



# Gazette

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## Chief Editor's Message

During this year's first encounter, I have promised to share with you the continuing events of the story of the twin brothers whose father had to grant the older son (who was technically born first) his "birthright" and with it, there was the privilege of the promise of GOD, that the family should receive great blessings. As you remember, the elder son did not care of his birthright or the blessing which GOD had promised, but the younger man wished greatly to have the birthright even through deception. One day, the older son came home, tired and faint with hunger, so he asked his brother for his bowl of food. In return, the younger brother selfishly agreed on condition that he be handed over his brother's birthright. Caring so little for his birthright and with it God's blessing, the older son made his brother a solemn promise to give him his birthright, all for a bowl of food.

Years later, when the father was on his death bed, he called for his older son so that he could legally pass on the birthright, but the younger son tricked his father into giving him his brother's birthright. Nevertheless, and at this crucial moment in the lives of both brothers, the elder brother feels sincere remorse over relinquishing his birthright and God's blessing. Fearing for his life, the younger son disappears and goes to live with his extended family where he contemplates on his wrong-doing to finally reach sincere absolution. After 20 years of exile, he returns home only to find that his older brother has long forgiven him.

We sometimes tend to focus on the materialistic things ignoring by that the spiritual aspect of our existence; we are always eager to possess what serves our worldly needs and current desires without appreciating what God has bestowed upon us nor giving much thought to foresee what might be. My dear ones, God speaks to us through our hearts, so I urge you to listen to your hearts in order to perceive the world around you, keeping in mind that there should always be a place for love, forgiveness, and truth.

Chief Editor  
Bissan Issa

**We sometimes tend to focus on the materialistic things ignoring by that the spiritual aspect of our existence**



Work prepared during the Environmental Activity Hour

## Editorial

During his time, Physicist Niels Bohr said: "Technology has advanced more in the last thirty years than in the previous two thousand. The exponential increase in advancement will only continue." His words proved true to the extent that, nowadays, incessant technological advancement has become "our daily bread," for every rising sun sheds light on a new innovation, invention or discovery. Nonetheless, according to Physicist Albert Einstein's unvarnished words, "it has become appallingly obvious that our technology has exceeded our humanity," in so many different ways, such as in cyber-bullying, addiction through misuse, or making profit rather than benefiting society, etc... Each technological progress is a step forward for our virtual society; however, each act of unfairness, discrimination, and oppression... is ten steps backwards for our humane civilization.

**Technology can be advantageously used to promote the values that makes us Humans"**

To think forward, and to evolve, is not only about facilitating our lives through material means. It is also to induce and galvanize the will to advance society by shunning the things that hinder our way to a complete and immaculate humanity. Needless to say, technology is inevitable; it can, therefore, be advantageously used to promote the values that make us "human", such as love, respect and acceptance. Although these terms sound clichéd, they are nevertheless essential elements of our human nature, stepping stones without which we can neither think nor move forward on the path of civilization. Throughout the years, the world has witnessed a multitude of human rights advocates as significant as Nelson Mandela, civil rights activist who denounced institutionalized racism, poverty and inequality, as well as Susan B. Anthony, who fought for women's right to vote. Imagine the grandiosity of accomplishments that were achieved decades ago. Nowadays with the beneficial aid of social media, achievements can be fulfilled at an even wider scale.

(Continued on page 5)

Mohamad Kanj - Grade 12 GS - SMOC

## أمي، «شكرًا لك وكلّ عام وأنت بألف خير»

ولكي يبقى هذا النهار مطبوعًا في ذاكرتك قرّرتُ أن أصنّع بمساعدتك هديّة صغيرة كانت لأعبرّ لك عن حبّي ولأقول لك بكلّ صدق وحبّ: « كلّ لحظة وأنت بألف خير يا منبع كلّ الحبّ والخير. »

**افلين بشوطي**

**مدرّسة اللغة العربية في قسم الروضات  
مدرستي الثلاثة الأقمار والبشارة الأرتوذكسيّة**

أمي، «شكرًا لك وكلّ عام وأنت بألف خير». لأنك دائماً الإهتمام بي وبصحتي ونجاحي، ولأن عيدك مهمّ بالنسبة للجميع، عملت جاهداً مع معلّمتي لأحضّر يوماً مميّزًا أقضيه برفقتك. تعلّمت أغنيات باللغات الثلاثة.

وما إن حان الموعدُ، حتّى استقبلتُك في مدرستي أثناء احتفالية عيد الأمّ في قسم الروضات، لقد كانت الفرحة تملأ عيني وقلبي، فغنّيت لك مع رفاقي على خشبة المسرح... بعدها، انتقلنا الى الصفوف لنكمل نهارنا الممتع مع ألعاب حضرتها معلّمتي لأستمتع بوجودك بجانبني. قمنا بالكثير من التّشاطبات: بحثت برفقتك عن ألعاب مخبّأة في الملعب، ثمّ أغمضت عيني واخترت غرضاً فكان عليك أن تساعدني من خلال إعطائي مواصفاته لأسمّيه، وعندما حان موعد الفطور تشاركنا في تحضيره معاً فساعدتني في تزيينه وذلك لأعتاد على مساعدتك ومشاركتك في كلّ الأمور، وعلى تحمّل المسؤوليات الصغيرة.

لقد أردتُ من خلال هذه الألعاب أن أرسّم الضّحكة على وجهك، وأن أخبرك عن مدى حاجتي إليك في حياتي، فأنت الشخص الذي أعتدّ عليه دائماً.



## Easter Celebrations

With the flowers blooming and spring covering the fields, it's time for all the learners in the Preschool Division at Eduvation School Network to learn about fresh beginnings and celebrate the special occasion of "Easter".

During that season, and in an exciting environment, the learners indulged themselves searching for eggs here and there through an egg hunt organized by their teachers. Moreover, each class enjoyed preparing delightful Easter baskets in which they placed the colorful eggs. Circle time during this season also has a unique fragrance when learners discuss the many values that accompany it and some of which are; forgiveness and love.

Mireille Sdepanian - KG2 Teacher - BAC  
Violette Abi Saad - KG3 Teacher - SMOC



## A Memorable Day

On Tuesday, February 24, 2015, almost all the parents of the "Upper Elementary" learners came to school in order to watch their kids' performances and attend their activity sessions. Learners had been preparing to exhibit the fruit of their work for few months and it was time to involve their parents with what they had been working on.

The learners who were enrolled in activities such as "Zumba", "Hip-hop", and "Gymnastics", welcomed their parents in the auditorium to perform their shows on stage. Others showed their parents their skills in "Ping-Pong", "Mixed Sports", "Football", and "Basketball" in the school's playground. The rest of the learners were part of other activities such as "Cooking", "Robotics", "Ceramics", "Science Lab", and many more that allowed them to discover their creative, innovative and artistic sides.

It was one of the most memorable days at school, since smiles were drawn on everyone's face. One could have easily noticed the look of pride and joy in the parents' eyes.

Celine Sukkarieh - Grade 4 A - BAC



## Puppet Show

### Goldilocks and the Three Bears

Whether learners write their own stories or adapt one of their favorite books into a play, storytelling with hand puppets is one of the best ways for learners to build their reading, comprehension, and vocabulary skills.

In order to get learners of EB 4 involved and to encourage them to use the proper pace with different voices when reading a story, and even practice their oral skills, the idea of having a puppet show arose. The puppet show of Goldilocks and the Three Bears was an excellent way to demonstrate high and low pitches and even the concept of different sizes of big, medium, and small, as well as the sequence of events in a story.

The learners read the fairytale first, and then they prepared the setting (the cottage) themselves along with the puppet characters. Once the setting and the characters were ready, each took their part in role playing.

This performance had a huge impact on the learners in the sense of promoting their oral language skills, and it enhanced group effort and team work.

Caroline Kabian  
English teacher - Grade 4 - ETD



## Little Stars

Children begin very early to dramatize in their play; they pretend to be other people and act out their feelings and events. Drama activities in preschool include role plays, puppetry, and imaginary plays where learners reenact a story or a scene.

And while this type of dramatic play covers areas like social and character development, it also motivates and teaches a myriad of skills like: communication, creativity, concentration, abstract thinking, and exploration.

To spark the young minds' creativity and improve their dramatic skills, KG2 classes engaged in dramatic play activities through acting out stories like "Shoes from Grandpa", "Caps of Many Colors"

and "How Birds Got Their Colors". Learners imagined themselves in the shoes of the characters. Moreover, they role played specific situations starting from a prompt; for example "What would you do if your friend was sad?". Musical activities were also conducted as learners had the total freedom to interpret melodies with their bodies and share different kinds of feelings.

Dramatic play engages children in both life and learning. Its' real value lies in the fact that it increases their understanding of the world they live in, while it works to develop personal skills that will help them throughout their lives.

Rosaline Aghvorian  
Homeroom Teacher - KG2 - SMOC



## أَبُومُ صُورِي

## Recettes de ma grand-mère

وحدة جديدة، قصص جديدة وأنشطة جديدة في اللغة العربية. ورد في إحدى قصص الوحدة الحالية «أنا وعائلتي» أن معلمة اللغة العربية طلبت من متعلميها رسم أفراد أسرهم الصغيرة. فنقد المتعلم عادل هذا النشاط بمساعدة أمه.

على ضوء هذا النشاط، ونظرًا لإنجازه في بداية هذا العام مع تداخل باقي المواد، طلبت منّا معلمتنا إجراء نشاط شبيه يُعنى فينا شخصيًا وهو «أبوم صوري» حيث نجمع صورنا منذ ولادتنا حتى عُمرنا الحالي ذاكرين السن التي نظهر فيها في هذه الصور.

عمت الحماسة نفوسنا ونفوس من حولنا في البيت. إذ راحت أسرنا تساعد وتجمع معنا صورًا قديمة تدور حولها قصص وروايات نسمعها لأول مرة عن طفولتنا وترافقها نبرات الحنان وضحكات الأمهات.

اخترنا عددًا من الصور التي تُظهر مراحل عُمرنا ونموتنا وقد بدت دهشة كبيرة عندما جمعناها على لوحة ملونة بانث عليها أعمارًا مختلفة مليئة بالمعرفة والأفكار والأحلام التي زودتنا بها أسرنا وبيئتنا ومدرستنا لتكون صغارا في العُمر وكبارا في الفكر.

على أمل اللقاء في نشاط جديد، نتزكّم مع ألبوماتنا وصورنا.

