

# GAZZETTE SMOC

## Editorial

## Message of the principal



Have you ever wondered what makes you so different than all of the rest? What is it that makes you so special?

Have you ever wondered what your inner strength is, and how you could let it shine through and dazzle?

In a world full of diverse people, somehow, each and every one of us is unique, and we all live by our own drumbeat of life. It is not just physical, but being and knowing who you are on the inside that makes you the way you are. It is not what others say, and what you hear, but what you listen to and what you pursue. Without strength to protect our identity we are nothing, without identity we are nothing. Our identity is our existence and it should never be thrown away.

It is making choices on our own, and not being in someone else's shadow. It is taking advice from people, but not doing exactly what they say. Thinking for yourself: that is identity, and that is who you are.

It is essential for every individual to liberate himself from the claws that hold back his progression and hinder his growth, to release his potential and become what he is intended to be. The individual should be the one progressing before society, for with the progression of the individual, the progression of society will naturally come.

Being ordinary seems like a disease, an ordinary path is safe and bland. Shouldn't we dare to step outside the box? Shouldn't we dare to be ourselves, and engrave our own paths along the way? To fight for your dreams, your ideas, and your beliefs is to fight for your individuality.

Everyone wants to be special, to be an individual. Individualism is the key to what we are; it is the essence of our existence, and acceptance is what brings us closer and unites us. When we embrace our differences, we are working for a higher reason, for a reason that unites us all, a drumbeat that we all march to: the drumbeat of life.

Najwa Hassounah - Grade 11SE

Love asks for a total disarmament. The encounter in love is an encounter without weapons. Perhaps the disarmament in the individual encounter is more difficult than international disarmament. We are very able to hide our guns and knives even in the most intimate relationship. An old bitter memory, a slight suspicion about motives or a small doubt can be as sharp as a knife held behind our back, as a weapon for defense in case of attack. Can we ever meet a friend or a stranger without any protection? Can we reveal ourselves to another in our total vulnerability? This is the heart of the question.

Are we able to exclude the power in our relationships and become totally available to each other? When a soldier sits down to eat he lays down his weapons because eating means peace and rest. When he stretches out his body to sleep, he is more vulnerable than ever. Eating and sleeping are moments of intimacy, where and when we take off all the forms of power and retrieve our naked human nature.

When we get disarmed we are able to listen better to understand better and to see better. When disarmed the person in front of us cannot continue to be a foe. When disarmed the person in front of us cannot be but a friend, a relation of kin and a brother. This encounter breaks the barriers, creates a relation that is not limited in the here and now, a relation viable in the future against all odds. When we learn to give our whole person to others, we will experience the fruits of life in our souls. Our giving becomes for-giving. What looked to be weakness and vulnerability becomes source of strength. Power kills, weakness creates. It creates autonomy, self-awareness and freedom.

This explains why the highest safeguard for the physical, mental, and spiritual health of the child is not primarily the attention paid to the child but the unrestricted love of the parents for each other. If love can be found creation can exist. Ghandhi's concept of non-violence was based on his conviction that forgiveness could change any enemy in a friend, that in hatred love is hidden, in despair hope, in doubt faith, and in sin redemption.

Love, then, is not a clinging to each other in the fear of an oncoming disaster but an encounter where the face to the face allows the creation of a new life. This cannot be demonstrated. Yet we are called to facing faces and to find how much true and sincere humans can be, when the responses of the faces engage in the language of the peaceful drumbeat of life.

Father George Dimas





## Bidding Farewell to the Final Year

All that is on the mind of every person who has reached the last stage of his/her academic adventure of 15 years is his/her final graduation and prom-night. This is where we, the prom committee, step in. Our role is to organize some activities and collect the money we need in order to make this once in a life time night memorable and special.

Several activities performed throughout the final year are planned by us and approved by our administration. Always running from one side to the other trying to give everyone what they want in regards to activities and organization. We can't say it has all been fun; arguments have happened and it has been a bumpy ride. A great experience anyways!

Our fund raising journey began with our first activity which was about satisfying the sweet tooth of the upper divisions as well as spreading the Christmas joy. Although the first activity had a couple of financial and organizational disasters, it was something to build on for future activities. It was followed by other very successful activities: the morning hot drinks served with the finest donuts were a mouth watering treat for all

students of all ages. It was a great experience to see all the people interact with us the way they did. The enthusiasm provided by the students was something we will never forget. Other activities such as the movie night and sports tournaments enabled us to communicate with other generations on a new level. The after school party was a great relief of stress for everyone participating. The band performance was a rich time for all, where students were able to shine and show their talents.

A lot of other activities, including the talent show are still to come. Although it has been tiring, it has been a brilliant experience that we doubt anyone will forget.

### The Prom Committee



## Season's Stances With A Sprinkle Of Magic

Spring, stands, social relief... what do they have in common? Their initial letter? Undoubtedly; but more certainly, the satisfaction they spread. The lively hues of spring, just like social welfare deeds, heighten spirits and soothe hearts. As to exhibition stands to be set up at SMOC and BAC on the occasion of Mothers' Day and Easter, they will surely bring smiles to many faces, especially that the benefits will serve to support the schools' social contributions. In this context, the members of our community will unanimously be taking part in this season's symphony: the members of the orchestra, led by Mrs. Ketty Kudsy, who have tuned up their time and talent to make sure that the exhibition is a sweeping success, and all those who will join them in beating the drums of giving in the season of giving life!

So how have our schools attuned spring and stands to the heartbeat of society? The answer will be clearly displayed on the exhibition stands in the form of peachy yet practical items made by the learners of the lower and upper elementary divisions in the context of the environmental program activities. During the activity hours, the learners of grades 1 and 2, at SMOC, molded their motivation with shredded paper, peppy paint, and some glue into artful calendars, bookmarks, and greeting cards. They also turned cocoons into flowers thereby giving the "transformation process" always advocated in our schools a touch of their magical innocence. So did the young enchanters of grades 3 and 4 who brought life to inert blocks of glycerin soap: out of inert opaque and transparent wax, fish, seashells, and stars were born! They also made candles which will light up the faces of friends and family, without any flames. As to the Grades 5 and 6 magicians, they took on the more elaborate endeavors: they deftly decorated mirrors which reflect the depth of their feelings rather their own image. They, too, cast their artistic spells on soap and transformed it into beads... and slippers, to tickle all tastes!

