير، بالإضافة إلى تقديم عروض أبرزت جمالية اللغة العربيّة وفرادتها وتميّزها عن سائر اللغات. ومن بين الأنشطة المقدّمة نفذ تلامذة الصفّ التاسع، وتحت إشراف قسم Multi media في المدرسة المتوسطة، نشاطاً تحت عنوان "في ليل ونهار" ركّز على بعض الكلمات الأجنبية المستمدّة من اللغة العربيّة، حيث عمّدت كلّ مجموعة إلى تحديد بلد

The Extra-Curricular Journalism Club

Since September 2021, Miss Kelly Harris, has been holding an extra-curricular journalism club every Tuesday afternoon after school. There have been several students attending, in particular, four that IC are very proud of as they have been loyal, committed and consistent from the onset. Those students are: -Jana Younis (8C) Tamer el-Imad (9C) Aya Safa (9C) and Lana Rabah (10 E5 CPP).

To celebrate their achievements there was a small celebration on Monday, January 31, 2022 during second recess (11:45 a.m) in the multipurpose room on the first floor of the Mikati building to reward their commitment and recognize their hard work. They were presented with a certificate and a gift voucher for the Antoine bookstore.

Aya commented: "Writing has always been a passion of mine. I believe that writing is a very significant skill that almost everyone needs in life whether it be for essays,

stories, or future jobs. This opportunity means a lot to me because it makes me so proud to see how far I've come in this school year. I am so thankful for having a club at school that gives us the experience to voice our opinions and raise awareness about important issues. I felt a sense of pride knowing that the school had acknowledged my hard work for attending this club."

Lana commented: "Never did I believe that I would genuinely look forward to Tuesdays until I joined the Journalism Club. I truly feel as if I have strengthened my former skills, while also learning many new ones. By focusing on elements such as credibility, language choices, writing structure, and general knowledge, my ease with writing has improved drastically. Not to mention, the environment in the Journalism club has been characterized by nothing less than a positive atmosphere, making the experience that much more enjoyable. Even more, the mention of an award was

Middle School - Ras Beirut



something I absolutely did not foresee, as the abilities I have gained from journalism have been the greatest reward. When receiving the certificate and book vouchers on Monday, March 21, I felt a complete sense of accomplishment, happiness, pride, and gratitude. Specifically, the feeling of appreciation was particularly present, as I would not have reached such a point without the consistent support of Miss Kelly Harris, a teacher who has greatly influenced me and aided me continually. Additionally, I felt a prominent sense of thankfulness towards the IC community, as students are repeatedly presented with great opportunities, allowing us to become the greatest version of ourselves that we can be. Most importantly, being a part of the journalism club has allowed me to share my voice, while also granting me the opportunity of viewing different perspectives from diverse individuals. As this year slowly approaches the end, I am adamant about continuing to take away as many skills as I can from this club, as it has definitely been a fantastic experience."

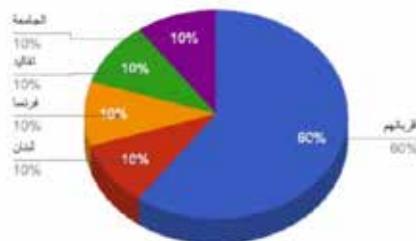
Tamer commented: "I have been part of the Journalism club since September and I have learned several important skills since then. I have learned how to report a story using facts and evidence as well as how to make sure that these facts are true and unexaggerated. Furthermore, I have understood the work and responsibilities of journalism. The most important skill I have learned is being able to differentiate biased news from unbiased and this has

helped me protect myself from false narratives. I can use these skills both in my daily life and in my future career. Receiving the certificate of recognition for consistent dedication and a book voucher made me feel proud of myself and my achievements. I also felt a sense of accomplishment due to the hard work and determination to write articles to the best of my ability."

Jana commented: "Since attending extracurricular journalism classes my way of viewing the world has broadened, and I am forever grateful for the opportunity I have been given. Through journalism, I have learned to express my gratitude and love to others and get into a certain headspace that allows me to be in the moment with my thoughts whilst retaining a student voice on truths that need to be heard. Journalism has helped me lay the foundation for university and future job opportunities. Attending journalism classes has helped me build a stronger relationship with my mum, who also has a profound love and talent for writing. Being presented with a certificate and a book voucher from the school board not only represented the recognition for our writing, but the dedication and love for writing pieces that help shape our communities."