**ريتا الملحم - مدرّسة اللغة العربية - الصفوف الابتدائية  
مدرستي الثلاثة الأقمار والبشارة الأثرودكسية**

Mosaïque de couleurs, textures et saveurs, la cuisine libanaise est l'une des plus riches au monde.

La gastronomie libanaise puise dans les produits frais (beaucoup de fruits et de légumes), les laitages (yaourt, fromage) et les céréales (blé, riz). La viande (l'agneau et quelquefois aussi le mouton) y occupe également une place de choix. Mais la grande diversité des plats à base de légumes et de céréales, surtout les entrées (tabboulé, fattouche, hoummos, moutabbal, labné, falafel, mousakaa...), en fait le paradis des végétariens.

La « cuisine de la maison » se décline en une grande variété de plats à l'image des villages et des régions qui composent la mosaïque libanaise.

En abordant le module « Hier, aujourd'hui et demain », des recettes internationales ont été lues par les apprenants d'EB2. Ces recettes ont suscité leur curiosité et ils ont décidé de se lancer dans la découverte de la cuisine libanaise et de préparer en un geste plein de gratitude un petit livret qu'ils ont surnommé "Recettes de ma grand-mère" dans lequel chacun d'eux a présenté la recette d'un plat traditionnel libanais.

Ce travail a permis à nos apprenants de valoriser la cuisine libanaise et leur a donné l'occasion d'apprendre à manger sain et varié.

**Nadine Diab**

**Enseignante de français - EB2 – ETD**



## Family Ties

First graders were learning in Term 2 about family ties and the importance of family members in their life. Family provides peace, prosperity, love, and care. The young children learn from the adults and have a great respect for them.

The tales that these elderly tell their grandchildren help them learn a lot about life and develop their interest in social events and activities. Many children learn the social values like honesty, kindness, and faith from their elder relatives. The

kindness, attention, and the love that they receive from the grandparents make children feel special.

Our learners were asked to interview their grandmother, grandfather, aunt or uncle, and present it in class. The questions directed to the elders were mainly about their childhood. Our young learners used their iPads to record the interview, and they were very excited to share it with their classmates.

This project aimed to strengthen the relationship of

the first graders with their elder relatives, as well as to develop their speaking and listening skills. It showed the learners' abilities to listen carefully and to communicate with adults using the English language only. All the learners worked on the project enthusiastically and came out with great results.

**Zeina Zein Arnaout  
Remedial English Teacher - SMOC**



من الفقر الوصفية المختلفة المرفقة بوجوه ملونة، زينت جدران صفوفهم تحت عنوان : « وجوهٌ رُسمت بالكلمات.»

**غينا قبرصلي**

**مدرسة اللغة العربية - الصف الرابع الاساسي**  
**ثانوية السيدة الأرتوذكسية**

**تالا حسيني - الرابع ج**  
« أنا معتدلة القامة، نحيلة الجسم، شعري ناعم كالحرير وأسود كسواد الليل، أخذتُ عن أمي بشرتها البيضاء ووجهها المستدير وعن أبي عينييه السوداوين، أنفي صغير كحبة الكرز وفمي كحبة الفستق.»

وبين التعبير الوصفي والفنون جاءت النتيجة مجموعة

الوصف هو غرض من أغراض الفنّ الإنشائيّ، ولعلّه من أبرز الموضوعات الإنشائيّة إذ أنّه يصل العالم الخارجي بالإنسان فيحاول وصفه مصوراً ظواهره وبواطنه.

وفي إطار النشاطات الصّفيّة في اللّغة العربيّة، هو ذا الوصف قد حلّ ضيفاً على متعلّمي الصّف الاساسيّ الرابع، وهاهم أهل الدار يؤهّلون به ويسهلون فارشين أوراقهم لوحات موشاة بأجمل التّعابير الوصفية وهادفين إلى تطوير خيالهم في مجال الوصف الخارجي لأنفسهم، فقد رسموا وجوههم في شكل كاريكاتوريّ مستخدمين المهارات المكتسبة من حصص الفنون كما وظّفوا المهارات المكتسبة في التعبير الكتابي، فكتبوا تحت الرسم فقرّة تتضمّن الوصف الخارجي لهم متّبعين خطوات الوصف كما تعلّموها. ومن أبرز ما كتبوا:

**تتيانا عيتاني- الرابع أ:**

« أنا معتدلة القامة، شعري أشقر كسنابل القمح، بشرتي بيضاء ناعمة كالغيوم في السماء، عيناى بيّتان كلون البندق، شفتاي تنفتحان وتنطبقان على البسمة والسرور.»

**آية شعار - الرابع ب**

« أنا طويلة القامة، نحيلة الجسم، شعري بني كلون حبة الكستناء، عيناى عسلّتان كلون العسل اللّذيذ، شفتاي حمراوان كحيتي كرز، ووجهي مستدير كرجيف من الخبز الطازج.»



## Atelier de créativité en Grande Section

L'avenir de l'enfant se joue à l'école maternelle où se forge et se construit son esprit. Les programmes du préscolaire tendent vers une éducation innovante et plus créative afin de développer les aptitudes des enfants et leurs talents. Le développement de la créativité permet en effet à l'apprenant de mieux exprimer ce qu'il perçoit et ce qu'il ressent, tout en développant son esprit d'analyse et de synthèse et sa capacité d'organisation.

Dans cet objectif, les apprenants de la grande section ont participé durant le mois de février à un projet qui a stimulé leur motivation. Tout d'abord les apprenants ont écouté un conte de fées. Comme deuxième étape, et après la lecture de ce conte, les apprenants ont effectué des jeux de rôles

tout en changeant le contexte et en imaginant de nouveaux événements, ils étaient les personnages principaux du conte mais dans un autre temps et un autre lieu. Comme troisième étape, les apprenants ont illustré les événements imaginés en un seul dessin qui englobait toutes les actions. Enfin et afin de pouvoir évaluer le développement de la créativité de chaque apprenant, chacun a effectué plusieurs activités d'art plastique durant l'atelier de créativité.

Bravo les artistes de la grande section !

**Rola Tayara**  
**Enseignante de français en Grande Section**



## Editorial (cont. of page 1)

Here comes our role in thinking the right way forth by using available resources that technology has provided to promote and advocate humane progress and evolution. It is only a matter of readiness, willingness, and ability. There is no time to aspire for that – there is only time to take action. One way to cultivate ourselves through these evolved means is by familiarizing ourselves with the diversity of human beings. That is why accepting one another as a first step, at the individual level, eliminates superficial complications, and lets us focus on matters that are of a higher degree. Diverging towards society, another approach would be to safeguard digital victims and protect them from any automated or cyber misuse. That way, members of society would be more integrated and intimately bound, leading to the rise of the human community to a transcendental stage of evolution

The more all-encompassing conviction I have formed throughout my memorable years at school is that, regardless of the degree of development achieved, human values should remain, ceaselessly omnipresent.



## Maquette en 3D

La maquette en trois dimensions est une façon ludique de reproduire une scène dans un petit espace. Cette activité qui aide à développer l'imagination et la créativité chez l'être humain a fait l'objet d'une des activités réalisées suite au thème abordé en classe: "Balade dans la forêt".

Nos apprenants de la classe de EB1 ont préparé avec beaucoup de joie une des plus belles maquettes des animaux sauvages et domestiques.

Avec des pinceaux et de la peinture verte, ils ont peint le sol pour une maquette réaliste.

Puis, pour donner l'impression d'un terrain réel, ils

ont collé du sable et ils ont créé de véritables petites montagnes avec du papier mâché.

Et pour orner le paysage, ils ont fabriqué avec des rouleaux toilettes et des éponges de beaux arbres de différentes tailles et genres. De plus, ils ont peint les boîtes à chaussures pour donner à chaque animal un abri.

Enfin, ils ont colorié soigneusement les animaux pour rendre la maquette attrayante et terminer ce travail artistique.

**Rania Tabbarah**  
Enseignante de Français – EB1 - SMOC



## La France en miniature!

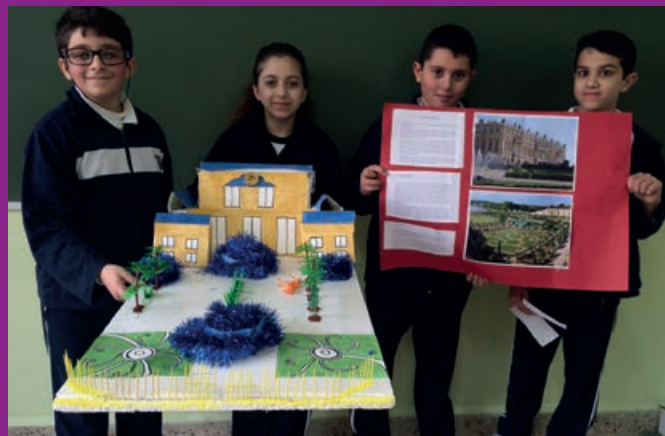
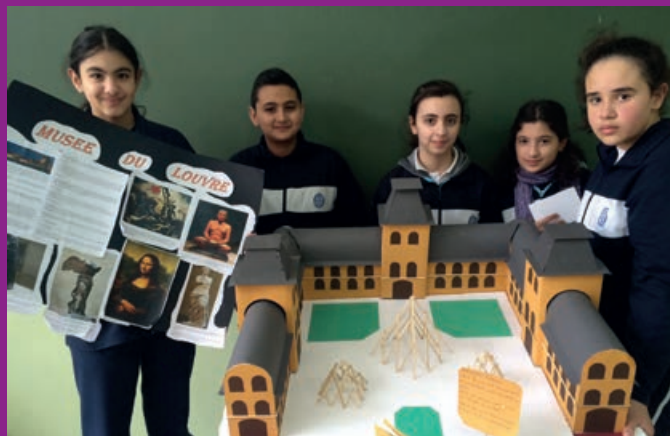
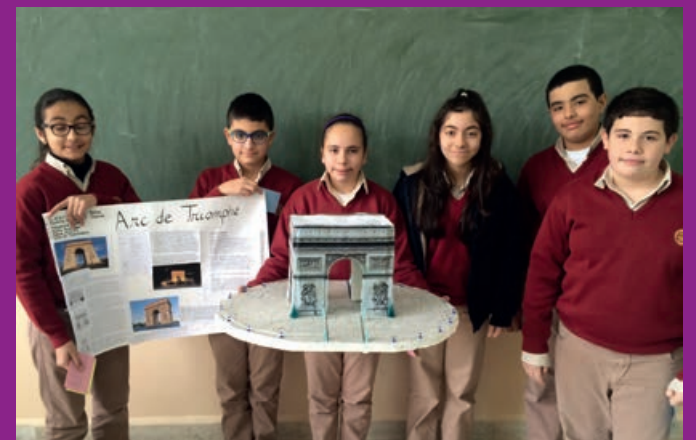
Avez-vous envie de passer les vacances en France? Grace aux apprenants de la classe d'EB6 qui ont travaillé en équipe et ont collaboré activement pour achever ce projet « La France en miniature » cela est devenu possible !