In addition to the soap and candle sets, as well as the stationery made from reused and recycled material, the exhibition will feature savory home (school undoubtedly being one) made chocolate and marzipan. The sweet delights are packed in boxes, designed to embody the spirit of the season: tough yet yielding, just like the shells of eggs and mothers' love, which potently protect the precious life in them, only to allow it to break free in due time!

Rania Maghzal - IEN Outreach Unit Supervisor

## أمي

أمي يا أحلى أم

أمي لحضنك أحن

فحنانك كاللحم

وجمالك أسمى من كل فن

أمي أنت وردة

في حدائق العالم الأحلى

فرائك أحلى من كل فلة

وعبيرك يبقى هو الأسمى

وما قد أتى عيدك

يحتفل العالم والتربيع فيك

وهذه زنبقة مني لك

كعربون محبة وفخر بحضرتك

أمي أنت حمايتي

مصدر نغمتي واجتماعي

فعل أنسى قمر حياتي؟

في عيدك الذي جمّل قلبي

نورادريان - السادس أساسي "ج"



قرر متعلمو الصف السادس التوجه إلى لغتهم العربية برسالة شكر يعبرون فيها عن مدى إمتنانهم لما قدمته لهم هذه اللغة من موارد أغنت لهم خيالهم وجعلته خصياً. ثم قرروا استخدام بعض الكلمات الموسيقية لتأليف قصيدة قصيرة لرد الجميل لأجمل الأمهات.

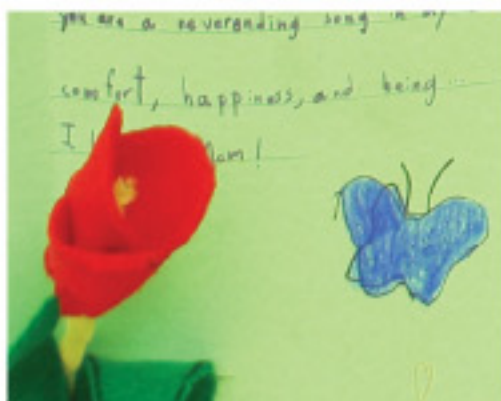
## لغتي فرحي

إلى صديقتي وصديفة الملايين، أود أن أشكرك على ما قدّمته لنا من اللغة العربية ممّا لا يعدّ ولا يحصى، فنحن لا نعرف بدايتك ولا يمكن معرفة نهايتك. فأنت بحرّ لا تری نهايتة، وكنز لا يمكن أن يتفدّ، حتى أصبحنا بياحاً لا نشبع ونبيخت دوماً عن المزيد، مزيد من الكلمات التي تغذي عقولنا، مزيد من التحليل الذي يوسع آفاقنا، مزيد من الفواجر الذي يحسن كتابتنا.

لك الفضل كلّهُ، وأحفظ الله علي لغة الضاد التي تدفع بمنات الأ جانب لتعلّمها. فاللغة العربية هي من أصعب اللغات نحتاج إلى الإطلاع الدائم والبحث، ولا نعرف قيمتها إلا من يتوغل بها ويعيش أجواءها.

من صديقتك المحبّة

تالا مشموشي - الصف السادس





## What Is Happiness?

Grief, sorrow, anger, pleasure, satisfaction, content, joy, misery, all this we carry in our hearts, all this we accompany every day. What distinguishes man from all creatures is his ability to feel, his capability to distinguish happiness from sadness. We cry over what should be grieved upon, and we smile over that we are thrilled with. We live to enjoy our lives, and we enjoy our lives when we are happy. However, what is happiness? Is it a true feeling, or a mere impression of fake emotions? When is it attained?

We embrace that which we possess in us; we carry that which identifies us. But do we always have to reveal our true identity? Are we always happy when we smile, or sad when we cry? By nature, we are made up of mixed emotions, diverse sensations, and variable thoughts. But man is never happy. As I see happiness, I believe it is satisfaction; it is one's approval of his/her own accomplishments,

## Understanding Grief

The fact whether children can grieve or not has been a controversial issue for quite some time. Up to a recent time in history and due to lack of research on the issue many professionals in the field stated that children are incapable of mourning (Cooper, 1999). But more recently more research is proving the opposite. In addition, the fast changes taking place in our world today are leading to more divorces, increased death rates, more people moving out of their homes and other matters that lead our children to grieve (McGlauffin, 1998). These increasing rates of grieving children have raised awareness for school counselors and educators to know more about the issue in order to be able to assist the students pass through these rough times.

Grief is what a person feels and thinks as the result of losing something, someone, or someplace valuable in this person's life. The loss does not have to be always the death of someone close but it may also be losing a toy, moving houses, breaking up a relationship, or divorce. We as educators and counselors should understand certain characteristics about grief in order to be able to assist students in their battle to survive it with the least possible damage. According to the Center for Grieving Children the first of these is that any loss should be grieved and it is only natural, healthy and normal to do so as a response. Second, grief is not a process specified by a certain period of time or by a certain set of rules. It is very unique to each person and may last a life time with some people. Third, when supported with the appropriate atmosphere and surrounding, each grieving person has the ability to heal.

Since people are unique in everything, some children deal with their grief in a healthy way and others deal with it in an unhealthy way. Parents, teachers, and school staff should be aware to signals of grief shown by children and teenagers after a certain loss. Some reac-

one's content of his/her own being. Some people associate happiness with money and power, but really, it's a state of mind. It is believing in yourself, it is being capable of getting what you want, rather than what you need. Happiness is directly linked to a person's view of life; it depends on one's capability of regarding the best out of the worst, the superlative out of the abysmal. When one can learn the art of optimism and conquer it in his/her life, then he/she is one happy person, even if his/her life is full of misery and sorrow, even if a smile never appears on his/her face. Sometimes, the shame we feel for not being the people we were meant to be, the people we want to be, helps us find our way to something better, something close to happiness.

We want what we want, and try to get what we can not possess. We always tend to find a leak, a hole to hide in, a road to diverge from, anywhere to dispose happiness. Why is it that we run away from happiness if it is

tions are very normal but others are considered signs of trouble and should be attended to. Children who are grieving a certain loss show a need to run away from the pain they feel inside. Some might also lose their appetite and lose weight. Being angry all the time and feeling "touchy" is another sign.

