

GAZETTE BAC

Editorial

Message of the principal

Make a Difference

Many might believe that the heart is the essence of your being. Scientifically that is not true, but to human kind, it makes sense the most. Of course since you always tend to feel that your heart is the one that aches, it is your heart which experiences sheer bliss and because you always follow your heart thus believing and trusting the feelings you get through it. Therefore, people always rely on it, or at least rely on using the term to refer to their issues or experiences.

Believing in something often makes you scream it out loud just to let the world know about it, and that's where voices kick in. The voice is not only for individuals themselves but it is for people to be able to communicate with each other and give new ideas for improvement in one's community. But several times, people's voices are not heard; in that case they tend to use their actions to demonstrate their ideas instead. Those actions would be stronger than words, or at least stronger by means of informing people of the idea. They would do that using a very simple tool which is the hand. Now the hands not only help human kind express their ideas, but they also help build a better environment for their families and others. These three factors are necessary for humans to create a better life. This is also important for individuals to make the best of their own lives, to be heard, and to help create a better community. Human beings should not let the fear of striking out keep them from playing the game because even the simplest ideas you might have or the simplest help you could offer could make a huge difference to someone in this world and the satisfaction you get will make your heart beat so fast, you would feel so relieved. Furthermore, the heart reigns over your feelings, your voice cries out your song, and your fingertips mold your life.

You always seem to hear that the heart is the essence of your life, but so is your voice and hand. They help pick up the bits and pieces of puzzles and put them together to make an amazing masterpiece that not only inspires people but also inspires the individuals themselves. So use your hearts, hands, and voices to continue living your life modestly and to the maximum, to make your own music, to be inspirational, and most importantly; to make a difference.

Meryan Sakr- G10
Assaad Khoury- G 12LS

أيها الأعبة.

يتربق البشر باشتياق كبير الأزمنة المميّزة والخاصة، التي تَأْرُقْ بلهفة ذلك الطفل العتيق الكامن في كلّ واحد مِنّا والمننظر هديّته عند حلول مناسبة تعنيه مع من حوله والأقران. محطّة يشعّر كلّ من يحياها بفراغة حضوره ومعرّة مكانته عند من افتكره واجتهد للاقائه بقلب يحتضن وذراع يَضُمُّ ومتممة تؤنس فتفرح وخول كياناً! بذلك ترتقي الهدية من مادّة مُشَبَّئَة ذات مدلول جاريّ، إلى عربون يربط بعمق المحبة اثنان: من افتكر وسعى لاختيار مناسب يحمل المعنى الأساس. ومن تقبّل فقَدَر الرسالة الكامنة داخل الرمز المزيّن بالعاطفة والشعور.

في ماض ليس ببعيد، كان الأطفال والأولاد ينتظرون المناسبات القليلة على مدار السنّة ليحصلوا على بسيط الهدايا التي كانت تفرحهم كثيراً. كيف ذلك وكانت تكاد تكون بلا قيمة ماديّة تذكر؟ نعم كانت تدخل البهجة إلى قلوبهم لأنها كانت بمثابة تنويع لحلم حملوه لفترة قبل أن يتحقق؛ ومن يحمل الحلم في خياله يعطيه قيمة معنويّة تفوق المادّة بأشواط ويصّبح قريباً من جوهر الطبيعة البشرية!

أمّا اليوم، فالجيل الطالع حاصل على كلّ ما يبتغيه عند لحظة الطلب، لأننا كمربين مهتمين بأمور كثيرة، علماً أنّ الحاجة هي إلى ذلك الحضور الذي يحبّ ويرشد ويعلّم!

أيها المربون أهلاً ومعلمين.

المرتب المحب هو ذلك الكائن الذي يعرف كيف يرفع الأشياء من مستواها المادي فيعطيه قيمة إنسانية ليتزين بها المرتب سلوك حياة ومهماً. مختبراً قيمة الشخص التي لا تقارن مع ما يلبس أو يملك.

المرتب المرشد هو ذلك الكشاف الذي يساعده على تحديد الهدف وعلى اختيار الوسيلة حتى تتجانس بقيمتها مع المرمى المبتغى لئلا تبنى الأمجاد على قلوب الناس المسوحيين.

المربي المعلم هو ذلك الكائن المتحرّر من عقد المجتمع وآفاته والناظر إلى غد أفضل يحقّقه بالنشاط والمثابرة والعمل، مُحَفِّزاً على تشبّه بعيد لدى المرتب نمط عيش وتفكير لا يساوم على قناعاته ومبادئه.

... فالتربية المستقيمة لا تناور بل تتجراً وتناثر انطلاقاً من قيم وجدانية ومعرفية منطقية، فتتحول من فكر إلى أسلوب حياة!

أعزائي أسرة البشارة الأرثوذكسية،

في شعارنا العام لسنتنا المدرسية هذه حركة ديناميكية مُفْتاحها القلب الممدود نحو الآخر بالسّاعِد والكلمة، ثالوث تفاعلي يتجلّى بما لا تستطيع المادّة أن تقدّره بثمن لأنّه عطية ذلك الذي أراد بل شاء أن يهدي ذاته لمن أحبّ فتجسّد مباركاً جبلة الطين بلمسة الحنو ونفخة الحياة.

نقولاً رزق



A Picture Tells a Thousand Words

A graphic illustration conveys a stronger message than words, as in the saying: "one picture is worth a thousand words". This saying was invented by an advertising executive, Fred R. Barnard to promote his agency's ads.