Nous vous invitons à faire le tour de quelques sites touristiques français.

Passez de bonnes vacances !

N'oubliez pas de prendre des photos !

**Aline Jaalouk**  
Enseignante de Français – EB6 - SMOC



## Le monde des morales

Pour communiquer, il faut parler. Et pour parler, il faut apprendre une langue et la pratiquer.

Au service de l'apprentissage actif d'une langue, se trouve la lecture. Cette capacité ouvre l'esprit, développe l'imagination et enrichit le vocabulaire et l'intellect.

En contexte scolaire, « l'apprentissage entre pairs » est l'une des meilleures méthodes d'apprentissage dans le domaine de l'éducation.

A SMOC, le département de français favorise la lecture pour motiver les apprenants à la pratique de la langue française. Chacun des apprenants des classes d'EB4 et d'EB5, à tour de rôle, choisit un conte ou une histoire. Il peut l'avoir chez lui ou l'emprunter à la bibliothèque de l'école.

Toutes les deux semaines, l'apprenant interrogé lit l'histoire, puis le jour fixé, il la raconte à ses camarades de classe. Le choix de l'apprenant suivant se fait par tirage au sort.

Derrière chaque histoire, les apprenants ajoutent de nouveaux termes et expressions à leur bagage lexical et en retirent une morale qu'ils retiendront pour leur vie personnelle et sociale. Voilà certains de leurs commentaires et réflexions.

### Mostafa JAMMOUL, apprenant en EB5 A

«Je viens de terminer la lecture de l'histoire intitulée «Monsieur SILENCE». Ce monsieur a complètement raison de fuir les bruits, d'apprécier le calme et d'aller se réfugier chez son ami monsieur HEUREUX. Moi aussi, je cherche le calme. Beyrouth est une ville animée et très bruyante. C'est pourquoi, je passe le week end avec ma famille à la montagne. Mais malheureusement, le temps passe si vite! et il faut rentrer à Beyrouth!»

### Omar KAAKI, apprenant en EB5 A

«J'ai beaucoup aimé cette activité parce qu'à chaque fois, en classe, nous écoutons une nouvelle histoire. Personnellement, j'ai présenté une histoire écrite par Hector BIAMCIOTTI. Cet auteur parle d'une famille qui se rassemble pour chanter et danser avec amour. J'ai adoré cette histoire surtout que la petite fille a gardé l'arbre qui a grandi avec elle sur la terrasse. A partir de cette histoire, j'ai réalisé l'importance de la nature et des arbres dans notre vie.»

### Hassan BAIRAKDAR, apprenant en EB5 B

«A partir de l'histoire que j'ai lue, j'ai appris qu'il faut travailler en équipe pour réussir un travail.»

### Reem HUSSEINI, apprenant en EB5 B

«L'histoire que j'ai lue est intitulée «MACARA et ZIHO». La scène que j'ai aimée le plus est quand MARACA a colorié son amie avec toutes les couleurs qu'elle souhaitait.»

Léna Haydar

Enseignante de Français  
EB4 & EB5 - SMOC



قدمها وتواضعها، كما كان لا بدّ من ترميم بعضها لتبقى أثرية ومميّزة.

إضافة إلى ذلك، لا تزال بقاع كفر تحافظ على عاداتها وتقاليدها، والفولكلور يزيّن سهراتها وأعيادها ومناسباتها. وما زالت تقيم العرس القرويّ بحسب الأصول التي كانت متبعة في القرن التاسع عشر.

وهي تتمتع ببيئة طبيعية خلّابة نادرة، ومياه عذبة ونقيّة. تنتج أراضي بقاع كفر كلّ أنواع الفاكهة والخضار، وأهمّ موسم فيها هو التّفاح الذي تتهافت عليه الدّول العربية لشراء محصوله نظرًا لجودته.

الكلام عن بقاع كفر لا ينتهي، لذلك حاولت القاء الضوء على مساحة مهمّة، وتبقى زيارتها الشّاهد الوحيد على ما تحمله من كنوز.

### قمر سبيني - الصّف الأساسي السّادس (ب) مدرسة البشارة الأرثوذكسية



نقلنا متعلّمو الصّف الأساسي السّادس في مدرستي البشارة، والثلاثة الأقمار، إلى عالم نتوق ونشتاق إليه: «عالم القرية اللّبنانيّة».

فقام المتعلّمون بجمع معلومات متعلّقة بالقرى اللّبنانيّة، إذ اختار كلّ واحد منهم قرية معيّنة ومن ثمّ عرضوا ما حصلوه بأسلوبهم المتميّز المرتكز على خصائص النّمط الوصفي في جوّ مليء بالفرح والحماسة.

تجلّت الطّبيعة اللّبنانيّة الخلّابة بهذه الأبحاث فيتنا نشاهد لوحات جذّابة، تُبرز السهول، والجبال، والبيوت المعمّمة بالقرميد الأحمر، والمحاطة بأحزمة خضراء منقوشة بشتّى أنواع الورد ذات الألوان الزّاهية: كالأحمر، والأصفر، والبنفسجي، ناشرة عبّاقًا فوّاقًا من الطيب، والعطر في الأجواء، فتحملنا إلى عالم من النّقاء، والسّحر الجميل.

هذه هي قرانا اللّبنانيّة التي ما زالت تحافظ على طبيعتها، والتي ظهرت جليًا في أعمال متعلّمينا. فعدنا معهم إلى الأصالة، وتذكرنا تقاليد بعض القرى التي حرّمتها منها في المدينة مع التّطور، انتشار التكنولوجيا. فانتقلنا مع المتعلمة قمر سبيني إلى قرية بقاع كفر النموذجيّة والتي تمثّل القرية اللّبنانية بكلّ مميزات.

### ليندا فغالي مدرسة الصّف الأساسي السّادس مدرستي الثلاثة الاقمار والبشارة الأرثوذكسية

القرية الرّابضة في الجرد العالي، تتربّع على كتف تليّ عالية ترفض حياة المدينة. جوّها الصّافي يشعرك بالأمان والهدوء والطمأنينة. الجمال الطّبيعيّ فيها يحمل سحرًا رهيبًا، لأن أيادي التّشويه والاساءة لم تجرؤ على لمسها. ويحسّ الزائر أنّه معلق بين السّماء والأرض، إذ ترتفع حوله جبال شامخة وتلامس حدوده نسمات شمالية باردة معطرة بأنفاس وبخّور وادي قاديشا المقدّس.

يشتهر سكّانها بالصّياغة والكرم وحسن الاستقبال، ويتمتعون بالصّلابة والسّجاعة كما عرفوا بطيبة قلوبهم وصدقهم وعفويتهم وإيمانهم العميق.

واللافت فيها أنّها ما زالت تحافظ على تراثها وأصالتها، فالبيوت فيها قديمة حجرية، يحرص أبناؤها على صون

## À la découverte de la presse

L'étude de la presse est non seulement le préalable nécessaire à la rédaction et à la fabrication des journaux scolaires mais aussi le support idéal pour étudier la pluralité des voix journalistiques et la diversité des analyses concernant un événement ou un personnage. L'un de nos objectifs est de familiariser nos apprenants avec la presse. En effet, même si la plupart d'entre eux sont en contact direct avec des journaux et des magazines, à la maison, chez des amis ou encore à la bibliothèque, peu d'entre eux ont déjà consulté plusieurs titres. Une activité de découverte a été faite en EB8 et elle consistait à ouvrir le journal « l'Orient-le jour » pour voir comment il est structuré, comment il fonctionne, quels en sont les contenus. Puis, les apprenants ont visité le site [www.lorientlejour.com](http://www.lorientlejour.com) afin d'établir une comparaison entre presse papier et presse en ligne et finalement ils ont noté dans un tableau comparatif tous les points de ressemblances et de divergences

entre ces deux moyens d'informations. Une activité très intéressante durant laquelle nos apprenants ont fait preuve de motivation et d'enthousiasme.

Rachelle El Lameh  
Enseignante de Français - EB8 - ETD



## Healthy and Happy – Unhealthy and Sad

So what are you going to order? A pizza or a salad?

Everybody today tends to eat unhealthy food. They eat French fries, chips, chocolate chip cookies, and other fatty, salty, and sugary junk every day, and hence develop bad eating habits. That's why Grade 1 learners did an activity about healthy and unhealthy food in order to explain to their friends and families the negative effects of unhealthy food and to promote healthy food.

First, the learners were given a mixed bunch of food, healthy and unhealthy, and a poster with 2 teeth on it. One of them smiling and happy, and the other one sad and unhealthy. Then, the learners were asked to color the healthy and unhealthy food and finally classify them by gluing each food on a tooth. They glued the healthy food on the happy tooth and the unhealthy food on the sad tooth.

Grade one learners also had the chance to prepare healthy food sales at school to promote healthy food. They had a lot of fun doing these activities. They were very enthusiastic and happy. Not only,

they learned about eating healthy, but also began to apply those lessons in their daily lives to have a better and healthier lifestyle.

**Suzy Gosdanian**  
Science teacher - Grade 1 - SMOC



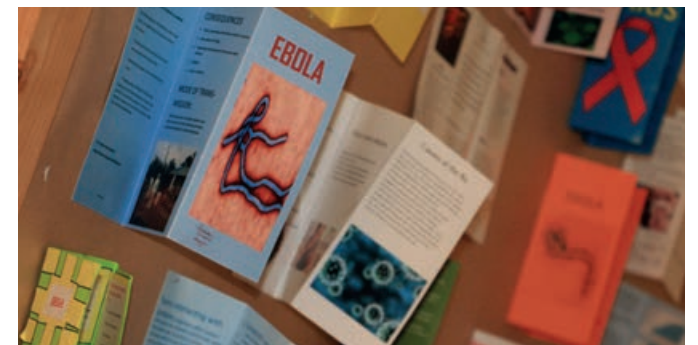
## Brochure

Recently in the biology sessions during the immunology unit, we were asked to complete and present a performance task that included preparing brochures about specific diseases such as Ebola, Tuberculosis, and Allergies. The brochures included the causes, symptoms and the mode of transmissions of the diseases. The whole experience was amusing and educational due to many reasons.