Sleeping disorders erupt where the grieving child sleeps more than usual or encounters interrupted sleep. Some children suddenly have this problem handling school and their grades start to decrease. Others might feel "unreal" or in shock where they cannot function properly especially with their increased feeling of indifference (Farrington, 2006). On the other hand the unhealthy behavior regarding grief and loss may take several shapes but adults should be looking for the following signs: physical aggressiveness and violence, withdrawal, lack of concentration and inability to complete tasks at school which often lead to dropping out or being expelled, drug or alcohol abuse, thinking about suicide, depression, excessive display of emotions, eating disorder, major sleeping and eating disorders, and total denial of the loss (Farrington, 2006; McGlauffin, 1998).

In general adolescence is considered a very critical stage because of all developmental changes taking place. At this stage teenagers are capable of understanding abstract matters and death is one of them. Adolescents are already experiencing a lot of pressure without that added by the death or the loss of a precious someone or something. Many teenagers are being pressured to do well at school for a better future. In addition and to further complicate matters, many adolescents react by restraining their grief upon the loss of a close person (Lenhardt & McCourt, 2000). Adolescents may not be ready to speak about their feelings much since many of them escape into denial to deal with their pain after a certain loss. Even though adolescents show this behavior, counselors should not give up on them but should show them

what defines our lives? Why is it that we are frightened to be "happy" if it is all what man requires? When you can not get something, you are too afraid to obtain it in fear of not knowing how to deal with it when it is in your hands, in fear of growing a new thought in your mind that you might lose one day and grieve over. We try to escape from happiness in fright of not wanting it anymore after we possess it. We battle for happiness; we are martyrs of our own war, the war between our inner souls- our conscious and reality.

A writer once said: "what the eye doesn't see, the heart doesn't grieve over". When man is capable of ignoring the thoughts that he himself creates and believes, when man is capable of disregarding the tragedies he can cause himself, this is when man is capable of being happy. Moreover, if you have hope, life will never turn its back on you, life will never disappoint you, and happiness will have achieved its goal.

Rawan Dgheim - Grade 11S

the support that might later pave the way for their grief (Lenhardt & McCourt, 2000).

Some strategies can be followed with adolescents inside schools. The least school counselors and staff can do is feel and show empathy with the grieving adolescents to help them feel more at ease with their pain. It proved very beneficial for some adolescents to learn some relaxation techniques where they do breathing and imagery exercises to ease the pressure.

Denial issues can be dealt with through stories and books related to death and maybe journal writing which might show feelings the grieving adolescent has been hiding. In addition, it is very important for school counselors to study the adolescents' history of losing close people and precious things. This would determine the possibility of unresolved issues. Valentine (1996) adds that school counselors should be especially careful for adolescents with a history of depression whose grief might become unresolved. Unlike younger children adolescents depend more on their peers for support. Therefore group counseling might sound as a good idea to encourage adolescents to talk about their grief, loss, and pain. The group should only involve students who have lost close people so that none would feel isolated and everyone would feel the same (Lenhardt & McCourt, 2000).

It might seem easier for some people to ignore others' losses and grieves thinking that this way they will be overcome more quickly. It is most certain that this is a strategy not to be considered in schools that much appreciate their learners' normal and healthy emotional development for it is a building block in their future success.

Lara Seemaan - Editing Committee

Resources: Cooper, C.A. (1999). *Children's dreams during the grief process*. *Professional School Counseling* -Lenhardt, A.M.C. & McCourt, B. (2000). *Adolescent unresolved grief in response to the death of a mother*. *Professional School Counseling*-McGlauffin, H. (1998). *Helping children grieve at school*. *Professional School Counseling* - Farrington, J. (2006). *Gone*. *Current Health*



## ١- كيف أغنتك هذه التجربة؟

**مروة السوري:** أعتبر هذه التجربة مهمة جداً " ففيها الكثير من الفوائد. فقد تعلمت وأدركت مسؤولية إدارة العمل كما أنني انتهيت مواهبي في التمثيل و الغناء و شعرت بأهمية التعاون ومدى تأثيره في كافة الأعمال. وعرفت أهمية العمل المسرحي خاصة أنني أساهم في نجاحه.

**صبح سحاب:** هذه التجربة أغنتني معنوياً لأنها تقوم على عمل جماعي يقتصر على التعاون والتفاعل مع الآخرين ويعتبر ذلك من العناصر المحيية في الحياة المستقبلية. وأيضاً ساهمت هذه التجربة في تعلمي لبعض التقنيات الفنية التي تحتاج إلى الصبر والدقة من أجل الحصول على عمل ناجح.

**ريم السيد:** أغنتني هذه التجربة بتعلمي أشياء جديدة لم احظي بتعلمها من قبل كالغناء. **لها حكيم:** أغنتني هذه التجربة بتحسين أداء صوتي.

**جويل جيور:** أغنتني هذه التجربة بمعرفة أن العمل الجماعي والالتزام هما طريق النجاح وشجعنتني على التواصل مع الآخرين.

**جويل البطل:** لقد زودتني هذه التجربة بشجاعة وجرأة كبيرة وعززت ثقفتي بنفسي.

**جواد حداد:** علمتني هذه التجربة الثقة بالنفس وعدم الاستسلام.

**باسمينا دماطي:** بعد هذه التجربة تعلمت الإرتجال ومواجهة الآخرين ومشاركة مشاعري **فؤاد قاضي:** تجربة لقاء أحد المشاهير (السيدة مرشيليان) كانت جيدة جداً. بالإضافة إلى أن الدخول إلى استديو التسجيل أغنى ثقفتنا بأنفسنا.

**عارف عصفور:** تعلمنا الإيمان بأنفسنا وقدراتنا

**مريم محمود:** زادت ثقفتي بنفسي وكانت التجربة كفرصة لي لإظهار مواهبي

إلها داعر: أظهرت قدراتي من خلال العمل وقد تفاجأت بها شخصياً.

## ٢- كيف تقارن بين هذه المسرحية ومسرحية الليل والقنديل؟

**مروة السوري:** مسرحية الليل والقنديل كانت من أهم إنجازاتي و كان شرفاً لي أن أمثل في عمل مسرحي رحباني كبير. قد لا تكون مسرحية "كتاب زهير" مثلها تماماً. لكنني متأكدة من نجاح كبير لها عند تقديمها لما نبذله من جهد.

**جويل البطل:** إن مسرحية الليل والقنديل تعتمد على موهبة الغناء فقط أما هذه المسرحية تجمع موهبة الغناء مع التمثيل لتشكل عملاً "فنياً" متكاملًا و ذو مغزى كبير.