Middle School - Ras Beirut

الحرف اليدوية



تحت عنوان "الحرف اليدوية"، تحول طلاب الصّف التّاسع - قسم اللغة العربية لغير الناطقين بها - إلى مذيعي نشرة اقتصادية بحيث عرضوا تقريراً مصوّراً حول أنواع الحرف اليدوية وأهميتها في المجتمع، وتأثيرها فيه في ظلّ التطوير التكنولوجي؛ وذلك استناداً إلى استطلاع قاموا به، فطرحوا أسئلة متعددة على المقربين منهم، ثمّ حولوا الإجابات إلى نسب مؤية قاموا بتحليلها، وعرضوها ضمن جداول مطبقيّن مفاهيم درسوها في مادة الرياضيات. ولا تخلو التقارير من المؤثرات السمعية والبصرية المؤثرة إيماناً منهم بأنّ اللغة العربية صدّى لأفكارهم وإبداعاتهم.



Leadership Skills

One of the many purposes of the Advisory Program at the Middle School Ras Beirut is to work on the leadership skills of the students in order to help them become leaders of tomorrow and to be well-rounded citizens. As such, during two of the advisory sessions, the class representatives took charge and ran the sessions.

Middle School - Ras Beirut

المواطن المبادر



تحت عنوان "المواطن المبادر"، قامت دائرة العلوم الاجتماعية في المدرسة المتوسطة، بتنظيم مشروع لتلاميذ الصف الثامن، المنهج اللبناني، يتضمن معرضًا عن الجمعيات، يعرضون من خلاله أنشطة قاموا بها حيث اختاروا مبادرة اجتماعية وطبقوها بالتعاون مع مؤسسات المجتمع المدني وبالتنسيق مع معلميهم ومع دائرة الخدمات الاجتماعية.

هدف النشاط إلى إظهار أهمية المبادرة الفردية في المجتمع وإلى رفع مستوى الوعي الاجتماعي والمدني لدى طلابنا. وقد برهن طلابنا عن جدارة عالية أن من الناحية التنفيذية أو من الناحية الإبداعية.



Middle School - Ras Beirut



Une pandémie de lecture

Les élèves des classes de sixième ont l'occasion de visiter la bibliothèque de l'école complémentaire de Ras Beirut deux fois par mois pendant la période de français pour emprunter des livres et partager entre eux leurs impressions de lecture. Une chose est devenue certaine pour les sixièmes : le plaisir de lire est contagieux. Pourquoi alors ne pas contaminer toute l'école ? Accompagnés de leurs professeures Mesdames Zeina Komboz, Rawan Sinno et Cindy Abou Chakra et de la documentaliste Madame Nora

Kabraelian, les élèves des classes de sixième se sont lancés dans la création du rayon nommé "Les coups de coeur des élèves" à la bibliothèque. Ils ont écrit de petits textes de recommandations qui ont été attachés aux livres et exposés sur ce rayon afin que toute l'école puisse en profiter. Très bientôt, une boîte aux recommandations sera installée à la bibliothèque et n'importe qui pourra y glisser un avis au lecteur fait par un jeune lecteur !



Middle School - Ras Beirut

The Toad and The Bird

The students were tasked with reading a couple of poems from Sawas Unit 4 (The People and the Planet). The poems were loosely related to climate change but they could be about the love of nature too. After reading the poems, the students were tasked with writing their own poems in small groups. Their poems were supposed to include examples of imagery, similes and personification. Jane Sadaka, 7B – English, wrote this poem on her own in addition to the one the students were writing in class. So, it is entirely her work.

A toad jumped out of his jar,

Satisfied that he could go afar.

“Finally,” he said

“I get to be free”

And the outside environment welcomed him happily

I can barely survive here, alone,

Fending for myself and for a home.”

Saying that, the bird flew off,

Into the clear blue sky, never looking back,

Leaving the toad confused and distraught.

A bird in his nest saw it from a tree

And asked the toad with curiosity,

“Why are you running away?”

“It would be much easier to stay.”

“What should I do?”

The toad asked, confused.

“Should I leave or should I stay?

What would be the consequences anyway?”

The toad answered with a huff,

“No, it’s not, it is actually tough”

“Like a bird in a tree, I have to be free,

And not live the life humans made for me.”

“You are making a huge mistake,

Just return and accept your fate,

I should know, it is too difficult,

So, the toad decided to stay,

Climbed back into his jar right away.