First, we learned the importance of teamwork to accomplish success. We were able to get to know our friends better and work with them on one to one basis. Second, we learned the various consequences, symptoms and causes of the disease. Some diseases that we worked on we never heard of and other diseases we heard of but we were not familiar with their symptoms or causes. Third, the experience was very beneficial to us as learners since we were able to learn about many diseases, other than the one we prepared, while other groups were presenting. Fourth, during this activity, we were able to integrate what we learned during the computer sessions, and the biology sessions and to apply our research techniques to create the brochures and presentations. We also had to use our analysis and interpretation skills to be able to choose the right data and information that we wanted to include in the project.

Finally, as learners we were very interested in completing and presenting this performance task since it related to our everyday lives and taught us a great deal of how our body reacts when we are sick.

**Marwah Al Mulla, Yasmine Shaaban,  
Zoya Haroun - Grade 8 - SMOC**



## Chocolate Making

Have you ever prepared your own delicious chocolate? Well, Grade 2 learners at BAC and SMOC experienced a really fun and simple activity by making their own hand-made chocolates. They observed how the chocolate changed from one state to the other, until it was ready to be eaten.

First, they melted a big chocolate bar in a Pyrex bowl allowing it to undergo a physical change from a solid to a liquid state. Then, they mixed the liquid chocolate with corn flakes and carefully put them in special molds. Finally, they put the molds in the freezer and the chocolate was cooled down for 10 minutes. Once cooled, Grade 2 learners were ready to eat their own chocolates.

Grade 2 not only had fun by doing this activity, they also discovered how matter changed from once state to the other by using the scientific method starting with hypothesis then observing and experimenting the changes of states of matter and finally reaching a

conclusion that verified their hypothesis. This activity surely brought a smile to every face.

**Suzy Gosdanian**  
Science teacher - Grade 2 - SMOC



## Curiosity Leads to Science!

Science is a process, a way of thinking and understanding the world. It is observing, putting a hypothesis, testing this hypothesis, and then generalizing. Encouraging young learners to explore the scientific process helps the development of thinking skills such as organizing and classifying, problem solving, reasoning, and logic. They learn and understand the best from what they see, touch, feel, and manipulate. For Preschoolers, science is finding out about the everyday world that surrounds them. This is exactly what they are interested in doing all day and every day.

Last month was full of exciting scientific experiments in the Preschool Division, where the Preschool classrooms turned to look like small dynamic and colorful laboratories. The learners were engaged in different interesting science experiments. They had to observe different material, think of how to use it, and discuss in order to reach an outcome. Each Preschool level was assigned four stimulating experiments for four weeks. For example, KG1 learners made a bouncy soft egg by using egg and white vinegar. KG2 learners mixed colored water with oil to show how oil is denser than water. Whereas, KG3 learners made liquid rainbow by using water, sugar, and food coloring.

When learners acquire by doing and experimenting, they recall what they learn in a uniquely accessible way. Since experiments in early childhood help our learners

understand more complex scientific concepts later in the future, we call all our learners to go ahead, have fun, get their hands occupied in order to explore, question, investigate and learn.

**Nahrin Boutros Bakhsh - KG3 Teacher - BAC**



## Robots

Since the beginning of the history of inventions, robots have become one of the most important topics in our lives. In fact, they became the dream of many people in different domains.

Robots are one of the technological machines that attract learners' attention in all grade levels. As a matter of fact, Grade 2 learners were amazed by the story "Robot with Virus", and wished to have robots in their daily life to help them in different tasks. Following the story, learners watched short movies about robots and learned about their different functions. They got to find out that robots do not help in house chores only, but they can also be industrial, entertaining and medical. For example, they can be used in space to

conduct researches in the places where it is dangerous for humans to get to.

After that, learners sat in groups and started thinking about their dream robot and the chores it would be able to perform. They drew their design on a cardboard and wrote about these chores.

Hoping that our learners will be great inventors of advanced robots in the future!

**Shatha Eid - English Teacher - Grade 2 - BAC**

## Courant électrique

Comme prolongement au texte travaillé en classe « Mon robot », les apprenants de la classe d'EB5 ont réalisé leur propre robot pendant la période de français. En fait il est devenu un robot lumineux. Tout d'abord, les apprenants ont cherché le matériel nécessaire comme carton, papier aluminium... et l'ont fabriqué durant les périodes de français. Ensuite, durant les périodes de sciences, ils ont complété son développement en rendant ses yeux lumineux.

Dans sa tête ils ont placé une pile (la source du courant électrique) et ils l'ont branchée à deux lampes (les yeux) par des fils de connexions pour faire un montage en série. En appuyant sur un bouton (l'interrupteur) ils ont pu allumer ou bien éteindre ses yeux.

Les apprenants ont donc appliqué en même temps les connaissances et les habiletés acquises au cours des périodes de français et de sciences pour élaborer ce projet. Ils ont bien utilisé les fils, les piles et les douilles pour réaliser des circuits électriques. Ils ont aussi introduit le concept de l'électroaimant pour qu'il attire les substances magnétiques par ses mains.

A la suite d'une discussion dirigée en classe, nous avons pu conclure que malgré toutes les inventions et les développements technologiques, les robots ne peuvent pas remplacer un être humain qui a la capacité d'interagir et de communiquer avec les autres.

**Sahar Fanous - Enseignante de sciences - EB5 - ETD**



# Impact of Using Computers on Mathematical Learning

Technology is becoming more and more integrated into our society. The rapid and widespread adoption of these technological innovations has completely changed the way we conduct our daily lives, including how knowledge is digested and taught in our classrooms. This term's math lessons in Grade 7 were introduced using two power point presentations: one about fractions and decimals and how each concept is related and another about congruent triangles. Using technology in the math classroom kept learners focused for longer periods of time. The presentations were a tremendous time saver, especially when using different figures to represent decimals and fractions. The concepts were grasped easily.

This time-saving aspect can keep students focused on a project much longer than they would with books and paper resources, and it helps them develop

better learning through exploration and research. The math power point about fractions really helped learners understand them more in a fun and concrete manner. Everyone enjoyed discussing it, and sharing their understandings and ideas with each other. In order to put theory into practice, learners were later engaged in solving problems related to the concepts using their ipads and laptops.

Research has shown, when technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. It enables learners to learn at their own pace. With the integration of technology, learners are able to get direct, individualized instruction from the computer. This form of supplemental teaching allows them to engage with the information at times that are most convenient for them and helps them become more

self-directed in the learning process.

By learning to use technology in the classroom, both teachers and learners will develop skills essential for the 21st century. But more than that, learners will learn the critical thinking and workplace skills they will need to be successful in their futures. Education is no longer just about learning and memorizing facts and figures; it's about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity

**Rima Basha - Math Teacher - Grade 7 - SMOC**

**Dany Eid, Nour Jeha, Dana kisserwan - Grade 7 - SMOC**



## Photography Club

During the time spent in the Activity hour and through the clubs held in our schools, we, the learners get the chance to do what we love. Some of the clubs include Ping-Pong, football, chess, first aid, Zumba, and photography... Learners who love to save memories, and capture moments in a professional way join the photography club and learn about the camera.

Our monitor taught us many things about photography. Photography, like many things in life, is easy once you know how. We learned how to manipulate the camera to get artistic pictures.

We went through composition, portraits, photo-roman, zoom effect . . .

A zoom effect, as shown in the picture, in photography's terms, is an "effect that looks like the subject is moving toward you with lines of motion". We created this look in-camera and not the post-production technique.

As for the post-production, we created a 'photo-roman', which is a special kind of digital storytelling. It is similar

to comics, but using real photographs.

Photography session allows us to take pictures of whatever we like, and compose any subject or idea that comes to mind, in an artistic way!

**Sana Sayegh - Grade 11 - SMOC**



## وسائل النقل بين الأمس واليوم

الإنسانية كما أنّها فعّلت سبل التّواصل بين الشّعوب جمعا... .

فاديا صعب

مدرّسة اللّغة العربيّة - الصفّ الأساسي الثالث  
مدرستي التّلاثة الأعمار والبشارة الأرثوذكسيّة

أهمّ المعلومات التي جمعوها والفرح يملأ قلوبهم الصّغيرة والابتسامة تعلو ثغورهم الوردية والأحلام بادية في عيونهم الشّاحنة إلى مستقبل واعد ينتظرهم.

وأخيرًا، استنتج هؤلاء الصّغار بأنّ وسائل النّقل تطوّرت مع تطوّر الحياة وقد ساهمت في إغناء الحضارة

« رحلات كانت تستغرق أيّامًا وشهورًا طويلة، باتت اليوم تستغرق بضع ساعات.»

بناء على هذا القول قام متعلّمو الصفّ الأساسي الثالث في مدرستي البشارة الأرثوذكسيّة والتّلاثة الأعمار بإجراء بحث يتناول موضوع «وسائل النقل بين الأمس واليوم»، فانكبّوا على شبكة الإنترنت محاولين الحصول من خلالها على معلومات تفي بمتطلّباتهم. وتبيّن لهم بأنّ التّطور قد شمل كلّ ميادين الحياة، فما كان بالأمس لم يعد موجودًا، الآن بنفس حلته لأنّه تطوّر وتغيّر تغيّرًا شاسعًا.

وقد شمل هذا التّطور وسائل النّقل المتنوّعة لتتماشى مع متطلّبات عصرنا الحاليّ فالعربة والوسائل القديمة كانت متلائمة مع نمط الحياة سابقًا، لكنّها اليوم باتت من التّراث القديم الذي نستذكره وكأنّه حلم.

إنّ وسائل النّقل كانت خلال مراحل التّاريخ بطيئة وصعبة تعتمد على البهائم في نقل الأحمال وبعدها حلت العربات التي تعمل من دون محرّك والقوارب السّراعيّة إلى أن تمكّن المخترعون من ابتكار مركبات تعمل بقوة المحرّك كالسيّارات والطّائرات والحافلات التي باتت توفرّ وسيلة نقل سريعة ومريحة لملايين الأشخاص... .