**عارف عصفور:** في "الليل والقنديل" لم تكن معنيين كثيراً بالعمل كمشاركين عكس تجربتنا الحالية.

## ٣- ما هي الجوانب السلبية لهذا العمل؟

**مروة السوري:** لا أرى جوانب سلبية لهذا العمل بل أرى جوانب إيجابية فقد تساعد هذه التجربة في الترفيه عن التلاميذ ومساعدتهم في ادراك أهمية الأعمال المسرحية وتوسيع أفقهم التي تتعلق بمواهبهم الشخصية المتنوعة والفريدة من نوعها.

**صبح سحاب:** انحصار هذا العمل المقدم من الشباب أي طلاب وطالبات المدارس الأرثوذكسية على نطاق معين لا يشمل عامة الناس (الذين يقدرون الأعمال الفنية)

**جويل البطل:** الجانب السلبي الوحيد. ولكنه ممتع بنفس الوقت. هو الإلتزام بالوقت والتضحية بعطلة الفصح ولكنه ممتع بنفس الوقت.

**جواد حداد:** العمل الشاق والوقت الطويل الذي أخذته المسرحية.

**باسمينا دماطي:** حفظ النص كان صعباً بعض الشيء كما أن المواصلات بالنسبة لأهلي كانت شاقة خاصة عندما كان جدي مريضاً.

**فؤاد قاضي:** اعتقد أن البدء بالعمل تأخر قليلاً

**عارف عصفور:** كان هناك دائماً مشكلة الوقت حيث لم يتسنى لنا الوقت الكثير للتمرين.

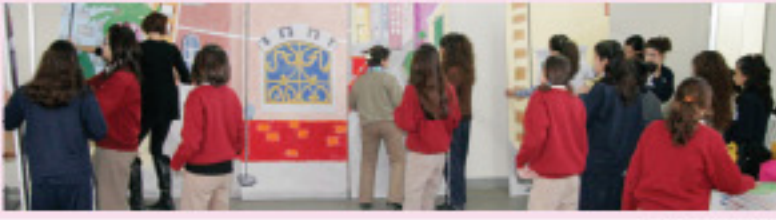
إلها داعر: عنصر الوقت كان سلبياً جداً وقد تراجعت علاماتي بسبب تمارين يوم السبت.

## ٤- هل تتوقع أن يحظى هذا العمل بنجاح كبير؟ لماذا؟

**نور فرح:** نعم لأنها مسرحية جميلة وممتعة جداً.

**مروة السوري:** إن العمل الكثيف والجهد الكبير الذي نبذله لهذه المسرحية يؤكد لي نجاحها الكبير والمؤثر في العاملين والمشاهدين وأنها ستكون إنجاز لكل منا.

**صبح سحاب:** نعم. أتوقع أن هذا العمل سيحظى بنجاح كبير لأن كل المشاركين في هذه التجربة مؤمنون بهذا العمل الذي يعتبر فرحاً من نوعه على الصعيد الأكاديمي. غير أن هذا العمل يجمع مختلف أنواع الفنانين الذين يتعاملون مع بعضهم البعض وتتناغم آراءهم وأفكارهم حتى يصلوا في نهاية المطاف إلى عمل ناجح ومنشوق ويجشد المواهب الفنية



الخلافة الشابة.

**ريم السيد:** أتوقع النجاح لهذا العمل لأننا تمرنا وجاهدنا واعطينا من وقتنا كثيراً في التدريب لنجاحه.

**لها حكيم:** نعم. أتوقع أن هذا العمل سينجح لأننا عملنا على تحضيره بكل جدية ومسؤولية. **جويل جيور:** نعم. لأن القيمين على هذا العمل لديهم الخبرة.

**جويل البطل:** نعم. أتوقع أن يحظى هذا العمل بنجاح كبير لأنه عمل مسرحي شامل وذو هدف نبيل

**جواد حداد:** سيكون الإفتتاح ناجحاً لأننا تمرنا جاهدين

**باسمينا دماطي:** أتوقع النجاح في اليوم الأول لإنشاء الله لأننا لا نريد أن نخيب آمال كل الذين عملوا معنا كما أننا سنبدل كل طاقاتنا.

**فؤاد قاضي:** بالطبع فحبي مسرحية خاصة بممارسنا وموضوعها هام جداً وبخص المجتمع عامة.

**عارف عصفور:** اعتقد أن شهرة السيدة مرشيليان ستؤثر إيجاباً على يوم الإفتتاح.

**مريم محمود:** أتوقع نجاحاً كبيراً في الأيام التالية بسبب توفر المكان الجيد والجهد الكبير الذي بذلناه.

إلها داعر: لدينا النص الجيد الذي يؤكد نجاح العمل

**هـ- هل لديك أي خبرة ( قصة، فكرة...) تود مشاركتنا بها حول تجربتك في هذا العمل؟**

**مروة السوري:** تجربتي في هذا العمل تعني لي الكثير فحبي لنجاحي لهذا العام الدراسي على أمل أن تلحقها نجاحات أخرى كبيرة ومؤثرة

**ريم السيد:** أحببت المشاركة في هذه المسرحية و اود اعادة هذه التجربة.

**جويل جيور:** أتمنى ان تتاح الفرصة امام الجميع بدور منفرد ولو بسيط كي تكون المشاركة فعليه باظهار مهارتنا الخاصة.

**جويل البطل:** إن التعاون هو أساس النجاح لكي تنجز أي عمل متكامل وما هدف لتوصيله إلى المجتمع بأفضل صورة.

**جواد حداد:** لا أنسى كيف أن ولدي كان يضطر أن يخرج من عمله باكراً أحياناً لإصالي إلى التمارين في الموعد المحدد.

إلها داعر: لم أكن حاضراً يوماً في الوقت المحدد وكنت أوبخ من قبل السيدة مرشيليان.