But the human never came or fed him late,

Until, one day, he suffered fate.

The toad was never seen again,

But the bird was, in the end.

Middle School - Ras Beirut



Nos élèves ont participé au concours Maths Sans Frontières

Toutes les classes de 6ème / Grade 6, 3ème/ Grade 9 et seconde/5th/Grade 10 de tous les programmes ont participé au concours Maths Sans Frontières, ce concours organisé de main de maître par les départements de mathématiques avec la coordination de Madame Rola Younès Sleiman en particulier.

Le concours Maths Sans Frontières est un concours conçu et organisé par l'Académie de Strasbourg, sous l'égide de l'AEFE. Il se déroule au Liban grâce

à la collaboration du GREM (Groupe de réflexion en Mathématiques) et du réseau AEFE de la zone Proche-Orient. C'est un concours interclasse qui favorise le travail d'équipe, l'esprit d'initiative et de recherche chez les élèves. Il est très apprécié pour son caractère ludique et créatif, bien dans l'esprit de notre établissement.

L'expérience vécue est très enrichissante. Souhaitons bonne chance à tous nos élèves !



On this day we honour teachers like you,

Teacher's Day

IC Responsibility

Environmental Sustainability



Earth Prize Competition

Under its IC Responsibility initiative, two groups of students from the secondary school have registered this year to The Earth Prize competition. It's an international competition between schools worldwide, revolving around environmental sustainability.

At IC, both groups developed innovative solutions tackling current local and global environmental challenges. Students are engaged, passionate and committed, see for yourselves!

Wrapping Around Christmas

Chaque emballage n'est plus destiné à être jeté !

Dans le cadre du programme «IC Responsibility» et de l'engagement de l'International College (IC) - Liban dans une démarche de développement durable, l'école a lancé l'initiative « Wrapping around Christmas » 2021-2022, une initiative à l'échelle de tout l'établissement scolaire - des deux campus et de tous les niveaux, depuis la petite section jusqu'en terminale. Au niveau des cycles 3 et 4 du campus de Ain Aar (des classes de CM1 jusqu'aux classes de 3ème), cette initiative a été portée par les éco-délégués.

Chaque année, environ 83 Km² d'emballages cadeaux se trouvent dans les poubelles, alors qu'ils auraient pu être recyclés ! C'est 4 fois la surface de Beyrouth ! L'objectif de cette initiative était donc de valoriser ces emballages cadeau afin que chaque emballage ne soit plus destiné à être jeté ! L'initiative a été lancée sur les réseaux sociaux de l'IC. Toute la communauté scolaire (élèves, enseignants et parents) a été invitée à collecter les papiers cadeaux produits durant les fêtes de Noël et à les ramener à l'école à la rentrée des vacances. À ce niveau, les éco-délégués ont joué un rôle primordial dans la sensibilisation des élèves au

IC Responsibility



sens et à l'importance de ce projet. Suite à la collecte, les emballages ont été laissés à l'air libre pendant quelques semaines pour une désinfection naturelle. Ensuite, ces emballages ont été récupérés par les départements d'art afin d'être valorisés durant les séances d'art, en fonction du curriculum de chaque classe.

La valorisation des emballages cadeaux est en cours, et sera achevée à la fin de l'année académique 2021-2022. Elle se fera de 2 façons :

- La façon authentique : les élèves utiliseront les emballages durant les activités artistiques classiques, pour produire du papier mâché ou pour compléter certaines activités correspondant à leur programme (des statuettes, des tableaux, etc.).

- La production d'objets durables (porte-crayons, mouse-pads, enveloppes, etc.) qui seront soit gardés et utilisés à l'école dans les bureaux, les salles de profs, les classes, etc., soit vendus à la fin de l'année durant une exposition pour le profit d'une association.

Ce projet contribue à la favorisation de l'économie circulaire, à la lutte contre la pollution terrestre et à la préservation conséquente des écosystèmes. Elle entre donc en parfaite adéquation avec les objectifs de développement durable 12 (consommation et production responsables), 13 (mesures relatives à

la lutte contre le changement climatique) et 15 (vie terrestre).