Can you read a picture? Can a single picture really say a thousand words? Could it have been 500 or 250 words instead?

Some time ago, our culture realized that our eyes are much quicker at processing images than they do words. A picture can provide as much information as the written text can.

Although an image can be more powerful than a sizeable amount of text, we asked our learners to observe and comment on a picture, posted on the school's bulletin board, targeting several important values that we teach such as: pollution and environmental catastrophes, team spirit, and being unique individuals. The learners observed the picture carefully and expressed what they saw in it.

The combination of words and pictures is vital in communication. Thus, the learners' words and the pictures fuse in harmony, as they are both equally essential in helping them express what they see around them creatively.

Tamara Nassif
Editing committee member



Food for Thought

"Get ready to study" tips!

- Eat well before starting. Research studies support the existing link between nutrition and a child's readiness to learn. When your stomach is empty, everything else is secondary. You lose the ability to maximize learning potential becoming lethargic and easily distracted. You are more likely to cause disruptions in class, as you are less curious and more irritable. Before the thirst for knowledge and hunger for learning, you

NF - Grade 5

My family puzzle is missing two pieces: my mother and my little sister. They are in the hospital because my sister has cancer. Without them, I feel very lonely. Sometimes, when I think of her, I feel that I want to cry...

JM - Grade 5

I have a missing part in my heart. Mom and dad will fill it if they get back together in order to have a happy family. I feel that my heart is cut in half. I know that one day, I will find the missing part and I won't give up until then...

VA - Grade 5

The brain is the most important organ in the human body puzzle. All the other organs are related to it. Watch out everyone! Don't miss your brain!!!!

CR - Grade 10

I can see in this picture, a book referring to high buildings. The thing that is missing is part of the books and I think it is part of us which is a butterfly flying around the buildings.

JS - Grade 10

The books count as years and a part of a book, which is a time in life, is missing. This missing part is found in another place.

AH - Grade 9

The school is a building and we are the main building block.

AS - Grade 7

Of all the things that were there, there was something wrong. I was not there at that time. Everything was not OK, there was one missing part so the whole jigsaw puzzle was ruined until I came; with me, came the missing piece.

must provide and satisfy your thirst and hunger for vitamins and energy.

- Listen to soothing music like Beethoven while doing homework like Math, French, or Science assignments. It gets your brain pumping and flowing, and keeps you alert and awake.

- While studying, keep peppermint in your mouth, it clears your nasal passage for fresh air. More fresh air means more oxygen to the brain.

- Definitely listen in class. You won't have to study so hard if you actually know some of the information beforehand (from class).

reference: <http://www.adprima.com/studytips.htm>

Reaching out through the Website

Nowadays, the Internet plays a big role in our lives. Researchers have proven that the web features are becoming the most important means of communication. Therefore, the importance of websites increases with every day that goes by.

Being in a school that has a website, our learners have the privilege to access information about their academic and disciplinary status, be acquainted with what is going on in their community (the three sister schools), read about specific topics and especially be aware of all the novelty regarding their school.

After conducting a survey among our learners, it was interesting to note the differences in views from G3 up to G12 learners.



The following shows some of their responses to the questionnaire distributed:

1) Do you know about the school website?

- Yes, it is www.educalys.edu.lb
- No

2) Why do you use the website?

- To check the Agenda and my grades
- To check if there is school the next day
- To check my Discipline points
- Update of school news, when I get sick
- To look at my pictures

3) How often do you use the website?

- Weekly
- Once a year
- Once a month
- Daily

4) Which part of the website do you visit more often?

- School e-agenda
- Grades
- The news
- Other schools' pages (my cousins are at bac and i like to know about them)

5) Which part of the website do you find more useful?

- Grades
- E-agenda
- News section

6) What would you suggest to change/add in the website?

- Nothing, it looks great
- To make it simpler, It's complicated
- The front page of the website
- Add educational challenges, it's fun!

My Grandma's Always Right!

Little John was sadly watching television when his grandma asked him:

Grandma: Did you register for the Math competition at school?

John (sorrowfully): No... I can't, I am embarrassed.

Grandma: Why?! It's a competition, and it doesn't need studying.

John: Math competition! How do I dare to register? My friends have always made fun of my low grades in Math, and now you want me to compete with them?! I'm a loser...

Grandma: Ah... So, you're the "Point"?!

John (surprised): "Point"? What "Point"?

Grandma: My little Johnny... When I was a little girl, my Math teacher told me a story about a Point that abstained from participating in a competition simply because the Triangle used to make fun of it since it has no edges. Here's how the story goes.

Grandma: The Circle was passing by and said:

Circle: Hey Point, why do you look sad? I didn't see your name for the competition, why?

Point: I'm just a Point, just nothing... The Triangle finds me dumb, it has 3 edges and I don't have any, I'm useless.

Circle: No Point, you should not think so. Here I am, I too don't have edges too, even more, I'm empty from inside, and still I feel happy... This makes me feel unique.

Point: Right, but you are important Circle, I am not.

Circle: Actually you are very important. You exist everywhere, the Triangle has 3 of you, its vertices; the square has 4 of you as well; you're my center; you're essential to all geometric figures.

Point: Really! Oh, here's the bad Triangle coming.

Triangle: Hey Point; are you still living without edges? Ah, ah, ah...