## ”كتاب صغير“

اقتربت ساعة الصفر، واكتملت التحضيرات للحدث الأكبر على صعيد مدارسنا لهذه السنة فاحتفالاً بمرور 176 سنة على تأسيس مدرسة الثلاثة الأقمار، وتبويجاً لسنة «بيروت عاصمة عالمية للكتاب»، تم التحضير لمسرحية غنائية على مستوى هذين الحدثين، وإلى أن يحين موعد اللقطة على المسرح يوم 18 نيسان القادم، كان لنا هذه الأحاديث مع معدي هذا العمل المكثف والكاتبة الأنسة كلوديا موشيليان، أحد الملحنين ومدير الكورال لتينور غيريال عبد النور، مديرة فرقة الرقص الأنسة نهى الصليبي ومصممة الديكور ومديرة تنفيذ السبده نائسي سلاموني. كما كان لنا حديث مع بعض المتعلمين من المداوس الثلاث عن تجربتهم

### 1- كيف أغنتك هذه التجربة؟ ما هي مقومات نجاحها؟

**ك. مرشيليان:** من العوامل التي ستنتج هذا العمل هو كونه محترفاً وليست مجرد مسرحية نعاية العام الدراسي، كما أن الجمع بين محترفين مثل الملحن إيلي شويري والموزع عبده منذر من جهة، وبهين عفوية المتعلمين من جهة أخرى سيكون له أثر إيجابي أيضاً. هنا بالإضافة إلى رسالة المسرحية التي تتكلم عن الكتاب.

**ن. سلاموني:** اندفاع التلاميذ وحبهم للعمل هو من أهم عوامل النجاح.

**ع. عبد النور:** إن العمل متكامل أن الكاتبة لديها الخبرة والملحنين لديهم تجارب عميقة في مجالهم كما أن الكورال ليس جديداً ويعمل كفريق، كل هذه العوامل تجعلنا نذهب نحو النجاح.

**ن. صليبي:** التجربة «كثير حلوة»، قبل المدرسة كنت أعمل في فرقة استعراضية كما كنت أعمل مع متعلمي مدارسنا في مهرجان الرقص الشعبي في الجامعة الأمريكية في بيروت لسنوات عدة. لكن الممتع في هذه المسرحية وتدريب المتعلمين على رقصات مختلفة في آن واحد مثل الفالس، الرقص التعبيري والرقص الأنطيسي...

### 2- ما الفرق بين هذه المسرحية ومسرحية الليل والقنديل التي قُدمت عام 2016؟

**ك. مرشيليان:** ليس هناك من وجه مقارنة بين العملين لأن «الليل والقنديل» كانت مسرحية معادة ومقلدة بينما هذه المسرحية جديدة.

**ع. عبد النور:** «الليل والقنديل» مسرحية معادة مع توزيع موسيقي جديد ولكن «كتاب صغير» هي عمل جديد مكتوب خصيصاً لمدارسنا.

**ن. سلاموني:** الشخصيات في العمل السابق كانت مجسّمات مضحكة ولم يكن هناك تمثيل حقيقي. الوضع مختلف الآن.

**ن. صليبي:** كانت لدي تجربة مع مسرحية «الليل والقنديل» على مسرح فرطاجية سنة 1984 وقد نقلت الفكرة للمتعلمين الرقص في تلك المسرحية كان الديكوه وهي من التراث أما في هذه المسرحية فتوجب علي شرح خلفية كل رقصة للمتعلمين لإثارة فضولهم وحبهم لها.

### 3- ما هي الصعوبات التي واجهتك؟

**ك. مرشيليان:** الصعوبات الرئيسية التي واجهتنا هي أن الأولاد لا يملكون تجارب سابقة بالإضافة إلى ضيق الوقت.

**ن. سلاموني:** كان هناك الكثير من العمل المطلوب إنجازه في وقت قصير.

**ع. عبد النور:** الصعوبات كثيرة ومتنوعة منها التمارين التي تأخذ وقتاً طويلاً بالإضافة إلى التحضير الدقيق مع الملحن الذي يحتاج إلى معرفة صوت كل متعلم مشارك، وهناك التوزيع الموسيقي ومن ثم التنفيذ. لا نستطيع أن ننسى الوقت الذي يحتاجه الجوق للتدريب على الأغاني.

**ن. صليبي:** من الصعوبات التي واجهناها كانت حادثة فريق العمل، ما أوجب علينا التدريب المكثف.

### 4- بحسب خبرتك، ما هي ردة فعل الجمهور المتوقعة؟ لماذا؟

**ك. مرشيليان:** القصة تتوجه إلى كل الأعمار، لذا أتمنى أن يكون التجاوب كبيراً خاصة أن هذا العمل تميزت به مدارسكم ولا نجد عملاً متكاملاً مثله من قبل.

**ن. سلاموني:** نحن متحمسون جداً وننتظر بفارغ الصبر أن نرى ردة فعل الناس.

**ع. عبد النور:** أرجو أن ينجح هذا العمل، لم يخذلني الجوق سابقاً، وهذه هي السنة العاشرة التي تعمل فيها سوياً. السنة الماضية نالوا درجة ممتاز في مسابقة الأستاذ زكي ناصيف في الجامعة الأميركية.

**ن. صليبي:** المتعلمون ألبوا بالعمل من كل جوانبه، كما أنهم أحبوه وهم شركاء في المسؤولية.

### 5- كيف هو مستوى الأشخاص الذين عملت معهم وهل بينهم نجوم للمستقبل؟

**ك. مرشيليان:** بالرغم من عدم توفر الوقت الكافي للتمارين إلا أن المتعلمين يقومون بمجهود كبير لإنجاح العمل بدون أخطاء. رأيت أن لبعض الموهبة وبالطبع هم بحاجة إلى صقل هذه الموهبة وتنميتها.

**ن. سلاموني:** كان المتعلمون ملتزمون بالوقت وشاعرون بأهمية العمل وصعوبته في آن، برأي، جميعهم فنانون إذ يملكون موهبة وشغفاً لتنميتها.

**ع. عبد النور:** شعادتني مجروحة في هذا الموضوع، لقد فصدت إظهار الطاقات الأوبرالية التي نادراً ما تظهر في هذا العمر هناك بعض المواهب التي تحتاج بعض التنمية لتتمكن من الاستمرار، ممّا لا شك فيه أن الشغف الفني موجود وهذا هو المحم ولكن يحتاج إلى ثقافة وسماع وجهه وصبر.