Cette initiative se distingue par :

- L'implication de toute la communauté scolaire (élèves, parents, personnel)
- La mobilisation des éco-délégués sur un projet durable, non pas une action ponctuelle
- Sa durabilité :
 - Elle a été lancée à Noël et est maintenue tout le long de l'année.
 - Elle est intégrée dans les programmes d'art des différents niveaux scolaires.
 - Elle servira à produire des objets durables.

IC Responsibility

Civic Commitment & Service Learning

Mobile Community Kitchen



Akleh w Bassme is a student-led initiative in solidarity with the local community.

This mobile community kitchen is supported by an IC parent and alumnus and developed by the Civic Commitment & Service Learning team.

In collaboration with NGOs and other partners, students visit neighborhoods around Lebanon and serve a healthy and balanced menu with a smile.

IC Ain Aar Bake Sale



As part of our citizenship activities, our Student Councils organized a "Bake Sale" to fundraise for an NGO selected by the students. The event turned into a wonderful community celebration.

The donations from the families were massive hence, the Bake Sale continued over two days. The total amount collected was 21.3 million Lebanese Lira.

Thank you all for your heart-warming contributions!



IC Responsibility

Different But Not Less

As part of the “Different But Not Less” interdisciplinary project for Grade 9 LB and 3ème A, and in line with the school’s mission “to empower learners to take initiative, think critically, and serve as role models in a global society,” IC Ain Aar hosted three guest speakers: Mr. Elie Tawk (with physical disabilities), Miss Graziella Tarabay, and Mr. Charbel Abou Khalil (both with Down Syndrome). The three spoke about the way they were viewed and treated by different people in society. They opened our eyes to the importance of solidarity, respect, and open-mindedness in ending discrimination and replacing it with integration and inclusion. They showed us that no matter what difficulties we face, we can always accomplish and achieve our highest goals. For the following reasons, all three guests are a great example of achieving

dreams regardless of any obstacles. Charbel was able to get a job and work as an “office boy”; Graziella was able to achieve one of her biggest dreams, which was becoming an actress; and Elie, who joined Sesobel as an infant, now has a job there. This encounter left us all with a different perspective on people with special needs and surely had a great impact on each and every person present in that auditorium. In addition, it taught us a lesson about being grateful and valuing everything that we have as we often tend not to consider the factors that are actually difficult and challenging in life, and the real obstacles that people face. It taught us that we should not take what we have for granted; instead, we should appreciate and cherish every little thing that we are blessed with.

Jaimie Helena Labban and Alexia Katy Labban



IC Responsibility



Journey with the Red Cross

As part of IC's mission to empower learners of today to be global citizen leaders of tomorrow, the community service at Ain Aar has made a dent in the wall of injustice. Slowly but surely, the wood of discrimination and prejudice is being chipped away. Our journey with the Red Cross was certainly an added factor to this mission and has shaped many students' minds. My experience with this team, a team of assiduous and kind members, was nothing short of informative and entertaining. Every meeting raised a new topic in awareness, from gender equality and



social inclusion to communication and human rights. The activities were fun but had a second meaning to them, and the team treated us all with respect and amiability. The culmination of this workshop was a celebration at the Headquarters of the Red Cross in Antelias, where lunch was offered by the school and we were all presented with personalized certificates. This workshop has urged me to join the Red Cross, a community of friendly, authentic, and non biased individuals. Another important member that cannot be forgotten is Mrs. Mary Helen Gholam. It is she who was behind the organization of the IC Ain Aar community service team and all the eye-opening activities and meetings, and we certainly would not have gotten anywhere without her. She played a vital role in motivating us, influencing us and steering us onto the right track. Seeds of determination were planted tenderly into our hearts, and with the team's help, they bloomed.

Francesca Obeid Grade 9 LB

IC Responsibility



Students Supporting the Agriculture Sector in Lebanon

As part of the Civic Commitment & Service Learning Program, GSE students organized a bake sale fundraising event on Friday, April 1st to support the local farmers. With the proceeds, students will provide farmers with necessary equipment and seeds to sustain their business during these challenging times.



IC Responsibility

Maamoul for a Cause

On the 13th of April, right after school, the USAA faculty and staff, along with the Standing Committee of the Community Service Department at Ain Aar, sat together to make 18 Kg of maamoul. The main objective behind the initiative “Maamoul for a Cause”, pun intended, is to bring positive vibes into the homes of the underprivileged community around the school by adding sweets to their Easter menu.