Point: Stop it you dreadful triangle, or else I will remove your vertices out.

Triangle: What? Oh no, I will disappear I will no more be triangle, just segments.

Point: So now you know what I can do without my edges.

Triangle: I am very sorry Point; you are very important; now I know it very well; everyone is important, everyone is unique.

Point: Thanks Circle, you're great.

The Circle smiles and looks proudly at the Point.

John: Wow grandma, even Math stuff compete.

Grandma: My little Johnny, our whole life is a competition, just work hard and trust your abilities.

John: You know what grandma; I will go register for the competition.

Grandma: Go Johnny, Go with a brave heart, courageous hand and confident voice. Good luck darling.

Bilal Basha

Head of Math Department

Healthy Competition

Holistic education involves the body, the mind and the soul. As carriers of this approach, it is only necessary to highlight this present linkage between the health of the mind, the power of the body and the strength of the soul as one entity, one unit and one individual. From this perspective, the physical education department in our sister schools has prepared the following article.

Competition not only brings out the best in an individual, it also focuses on the ability of learners to stress on the important values that our sister schools aim to achieve. These values are set with the main aim of achieving a certain goal. Positive sportsmanship, team work, acceptance of others' strengths as well as weaknesses are values that are taught in every basketball tournament, football match, and for the young learners, each time they take turns to dribble the ball.

Competition is an all time emerging topic especially in the educational sector. Are our kids supposed to be competitive in class or in sports or does a spirit of group and collective work better support their healthy upbringing? Moreover, does competition really contradict with group work? Some people would say that competition is healthy for it encourages learners to put themselves "out there" and risk failure and success just like what they are going to face in real life. Competition is a fact of life that allows learners to model good behavior such as being a good sportsman and accepting loss. It should gradually be introduced to learners through activities like sports activities and by discussing with them certain key topics like winning versus losing, having resilience, and taking risks and chances.

Winning and losing are two important concepts to consider when exposing learners to competition while playing games. We, as educators, must make it a clear point that their performance is not measured by winning or losing, but by how hard they tried and how they played in the game. Assure them that whether they win or lose in a competition they are still great as long as they enjoy what they are doing. Since losing is a fact of life, through guidance, teachers can help learners to bounce back from disappointment. To do that, parents or teachers should guide learners on how to handle frustration when losing. They should praise them for a job well done, and highlight the positive points and not the negative ones. They should encourage learners to keep working. Winning is also



a fact of life, so parents or teachers should teach learners to win with grace and to show respect to their opponents.

Here are some helpful tips for you:

Encourage learners to take risks which help them build their self confidence.

Encourage them to step out and do things that might make them feel a little uncomfortable. For example encourage them to approach children to play at school or on the playground, to try a new sport, or to compete in a sports league.

Remind learners that everyone feels anxious in new situations, even the teacher on the first day of school and the coach on the first day of practice.

Thus, it is important to expose learners to competition, but we must be aware of how learners view competition and listen to how they verbalize their experience. Competition gives learners the chance to be the very best they can be and help us find the champions of tomorrow.

George Mandaly

Physical Education Teacher



المنافسة

غالباً ما تقترن المنافسة بعبارات توحى مباشرة بالربح وخمّل في طياتها معاني الخسارة إذ لا يوجد رابح من دون وجود خاسر ولا يوجد متنافسون إلا على صدارة أو على كأس أو لقب. لذا لا يمكن للمنافسة أن تكون سليمة إلا إذا طابقت بعض الشروط الأساسية التي من شأنها الحد من رغبة المتنافسين بالفوز المطلق.

انطلاقاً من هنا، يبدأ الإنسان بالتعرف إلى حضوره و إلى حضور الآخرين وإلى استيعاب المبادئ الأساسية للمنافسة. فأول منافسة يتعرف إليها الإنسان في حياته تكون من خلال اللعب داخل المجموعة. هذه المنافسة لا يمكن أن تكون بقاءة إلا إذا كانت منظّمة وحتّ إشراف راشدين يسعون لتطبيق قوانينها الواضحة ولوضع إطار زمني محدّد لها.

وبالتالي، فالمنافسة الموجهة توجيهاً صحيحاً تبعد التطرّف والاسترسال بجمع الانتصارات وتشجّع على المشاركة البناءة، وتكون الممرّ المستقيم نحو نفوس واثقة تتقبّل الخسارة وتصلّ مبدأ التحدي... فيصبح عيش المنافسة من الأسباب الأولى للمبادرة والأعمال الخلاقّة والمبدعة كما يهندس الشخصية ويصقل الذات ويدعم الثقة بالنفس. عندها فقط يصبح عدم الفوز في المنافسة دافعاً لإعادة المحاولة وإتقان العمل وليس مخيباً للأمل ومحطماً للعزيمة.

مايا بو خليل

المستشارة النفس- تربوية

Parents' Involvement at our Schools

From their perspective as fellows with parents, in one of the most daunting- yet rewarding- journeys, the BOS initiated, last year, a series of seminars dealing with children's upbringing. Of the wide array of topics on the agenda, the ones tackled last year pertained to "Disciplining children", detecting and dealing with their learning difficulties, as well as stimulating their linguistic development. In the light of the positive feedback and our conviction that raising children is an ongoing learning experience, we carry on with our mission- hoping that this partnership will serve our common (and higher) purpose of forming autonomous problem- solvers and responsible decision- makers.