## SMOC activates its "Alumni Activities and Programs"

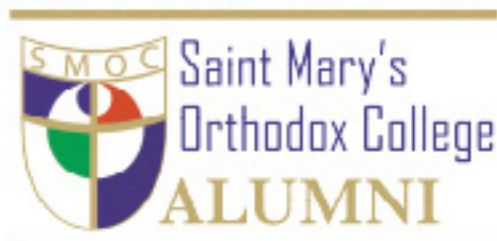
From our school's holistic perspective of education as an ongoing process of "transformation within the inner self of the person and through that within the community in the future", Saint Mary's Orthodox College is paving the way for a lasting partnership with its graduates. Our Alumni continue to be core components of our community who sow the seeds of our spirit worldwide. From this perspective, our paths crossing again will crown our deeply rooted history and the firmly ingrained values we shared during their long journey at SMOC. Thus, the school is launching the "Alumni Activities and Programs", resuming this journey in an ever more dynamic and mutually rewarding manner. Accordingly, SMOC's graduates will be called upon, shortly, to fill out an online application form which will contribute to consolidating communication and disseminating information pertaining to upcoming plans and events.

Whereas the tides of time have drifted some graduates away from SMOC, others remain adamantly anchored such as Mrs. Nouhad Allam, who has entrusted us with her daughter, and Mr. Fadi Lamaa, endowed educator, to whom we have entrusted ours! Our two Alumni shared some insights with respect to their multifaceted experiences at SMOC:

### Reliving Childhood

Entering the gate of Saint Mary's Orthodox College accompanied with my five year old daughter in order to make her line up with her classmates in KG2 always retrieves to my memory the best unforgettable years I had spent in the buildings, rooms, playgrounds and corners of this extraordinary school. Every morning, I feel this nostalgic feeling while driving my daughter to school. The moment she and I get into its huge building, thirty years of life time will be just a quick flashback into my first day of nursery class when I can easily remember that I cried heavily on that day and asked my mother to stay with me in the classroom the whole day. On that day, I was given a lot of candies and sweets by the teachers in order to stop crying. The physical look of that teacher and the colors of those sweets are still alive in my memory. Thirty years have really passed very quickly. Now, I have changed from a pampered demanding young girl holding her mother's hand to a responsible caring mother worrying about her daughter's daily school achievements and life accomplishments. The smell of the fresh small kiosk cookies and manakeesh, the voices of my teachers, and the innocent faces of my classmates have never been absent from my mind. All these images get refreshed again every morning I get my daughter to SMOC.

Choosing a convenient school for my daughter hasn't taken much thought and effort of me. High standards of academic



education, considerable disciplinary system, and social activities and services are all united in the school criteria that I spent fifteen years of my childhood and adolescent age in its widely opened arms. I couldn't find any other better educational institution that can be offered to my precious daughter to meet her educational needs. Sending my own child to the same school I went to and graduated from has widely influenced my personality to a great extreme. This has made me feel that SMOC is my second home; whenever I get my daughter to school or pick her up from school, I feel like being at home as everything at SMOC has got familiar to me. What is apparently important is that I do have peace of mind that my daughter is experiencing respectable education curricula and promoted activities that can make her be readily exposed to the different aspects of life.

To sum up, I feel much honored that my dear daughter is getting her education at SMOC. I am wholly proud that she will be a SMOC graduate one day because on that day, she will have been a very self-confident and highly educated person. I need to end up my article by mentioning that two of my Arabic teachers are currently teaching again my daughter. This always reminds me of my childhood and what's more beautiful than remembering your utmost genuine childhood every day.

Nouhad Allam - Parent of Kinda

### Another Perspective

I still take walks in the playground, though I wouldn't call them walks, strolls maybe. I move slowly and let the learners pass and walk in front of me and I could already see myself in each and every one of them and I'm wearing my uniform again. It is recess time again, and the mixed feelings of joy, eagerness, and the overwhelming pressure of fitting in. I feel that not much other than the perspective has changed. Still the same people who supported me, support me now, still they support the little ones who were like me in need of that little push, but now it's my turn to return the favor, it's my turn to give that little push, to leave the imprint that was left in me.

The only difference between then and now is the point of view, and this is why it is so easy to relate. This is how all teachers could relate: see situations in the eyes of the young, not only the young but the children, see the innocence in the gravest of matters, the simplicity in the most complex of ones, and carry on with the spirit that lights the way.

Fadi Lamaa - Alumni and Teacher



### Teachers' Day Lunch: A Tradition in Transformation

March 8, 2010: An uncommonly warm day for the winter season, unusually short for an academic week; unaccustomed hairdos, make-up and overabundance of flowers for the people working on the school premises.

As noon approached the last signs of a working day dispersed with the dust in the air, and the festive atmosphere took over. The hair loosened and well-groomed, the clothing fitted, the members of the growing BOS family assembled at Burj Al Hamam in Broumana for their yearly reunion on the occasion of Teachers' Day. The brightness of the day, the natural beauty of the premises, and the scrumptiously laid out tables could only be outshined by the radiant appeal of all those who had gathered to pay one another tributes of gratitude. Thus, the drums were beat for the teachers and staff who had been unremitting about furthering the schools' mission and to the officers who had committed themselves to education for a quarter of a century, namely Mrs. Haifa Massaad and Mr. Elie Daoun.

Amidst the welcoming address, the acknowledgements, the highlight of the afternoon remains the precious presence of the parents' committees and their unprecedented endorsement of the event. In addition to their contribution to the organization of the event, they granted generous lottery gifts and offered memorabilia to all attendees. The afternoon was crowned by the SMOC's parents' committee acclamation of the school's management and teachers, represented by Mrs. Bissan Issa, for their continuous cooperation and sustained support.

The Teachers' Day lunch has cast light, once more, on the crucial role of parents in maintaining our institution's lead in the educational domain. Hence, a final thank you note is due to all the parents of our learners whose involvement continues to play up our schools' symphonies.

Rania Maghzal- IEN Outreach Unit Supervisor





## أهمية الإندماج المبكر

لا بد أنه من الممم جداً التركيز على مراحل نمو الطفل الأولى لتأثيرها الكبير على مفاصل كثيرة من حياته ومن أهمها إندماج الاجتماعي وكيفية تعامله مع الغير. وتلعب الأم في المنزل والحاضنة في المدرسة دوراً في تطوير هذه الأساسيات لدى الطفل وبعض الأحيان تفويض ما يلزم. ولمعرفة المزيد عن هذا الأمر كان لنا هذا الحديث القصير مع السيدة غيا سعيغان مديرة دائرة التربية المتخصصة في المدارس الشقيقة.