IC Responsibility



Une action humanitaire memorable

En ces moments difficiles que nous traversons tous, nos chers élèves de la classe de 6ème de Ras Beyrouth se sont engagés de plein coeur dans une activité humanitaire dans le cadre d'un projet scolaire contribuant au bonheur des enfants de CCL.

C'est avec beaucoup d'entrain qu'ils ont pu remarquablement rassembler une somme d'argent

avec un message d'espoir de chacun d'entre eux , afin de dessiner un sourire sur le visage des enfants atteints de cancer.

En agissant ainsi , nos héros ont rendu l'impossible, possible tout en traçant une action humanitaire mémorable . Fière de vous chers élèves.

Tell Your Mum “I love You” With a Flower

5th B students organized a flower sale fundraising event on Mother's Day, to support the launching event of Akle W Bassmeh: the IC Mobile Community Kitchen Initiative.



IC Responsibility

Ali Ghandour Center

Climinds

A group of three students enrolled in the **Ali Ghandour Center for Leadership, Diversity, and Civic Engagement (AGC)** program worked on their final year Community Service Project (CSP) is **"CliMinds", Climate Education For a Greener Future**. Throughout their three-year extra-curricular journey (Grades 10-12), The AGC offered them an intensive and dynamic program on leadership and social citizenship through a Community Engaged Learning (CEL) model.

CliMinds is a project that aims at promoting zero-waste communities and educating youth on the issue of climate change by partnering with public or semi-private schools. The project's activities include introducing climate education into the Lebanese curriculum, training teachers, and engaging students in becoming environmental activists. Through their school initiative, they will encourage and promote the importance of planting more native trees and spreading awareness among the youth about climate change.



IC Responsibility



IC STEAM Innovation Center Opens to Local Schools

Twenty-six students from **Al Maymouna** schools in the Bekaa and Akkar arrived at IC on Saturday, March 5, to participate in STEAM activities organized by the Educational Resources Center (ERC). These activities were held at the newly inaugurated STEAM Innovation Center boasting a learner-driven program. The STEAM labs include Coding, Electronics and Digital Arts Lab; 3-D Design and Printing Lab, Makerspace, Laser Cutting room, Drone Lab, LEGO Robotics Lab, Vex Robotics Lab, Audio Studio, and Film Studio.

Accompanied by their teachers, the eighth graders were eager to participate in biology and physics

hands-on activities. The activities were prearranged by Al Maymouna teachers and ERC's Director Mahmoud Shibab and Assistant to the Director, Rima Khishen and General Manager for Al Maymouna Education, Ayman Hamidi Sakr. Several brainstorming meetings were held at IC prior to the students' arrival.

"We used materials from the middle school science labs and the STEAM center," explained Khishen. "We felt that the students also needed some basic classical science experiments, so we accommodated both: classical (using physics lab-material) and STEAM (ex. digital microscopes)."

The three-hour session - where students were separated into seven groups - was divided into two parts, with a 'mankoushe' and juice break in the middle.

Integrated into the sessions were math and environmental sciences. "The students were very engaged in the whole process, and the teachers were very enthusiastic."

This engagement, added Khishen, will hopefully spur this and other schools to establish



IC Responsibility



their own STEAM labs - even if only in a small room 'makerspace' – allowing all students a chance to discover the world of STEAM.

STEAM, an interdisciplinary hands-on future-focused learning approach, aims at empowering students by guiding learners to develop personal qualities and skills leading to international-mindedness, intellectual curiosity, adaptability, effective communication, creative expression, compassion, community building, responsible citizens, and an appreciation for cultural diversity.

IC's STEAM Innovation Center was funded by USAID's (United States Agency for International Development) American Schools and Hospitals Abroad (ASHA) initiative, which assists overseas schools, libraries, and hospital centers to highlight American ideas and

practices. A condition of the grant was also to allow underprivileged schools to use the Center.

Al Maymouna Tanmiyah, an NGO established in 2014 by IC Board Member, Mu'taz Sawwaf, provides quality education to Syrian refugees in Lebanon and runs two schools in Akkar and Bekaa. It was the first school to officially take part in IC's STEAM Center.

"We want all students to be ready for 21-century skills," said Khishen. "Education is not only what you see in books. It needs to be hands-on and not just theoretical. This is what the market now demands."

Two more visits to IC's STEAM labs are scheduled for **Al Maymouna** students. These sessions marked a pilot experiment. IC will open its STEAM lab doors to other underprivileged schools next year.