The sessions were launched with a first one addressed to the parents of learners in the Preschool and Lower Elementary Divisions. The session dealt with "Positive Discipline" a topic which stirred up unexpected controversy as it unveiled common misconceptions about sanctioning- most often negative or nonexistent- and ensuing consequences. Laying out roots for "Authority" - as a joint task for parents and educators - was given center stage. From this perspective, the presenters underscored the importance of setting limits as early as eighteen months of age, in a variety of ways to provide ground for a smooth transition to self- disciplining. The experts delineated the fine lines between "making and breaking a child", "demonstration", and "fostering autonomy". Such frequently overlooked psychological processes as role-modeling, unconscious expectations, (the dreariness of) consistency were also highlighted. In this context, the necessity of harmonizing rearing- and sanctioning- practices, in both the domestic and the school settings, became glaringly evident.

The panel discussion was a success in the sense that it has provided ground for wide participation and insightful sharing of experiences.

The second seminar was no less involving in that it tackled a matter of common concern to parents of young children, namely linguistic development. The session put in the spotlight the fundamental role of oral linguistic skills in preventing learning difficulties not only in reading but in writing as well, and consequently enhancing written language abilities. It was an eye- opener in terms of the importance of bilingualism for such core "holistic" personality traits as open-mindedness and tolerance.

This year, the BOS remain as adamant in their quest to form capable and competent future citizens; and, at the same time, they affirm unwaveringly the importance of parents' contribution in taking up the challenge. From this perspective and our awareness that time is a luxury that parents cannot afford, we have planned for more targeted seminars of the current academic year: the topics will revolve around adolescents and young



children's needs, an unwithering source of concern and questioning for parents. In order to alleviate the overwhelming awareness of one's limitations, which all educators are, not uncommonly, afflicted with, we have chosen to launch the sequence on a light- but particularly pertinent- note: the first seminar will center on children's play (more specifically, its impact on psychomotor, cognitive and socio- affective development during infancy- as well as at later stages).

A lingering thought to conclude: just as parents' involvement is the fundamental pivot in children's upbringing, it claims a large stake in the success the upcoming events, on the short run- and moving ahead with our mission on the longer run.

Rania Maghzal
Unit of Training and Development

وأبنا تكن الطريق المتبعة. إلا أن المهتم في مسألة الاختبار أن تلنقي مع طريقة التدريس فيشغلان معاً ثنائياً يكمل أحدهما الآخر. ويأتي الاختبار ليجيب عن السؤال الكبير: ماذا عن مكتسبات المتعلم؟

وبعد أليس "عند الامتحان يكرم المرء أو يهان؟" وإن كانت عبارة "يهان" غير محبذة في التربية. ومن الأفضل القول: عند الامتحان يكرم المرء أو تظهر حاجته إلى الدعم وإعادة التعلم!

والله ولي التفيق...

رزق الله الخلو
رئيس دائرة اللغة العربية

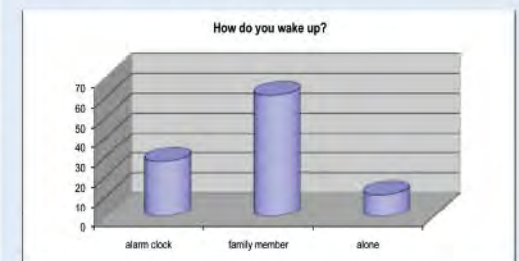


Our Sleeping Habits

It has scientifically been proven that sleep affects the level of attention and the individual's performance. 'Bedtime' was the subject of the questionnaire conducted at the three sister schools. The objective was to observe some of the patterns of learners' behaviors regarding sleeping time. And then try to come up with some recommendations after showing the results to the schools' physician, Dr. Zeina Bekhazi.

The questions included in the questionnaire were the following:

- 1) What time do you go to bed?
- 2) Do you go to bed feeling happy or upset?
- 3) What do you do before you go to bed?
- 4) If you have dinner before you sleep, what do you usually eat?



بلّة تكنولوجيا... في طين الحركة التربوية

التكنولوجيا التي اعتادت أن تدخل مدارسنا الشقيقة من الباب العريض. زادت في طين الحركة التربوية الناشطة بلّة... وفي زحمة ورش العمل المتنوعة. سلكت مسألة إدخال الصور الجذابة عند الضرورة طريقها إلى التطبيق. مقرونة بالحاجة إلى معرفة سبل رسم الأسهم والدوائر وخرائط الوصف والتسرد في مسابقات اللغة العربية وعبر بنك الأسئلة. إنه الـ "ITEM BANKING" وما أدراك كم تأخذ هذه التكنولوجيا التربوية المتطورة من وقت المعلمين. وغير المعلمين على حد سواء؟

وإذا كان موضع معلّات الصفوف الأساسية من الأول وحتى السادس خلف أجهزة الحاسوب أمراً مألوفاً للعين وطبيعياً على أرض الواقع. إلا أن التحدي بات الآن في الاستفادة إلى أقصى الدرجات من الإمكانيات التي توفرها هذه الوسيلة وصولاً إلى ما يشدّ عين المتعلم إلى المسابقة فيسيطر الحب من النظرة الأولى!