أنجز المتعلّمون الصّغار هذه الأبحاث بهلّة وعرضوا



## Mois de la francophonie

A l'occasion du mois de la francophonie, les apprenants du cycle primaire II à ETD ont participé à deux des ateliers organisés par l'Institut Français du Liban : un atelier d'écriture et un atelier de danse qui avaient pour thème « La Kermesse ». Durant l'atelier d'écriture, les apprenants ont été

invités à imaginer un petit conte dans lequel ils racontent une journée passée dans une kermesse bizarre où tout est extraordinaire et ne relève pas de la réalité. Les apprenants ont fait preuve de sérieux et de créativité, ils ont rédigé de beaux textes dans lesquels ils ont introduit l'extraordinaire : des

animaux moniteurs, la kermesse qui a lieu sur une autre planète, etc...

Natacha Daher - Enseignante de français  
Cycle primaire 2 - ETD

## Follow the Music

This Term, KG2 classes took part in a unique event: "Music Week" which was both entertaining and informative as it allowed learners to learn more about musical notes and instruments. Moreover, they got in touch with the feelings generated by certain melodies and tunes.

Several interesting activities (discussions, art, games...) were planned in order to explore this topic thoroughly. Finally, to add a touch of reality to this amazing experience, learners headed to "Mozart Chahine" shop where they were introduced to a variety of musical instruments and learned the proper way of playing them. Everyone discovered with excitement the string instruments (electrical and acoustic guitars, violins, and oud), the percussion section (maracas, bass, and drums), and keyboard instruments such as the piano. Moreover, learners listened to the lovely melodies produced by these fascinating instruments and got the chance to play them as well. Then, all participated in a fun game "Follow the Rhythm" where they had to follow the beat while playing drums and triangles.

This captivating experience helped everybody realize the value of music since it makes life more interesting by lifting spirits up and filling them with joy and happiness. It is also the mutual language that connects cultures and people all around the world.

Rola Boufakhreddine  
English Teacher - KG2 - SMOC



## New Start: New Beginnings

### Spring is Winter's Offspring

During spring, nature uncovers its bright beauty after winter sheds away, and all hibernating animals awaken to see the new vegetation and trees blooming and blossoming. The splendor of spring is ever so intriguing, but DID YOU KNOW THAT IN SPRING:

#### 1- Calves are Born

When it is spring many animals and birds have their babies. They need to have their young when there is lots of food available and when the longer days mean that they have longer to find food for their young. The warmer days and regular rainfall during spring means plants such as grass grow well. The lush, young grass in the fields mean the cow is well fed and can produce lots of milk for her calf.

#### 2- Birds Build Nests

As it stays light for longer in spring, birds know it is time to find a mate. They do this by singing to each other. When they have paired up, either one or both birds will make a nest from things like dried grass, twigs, moss, feathers or animal hair that they find.

#### 3- Frogs Lay Spawn

Frogs find a mate and then the female lays frogspawn in a pond. The frogspawn is a mass of eggs which hatch out into tadpoles.

#### 4- Tulips Bloom

Tulips that are perennials (a plant that lives for more than 2 years), they bloom in spring, usually for only 3-7 days.

#### 5- Spring Flowers

The first spring flowers are typically daffodils, dandelions, lilies, tulips, iris and lilacs.

#### 6- Seasonal Fruits

Apple, plums, almond, cherry, and berry trees bloom in spring and their fruits are at their best when seasonal as in spring.

SMOC

### What Happens During Spring?

- During Spring the Earth's axis start to tilt towards the sun.
- The days get longer and warmer.
- During April you will see more rain showers.
- During May the flowers will start to bloom.
- Sun rises in the earlier hours of the morning and sets later on in the afternoon.
- In spring, the Earth's axis is tilted toward the sun, increasing the number of daylight hours and bringing warmer weather that causes plants to bring forth new growth.
- Plants begin to grow in Spring because of ample availability of water, light, warmth and soil (compost).

BAC



### The Effects of Colors on the Mood and the Behavior of the Person

Imagine life without colors in it. How lifeless and meaningless would you feel? People do not often realize the effects colors have on us, every color has its own unique effect on the mood and the behavior. According to research, when the eyes focus on a color, the body secretes various hormones that affect humans physically and emotionally.

The psychologist Ayben Ertem, who studies the effects of colors and psychology said: "The way we use and combine colors in our living space affects our living quality correspondingly with the inducements of colors in our brain."

Colors have also an effect on our appetite. Why do you think fast-food restaurants mostly use the colors red, orange and yellow? These three colors increase your heart rate as well as your appetite. According

to research, blue is an appetite suppressant that also decreases the pulse; hence, it can be used in the kitchens of people who have weight problems.

Colors can also play an important role in education. In schools, the most common colors are red and blue; the color red has a positive effect on the memory. Blue is a soothing color that relaxes your body and boosts your creativity.

Other examples on how colors affect the mood and behavior are the four different seasons. We realize that the pastel and light colors of spring and summer have a positive effect on most humans through the way they behave during these two seasons. Most people become more happy, energetic and exuberant.

Yara Hashem - Grade 9 - SMOC



### Say No to FAD Diet

At the beginning of Spring and when the weather starts to become warmer, some people have the urge to lose the weight they gained over the winter period. Several of these people resort to Fad diets such as Atkins, Paleo or Dukan diets to lose some weight.

#### What are FAD diets?

A fad diet is a weight loss plan or aid that promises dramatic results. These diets typically don't result in long-term weight loss and they are usually not very healthy. One of these diets is Atkins diet. This diet involves eating limited quantities of carbohydrates and unlimited quantities of fat and proteins. This diet switches the body's metabolism from metabolizing glucose as energy over to converting stored body fat to energy. The paleolithic diet, also known as the paleo diet or caveman diet, is based on eating the food humans' ancient ancestors might have eaten, such as lean meat, nuts and berries. The advocates of this diet claim that human metabolism has been unable to adapt to foods such as grain, legumes, and dairy. The Dukan diet is a diet very rich in proteins and low in fat and carbohydrates. The diet is based on a list of over 100 allowed foods, as well as four specific phases.

#### What are the health effects of these diet?

All of these FAD diets are unhealthy and don't result in permanent weight loss. Following a severely restricted

diet puts anyone's immune system at risk. A good diet doesn't eliminate whole food groups that leave their bodies lacking vitamins, minerals, essential fatty acids, antioxidants and more. Extreme diets have a host of unwelcome side effects, such as muscle loss. It's common to lose some muscle when dieting, but the more drastic the diet, the more muscle one can expect to lose, and that can get in the way of physical activity and overall good health. Additionally, FAD diets resulting in rapid weight loss shock the body and cause a shift in hormones that trims the hair's lifespan. Those nutrient deficiencies and hormonal shifts may be responsible for a lack of efficiency at work or school. Poor concentration, disturbed sleep and fatigue all are common consequences of poor diet.

#### What to do to lose weight safely?

If anyone needs to lose weight he should follow a calorie diet in which he/she can cut down 500 calories each day. In addition, he/she must eat food rich in fibers, complex carbohydrates, proteins and unsaturated fat. Exercise is a must during the weight loss period to ensure that muscles are not lost and metabolism is increased.

Dana Ghalayini - Grade 11 SE - SMOC

## Easy Spring Chocolate Flower Treats



### Ingredients:

- 50 mini pretzel twists
- 50 Hershey kisses (your choice in flavor)
- 50 large M&M (flavored or peanut work best)
- 250 milk chocolate M&M's

### Directions:

Preheat oven to 200 degrees. Cut a piece of parchment paper to fit on a large baking sheet. Arrange pretzels on parchment paper. Unwrap Hershey kisses and place one on top of each pretzel. Put baking sheet in preheated oven and bake for about 5 minutes.

Remove from oven and immediately press large M&M in center of Hershey kiss. Arrange 5 smaller ones around the edges to look like petals of a flower. Repeat until finished. Allow to set on counter or refrigerate for 30 minutes. Store in covered container in refrigerator so chocolate doesn't melt. Enjoy!

BAC

## Les blagues de Toto

Toto rentre de l'école :

- Papa ! Tu vas être fier de moi ! J'ai été le seul à répondre à la question du maître !
- Et c'était quoi la question ?
- C'était : qui a posé une punaise sur ma chaise ?

Toto rentre de l'école et dit à sa maman :

- Il faut que j'aille chez le médecin !
- Pourquoi ? Tu es malade ?
- Oui, la maîtresse m'a dit qu'il faut que je soigne mon langage !

La maman de toto s'étonne :

- Toto, pourquoi manges-tu ton pain au chocolat en te regardant dans la glace ?
- Pour avoir l'impression d'en manger deux !

À l'école, la maîtresse demande à Toto :

- Toto, dans la phrase "ce garçon a volé des pommes", où est le sujet ?
- Sûrement en prison, madame.

Le professeur de mathématiques demande à ses élèves :

- Comment peut-on partager 6 pommes de terre entre 9 personnes, de façon équitable ?

Toto lève le doigt :

- C'est facile. Faites-leur une purée !

Le maître à Toto :

- Toto, épelle-moi le mot "souris".