## ما هو دور الأم في تطوير حس المشاركة والاندماج الاجتماعي لولدها؟ وكيف يمكننا معرفة مدى تطوره ونجاوبه؟

تقع على عاتق الأم مسؤولية كبيرة قبل دخول ولدها إلى المدرسة، إذ يترتب عليها مشاركتها في كافة النشاطات المنزلية: تتحدث معه أثناء تحضيرها الطعام، تعرفه على أسماء الخضار والفاكهة، الأواني المستعملة في المطبخ، أثاث البيت وتعلمه بما عليها القيام به خلال التعار. فإن ضحك الولد وابتسم لها علمت عندها بأنه يتفاعل معها. وهنا ليس من الضروري أن يكون نجاوبه مصاحباً لغفمه لكافة ما يدور من حوله خصوصاً في مرحلة النمو الأولى. فهذه العلاقة التفاعلية بين الولد والأم، والتي تبدأ

التي لها الدور الأساسي في هذه المرحلة، إذ عليها أن تكثر من الحديث مع طفلها مع الانتباه إلى ضرورة التوقف لبرهة من لحظة لأخرى لتعلم طفلها بأن عليه الاصغاء لها في هذه الفترة ثم تتابع حديثها.

## ما هو دور الحاضنة أو مربية الصف عند ما نلاحظ أن أحداً من متعلميها لا يشارك مع الآخرين ويرفض اللعب معهم، أأنني وعدائي تجاه زملائه؟ وكيف يمكننا تصحيح التصرف؟

إن أول ما يجب أن تلجأ إليه معلمة الروضات هو "التحدث مع المتعلم" لاكتشاف الأمور المسببة لتصرفه العدائي تجاه زملائه. من ثم دفعه للعمل ضمن المجموعات الصغيرة في الصف، الأمر الذي يدفعه للمشاركة الفعالة سيما أن أتاحت له الفرصة باختياره لأفراد المجموعة الصغيرة التي يعمل معها. وربما لم يكن قادراً على اللعب والمشاركة في مجموعات كبيرة.

وإذا ما لاحظت المعلمة بأن التلميذ، رغم عمله ضمن مجموعات صغيرة (ثلاثة أولاد)، لا يتفاعل ولا يشارك، يبغى وحيداً ومنتطوياً، غير معتم لها يدور من حوله، عندها عليها اللجوء إلى شخص مختص يمكنه المساعدة بشكل فعال أكثر وأكثر دقة وإدراكاً لمكثدا تصرف.

راتيا طيارة - معلمة

من النظرة الأولى للطفل خلال ارضاعه والضحك له، ومن ثم محاكاته ومشاركته في كافة ما تقوم به الأسرة سواء الأم ومن ثم الأب دون اهمال دور العلفة الجيدة بين الوالدين تدفع الولد وتحثه على أن يكون ولداً اندماجياً، فعلاً واجتماعياً في علاقته المستقبلية.

## كيف يمكننا مساعدة الطفل على اكتشاف العالم من حوله؟

يتعرف الولد على العالم من حوله من خلال الاكتشاف واللعب التمثيلي. ففي مراحل عمره الأولى على الأم أن تسمح لطفلها بتحسس الأشياء من حوله: الصلبة وغير الصلبة، الناعمة والخشنة، الحارة والباردة، مع الانتباه إلى عدم استخدام الكلمات أو الصفات أو التعبيرات التي لا معنى لها في اللغة مثل: أحم، دودو، واو، وغيرها. كما يمكننا أن نشاركه اللعب التمثيلي: كلعب دور الطاهي مثلاً والمزارع، ومزين الشعر وغيرها.

فمن خلال اللعب التمثيلي يكتشف الولد كل ما يدور من حوله في العالم ويكتسب مهارات لغوية، حسية وحركية بالإضافة إلى العديد من الأمور المتعلقة بحسن التصرف والانضباط، القوانين والأنظمة، الحزن والفرح، المشاركة والمساعدة، وخصوصاً "السمع" أو "حسن الاصغاء". وهذه المماراة يمكننا تنميتها من خلال قراءة القصص وسماع الآخرين وخصوصاً الأم

## شكراً يا عنتر

أحب متعلموا صف الروضة الأولى المشاركة على طريقتهم بالعنوان المدرسي «نبض الحياة».

سردت المعلمة قصة "شكراً يا عنتر". القصة تتحدث عن مزارع عنتر، وجد عنتر رزمة من القش الذهبي الجميل وأراد أن يشارك أصدقاءه الحيوانات بها.

شاهد عنتر الخروف وقال له: «أنظر ما أجمل هذا القش! أجابه الخروف غير مبالي: «لا أرى شيئاً جميلاً في هذا القش». بعد قليل مرّت دودة فقال لها: «هل يعجبك هذا القش؟ أجابت الدودة باستخفاف: «وما العجب بذلك».

أخيراً جلس عنتر يفكر: «لماذا لم يحبّ غيري هذا القش؟» فجأة حطت عصفورة صغيرة قربه وسألته: «ما بك يا عنتر؟ أجابها: «لم يعجب أحد برزمة القش التي وجدت». قالت العصفورة: «هذا ما كنت أبحث عنه فهو مثالي لعنسي الجديد». حملت العصفورة القش وبنبت عشها من رزمة القش التي لم يكتثر أحد بها.

عند الانتهاء من سرد القصة ومناقشة دور كل منا في تنظيم «نبض الحياة»، قام المتعلمون برسم صور تعبر عن حجّم لشخصيات القصة.

## Carrying On With The Anti-Bullying Campaign

Every day thousands of teens wake up afraid to go to school. Bullying is a problem that affects millions of students. Anti bullying became one of our priorities. After a great campaign launched by our intermediate learners against bullying, Elementary learners were encouraged to take actions to prevent bullying. They expressed their own thoughts in creative writings, where they mentioned all types of bullying and how might people get hurt. Our learners called for peace and to stop bullying. As for our part, as a member of the great family at SMOC, we educate learners about the realities and consequences of bullying, model respect and tolerance of others, and work with kids on developing skills to solve problems and communicate with each other. Bullying is a large problem in schools, but with a suitable intervention program, it is possible to considerably reduce it. An effective anti-bullying program can be implemented relatively easily. It is primarily a question of changing attitudes, knowledge, behaviors and routines in school life.

Christine Bedros - Grade 2 Homeroom Teacher

## متعلمو الصف الأول ابتدائي ينبضون بالحياة

«لَيْكُنْ كُلُّ إِنْسَانٍ مُسْرِعًا فِي الْاسْتِيفَاعِ، مُبْطِئًا فِي التَّكَلُّمِ، مُبْطِئًا فِي الْغَضَبِ.»