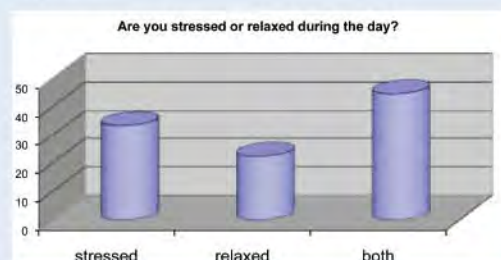
وها هو الزميل مروان عازار من دائرة المعلوماتية يطلق العنان لأساليب الاستفادة من الأنشكال الهندسية حتى باللغة العربية. في عودة لأصالة الخوارزمي والجبر وغيرهما. وفي خضم الغوص في التكنولوجيا الآخاذة... ومرحباً بالمسابقات العربية الجديدة... وبالخلة الجديدة.

إنها طريقة من طرائق استثمار التكنولوجيا في العمل التربوي لخدمة الأهداف التعليمية. في خضم الجدول القائم حول سبل متعددة. يتراوح هامشها بين أقصى درجات الاستفادة من التطور العلمي. وأقدم الطرائق التربوية في نشئة الأجيال الطالعة. لذا فحين نقول: "طريقة" فذلك لا يعني عدم توافر طرائق أخرى... إلا أن لكل تربوي أسلوباً ولكل حخته وبراهينه وإن كان الهدف الأسمى واحداً: الإنسان!

5) Do you nap during the day?

6) How do you wake up? Does someone wake you up or do you use an alarm?

7) Are you stressed or relaxed during the day?

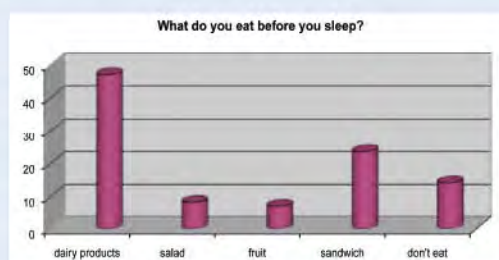


A sample of 90 learners from the intermediate and secondary divisions was chosen and the results were later shown to Dr. Bekhazi.

Dr. Bekhazi clarified that this questionnaire is an observational study from which we can come up with questions to design further studies. Results showed that the majority of the learners have a dinner meal which is a positive result and that dairy products form an essential part of the evening meal which is consistent with our culture. Though the number is not very high some learners have junk food and sweet for dinner, this is a practice that should be discouraged.

Dr. Bekhazi added that eating can affect sleep and that it is very important to have 3 balanced regular meals throughout the day and to avoid eating large meals close to bed time (at least 2 to 3 hours before sleeping). Further studies can be done to define eating habits of our learners.

Dr. Bekhazi was particularly concerned about the level of stress learners feel during their daytime and prior to sleeping. Several learners referred the reason of their stress to their homework and tests. At this stage Dr. Bekhazi related the late time learners go to bed to the level of their stress. The large percentage of learners going to bed between 11 and 12 was a major concern for the doctor. It is probable that due to the increasing social and academic demands, learners do not get enough hours of sleep and thus wake up stressed the next morning.



She does not have a good understanding of the meaning of words and how or what thoughts to express on certain occasions. Due to this, she has trouble following given directions, participating in class and speaking in full sentences. When a person is unable to produce speech sounds correctly or fluently, then he or she has a speech disorder. For example, children who stutter or have nasal voices, have speech problems.

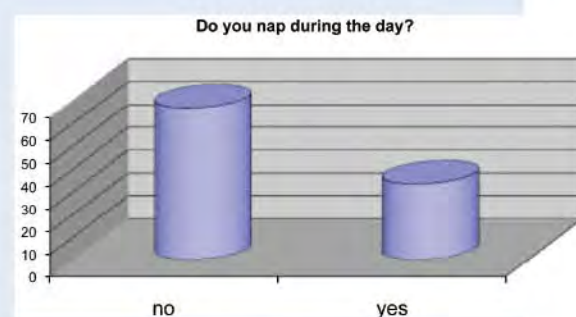
When do speech and language begin?

Children start learning in the womb since they are able to hear and respond to familiar voices. The fastest learning occurs between 2 and 5 years of age, however the act of efficient learning starts at the age of one.

Speech and language milestones help tell how a child is developing. Milestones are skills that have to be reached by a certain age range, such as babbling, saying "mama" or "dada," or putting two words together. Usually, a child needs to master one milestone before reaching the next.

Babies usually start cooing at around 2 months and babbling at around 6 months. A child usually develops his own language, called jargon, by the first year. At 15 to 18 months, a toddler understands much more than he or she is able to put into words (in general receptive skills are much more developed than expressive ones). This gap in spoken language is often followed by a burst of talking between 18 and 24 months (called linguistic explosion).

Always remember that the age at which children reach milestones varies from child to child. Some children, especially girls, are advanced. Others develop more slowly.



"It is important for all learners to have at least 8 hours of quality sleep and by quality I mean uninterrupted sleep. Good sleeping time means proper functioning academically and personally" she added. Dr. Bekhazi also encouraged us to look further into this issue of sleeping late and try to find out reasons after looking at these learners' achievements. She also encouraged parents to pay attention to this issue with their children and not to allow it since it greatly and negatively affects their children's behaviors.

At the end, it is very important to ask questions that would lead our young learners to think more about their sleeping patterns and the importance of sleep to lead a successful life.

Editing Committee Members

Guidance From the School's Speech Therapist

Is Language different from speech?

Speech and language are the skills we use to communicate with others. These skills appear during the first years of life. By the age of 6 years, most children learn the basics this is why it is preferable and recommended to talk and read to your child at an early stage, to boost these skills.