Francophonie

أسبوع الفرنكوفونية - صف الروضة الثالثة في عين عار



بمناسبة أسبوع الفرنكوفونية زارت السيدة مونان، معلمة في الإنترناشونال كولج، صف الروضة الثالثة في عين عار، حيث تحدثت عن بلدها وشاركت تجربتها الشخصية كمواطنة فرنسية تعيش في لبنان. خلال اللقاء شاهد المتعلمون أهم المواقع السياحية في باريس واستمعوا إلى النشيد الوطني الفرنسي.

أما متعلمو الصف الأساسي الثالث "ب" فقد اكتشفوا بعض كنوز اللغة الفرنسية من عبارات رائعة وفتشوا عن معانيها باللغة العربية.



Les élèves vous emmènent dans une charade durant le cours d'arabe



Les élèves seront divisés en cinq groupes, chaque groupe recevra une fiche de charade qu'ils doivent résoudre afin de trouver le mot final qui est Mushikiwabo. Le mot est formé de 12 lettres, donc les étudiants doivent trouver les 12 mots qui seront la réponse aux indices et questions demandées. Ces 12 mots constituent le champ lexical de la francophonie.

Francophonie



Semaine de la francophonie à Ain Aar

Durant la semaine de la francophonie, Mme Sophie a eu l'occasion de partager avec les élèves son expérience en Côte d'Ivoire. Elle a débuté son intervention en montrant aux élèves des images du drapeau, des maisons et des paysages de ce pays. Ensuite, elle a comparé la vie des enfants en Côte d'Ivoire à celle des enfants de la classe en

insistant sur le fait qu'il y a des élèves comme eux qui vont à l'école et qui parlent le français. Elle a conclu son intervention en situant la Côte d'Ivoire sur le globe terrestre et en précisant que c'est un pays francophone. Même si ce pays est loin, les gens là-bas parlent le français comme nous. C'est magnifique !

Le voyage en France



Les élèves des cycles 2 et 3 du campus de Ras Beyrouth nous emmènent en voyage en France à travers les ateliers de la francophonie. Accompagnez-les dans ce tour.



Francophonie



Les cinq continents

La semaine de la francophonie a permis aux élèves de la 6ème de célébrer cette occasion à travers de nombreuses activités organisées par le département d'Histoire.

La francophonie en musique

Les départements de Français et de Musique de Ras Beirut ont célébré la francophonie en chansons et en énergie positive. Kaan Farsoun (3ème A), Dj en herbe, a joué de la musique française et francophone. Tous les élèves se sont retrouvés à la pause de midi pour chanter et danser en français. Les célébrations se sont

clôturées par un concert préparé par les élèves de 4ème, accompagnés de leur enseignante de musique, Madame Sally Karakelian. Pendant toute la dernière semaine du mois de mars, la cour de récréation reflétait à merveille les valeurs de la francophonie mêlées à l'esprit de l'IC : solidarité, diversité et richesse



الأرنب والسلحفاة

بمناسبة أسبوع الفرنكوفونية قرر تلاميذ اللغة العربية الصّف الثامن أساسياً بقسميه الفرنسي والإنجليزي
Gr8 CPP Ain Aar – 4èmeB

قراءة قصّة باللغتين الفرنسية والعربية تحت عنوان : "الأرنب والسلحفاة" و "Tortue la Lièvre Le" لـ تلاميذ الصّف السادس أساسياً القسم الفرنسي ولـ تلاميذ الصّف الرابع أساسياً القسم الإنجليزي.

Francophonie

Semaine de la francophonie

Les élèves de la GS-C de Ras Beyrouth ont célébré la semaine de la francophonie en travaillant sur un pays francophone qu'ils connaissent bien: leur pays natal, le Liban! À travers plusieurs recherches , ils ont découvert les monuments historiques, la culture et bien sûr la cuisine libanaise. Ils ont représenté les différents sites qu'un touriste devrait visiter lors de son séjour. Ces dessins ont été rassemblés dans un petit livret qui sera distribué au ministère du tourisme pour encourager les personnes à venir découvrir notre beau Liban. Ils ont aussi préparé une spécialité typiquement libanaise, la man'oushé au thym. La dégustation était délicieuse!

Ce projet a incité les élèves à apprécier et protéger les beautés de leur pays mais surtout à se montrer fiers d'être libanais.