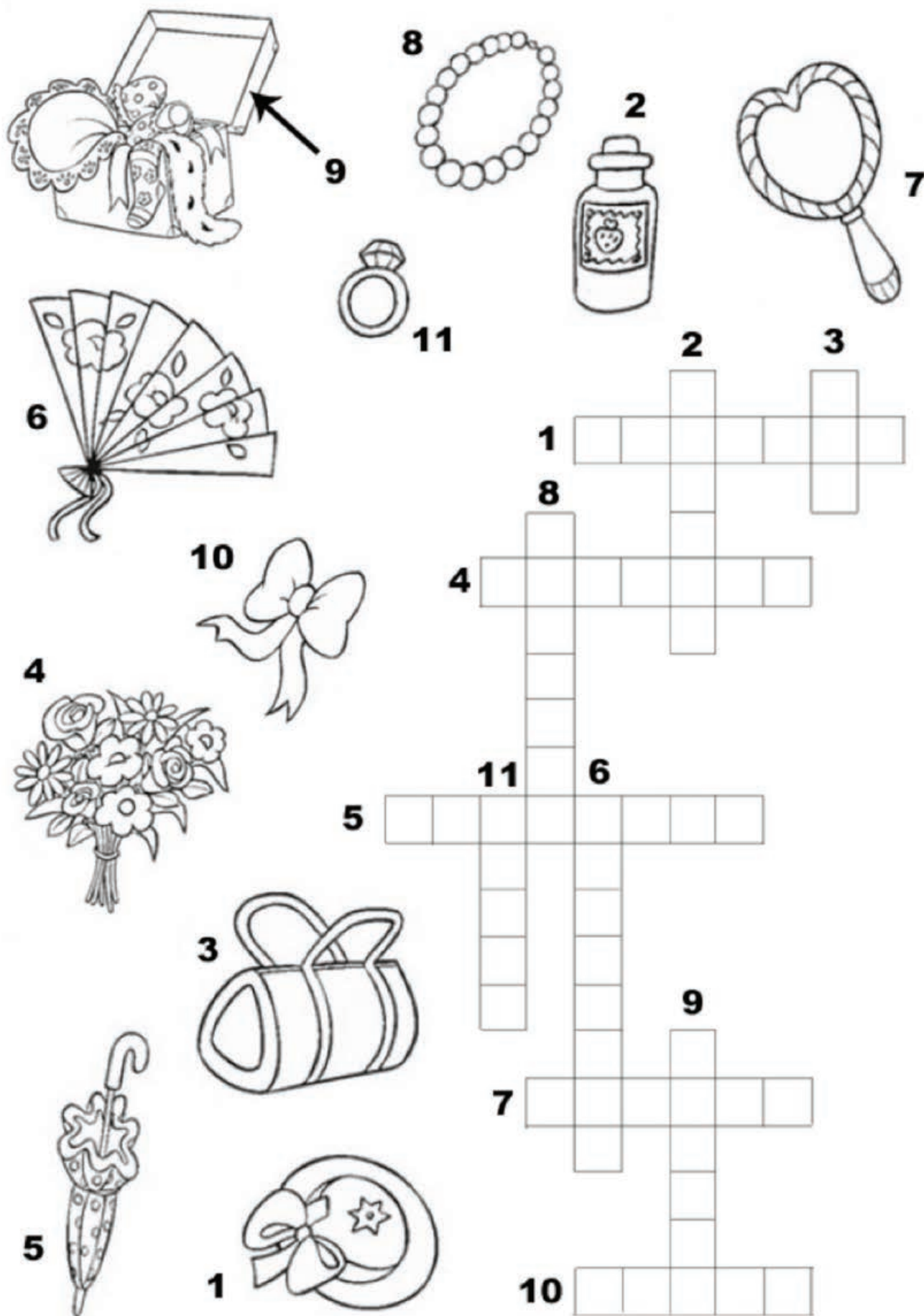
- S, o, u, r, i.

- Et à la fin ?

- Ah oui, il y a une queue !

SMOC

## Les mots croisés



## Devinettes

1. Elle est grande avant d'être petite. Qu'est-ce que c'est ?
2. Qu'est-ce qui n'a ni pattes, ni ailes, ni yeux, ni mains, qui ne rampe pas, qui ne nage pas, mais qui s'enfuit dès qu'on le touche ?
3. Qu'est-ce qui peut faire le tour du monde en restant dans son coin ?
4. J'ai un chapeau, mais pas de tête. J'ai un pied mais pas de chaussures. Qui suis-je ?
5. Qu'est-ce qui pleure quand on lui tourne la tête ?
6. Plus je mange, plus je grandis. Mais si l'on me donne à boire, je meurs. Qui suis-je ?

1. La bougie / 2. Le savon / 3. Un timbre / 4. Un champignon / 5. Le robinet / 6. Le feu.

SMOC



## Do Preschoolers Need a Hobby?

Starting a hobby at a young age is beneficial to children as it allows self-discovery and builds self-esteem. Hobbies serve also as educational tools that influence the child's mental, social, and physical development. Kids can also learn to set goals, make decisions, and solve all sorts of problems. Finally, these recreational activities can even turn into careers.

It's important for parents to take an active part in

developing kids' interests by showing them support and offering them guidance. They can set the example as studies show that children with hobbies tend to have parents with hobbies too. Moreover, it's essential to provide little ones with the proper setting and material needed to practice these activities. Some ideas for preschoolers include:

- **Collections:** rocks, stickers, certain types of toys...
- **Sports:** basketball, gymnastics, ballet, karate, soccer...

- **Arts:** painting, crafting...
- **Music and Dance Activities**

There are numerous hobbies to choose from and many of them are very common and inexpensive. With a good hobby, children can develop a dynamic personality.

Helen Chriti - English Teacher - KG1 - SMOC



## Exploiter un conte avec les enfants

Le cycle préscolaire vise un développement holistique et harmonieux de l'enfant, et pour sensibiliser nos apprenants à la lecture, les enseignantes exploitent en classe des contes tirés du monde réel des enfants qui les aident à accepter et gérer leurs émotions et développer chez eux l'estime de soi.

L'heure du conte devrait être magique, calme pour que les apprenants en tirent le plus de profit et qu'ils acquièrent le goût de lire. Voici quelques conseils

pour bien exploiter un conte avec les enfants :

- mettre des livres à la disposition des enfants dans un lieu confortable et calme.
- lancer le thème traité dans le conte pour l'introduire aux enfants.
- accompagner la lecture d'une musique douce et appropriée.
- inviter les apprenants à imaginer un autre lieu, un autre moment de l'histoire, trouver une fin triste ou

drôle pour susciter leur imagination.

C'est ainsi que le conte au préscolaire favorisera le développement culturel, imaginaire, social, intellectuel et émotif de nos petits enfants.

Mira Abou Issa et Joumana Saad  
Enseignantes de français au préscolaire  
ETD

## Raising Leaders

**"A leader is one who knows the way, goes the way, and shows the way."**

John C. Maxwell

Great leaders are made not born. It's never too early to start preparing young generations to assume this function by helping them realize their potential with the right encouragement and support. Therefore, it's vital to start enhancing leadership skills at a young age since playing this part encompasses promoting

key qualities such as confidence, communication, commitment, positivity, and creativity.

Engaging learners in leadership activities can help develop self-awareness, boost self-esteem, and improve interpersonal skills as well. In order to reach this aim, preschool teachers at SMOC rely on a wide variety of activities. For instance, cooperative work activities are often conducted in class to give everyone the opportunity to put their coordination and problem-solving strategies into action. Learners are also compelled to establish efficient communication networks in order to lead the team to achieve a common goal. Moreover, extra-curricular activities (drama, psychomotor games, storytelling, Show and Tell...) that are held at school

put learners in the spotlight, which is crucial when seeking to develop self-confidence and autonomy. Children who are involved in these activities tend to have an increased sense of self-worth and have stronger social connections. They adapt easily to new requirements and have the ability to manage groups as well. Moreover, they can think creatively when faced with tough challenges.

Raising effective leaders since childhood is a must since they are the ones who will inspire the future generations to translate visions into reality with great success.

Wafaa Kebbé  
English Teacher - KG3 - SMOC

## L'éducation psychomotrice au sein de l'établissement scolaire

La psychomotricité est attentive au développement du jeune enfant, corps, esprit, et affect.

Cette discipline considère l'enfant de façon "holistique", et ceci fait écho avec la philosophie d'Education School Network qui prévoit des séances d'éducation psychomotrice dans le programme hebdomadaire des classes préscolaires.

La psychomotricité utilise des techniques corporelles et cible l'intégration des fonctions mentales et motrices. Elle vise alors un meilleur développement des fonctions motrices de l'apprenant, à travers des activités ludiques qui l'amènent progressivement à découvrir et développer les prérequis aux apprentissages scolaires. C'est en manipulant des encastresments, en lançant des balles, en malaxant de la pâte à modeler et en apprenant à franchir des obstacles pour maintenir un bon équilibre que l'apprenant apprend à bien utiliser son crayon et maintenir une bonne posture.

L'éducation psychomotrice vise également le développement des capacités cognitives de nos apprenants. Ainsi en explorant l'espace au moment d'un parcours psychomoteur, nous les amenons à mettre du sens et à conceptualiser les notions parfois abstraites. Ainsi, par exemple, en se déplaçant sur un banc ou en rampant à travers un

cerceau, ils acquièrent les notions spatiales travaillées également dans les fiches de mathématiques.

Un accent particulier est mis sur la relation à l'autre, au monde et aux objets, sur la communication indispensable dans l'acte pédagogique, dans l'acte d'apprentissage et sur la construction de soi.

Donc, à travers l'éducation psychomotrice, l'enfant AGIT, il est en mouvement vers la conceptualisation. Il utilise son corps dans le temps et dans l'espace, pour mieux vivre et apprendre.

Il commence à REPRÉSENTER en utilisant des substituts pour interpréter la réalité et à CONSTRUIRE sa pensée afin de progresser et prendre sa place dans la société.

Ainsi l'enfant VERBALISE, il prend la parole de



manière différée pour prendre conscience des actions effectuées ou à effectuer.

Racha Kalot - Psychomotricienne  
Classes préscolaires - BAC & ETD



## Healthy Day

Let's face it! Nowadays, fast food has become the preferred choice for many people since its practicality matches our speedy and busy lives. In order to shed light on its dangers and promote better eating habits, Grade 8 learners organized and managed a "Healthy Day" for all the learners and teachers in the Intermediate and Secondary Divisions at ETD campus. This project took us few weeks to put together in the Youth Talk sessions. It started with thorough discussions on the benefits of living healthy; next, we researched and presented tips on how to lead healthy lives among all the fast events that surround us.

Later, we were divided into groups and worked hand in hand to promote this project. Some of the questions we answered were "How do we encourage other learners in our school to choose to eat healthy? What material do we need to draw other learners' attention? And how do we distribute tasks?" After coming up with all the

answers, the time to apply all what we learned arrived.

During recess time, different healthy snacks were offered to learners and many staff members at school. Some of them were, fresh fruits; apples, bananas, oranges, kiwis, avocados and homemade snacks such as apple pies and orange cakes. These snacks were spread here and there all around the playground. Some of us were behind stands pouring juices, while others were walking around the playground distributing them and talking about their benefits. Moreover, facts about fruits and eating healthy were communicated to all participants through brochures.

This dynamic event has definitely strengthened our teamwork spirit, communication skills as well as widened our awareness on choosing to eat healthy snacks between meals. We truly hope that the coming years will witness more

frequent Healthy Days at EDUATION School Network and the habit of living healthy becomes embedded in us.

Farah Younes and Lana Itani - Grade 8A - BAC



## Our First Sentences



Here at BAC, our first graders are starting to enjoy writing; not only short sentences but a whole paragraph! To start off, learners were introduced to the concept of stretching their sentences by including answers to: Who? What? When? Where? And Why? Then, they were distributed into groups and provided with 5 pools of phrases; each pool designated to answer one of the aforementioned wh- question words. Learners enjoyed

choosing one strip from each pool to end up with one big stretched sentence.