What is the difference between Speech and Language?

Language is our system of using words to communicate. It has two parts: using words and gestures to say what we mean (expressive skills), and understanding what others say (receptive skills). It is made up of socially shared rules that include the following:

- What words mean
- How to make new words
- How to put words together

What word combinations are best in what situations?

Speech is the act of making the sounds that become words—the physical act of talking. It is the verbal means of communicating. Speech consists of the following:

Articulation: How speech sounds are made

Voice: Use of the vocal folds and breathing to produce sound

Fluency: The rhythm of speech

If a person has trouble in receptive language (understanding others), or expressive language (sharing thoughts, ideas, and feelings completely), then this person has a language disorder. For instance, Jana has a receptive and expressive language disorder.

What helps a child learn speech and language?

A child who is surrounded by speech and language all the time usually learns language skills faster. The more you talk to your child, the faster he learns and the more you stress your child the slower he acquires what you are teaching him.

Why do speech and language problems develop in some children?

Hearing loss or ear infections can cause speech delay. All children with a speech delay should have their hearing tested as a first step. It is important to track your child's speech and language development. A child can overcome many speech and language problems with treatment, especially when you catch problems early (before the age of 2, parental guidance can be given, however if needed, the remedial sessions can start at the age of a year and 8 months or 2 years and above).

When should you talk to your child's doctor?

Your doctor will check your child's speech and language skills during regular child visits. Mild and temporary speech delays can occur. Some children learn new words faster than others do. But if your child is not saying words by 18 months, or can say fewer than 50 words by 24 months, talk to your pediatrician or speech and language therapist.

Yasmine Darwish

Speech and Language Therapist

References: <http://www.asha.org/default.htm> ;

<http://www.asha.org/public/speech/development/>

[language_speech.htm](http://www.Orthophonistes.fr) ; <http://www.Orthophonistes.fr>

What is the Cultural Program?

It has always been a lightly taken project, but neither by the people who actually prepare it, nor by the ones who look back at it. Learners usually tend to regard the Cultural Program merely as a passing of time, "whatever it is, it is better than studying", at least before they actually experience what it really is. After understanding the goal of this program and the amount of effort and preparation put into it, the newcomers get a better comprehension of what this program is really about.

It is not just a presentation, not just a video, not just any ordinary visitor, and surely it is not your boring everyday debate. It is a bit more than that; basically it is about sowing... As in the concept you reap what you sow. One of the many goals of this ongoing program is to introduce the learners to new cultural aspects and prepare them to tackle the various obstacles that they might encounter in life. The simple description of the program would be that the learners are divided into groups, with a controversial subject given to every group to clarify the basic aspects of the ideas in question, give the group's opinion of the given focus, and defend it from the arguments of the opposing students from the audience.

The development of this cultural program is an ongoing effort that aims at enhancing the overall learning experience; adding a little bit and removing another bit every year, to get it just right. The efforts of the people responsible for this development is not the only factor in improving this curriculum, for a part of the credit goes to the many graduates who decided to come back to school and specifically to this program to share what they had learned and aid in its success. The graduates come back as monitors or advisors to the groups enrolled in the program. They provide support, explain the true value of the cultural program, and show the newcomers how the program has helped them in their everyday life by providing a basis upon which the graduates rely to carry on their debates and arguments. The discussion skills that are learned in the experience prove more than essential in encouraging a proactive personality in learners, helping them not just in communication, but in daily routines as well. The return of those graduates to this program is simple proof to its beaming success.

The cultural program has another very effective component which is the "Visitor". Approximately every month, a specialized visitor is invited to join the learners in their



debate session, to present them with a professional point of view about subjects and ideas that might intrigue them. The addition of these experts serves a huge contribution to the value of the information presented and discussed.

It is only until learners graduate and leave the program that they start to truly appreciate it and realize all that it had given to them.

The greatest consolation though is that the whole concept and its success is due to the endless effort of the learners themselves.

Fady Lamah
SMOC Graduate/ Technology Teacher



Sexual Awareness Session

Tuesday the 25th of November, the Secondary learners at BAC and ETD did not spend an ordinary Cultural Program session; rather they were exposed to a session held by the visitor Mrs. Micheline Zarzour, from SIDC (Soins Infirmiers et Développement Communautaire). She was kind enough to pay us a visit and help us realize some important facts that are not usually discussed in depth with teenagers. She talked with us about sexual awareness, which in our society is not a flexible subject to raise, and most learners are not able to discuss this issue at home with their family members.

Mrs. Micheline held the lecture for grades 10, 11 and 12 and helped us understand the roles of various body parts and the reasons behind each phase teenagers go through. At first, the learners brainstormed some ideas that referred to this subject and tried to relate what was discussed with this school year's theme; Hearts Hands and Voices. After that, she showed a PowerPoint presentation, which contained details about sexual matters that teenagers like my friends and I would be questioning about. Some learners were very interested in the topic that was being discussed, while others laughed throughout the presentation, which proved that the topic under discussion was a taboo.

I, myself found this talk rather important and interesting because teenagers nowadays are not aware of the risks and diseases they are putting themselves in; we, the youth of today, should keep in mind that our health, safety and protection come first.

Aya Balaa
Grade 10

Youth Stewardship Program

Another Diverse World

We have never thought that we could find such misery and misfortune on the faces of Lebanese children. We have never imagined a family that would beat up their children so often and for no reason.