Secondary School News



Legal Awareness Sessions

During the month of March, the Grade 11 and 12 advisory sessions were dedicated to seminars on “Legal Awareness”.

Mrs. Mayssam Skaf, the former president of our Parents' Committee and 11 attorneys, planned and organized a course over four sessions. This course aims to raise awareness about Lebanese laws and what our youth should know and recognize, especially since they will be graduating in a few months. Mrs. Skaf started this course at IC, with the goal of covering six chapters in four modules spread out over four sessions.

The lectures were grouped as follows:

- **Chapter One** begins with an introduction to the “Law” in general, its sources, types, individuals’

civil and criminal liability, private and public rights, the principle of criminalization and punishment...

- **Chapter Two** deals with crimes pertaining to money (theft, fraud and breach of trust).
- **Chapter Three** deals with, in addition to crimes against public trust (forgery, false testimonies), some crimes against money (counterfeiting distinguishing marks, patents and cyber-crimes).
- **Chapter Four** deals with harm (harming people intentionally and unintentionally) and crimes against morals and public morals (rape, damage to state property and individuals).
- **Chapter Five** deals with law on narcotics.
- **Chapter Six** deals with the traffic law



Secondary School News



Secondary School News

Simulation Day

On the 4th of march 2022, four students from grade eleven participated in the "Simulation Day" organized by the career guidance department. Our students visited the faculty of health at the American University of Beirut, where they met faculty and staff. This activity allowed them to know more about the different majors and learn about the work cultures in order to know which culture suits them best. Participating in this activity gives the student the opportunity to ask any question that he or she ever had about the future career to someone who lives and works in the real world of that industry.



Secondary School News



World Kindness Day

The Secondary School Counselors spread kindness on World Kindness Day.

Students and teachers were part of the activity. They had to pick little but powerful acts of kindness to bring love to the community.

“In a world where you can be anything, be kind.”



لَوْ قَدْ مَا هَبَطَتْ
اللَّيْرَةُ، بَتَضَلَّ
قِيمَتُهَا فِيهَا

French Baccalaureate students who chose film production as a complement to their program, produced this commercial which tackles the economic situation in Lebanon and shows the attachment of the Lebanese diaspora to their native country.

Ahmad Choujaa, Christian Tawil, Hadi Bou Chebel, Lea-Maissa Cortas, Marc Machaalany, Nady El Haddad and Tamara Mardini experienced all the process of an ad production from brainstorming to casting and post-production.

Faculty & Staff News



IC's New Strategic Plan in the Making

IC is embarking on the creation of a new strategic plan that will impact our school and its community for the future. This plan will help us make great decisions and the framework for our actions as we move forward to serve our students and community.

Virtual Community Cafés took place in February and gathered students, parents, faculty, staff, alumni, and Board members to help create the future of IC. They thought about what works well at IC now, as well as what should IC consider for the coming years.

To mark phase II of the project, IC held a retreat for Representatives of the IC community, students,



parents, alumni, board, administrators, faculty, and staff led by Dr. Teresa Arpin, President of Transformation Systems.



Faculty & Staff News



In-Service Day

IC was bustling on Friday with teachers participating in Zoom or face-to-face workshops during the In-Service day. Organized by the Educational Resources Center (ERC) and the Pedagogical Leadership Team, up to three In-Service days are held at IC every year to give a chance to teachers to catch up on the latest teaching methodologies, EdTech integration, or self-study for upcoming accreditation reports.

The workshops included: The action taken through interdisciplinary projects, vertical coordination meetings led by heads of subject coordinators, using the Danielson Framework to observe best practices, parent-student relations, and how to deal with problems.

The pre and elementary schools and IB-DP at the secondary school concentrated on the IB Program Evaluation Visit (PEV). Different committees were formed as part of the self-study process - crucial in a school's continual improvement. PEV is held at least once every five years in preparation for IB re-authorization.

Both Ras Beirut and Ain Aar campuses were abuzz with these self-study sessions, which saw

teachers in deep discussion, sharing their best practices, reflecting on them, and identifying the school's strengths, weaknesses, and growth potential.

"These workshops are an opportunity for all IC community members to engage in a reflective process to gain a deeper understanding of both the aspects of the PYP program that are being implemented effectively at IC and aspects that need further development," said Alain Gholam, the PYP coordinator in Ain Aar. "So basically, they support the whole learning community to develop the capacity to work strategically to ensure we are developing the IB program at IC, specifically the PYP."