The second phase of the activity was dedicated for learners to write their own sentences by answering one question word at a time to end up with complete and meaningful sentences. After that, learners joined their sentences into short, yet coherent paragraphs.

Yes, at times their writing was guided because the road to becoming writers needs guidance and lots of practice indeed! However, what matters the most is the fact that the habit of writing is growing in them, and now, Grade 1 learners are used to picking up their journals whenever they have a minute to spare!

It is simply a joy to see them concentrate over their journals, asking how to spell this or that word, taking pride in all that they have written.

Thumbs up to our first graders!

**Tala Baydoun**  
English Teacher - Grade 1 - BAC

## Your Life Story in Just Six Words

We go about our days, experiencing life with all its ups and downs, smiles and tears, chances and opportunities lost. Many people think their lives aren't interesting enough to be told; nonetheless, no life isn't worthy enough of being recollected for every breath carries along a million thought, feeling, and story. There is no such thing as "I don't have much to say". It is only in few words that so much can be said, felt, and lived, and one way to do so is through the six-word memoir.

Six-word memoirs came to be of a legend about Ernest Hemingway. As the story says, Hemingway was once challenged to tell a story in six words. The following was his story:

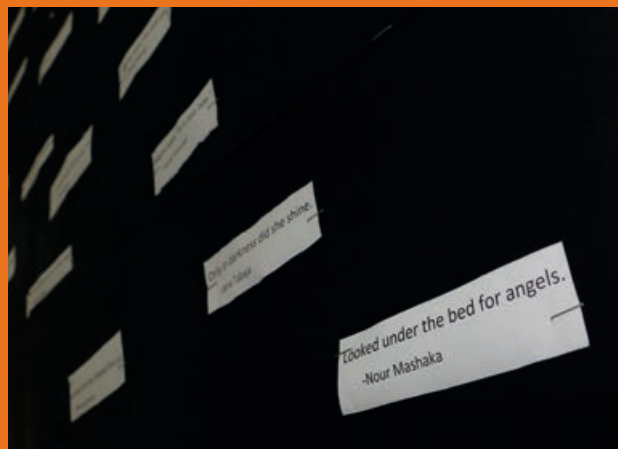
"For sale: baby shoes, never worn."

Six-word memoirs are a reflective and creative way to look upon your life, your reality and ultimately see yourself. The magic of six-word stories is that they tend to tell the stories of not only their authors but also the stories of so many others who tend to

see the reflection of their lives and stand face to face with it.

As a part of a writing challenge, our Seniors have taken a shot of their first six-word stories telling of their expectations, dreams, loves, heartaches, and futures.

**Lana Turk**  
English Teacher - Grade 12 - SMOC



## La "formule magique"

Le département de français, conscient de la nécessité de donner une place à l'oral dans le cours de langue, a entrepris de concevoir une activité linguistique en classe de seconde, fondée sur le débat. Nous étions à la recherche d'une formule qui permettrait de créer des situations à la fois signifiantes et ludiques aux yeux des apprenants tout en incitant la participation de tous. Le débat nous a apparu comme la « formule magique » pour gérer l'hétérogénéité en classe. Nous avons choisi comme thème « Les droits de la femme », une fois le débat lancé, les apprenants se sont divisés en groupes pour préparer tous les arguments nécessaires afin de soutenir leur thèse

et défendre leur point de vue.

Le résultat était très satisfaisant. Tous, enseignant et apprenants, nous étions d'accord pour dire que cette activité a surpassé toutes les attentes. Le débat s'est révélé un excellent moyen de dynamiser le groupe, d'augmenter la motivation et d'aller plus loin dans l'acquisition des connaissances.

**Rachelle El Lameh**  
Enseignante de français  
Classes complémentaire et secondaire

## Helping Hands

Believing that our children can really make a difference in the society, Grade Two learners were given the chance to express their thoughts that would contribute in making our world a better place. Through "Helping Hands" activity in the English unit, they were given the choice to write about helping old people to stay safe and at peace or about how they can face the challenges that our environment is suffering of these days. Their "Helping Hands" were full of promising ideas such as getting food and medication to old people, taking them with us on our outings and never leave them alone. Their encouraging will continued through using solar energy, banning quarries, planting more trees and saving water so to keep our environment a healthy one. Once again, Grade Two learners prove that little minds can think forward to make our world a better place.

**Suzanne Shoufani**  
English Teacher – Grade 2 - SMOC



## Préparation au DELF A1 Junior

Notre école encourage l'apprentissage de la langue française comme deuxième langue vue son importance au sein de notre société.

En Juin, la classe d'EB6 va présenter le DELF A1 junior qui est composé de quatre épreuves : production orale, production écrite, compréhension orale et compréhension écrite. Nous nous sommes bien préparés tout le long de cette année pour pouvoir réussir ces épreuves.

Nous avons ainsi appris à rédiger des lettres, des cartes postales et à remplir des formulaires. Nous avons travaillé des exercices qui préparent aux quatre épreuves du DELF A1 junior, nous avons visionné des séquences filmiques, nous avons écouté des chansons françaises et nous avons fait des jeux de rôles afin d'enrichir notre vocabulaire.

Le DELF repose sur des savoirs, des savoir-faire, des savoir-être et des savoir apprendre, présents dans la compétence à communiquer langagièrement sur les plans linguistiques, sociolinguistique et pragmatique. L'obtention de ce diplôme s'avère importante car il valorise les acquis de la langue française et valide la compétence langagière des apprenants qui seront capables de réaliser des tâches simples et de se débrouiller dans des situations imprévues de la vie quotidienne.

Bonne chance à tous.

**Alex Abi Ghanem - EB6 A - BAC**

## Voice it out at Eduvation!

Every individual has a unique voice, and every voice deserves to be heard! In fact, the most important movements witnessed by history were initiated using words that were expressed effectively enough to evoke change. All young people have ideas worth sharing, and the challenge is to find a platform through which these ideas can be spread.

John Ford once said, "You can speak well if your tongue can deliver the message of your heart." The message of one's heart can be delivered in many ways, one of which is through a speech. This year, EDUVATION School Network has witnessed its first speech contest which took place at SMOC among all Grade 11 learners. The main purpose of this contest was to develop learners' speech skills, help them maintain confidence and deliver their thoughts in the most appropriate manners.

Writing a speech is not easy. We had to choose one topic and write about it passionately, using our ideas and feelings to convey our message correctly. Moreover, giving a speech was even harder! We had to train and rehearse for nights to polish our speeches since the most important thing about giving the speech is how it is delivered.

As we all know, fear and panic play a big role in ruining a great speech, but we all tried to overcome our fears and do our best on stage. It was obvious through the results that we had put so much work into this, and thankfully, all our work paid off eventually since we



all managed to make an impression.

It has been a great experience to all of us, and we truly urge all the younger learners to take part in such an event when they get the chance, for it will teach them much more than how to appropriately give a speech. Most importantly, it will teach them how to reach and communicate effectively with the audience.

Believe in yourself  
Believe in your thoughts  
Let them out  
Write them down  
and you are good to go!

Hiba Jabal & Lynn Taha - Grade 11 S - BAC

## الجريدة

فكسرنا هواجس الخجل وكانت الجرائد جميلة الشكل وبديعة المضمون.

إنّ هذا النشاط واحد من النشاطات العديدة التي نقوم بها خلال أسبوع اللغة العربية، وقد كان محقراً لنا، جامعاً لكل مواهبنا، من رسم وعرض وكتابة وتلخيص، لقد درّبتنا على عدم الخوف من الجمهور، وأدركنا من خلاله طرائق كتابة الأخبار وقراءتها.

**محمّد علي قلعه جي - الصف الثامن ب  
مدرسة البشارة الأثوذكسيّة**

بدأنا بأول محطة، فكانت مرحلة اختيار أقصوصة من كتب «مارون عبّود»، وهي من أروع القصص اللبنانية التي جسّدت روح المجتمع اللبناني بل الشرقيّ كلّهُ. تعلّمنا واستفدنا منها وتابعتنا طريقنا نحو المعرفة والثّقافة.

بعد ذلك بدأنا بالمحطة الثانية التي كانت نشاطاً قد عزّز تفاعلنا نحن الأصدقاء، فكلّ شخص كانت له أفكاره وإبداعه في استخدام عنصر التشويق والموازنة بين الشكل والمضمون لكتابة الأقصوصة كخبر عاجل في جريدة من تأليفنا وابتكارنا، وحدّنا أفكارنا فشكّلنا جريدة نافست الآخرين.

بعدها، عرضنا الجرائد أمام المعلّم ورئيسة القسم،

إنّ اللغة العربيّة بحرٌ له بداية وليس له نهاية. إنّها بحد ذاتها علم وأدب تناولته الأجيال مروراً بمحطّاتها التي لطالما كانت سلماً للوصول إلى مستوى باهر يفخر به المجتمع، لذا، فإنّ كلّ حرفٍ أو حركةٍ أو وقفةٍ تؤثر على المعنى تأثيراً تاماً، فكيف إذا تحوّلت أقصوصة كاملة إلى خبر عاجل في جريدة؟

من خلال مجموعة من الأقصيص الخاصّة بمارون عبّود، وفي إطار عملنا على النمط السردّي وطرائق استخدامه، لا سيّما من ناحية نقل الأخبار وتقديمها، قمنا نحن، متعلّمو الصف الثامن الأساسيّ بإجراء نشاطٍ مميّز متعلّق بالأخبار المنقولة في الجرائد والمركّز عليها عبر وضعها في أعلى الجريدة وكتابتها بالخطّ العريض.



## Best Moments in School



We do not consider each other as classmates but rather a close family. Each session with our teachers is kept in our memories and the entire inside jokes are engraved in our hearts. The genuine smiles and laughter that the walls of our class heard will forever echo in the classroom, no matter where we end up. In the past 6 months, 29 hearts, minds, souls, dreams, and friends have grown up together in a way no one can ever imagine. 29 people are now attached to each other like siblings. As March ends and April begins, we realize that our senior year is wrapping up and our school years are coming to an end. Looking back to our time together in class and the time spent with our fellow seniors, it's amazing how much has happened while we were busy rushing by it all. It all seems so surreal. Millions of memories enlighten our hearts, but that is what happens in the end, you start to think about the beginning.

Grade 12 GLS - BAC and SMOC



The first and best experience of a summer time job was at summer plus ... Time well spent !