In the summer of 2008, I had the opportunity to get to know young girls between the ages of 8 and 16 at a social organization called "Le Mouvement Social".

This organization was founded by a young French man who works to promote literacy and wellness of behavior in the developing counties, especially in Lebanon. Each summer, "Le Mouvement Social" takes a group of girls from all over Lebanon under its wings and works on supporting them in several aspects. The young girls learn some Mathematics, French and Arabic; not to forget the daily artistic session whereby they express creatively their thoughts and feelings through Arts and crafts. The monitors there help the girls solve their personal problems too.

Other than the function of the Organization, my group mates and I entered a completely different part of society we did not know existed. After attending several sessions with them, we found out that the young girls were unhappy and de-motivated. When my girlfriends and I asked them about the future, only 2 or 3 of them mentioned university, and all others were drenched in those fantasies and dreams of marriage.

After the valuable time that we spent with these girls, we became quite attached to them. I hope that they really did take our advice and that we were effective and efficient in our work, because we surely gained experience that would do us well in our future lives and that is...help us uncover the truth inside of us and develop our potentials no matter what.

Lara Salahi and Hanan Jbeily
Grade 10



Outing to Animal Encounter

In keeping with the theme of the year "Hearts, Hands and Voices" and to make it clearer and more tangible for the learners, the lower elementary classes went on a trip of exploration to one of Lebanon's beautiful natural reserves in the scenic Alley area. In this reserve the learners were introduced to different animals both farm and wild ones as well as the different plants and insects that make up the biodiversity of our country.

When we got to the reserve, we were ushered into a cozy hut. The hut was furnished with wooden benches and traditional Lebanese rugs. There, the learners got to watch a power point presentation that introduced them to different wild life animals and a variety of farm animals and their products. Next, we went on a tour of the natural reserve and what a treat did we have! We saw many animals like the wild mountain cat, hyena, deer, gazelle, long legged buzzard, pelican, wild bore, sheep, goats, pigeons and rabbits. And you won't guess what happened next! We got to see a goat up close and even pet it. Then, we went hiking in nature and there we collected some leaves, caught grasshoppers and picked some wild herbs like thyme and dill. After that we got to decorate a picture of a rooster and a sheep by putting real wool and feathers on them. Finally, we learned that we have to recycle everything we use. We were given a small plastic pot that was filled with healthy treats like raisins and nuts. After we finished eating our treats we learned that instead of throwing our pot away we can turn it into something useful. We were given some soil and some seeds which we planted in the plastic pots.

In the end, the learners recognized that we need to use our 'hands' to take care of nature and its many creatures. They understood that each animal, tree, and insect is created differently and communicates with its own special 'voice.' They realized that the care and love we hold in our 'hearts' can preserve our country.

Ghada Saliby

Grade 1 Homeroom Teacher



Teaming Up for Higher Achievement

The theme of this year is different in its meaning as faith in our hearts, hands working together and voices speaking loud all collaborate with each other to ensure that by team work we can reach our targets.

We should teach our children how to have faith in everything, because it provides them with strength and power, and how to work in teams as it enables them to reach their needs. Moreover speaking in a loud voice once and twice will help the message be delivered and heard by others.

For these reasons we should always encourage our children to work on their Hearts, Hands and Voices in order to achieve their goals.

Rima Kayali

Parent of Amr and Anas



Joining Forces

"Hearts, Hands and Voices" is a very strong comprehensive theme that Beirut Annunciation Orthodox College is adopting this year. With the combination of these three words, humans can be at their best or at their worst. Each term is extremely strong, in its own way, in supporting such a theme. What do Hearts, Hands, and Voices actually mean to us and to our kids? The Heart is one of the most important organs to human bodies, it is physically nothing more than a blood pump; however, the heart has long been, even subliminally, associated with emotions and feelings. A person should strive to love and care about others so he/she could love him/herself. The Voice is a major way of communication among people. The tone of the voice could tell a lot about how happy, sad, or angry a person is. While communicating, we should all try our best to properly select the words so we don't, even when unintentionally, hurt others. The Hands can express a lot about the temper of a person; however, they usually correlate with helping each other to build a society. They could also express feelings of love. Just imagine how our world would be like if the above three terms join forces for the best of human beings. We will then be living in an ideal society that every human would want. Finally, an old man once said: "Regardless of who you love or who you believe in, keep faith in front of your eyes and you will definitely arrive to rightness, love and peace"

Ghassan Bassam

Parent of Khalil and Lynn

A Tree of Gratefulness

In a life full of hopes and dreams, in a world flooded with responsibilities and needs, in a humanity which measures its well being with how much money it makes, it could be hard for people to remember all the graces they have received and are receiving in their lives.

The SED team thought of giving a few members of our school community the chance to reflect on their lives and to express what they are grateful for. Therefore, they realized the Grateful Tree.

From the branches of the Grateful Tree bloom palms instead of leaves. The tree itself represents life and growth; it is the symbol of "giving unconditionally". Giving, not only shade, wood and food, but also peace of mind and beauty.

In his book, The Prophet, Gibran Khalil Gibran wrote "There are those who give little from the much which they have and they give it for recognition and their hidden desire makes their gifts unwholesome. And there are those who have little and give it all." Even if one does not have anything to give, a person can always give from oneself. A person gives from himself when he shows compassion and helps others in their hard times without asking for recognition or compensation in return.