As per IB bylaws, each IB world school is regularly evaluated to ensure that the standards and practices of its IB programs are being maintained. And thus, a considerable amount of time at IC is allocated to PEV workshops.

"During some of the PEV workshops, teachers and community members are engaged in planning the program development plan, which is about the ATLs (Approaches to Learning Skills)," explained

Faculty & Staff News

IC's PYP coordinator in Ras Beirut, Layal Tayara. "They are discussing the importance of addressing the ATLs, why they're needed, and their impact on students. In addition, teachers have the opportunity to learn some more about the ATLs and investigate how different schools around the world are addressing and implementing them."

But not all the In-Service workshops are teaching-related. Some addressed the teachers' and students' wellbeing. One such seminar found Embrace co-founder and president, Clinical Psychologist Mia Atwi '05 addressing about thirty teachers at the Imdad Taher auditorium in Rockefeller Hall. The NGO aims to ensure that mental health and access to care are fundamental human rights. It recently launched the National Lifeline in Lebanon (1564) for Emotional Support and Suicide Prevention Hotline.

She was at IC to encourage teachers to express their emotions about the stress they may be experiencing as they juggle their daily teaching lives amid a dire economic crisis and pandemic.

"How are you doing?" she stated point-blank.

It is not easy, replied her listeners.

"It's hard for me," said one teacher. "I am overwhelmed. There are so many financial

problems at home because of the crisis. Then I come here, and I must face the everyday work problems. It's all too much."

But once at IC, she added, she has to leave all personal issues at the school's gate.

"We know that students' wellbeing comes first," said another. "But what about our mental wellbeing? We do not stop working. Our days' off consist of grading and paperwork. And yet, the crisis and pandemic are inside our homes. It is not like before. It's become very stressful."

She paused. "I was told that it's ok to say, 'I am not ok.' Well, I am telling you: 'I am not ok...'"

As the therapy talks with Atwi continued, not too far away, in the Ali Ghandour Center, another kind of discussion was underway. The audience, this time, were the deans of students. This was led by Abir Abu Zaki, Youth Development Specialist at UNICEF, who explained the importance of equipping Lebanese youth with positive life skills to survive the country's current situation. She displayed the various modules for positive learning on the active board. Included were topics such as leadership criteria, the qualities of a teacher, the impact of emotions, identifying our strengths and weaknesses, knowing the 'other' and the ability



Faculty & Staff News

to work with people, understanding the win-lose negotiations, identifying collective strength, and self-exploration on an individual and collective level.

"IC students have to become more aware of what's happening around them," said Abu Zaki. "They must step out of their bubble and understand their own strength and realize their potential."

The reason behind the meeting was to emphasize IC's mission in having the responsibility in empowering learners of today to become global citizen leaders of tomorrow.

"I don't feel enough emphasis is being given to the development of the leader component in our curriculum," said Vice President of Academic Affairs, Paula Mufarrij, who was attending the session. "And so we are getting trained to add the leadership component in our advisory programs. This will teach students to know themselves and others, understand perceptions, and become leaders able to impact society positively. They must learn to serve."

Meanwhile, about twenty elementary and preschool teachers were gathered in a circle singing out the lyrics of a song they had just written in the elementary school. They were apparently on a break – and thought of coming up with a song about the ATLs). It went like this:

- Support children's agency through ATLs
- The 100 languages of agency through ATLs
- Agency researchers
- Active participants



- Authentic learning
- التعليم الممتاز
- Learner identity
- صنوف مفتوحة
- Environment d'apprentissage
- Learning styles
- Experts/Facilitators/Human Resources
- Authentic Learning
- Feedback and forward
- Critical thinking
- Curiosité
- Motive

Song over, they all reverted to their computers to continue working on their PEV.

Written by Reem Haddad

Photos by Dory Khayatt

Stay in Touch



Rejoignez-nous sur les comptes de médias sociaux officiels de l'école!

Join us at the school's official social media accounts!



@internationalcollegelb



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@InternationalCollegeLB



ICLebanon

SOLIDARITY FUND to support our faculty

IC IS COMMITTED TO

- 1 Continuing to provide an excellent education
- 2 Retaining and hiring the best teachers
- 3 Providing support so that no student leaves the school for financial reasons.

*Actual education fee range for this year is
\$2,250 - \$2,500

>90% devaluation of the Lebanese pound



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