Maya and Ghida



There are a lot after a journey of 15 years together... Great friends.. Us.

Pamela and Zeina



In recollection of everything I left behind, came this picture into view once again, where Maya and I held hands in pure childhood innocence. Here we are today, both full grown and as close as we could ever be, holding our hands again as adults in recollection of our childhood days.

Maya and Lynn - Grade 12 SE



Malak and Joanne from childhood to teenage years!!

Grade 12 SE

## In Memory of Farah Shams



Losing someone you love is the hardest, toughest, and worst thing to ever experience. Farah Shams left us five years ago and her absence, ever since, has left a hole in all of our hearts. She was a fighter who refused to give in to the pain that imprisoned her and her strength was something we all admired. She was loving, kind, helpful, and she had the warmest heart. You could never see Farah not smiling; she was always smiling even when she was in pain.

Farah is in a better place right now but she will always be in our hearts and we will always remember the beautiful face behind the sincere smile. You are forever missed, Farah, and may your soul rest in peace.

Mira Hashem - Grade 12SE - SMOC

## Our First Dissection

While scrutinizing the realm of circulation, we, grade 9 learners at ETD and SMOC performed our first dissection experiment in the science lab. So, we headed to the lab in order to analyze the dimensions of the heart and commence the dissection of the human-like lamb hearts. It was definitely an absorbing experience in which we were introduced at first to this fascinating muscle and were then given instructions of how the dissection and cutting of the heart will take place. With complete care and responsibility, each group of four received one lamb heart and started dissection. The teacher did not name the chambers of the heart neither did she inform us about the right and the left parts of the heart. With the information provided in class and the several videos we watched we had to think critically and identify the structures of the heart. We all recognized the auricles, ventricles, and valves depending on the position of these chambers in the heart. We were also able to determine the right and left parts of the heart depending on the thickness. All in all, it was a great know-how to have acquired at our age, which later helped us to understand our lesson and work as a group with our friends. The moral we learned out of this experience is that "If you hear, you forget; if you see, you remember; if you do, you understand."

Karim Itani, Riwa Khatib,  
and Leia bassam  
Grade 9 - SMOC



# College Fair

As we grow older, we start discovering ourselves. We discover our hobbies and our interests, and we eventually discover the type of people we want to be as adults. Deciding on what we want to study in university becomes one of the hardest decisions for us; this is one of the reasons why our school, with the help of Waznat, organized a college fair at ETD on the 4th of March. This is an event that occurs every year and strictly involves grade 11 learners. Many universities like Balamand, AUB, AUST, and AUL among many others took part in this event. Each university had a representative who answered our questions about the different university majors and requirements, and financial aid inquiries. We acquired a lot of information that we needed in order to be able to choose what we could study and where we could go next year after we graduate. We were surprised by the variation of majors found in different universities along with the different activities

available to us. Many of us found this event very fruitful and beneficial because it helped us get a closer look at what could be waiting for us in our future. This college fair was our first encounter with the universities in Lebanon and was an experience that will definitely help us in

making the right decision for what choice to make next year.

Sana Sayegh - Grade 11 - SMOC



## Learners's Interpretation of the Theme of the Year

### One cannot live his life on the spot...

Throughout the years, humankind has realized the importance of planning and plotting, in order to advance and prosper. The ability to act, is not one of which we acquire when we are born; it is developed. We need to think and plan our moves to be able to make the right call when the time comes. It is just like a game of chess. If you just think one move ahead, you will inevitably lose. Instead, you have to think three moves ahead, in order to anticipate the consequences. Likewise, in order to succeed in life, you need to discern the importance of thinking forward...

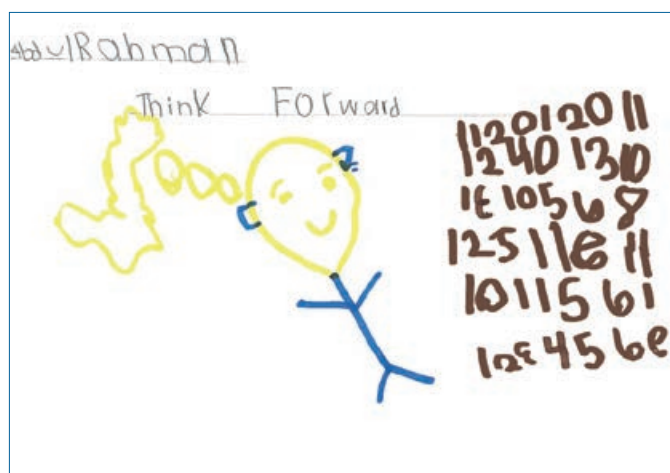
Le thème de l'année parle des choix que font les apprenants tous les jours dans leur vie quotidienne. Il souligne l'importance de ces choix et comment chacun a des conséquences directes sur eux et leur vie. En effet, il faut tout le temps réfléchir aux conséquences de nos agissements. En tant qu'apprenant, nous avons compris que nous devons prévoir le résultat de nos actes et décisions, on ne veut pas subir les conséquences indésirables. Grâce au thème, on a appris qu'il faut toujours penser avant d'agir car, prendre des décisions impulsives peut entraîner des conséquences irréparables.



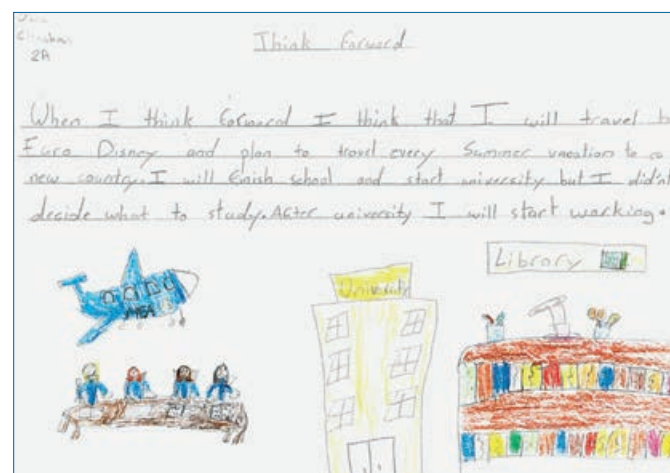
Alma Kanj - Grade 3C - BAC

Omar Jaroudi - Grade 10 - BAC

Shakib Khoury - Grade 9 - BAC



Abdul Rahman - KG3 - SMOC



Dana Chaaban - Grade 2A - SMOC



Majd Jaffal - Grade 3C - BAC



Karim Moghrabi - Grade 6A - SMOC



Layana Takiedin - Grade 5B - SMOC



Malak Rida - Grade 5A - SMOC

## Awareness Campaign-Remy Rebeiz Young Heart Foundation

We are always honored to welcome guests who address to us day-to-day problems and most importantly their corresponding solutions, sharing with us personal experiences and observations. However, the session with Remy Rebeiz Young Heart Foundation was extraordinary, whereby it tackled our age group directly. After the session, our minds were triggered and questions emerged: Are our lives as young people at risk? How possible is it that one of us might experience sudden cardiac arrest (SCA)? Are we ready to act rapidly as soon as we witness someone having an SCA? This is when we realized that continuing the foundation's journey in spreading awareness about the causes, effects and preventions of SCA is essential. Consequently, we organized our ideas and thoughts, and decided to take the first step by starting the awareness from our own school grounds. A group of G12 learners gave a brief presentation to the secondary learners during the Cultural Program session that gave the audience a concise glimpse of the foundation's purpose, the causes of SCA, its diagnosis and preventive measures. Also, the

school contributed to this campaign by welcoming nurses, provided by the foundation, to our school premises where electrocardiograms were performed on those who signed up their names for the test and members of the varsity teams. Saving lives starts from a small contribution, we hope that our small initiative will grow as we all become contributors in spreading this awareness.

Ghida Al Hout and Nour Farhat  
Grade 12 LS - SMOC



## Arts and Crafts

Spring is here and Easter is near. For this special occasion, our Environmental Activities group spread joy around the school campus with an Earth-friendly colorful tree, made of lively egg-cardboard flowers. We used cocoons to make butterflies, recycled paper to make birds and leaves, and napkins to design Easter eggs. We just recycled and reused unneeded material to create a chromatic Spring scene at school. May the joyful spirit of Easter reach all of you and bring you peace and happiness.

Walid Masri - Grade 5 B - SMOC

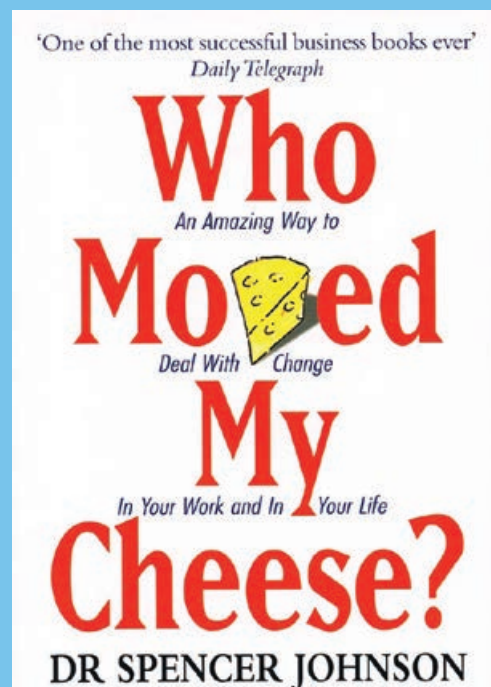


## Think Forward

It's been said that: the past shapes who we are today and today will shape who we are tomorrow. Our current theme of the year is "Think Forward". So what does it mean? Is it a metaphor, that is supposed to remind us that every single decision we take will forever echo into the future? A reminder that we are all affected by each other; that every single action and course taken will not just affect ourselves but the people around us? To think forward? How far? A year, a day, a week, a minute? The fact to the matter is that: when people tell you to think forward, to plan and take everything into consideration, they aren't just empty words. It's a reminder to forever think and over think everything you will ever do and say, because mistakes can't be erased.

Rasha Abou Haidar - Grade 10 A - SMOC

## Recommend a Book



### Who moved my cheese?

By Dr. Spencer Johnson

It is the story of four amusing characters, a team of two mice and a team of two people, living in a maze looking for cheese (a metaphor) by overcoming obstacles. What will happen when they find the cheese and after a while the supply of cheese gets smaller and smaller? How will each team cope with the challenges and the unexpected changes? Are they going to be able to adapt?

Nora Kabraelian  
Librarian – CDI - ETD & BAC