The "fruits" of our tree were various. We picked up the following for you to savor...

I am grateful for having good health, a supportive and understanding family, wonderful friends and books.

I am grateful for the positive energy I'm gaining each day.

I am thankful for being able to read, write and express myself; for finding out who my true friends are; for my lovely family; for the new life I'm living; for having peace of mind once I go to bed.

I am grateful for the lovely family I have; my irreplaceable friends; my ability to believe; simply being here; and who I am.

I am grateful for the sky above my head, and the earth beneath my feet; the food I find on the table (though my mom's cooking isn't always great); the mistakes I have done, because they have made me who I am, the fact that I can sometimes still give with compassion.

Caroline Wehbe

Special Educator - SED department





Christmas Competition!

The Christmas season is approaching and the learners at the Beirut Orthodox Schools have been helping to prepare for this joyous season. A new competition was launched this year to design Christmas cards and learners from elementary to secondary were invited to submit their drawings. A winning design was selected from each division (lower elementary, upper elementary, intermediate and secondary) and will be featured on the school web site with the learner's name and grade displayed.

Many learners were eager to take on the challenge and drawings of decked out Christmas trees, fat Santas and skinny Santas, festive elves and flying reindeer, nativity scenes to winter wonderland scenes were created. The designs were then submitted to their art teachers and a committee selected the winning designs.

We are pleased to announce that the winning learners are: Layan Sarkis (SMOC Grade 11H), Imad Al Fil (SMOC Grade 9A), Lynn Taha (BAC grade 5A), Angela Laham (ETD EB3) and Karine Ballout (SMOC grade 3A). Layan's intricate design features a gridwork filled with detailed drawings of Christmas joy and spirit from carolers to candy canes and even the schools theme of the year is shown; Hearts, Hands and Voices. Imad's colorful and whimsical work of art is a family portrait from the north pole. Flying reindeer and Santa are backlit by a big beautiful moon in Lynn's design, a snowman proudly stands by his Christmas tree in Karine's enchanting design while he jumps in Angela's design.

Nancy Salamouny
Head of the Art Department

The Perfect Christmas Gift

We all like to get gifts, that's a given thing. But have we become so material oriented that we've forgotten about the greatest gift of all?

The gift of love, of giving of oneself, far outweighs any amount of money that could be spent and any material things money could buy. The old saying that money can't buy love hasn't changed. Many of us in today's world are in such a hurry. We have instant coffee, microwaves, ready made meals, etc. We are in such a hurry to get where we are going that we fail to stop and see the beauty of where we are right now. It's go, go, go, and don't slow down while going. While we are in such a hurry, we forget to take time and enjoy life. We sometimes spend outrageous sums of money buying things for the people we love, yet deny them the greatest gift of all.....ourselves.

Instead of spending a lot of money for Christmas, wrap up something new and different this year. Wrap up a nice note that gives the gift of your time with those you love and that love you; give the best gift there is, the gift of your time.

In my opinion, there is actually one perfect holiday gift.

It's a gift that can be shared and used throughout the entire year. It never gets overused. It never runs out of battery power.

It never needs replacement. It's the one thing you can never have too much of. That perfect gift is you.

Chantal Lahad
Editing committee member

My perfect Christmas Gift

No holiday homework
Drums
1 zillion dollar, To be richer than the richest so I need a place in Hollywood
1 hour recess
Buy dad a new watch
A new born baby
My family to stay with me at home all year
no war
A field full of grass
piano
An airplane
Something chosen from the heart
Have good grades
A book
A trip
A little palace
Peace all over the world
Dinosaurs
Love and truth
Gather all the family
A dictionary
Robot cleaner

Nos Cœurs, Nos Mains Et Nos Voix...

Notre école est un espace d'échange vécu qui témoigne d'une volonté de vivre ensemble au-delà de tout repli identitaire. Il nous appelle à un engagement réel, radical et définitif pour œuvrer de toutes nos forces en faveur de l'entente, de la paix et de l'amour.

Le présent thème de l'année est un appel d'aller de l'avant, d'aimer les personnes, le monde, tout ce que l'univers a de bon, de vrai, de beau. Ne nous laissons pas entraîner par l'agressivité que génèrent la volonté de puissance, la haine et la logique du bouc émissaire. Développons notre intelligence et notre cœur pour pouvoir comprendre les choses qui sont dignes d'amour. Ensemble, aimons la vie et développons-la. Cultivons l'amitié. N'accordons rien à l'esprit de division. Militions en faveur des droits de l'Homme : droit à la vie, droit à la dignité, droit à la liberté, droit au respect ; et accomplissons nos devoirs.

Notre responsabilité primordiale serait de porter en nous véritablement le souci d'autrui, d'aller vers lui, de lui tenir la main et ce afin d'établir une possibilité de communication.

Au fond, nous n'avons vraiment quelque chose à dire que si nous avons beaucoup écouté : notre Parole ne tire sa vérité que du fait qu'elle soit d'abord réponse à une Parole qui la précède puisque comme le dit P. Ricœur : « Le langage n'est jamais fait pour sa propre gloire. »

En bref, n'oublions jamais que la plus haute culture de l'intelligence ou de l'âme reste stérile sans la bonté. Elle seule sauvera le monde. Soyons des artisans de paix, d'amour, de justice, sachons donner sans rien attendre en retour jusqu'à atteindre le Pardon.

Acile Harakeh
Enseignante de Français