من رسالة يعقوب

بناءً على هذه الآية من الكتاب المقدس، إستمع متعلمو الصف الأول إلى قصة صغيرة تتكلم عن أهمية التفكير قبل القيام بأي فعل ما أو التفوه بأي حديث. ثم قام المتعلمون بربط هذه القصة بحياتهم الشخصية ومدى تأثيرها عليها ورسموا بعض الرسومات التي أرادوا مشاركتها مع الجميع.





## Drumbeat of Life

Coming together is the beginning, sharing and working together is a progress, succeeding together with one heart is the path to greatness along with others.

We should always be grateful to God for the precious gift he gave to each one of us and our beloved children. Every child is special in his or her own way of thinking, and behaving. And as loving parents it is our job to encourage them to embrace their uniqueness and celebrate and share their individual qualities with their surrounding whether at home with their siblings or at school with their classmates and friends. Always assure your child that they do not need to worry about being somebody else.

In today's fast-paced highly competitive world, every parent is behind his/her kids pushing them in all the possible ways to run for the ranks. In this race, many are forgetting that each kid is unique, each kid has his/her own talent, and each kid has feelings. We, parents and teachers, must keep in mind that each child is special, and each has some special skills if noticed carefully. Every kid cannot be a ranker. Education need not be the only talent a kid may possess. If a kid is not performing well in studies, instead of punishing the kid and putting more pressure on him, it is quite necessary for each teacher and parent to understand the underlying reasons, and work on the shortcomings a kid may have. That will help the kid to flourish in whatever he/she is doing.

Encouraging our children to become actively involved in the community requires introducing them to activities that promote a sense of team work, and also focusing on their efforts while trying to accomplish something of their own: a painting, a football game or a dance. Instead of saying to my daughter: "You're great singer" I try to focus more on the effort she made and I say to her: "My God! You seem to have worked really hard for this". By achieving so we are building a high balanced self esteem in a member sure enough of his or her efforts and others' contribution to praise their skills as well.

Working with a group toward a common goal is an important lesson that, when learned in youth, will be highly valued. And the strong skill achieved will also provide a foundation for adulthood development.

So let us start together building a generation that is willing and able to face all the future challenges all together with one heart.

Rania Assi - Parent of Ali, Karim, and Yasmin



## The Drumbeat of SMOC

For the past decade, SMOC has been choosing specific themes that play an important role in our social development. Not only do these themes educate but they also focus on real-life situations that are of relevance to us. We, SMOC learners, can also benefit from these themes by incorporating them into our essays and by passing them on to future generations.

Throughout the year, we have seen many positive results from learners, such as improving in Math, English and Arabic. More importantly, we have learned unique social values when introduced to new cultures and phenomena. Thus, we can say SMOC's semesters have been a very valuable and beneficial experience for all ages.

During the year, SMOC had initiated extra teaching sessions and extra activity hours to give us a chance to manage our free time, studying lessons or playing sports. The school's drumbeat guides us as learners to success so that we could prosper in the long run.

Each and every SMOC learner is different, and it is our difference in actions, our difference in thoughts, and our difference in personalities that make us who we are. We are special, and every one who denies individuality has ignorance lurking in their soul. That is why we as learners, as offsprings, and as members of the Lebanese society, (known as the "Mind Exporter"), for us to make a difference, we must reveal our personal drumbeat, thus playing a part on our society.

Imad Al-Fil - Grade 10B

## Schools, Concerts and "Drumbeat of Life"

Generation out, generation in. We are the continuation of our grandparents, and our siblings are our continuation, but the person who recognizes when and how to take the chance is the one who succeeds.

Our drumbeat of life keeps on changing, glowing and growing to the better, so we must take the challenge to choose and select.

Any person who has the will and the aim to live and succeed is a member of the concert of "Drumbeat of life". A composer knits the music beats of the song, we, as people, knit our lives and ways of living, we decide either to choose to perform solo or with others in teams.

A concert knits its beats with one, two, three or more instruments, singers; Alto, Soprano 1, Soprano 2 and Tenor each do his own unique piece. They train and rehearse once, twice, tens and millions of times, with the help of the sound systems and of course the leader, the Maestro. Persistence, punctuality and accuracy of the melody and harmony will get perfected.

Same as in any concert, any school can not succeed without the leader; the principal, administrators, teachers, students and of course parents. Each has their job;

- *Principal: leads and controls*
- *Teachers: facilitate, teach and give affection and warmth*
- *Students: study, improve, progress and develop*
- *Parents: lead, follow up and of course same as teachers give love and warmth.*

With all those duties, jobs, responsibilities and team members, a school succeeds and knits the "Drumbeats of Life" and without forgetting punctuality and loyalty from all the members.

Darah SakkiJha Sabeh - Parent of Tallah

## A Little Story...

Long time ago in a faraway land, lived a man with a mechanical heart. He couldn't feel anything. He wasn't able to move or do much or he would lose his energy and die. He was more of a stone than a man and even less functional. One day he decided to use all of his energy and do one last good thing for humanity. Therefore, he planted a seed and suddenly collapsed on the ground lifeless!!

The seed grew into a beautiful plant that lived for 20 years.

The moral of my story is that everyone should do something constructive in their lives and that is good for human kind even if it is as small as planting a seed.

Rida Farhat - 8B

## Whose Drumbeat Of Life Do You Admire?

**Abed Koleilat:** I admire the drumbeat of each individual in a society, because each and every individual causes a unique drumbeat, and together we combine the drumbeats to form the rhythm of life.

**Eliya Dagher:** I admire Mr. Moussa's drumbeat of life because he is full of energy; a full battery that never runs out.

**May Rawas:** I admire the drumbeat of a typical Lebanese citizen because we, Lebanese, struggle everyday to get through our lives despite our hopes being shattered as a result of the political situation. Even if we have an ounce of hope left in us, we should cherish it in order to grow and make Lebanon a better nation.

**Richard Saud:** I admire the drumbeat of the teachers. For in their endeavors to teach us, they help in turning up the drumbeat of life of the future generations.

**Reem Hilal:** I admire the drumbeat of life of the person who doesn't follow others, and makes his / her own decisions as he/she go, the person who has confidence and respects others, and is willing to help others...

**Tala El Kadi:** I would admire any person's drumbeat of life as long as this person is strong enough to outsmart me and teach me.

**Hisham Daou:** I admire my older brother's drumbeat the most, it is always active and overall efficient, his drumbeat wishes to be heard the loudest and is always his ultimate weapon in life.